

# 2017/2018

North Walkden  
Primary School

## **PUPIL PREMIUM STRATEGY 2017-2018**

### **Overview – What is Pupil Premium?**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to children who:

- Who have been in receipt of free school meals (FSM) at any point in the past six years
- Who have been looked after by the local authority for one day or more
- Who are adopted or under a special guardianship or residence order
- Who are the children of Armed Service men and women

## Funding

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11
- £1900 for each pupil identified as 'Looked After' by the local authority

Schools are held accountable for the spending of these monies, performance tables capture the achievement of disadvantaged children covered by the funding.

This pupil premium strategy is for the academic year September 2017 - September 2018

The governing body are due to review and ratify this strategy on 30<sup>th</sup> November 2017 in the full governing body meeting.

### What are the barriers to learning at North Walkden Primary School?

- 1) Attendance and punctuality are below the national average
- 2) Children enter school with low speech, language and communication difficulties.
- 3) Higher than average number of children with SEND support and EHCP.
- 4) Low Self Esteem, independence, resilience and aspirations.
- 5) High number of children with social and emotional needs.
- 6) Contextual information indicates that this school is in a high area of deprivation.
- 7) Lack of wider reading opportunities at home due to an increase in the use of technology.

### OBJECTIVES

|   |  |   |
|---|--|---|
| 1 | To improve the attendance and punctuality of disadvantaged children  | Total amount of pupil premium funding, including EYFS funding for this academic year is £128760 |
| 2 | To narrow the attainment gap between disadvantaged children and others and boys/girls in reading writing and maths and to ensure the majority of disadvantaged children make good or better progress from their starting point.      |   |
| 3 | To support the emotional, cultural and social needs of our children and raise their self-esteem and resilience in order to become independent learners.  |   |
| 4 | To ensure that all children are given the opportunity to enrich their learning and life skills by participating in a variety of additional curricular and non-curricular enrichment activities, both within school and after school. |   |

### OVERALL SUCCESS CRITERIA

- 1) The attendance and punctuality figures have improved.

### OVERALL IMPACT ( July 2018)

In July 2018, the whole school figure was 95.14% compared with 95.26% the year before. This is above the school target of 95% but below the national figure of 96%, which we are now aiming to achieve in the next academic year.

|   |   |
|---|---|
|   | The attendance figure for July 18 for pupil premium children is still in line with 2017 figures at 94.1%, which is a significant improvement from 2016 and 2015. Ofsted inspector in July 2018 recognised the work of the school in raising attainment.   |
| 2) Termly and 2018 data for key stage 1 and 2 shows that gaps have narrowed between disadvantaged /non and boys girls and progress rates for the majority of these children are good or better.                     | Data shared with governors and the school improvement officer suggested that all disadvantaged children made progress in writing from their starting points.  |
| 3) The number of disadvantaged children achieving GLD and ELG's in writing is close to other children.  | In 2018, disadvantaged children performed better than other children in writing.  |
| 4) IN EYFS, accelerated progress is made in C and L so that more disadvantaged children achieved the ELG's by the end of reception.   | Data shows that disadvantaged children performed better than other children in all 3 strands of communication and language.   |
| 5) Children's needs within this area are being identified quickly and supported and monitored well. Lesson observations and learning walks show children becoming more independent and resilient in their learning. | Children are better equipped to tackle challenges with more independence. Resource provision and learning environments have been carefully planned to ensure the children are developing more independent skills. The Ofsted inspection in July 2018 reported that behaviour for learning was good. |
| 6) All children benefit from a range of additional curricular and non-curricular enrichment experiences.  | All children in school have experienced at least 3 enrichment activities which were received favourably by children and families of North Walkden. Extra-curricular participation has improved.   |

| Objective 1: To improve the attendance and punctuality of disadvantaged children   |                |   |                                       |   |
|--|----------------|---|---------------------------------------|---|
| ITEM/PROJECT   | COST           | REASON  | SUCCESS CRITERIA                      | IMPACT  |
| <i>What are we spending the money on?</i>  |                | <i>Why are we spending the money on this?</i>   | <i>What impact are we aiming for?</i> | <i>Has it worked – what impact did it have?</i>   |
| <ul style="list-style-type: none"> <li>Contribution to employment of children and families worker to work with families to help improve punctuality and attendance.</li> </ul> | Approx. £10000 | Data dashboard weaknesses in 2016 highlighted that attendance was low for all pupils and the groups :disadvantaged, boys, SEN                 | Improved attendance                   | In July 2018, the whole school figure was 95.14% compared with 95.26% the year before.  |
| <ul style="list-style-type: none"> <li>Breakfast club initiative for all year groups 1-6</li> <li>( one week per class per half term)</li> </ul>                               | £150           | To try and encourage and target the children to come to school early for their breakfast which will help to raise punctuality and attendance. | Improved attendance                   | <p>This is above the school target of 95% but below the national figure of 96%, which we are now aiming to achieve in the next academic year.</p> <p>The attendance figure for July 18 for pupil premium children is still in line with 2017 figures at 94.1%, which is a significant improvement from 2016 and 2015. Ofsted inspector in July 2018 recognised the work of the school in raising attainment.</p> <p>The breakfast club was well attended and helped some children come to school in readiness for the school day.</p> |

