



North Duffield Primary  
School

# Pupil premium strategy statement: North Duffield Primary School

1. Summary information					
School	North Duffield Community Primary School				
Academic Year	2016/17	Total PP budget	£13970	Date of most recent PP Review	n/a
Total number of pupils	149	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
<b>Attainment for: 2015-2016 (1 pupil)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	100	81/53
% achieving expected standard or above in reading	100	90.5/65.7
% achieving expected standard or above in writing	100	85.7/74.1
% achieving expected standard or above in maths	100	95.2/69.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Improving learning behaviours (PP and non-PP)
B.	Supporting emotional well-being, developing resilience
C.	Writing progress for PP pupils and non-PP across the school
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Parents awareness of new curriculum expectations e.g. end of year.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Children display good learning behaviours and readily develop strategies to deal with things that could impact on their ability to learn.	Children make good academic progress Children display good confidence in the classroom and discuss their learning and know their strengths and weaknesses
<b>B.</b>	Children will develop good metacognition skills and the ability to reflect and develop their work positively	Children are empowered through work on 'growth mindset' and 'metacognition', to deal with problems Children develop greater resilience and readily offer/create solutions to problems They tackle challenges positively and proactively
<b>C.</b>	Improvement of progress in writing at end of each year, e.g. each teacher is mindful of end of year expectations.	PP children make, at least, good progress meeting end of year expectations.
<b>D.</b>	Parents are confident and know how to help/support their child	Parents of PP pupils are aware of end of year expectations and how school/home is supporting their child in achieving these

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improving learning behaviours (PP and non-PP)	Pastoral support officer employed to observe PP and vulnerable pupils' learning behaviour in the classroom, using Chris Quigley's 'Secrets of Success' to engage children in becoming aware of their own behaviours and creating solutions.	Learning behaviours are observed in the classroom whilst children are learning. Children are coached in developing good learning behaviours, improving their progress and life learning skills, e.g. for high school. Feedback for teachers is valuable cpd and focuses in on what particular pupils need to achieve well academically. Lessons run more smoothly as low level disruption is minimised because children's participation and active attention span is improved.	Weekly meetings between pastoral support officer and SENCo, Development and use of PEGS - self efficacy assessment tool to assess impact with children and identify further targets. Staff training - 'Secrets of Success' and developing life-long learners Staff training - Metacognition Staff training - Growth Mindset	Mrs Smith - pastoral support Mrs Mounfield-SENCo	January 2018
				COST	11,000

Supporting emotional well-being - developing resilience	Pastoral support as outlined above, plus whole staff cpd on growth mindset and metacognition, giving children the skills and language they need to be reflective learners.	Part of becoming life-long learners is to develop the necessary skills and understanding of how to stick at things/challenges, even when the going gets tough. Many children, including PP, have been observed giving up too soon when faced with challenges, as opposed to problem solving and persevering. Research clearly demonstrates that when children believe they 'can', their resilience and ability to persevere improves. Therefore training all staff in the language of the methodology means it will be embedded across the school.	The two staff trained in metacognition deliver training to other staff. Two metacognitive words a year introduced to whole school, Staff cpd - meetings re metacognition and impact. Staff training - growth mindset Peer observations Pupil discussion	Mrs Smith - pastoral support Mrs Mounfield-SENCo	January 2018
Improvement of progress in writing at end of each year, e.g. each teacher is mindful of end of year expectations.	Staff training on writing - 5 phases and development. Developing 'Talk for Writing' - whole school subject knowledge training, new grammar terminology. Improved next steps for all children in marking and feedback.	Children's (including PP) writing identified as could be making more progress. Teachers' marking/feedback and confidence in providing effective feedback for improvement identified as needing support. Talk for writing was minimal across most of the school in the early phases of writing. Staff required training on talk for writing and updating on new grammar requirements for meeting end of year expectations.	Literacy Co - monitor and moderate writing assessments half-termly Staff cpd - grammar and talk for writing Create new end of year expectations for each year group and use for teachers to justify children's progress.	Mrs Mounfield-Literacy Co	January 2018
Parents awareness of new curriculum expectations e.g. end of year.	Writing and assessment evenings for parents. Approach and expectation explained in a powerpoint. Opportunity for discussion with teachers and literacy coordinator. Examples of writing at expected standard on website.	Parents confidence is greater in expected standards for writing at the end of each academic year, and the targets in place regarding their child. Parents are better able to support their child at home.	Dates will be advertised in yearly planner, with benefits of attending. Parents will be asked for feedback to build on future events. HSLW fully briefed and will feedback to parents.	Mrs Mounfield-Literacy Co	January 2018
				COST	1600

