

Northside Primary School

Proposed Spend of Pupil Premium 2018 / 2019

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1300 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

We aim:

- To provide high quality teaching and support in all aspects of learning and to make learning fun, giving our children the confidence to succeed
- To have high expectations for achievement of our children enabling them to have positive attitudes towards their work, developing enquiring minds and becoming life-long learners
- To provide equality of opportunity for all

Every one of our children is unique with their own individual histories and therefore requires a personalised learning journey to ensure they make the necessary outstanding progress.

This is a breakdown of how the school uses its Pupil Premium funding from its school budget. This is funding allocated to the school and is based on the number of pupils who have been eligible for Free School Meals in the last six years, service children or those who are or have ever been looked after by the Local Authority. Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Northside Primary School is committed to providing effective resources and ensuring vital support is in place for our students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium for 2018/2019 and is in line with the recommendations in the Pupil Premium Strategy.

The three overriding objectives which shape spending are:

1: Attainment

To raise attainment for, and diminish the difference between, disadvantaged pupils and non-disadvantaged children across the curriculum.

2: Engagement and Aspiration

To improve curriculum engagement and aspiration for disadvantaged pupils.

3: Early Years – a good start

To improve the outcomes for disadvantaged pupils in Early Years especially through the development of early language and speaking and listening skills.

In 2018 – 2019 the amount of Pupil Premium is £29, 220

This comprises:

- £28,620 for free meal pupils
- £600 for 2 children of services parents

Objective 1: To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged children across all areas of the curriculum

Action: To increase the profile of, the attainment of and the progress of PP pupils
This will be through ensuring that a Senior member of staff monitors the performance of PP pupils, supports the development of high quality teaching and learning and disseminates good practice.

Rationale: There is a much greater need to support children in receipt of the Pupil Premium and to monitor their progress regularly to not only support their progress and attainment but to ensure that any barriers for learning are identified and overcome.

Success Criteria:
 Barriers to learning are identified and strategies are in place to successfully reduce them
 PP pupils attain as high or in excess of non PP pupils Nationally.
 PP pupil progress is at least in line with non PP

Dates: September 2018	Persons Responsible: GO and SK	Monitoring and Evaluation: Tracking and monitoring data of PP cohort via data collection, student feedback, lesson observations and work scrutinies termly. Pupil Interviews.	Cost: £3000
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Action : To increase performance of PP pupils currently working below age-related expectations in English and Maths
This will be through small group and 1-1 support

Rationale: Sutton Trust research states that small class size and small group teaching gives 3 months and 4 months gain respectively.

Success Criteria:
 A reduction in the difference between PP and non-PP pupils in all years from September 2018 to July 2019 in Reading, Writing and Maths.
 Accelerated performance of PP in all key stages

Dates: September 2018	Persons Responsible: SK – TA supports in KS1	Monitoring and Evaluation: Ensure pupil premium pupils have 1 to 1 support to respond to marking and mistakes in order to embed and deepen their learning	Cost: £6070
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Action: *The new feedback policy and assessment procedures are to be established. Feedback from a 1-1 or teacher will be either immediately via verbal feedback or through the marking policy. Support will be given so that response to marking evidences progress.*

Rationale: Sutton Trust research cites that effective feedback has a very high impact and pupils make gains of 9 months on their peers.

Success Criteria:

1. High quality feedback has measurable impact on outcomes for PP pupils.

<p>Dates: September 2018 to July 2019</p>	<p>Persons Responsible: All staff – GO to oversee</p>	<p>Monitoring and Evaluation: Quality feedback policy embedded and monitored. Governors involved in monitoring assessment. Feedback procedures secured and consistently used. Support used to help with this.</p>	<p>Cost: £3070</p>
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Objective 2: *To improve curriculum engagement and aspiration for disadvantaged pupils.*

Action: *Identify barriers to learning and find ways to overcome them. This will be through the establishment of nurturing activities in class, breakfast and after school clubs, targeted provision from the learning mentor, aspirational trips such as university visits.*

Rationale: Sutton document: *'The choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations'.*

'Studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress'.

Success Criteria:

- The difference between the attainment of PP and non-PP diminishes.
- PP aspirations increase

<p>Dates: September 2018</p>	<p>Persons Responsible: SK, GO, RB</p>	<p>Monitoring and Evaluation: Progress of students provided with support to be monitored to ensure value for money. Aspirations and motivation increases – monitored through observation.</p>	<p>Cost: £ As above</p>
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Objective 3: To improve outcomes for disadvantaged pupils in Early Years and develop early language and speaking and listening.

Action 1: Develop the language skills of children through development of the curriculum and using intervention programmes – this year the school is part of the Local Authority research project based upon raising the attainment of Early Years Pupils.

Rationale: EEF – Early Years Interventions: ‘Overall the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months’ progress and appear to be particularly beneficial for children from low income families’.

Success Criteria in Attainment:

Difference between PP and non-PP reduces especially in language acquisition

PP with a good level of development (GLD) improves

Dates:

September 2018

Persons Responsible:

LR/ GP

Monitoring and Evaluation:

Progress of students in EYFS.
Feedback from LA project

Cost:

£3000