**Objective 2: To narrow the attainment gap between disadvantaged children and others and boys/girls in reading writing and maths and to ensure the majority of disadvantaged children make good or better progress from their starting point.**

| Overall Success Criteria:   |         | Overall Impact:  |   |   |
|---|---------|--|---|---|
| ITEM/PROJECT  | COST    | REASON   | SUCCESS CRITERIA  | IMPACT  |
| <i>What are we spending the money on?</i>   | approx. | <i>Why are we spending the money on this?</i>  | <i>What impact are we aiming for?</i>   | <i>Has it worked – what impact did it have?</i>   |
| Staffing in EYFS and Key stage 1 to deliver speech and language sessions for target children in EYFS and key stage 1                | £14000  | A large number of children entered nursery working below and well below ARE in communication and language. Children have limited word choices and vocabulary in EYFS   | All children make progress with their speech and language targets. Children in nursery and reception make accelerated progress from their starting point, resulting in fewer children working below expected in C and L. The majority of children with EYFS make good or better progress and the attainment gap between disadvantaged children and others is narrows. | Data shows clear progress for all children in communication and language across the foundation stage in all 3 strands, with disadvantaged children performing better than other children. |
| Installation of a wooden summerhouse to be used for nurture groups in EYFS  |         | The nursery teacher has made early identification of several children that are presenting with speech, language and communication issues. We have an increased number of children in school that require S and L support from Elklan trained TA's. |   | All children have benefitted from a quiet working space in which their individual social and emotional needs can be addressed.  |
| Elklan training for two members of staff in EYFS and key stage 2  | £660    |  |   |   |
| Employment of non-class based SENDCO and inclusion lead to facilitate and monitor all interventions for children throughout school. | £25000  | Data shows that children with SEND made less progress than other children from their starting point and children who are disadvantaged performed lower than other children- in reading writing and maths in most classes.                          | Children with SEND make good or better progress from their starting point and the attainment gap between disadvantaged and other children is narrowed.  | Data shared with governors and Ofsted suggests that all children with SEND made progress from their starting points.  |
| Maths CPD for all members of staff  | £1000   |  |   | Key stage 2 data shows that disadvantaged children made   |

|  |       |  |  |  |
|--|-------|--|--|--|
| Purchase of Lancashire planning tools for English and maths  | £300  |  |  | better progress in writing and maths than in 2017.   |
| Tutor trust for targeted children in year 6.   | £700  | Provisional year 6 data showed improved progress for all disadvantaged children in reading and writing and we now want to continue to narrow this gap, especially in maths and have more disadvantaged children working at the expected level. | 2018 data is an improved outcome for disadvantaged children                | In 2018, disadvantaged children performed better in maths than LA figures and in line with LA in writing.  |
| Use of PIXL intervention programme for targeted children, including disadvantaged in years 5 and 6 | £2500 |  |  |  |
| Employment of 2 teaching assistants in key stage 2 to target children through interventions.       | 40000 |  |  | Entry and exit criteria showed clear progress had been made for all children accessing interventions from their starting points.   |
| Purchase of new books to widen the reading experiences of all children on key stage 2              | £1000 | 2017 data indicated that reading was the lowest at 60% expected compared to writing and maths.   | Higher number of children across key stage 2 achieving the expected level. | 2018 key stage 2 data showed an increase in the percentage of children achieving the expected level in reading. 69% of children achieved the expected level in 2018, compared with 60% in 2017. In 2018, 53% of disadvantaged children achieved expected standard in reading, compared with 44% and 43% in 2017 and 2016 respectively. |
| Projectors   |       |  |  |  |

**Objective 3:** To support the emotional, cultural and social needs of our children and raise their self-esteem and resilience in order to become independent learners.