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improving learning behaviours (PP and non-PP)	Some PP children will attend nurture support with the SENCo and Pastoral support officer, this will involve use of PEGS self-efficacy programme, to identify personal targets and assess the effectiveness of support given so	Children feel safe and confident to discuss their learning needs and identify their next steps.	SENCo will oversee implementation of new PEGS self-efficacy programme Intervention meetings termly with teachers and TAs Weekly meetings between SENCo and PSO/HSLW	Mrs Mounfield - SENCo Mrs J Smith - Pastoral support/HSLW	January 2018
Supporting emotional well-being - developing resilience	Over-learning of development of solutions with some PP children, through use of: PEGS Secrets of Success Lego therapy Understanding language of metacognition and growth mindset. Pastoral 1:1 and group support sessions.	Children learn definitions and actions of being a successful learner and begin to apply the methodology in the classroom through use of clear simple steps to success that are based on their needs. They are able to identify their own successes and failures, and why they happened, and also practice employing their strategy to success. Children employ strategies for working successfully with others.	Regular meetings with children - half-termly - Intervention meetings termly with teachers and TAs Weekly meetings between SENCo and PSO/HSLW	Mrs Mounfield - SENCo Mrs J Smith - Pastoral support/HSLW	January 2018
Improvement of progress in writing at end of each year, e.g. each teacher is mindful of end of year expectations.	TA trained to deliver 'first class in writing', to PP and non PP children, as identified on tracking system or through termly SENCo, teacher, TA meetings.	Children move positively towards end of year expectations and enjoy the writing process.	Ensure good liaison between class teacher and TA so that techniques learned can be practised regularly in the classroom. Also as above.	Mrs Mounfield - SENCo Mrs D Gallagher HLTA	January 2018

Parents awareness of new curriculum expectations e.g. end of year.	The HSLW/PSO will work with families of vulnerable children to help them become more involved and aware of how to support in their child's education.	Children perform more positively/successfully, in school when their parents feel included and understand how important it is to develop good routines.	As above and through good teacher/parent liaison.	Mrs J Smith HSLW/PSO Mrs Mounfield SENCo Mrs Oswald Attendance Officer/HLT A	January 2018
				<b>COST</b>	<b>600</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2015-2016</b>				
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>	
To provide emotional support for families and children.	fund a Home School Link Worker	Parents and children have used the HSLW to address issues from home and school that affect children's learning. The impact on the children has seen them becoming more confident in class when time is given to them to learn how to learn or address concerns quickly with parents and staff. Role is becoming bigger as more children need specific emotional and social support for a short time.	The role of the home school link worker has increase in the past two years to include working with children that have anxieties and poor learning behaviours. This is why as a school a Pastoral Support Role incorporating the HSLW was created to assist with PP children and their emotional as well as social difficulties.	<b>5800</b>	
Improve attainment in basic skills in mathematics.	School to purchase a set of Numicon resource for each class. Implement Big Maths Basic Skills Test everyday.	Staff found that using the resource enabled children to visualise mathematics and develop basic skills. Basic Skills/ Mental Maths has benefited all children not just PP children this year. Increase in basic skill sin school.	Resource continued to be used in classes by all children as a way of increasing basic skills. Numicon is used as part of maths lessons in nearly all classes to allow access to the mathematics curriculum.  Basic Skills work to continue in classes with all children, PP children to be monitored as part of the mathematics co-ordinator role.	<b>50 (training)</b>	

<p><b>Improve Attainment through developing learning behaviours</b></p>	<p><b>Employ a pastoral care officer to:</b></p> <p>a) identify learning behaviours that restrict academic progress.</p> <p>b) work out strategies with the children to address the identified learning behaviours.</p> <p>Send Staff on Growth Mindset INSET Training and lead teachers on Metacognition.</p>	<p>Growth Mindset Training was well received by staff. Staff attending the Metacognition Training use the ideas in class and fed back to staff.</p> <p>Pastoral Support has impacted on strategies used in classes as well as identifying and working with children with anxieties. Impact of the role on attainment and evidencing not yet in place.</p>	<p>Staff training on Growth Mindset and Metacognition is very relevant for the pupils in school. From the work and reports presented by the Pastoral Support Officer and monitoring of learning behaviours the school needs to address this as a priority for PP children. This will impact on the non PP children as well.</p>	<p><b>8000</b></p>
<p><b>Closing the gap in writing attainment and progress</b></p>	<p>Staff sent on talk for writing course by Pie Corbett in Key Stages</p>	<p>Staff confidence has grown in delivering talk for writing with all children, evidenced in books. Need to develop this further in the next academic year to increase attainment and progress further.</p>	<p>Staff were very positive about the course and resources were bought to compliment the course in school. The approach will continue to be developed this year through in school training and CPD by Literacy Co-ordinator.</p>	<p><b>2200</b></p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b>Improve Attainment of children in Year 3 and 4</b></p>	<p>Train TA to deliver Maths Intervention to specific children</p>	<p>Attainment of the children improved over the time during the intervention. Staff noticed some improvement in class with some impact on progress.</p>	<p>The intervention has some good resources that can be used within the classroom to increase attainment as apart of the curriculum and targeted support.</p>	<p><b>600</b></p>
<p><b>Specific Children targeted improvement in reading for identified children in school.</b></p>	<p>Employ a trained TA to deliver program to specific PP children. Accelaread, Accelawrite.</p>	<p>Reading Intervention shows progress with children in KS1 and KS2 SATs. PP children were at our above National Standards.</p>	<p>Program will be funded through school budget to allow identified non PP children to access the program and increase attainment.</p>	<p><b>500</b></p>