| ITEM/PROJECT   | COST   | REASON   | SUCCESS CRITERIA   | IMPACT  |
|--|--------|--|--|---|
| <i>What are we spending the money on?</i>  |        | <i>Why are we spending the money on this?</i>  | <i>What impact are we aiming for?</i>  | <i>Has it worked?</i>   |
| Contribution to employment of children and families worker to work with families and children who may need social, emotional, financial and mental health support.   | £10000 | We have a larger number of children and families being referred to the schools Children and families worker for help and support with emotional, social support and wellbeing.   | The children and families receive the targeted support and are able to learn more readily in class and can access the curriculum.                                  | <p>The number of children identified and referred to the children and families worker for mental health and wellbeing increased in this academic year due to increased staff awareness.</p> <p>The number of families the school are now working with has increased due the children and families worker branching out into other areas of family support after high quality CPD.</p> |
| <p>Enabling enterprise scheme</p> <p>We are aiming to develop enterprise in our school. This is an organisation that works with schools and businesses to help pupils develop their key skills e.g. Team Work &amp; Leadership, Listening &amp; Presenting, Problem Solving &amp; Creativity and Aiming High &amp; Staying Positive.</p> | TBC    | To enable the children to become part of projects in which they take ownership and equip them with a variety of skills that will help to improve resilience and aspirations, which they can transfer into all aspects of their learning. | The children can work collaboratively together and take ownership of a project. For children to be able to understand they can aspire to anything they want to be. | This was not purchased this year.   |
| DL breakfast club  | £150   | Research shows that children learn better and can focus and sustain  | There is a direct, positive correlation  | More children attended our breakfast club than the  |



|                    |             |  |   |  |
|--------------------|-------------|--|---|--|
|                    |             | <p>concentration for longer after they have had breakfast.<br/>                 We want to convey the message to children and parents that breakfast is a crucial meal of the day.<br/>                 ( also links with improving attendance –see above)</p>   | <p>between children eating breakfast and sustained concentration.</p>   | <p>previous year. The school now wish to promote this further. All nursery children have an early morning snack which helps their concentration.</p> |
| Respect programme  | <b>TBC</b>  | <p>We want to further equip our children with the skills to fulfil the ‘Respect and Tolerance’ aspect of British values.<br/>                 We have had an increase of the number of children joining our school with English as a second language and also from other faiths and cultures.<br/>                 Some of these new children also have limited understanding of cultures and religions beyond their own experience- OFSTED ISSUE 2013</p> | <p>Children develop positive relationships with each other and have an understanding of each other’s needs, cultures, religions, beliefs and individual opinions.<br/>                 There will be a reduction in the number of racist, genderism and homophobic incidents within school.</p> | Was not purchased.   |
| PSHE BV LGBT books | <b>£200</b> |  |   | <p>There have been less reported incidents of racist and no reported incidents of homophobic language in this academic year.</p>                     |
| Behaviour          | <b>£200</b> | <p>Positive praise, which rewards children for their efforts, hard work and perseverance gives them the tools to strive to achieve their best and develop problem solving skills when learning as well as raising their self-confidence and self-esteem.</p>   | <p>Lesson observations and learning walks indicate that behaviour for learning is good.</p>   | <p>Ofsted praised the behaviour of the children during observations.<br/>                 The school behaviour policy is now well embedded.</p>      |

**Objective 4:** To ensure that all children are given the opportunity to enrich their learning and life skills by participating in a variety of additional curricular and non-curricular enrichment activities, both within school and after school.

| ITEM/PROJECT  | COST   | REASON   | SUCCESS CRITERIA   | IMPACT   |
|---|--------|--|--|--|
| <i>What are we spending the money on?</i>   |        | <i>Why are we spending the money on this?</i>  | <i>What impact are we aiming for?</i>  | <i>Has it worked?</i>  |
| Subsidising all enrichment trips and visits and enriching further the curriculum including: <ul style="list-style-type: none"> <li>• Transport to different locations 1000</li> <li>• Enrichment trips for all classes- no cost to parents 840</li> <li>• End of year curriculum trips 3200</li> <li>• M and m theatre company 700</li> <li>• Crucial crew for year 6 220</li> <li>• Food Technology equipment 500</li> <li>• Subscription to purple mash 800</li> <li>• Transport for swimming to allow for longer session for all children in Years 3-5 3000</li> <li>• Mapas music tuition for year 4 3000</li> <li>• Recorder tuition for years 3 and 5 660</li> <li>• Guitar lessons for Key stage 2 1000</li> <li>• Ukulele lessons for all key stage 1 1000</li> <li>• Cookery club for key stage 2 150</li> </ul> | £15000 | To enable all children to take part in a wide range of activities and experiences that they may not usually experience.<br>To develop team building and life skills that they can bring back to the classroom to support learning.<br><br>To promote excellence and enjoyment<br>To develop language, communication and social skills. | Disadvantaged children have equal opportunities to take part in additional enrichment and curricular activities.<br>Every child goes on at least two enrichment visits per year. | All children have experienced at least 2 or more enrichment trips which have been received favourably by parents and the children.<br>Some of our children have visited places and took part in experiences that were new to them. |