

2018/2019

North Walkden
Primary School

PUPIL PREMIUM STRATEGY & IMPACT 2018-2019

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 2018 to 2019 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
- £2300 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 2019- July 19

The governing body are due to review and ratify this strategy on 5th December 2019 in the full governing body meeting.

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

- 1) Poor communication skills and limited vocabulary leading to poor writing skills
- 2) Lack of wider reading opportunities at home due to an increase of the use of technology.
- 3) Low concentration levels and motivation for learning amongst some groups within each class.
- 4)) Some children’s attendance and punctuality is lower than the National average
- 5) Social and economic factors, including life experiences and low aspirations.

OBJECTIVES

1 2	To ensure the attainment and progress of disadvantaged children is close to the national average and is in line with other children within the cohort in reading, writing and maths. Children have access to rich vocabulary to help with reading and writing skills.	Total amount of pupil premium funding, including pupil premium plus for this academic year is £117.440
3	To develop the children’s independence and resilience skills so that self-esteem is raised and motivation are evident.	
4	To improve the attendance and punctuality of disadvantaged children.	
5	To ensure that all children are given the opportunity to enrich their learning and life skills by participating in a variety of additional activities, both within school and after school. Families are well supported with individual needs.	

AIMS AND SUCCESS CRITERIA **OVERALL IMPACT - July 2019**

<p>Termly and national 2019 data shows that disadvantaged children are performing in line with similar children nationally and with other children within their own cohort in reading, writing and maths.</p>	<p>In Key stage 1, 7 children were eligible for pupil premium.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">KEY STAGE</th> <th style="text-align: center;">SCHOOL FSM</th> <th style="text-align: center;">SCHOOL NON FSM</th> <th style="text-align: center;">NATIONAL FSM</th> <th style="text-align: center;">NATIONAL NON FSM</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>READING</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">78%</td> </tr> <tr> <td>WRITING</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>MATHS</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">79%</td> </tr> </tbody> </table>	KEY STAGE	SCHOOL FSM	SCHOOL NON FSM	NATIONAL FSM	NATIONAL NON FSM	1					READING	57%	63%	61%	78%	WRITING	57%	64%	54%	73%	MATHS	57%	73%	61%	79%
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	<p>7 children were eligible for FSM in key stage 2</p> <table border="1"> <thead> <tr> <th>KEY STAGE 2</th> <th>SCHOOL FSM</th> <th>SCHOOL NON FSM</th> <th>NATIONAL FSM</th> <th>NATIONAL NON FSM</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>43%</td> <td>56%</td> <td>58%</td> <td>76%</td> </tr> <tr> <td>WRITING</td> <td>71%</td> <td>83%</td> <td>63%</td> <td>81%</td> </tr> <tr> <td>MATHS</td> <td>43%</td> <td>72%</td> <td>63%</td> <td>82%</td> </tr> </tbody> </table>	KEY STAGE 2	SCHOOL FSM	SCHOOL NON FSM	NATIONAL FSM	NATIONAL NON FSM	READING	43%	56%	58%	76%	WRITING	71%	83%	63%	81%	MATHS	43%	72%	63%	82%					
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<p>The number of disadvantaged children in EYFS achieving GLD in writing and reading is close to other children and compares favourably to national averages.</p>	<p>In EYFS, 34% of children were eligible for pupil premium.</p> <table border="1"> <thead> <tr> <th>EYFS</th> <th>SCHOOL FSM</th> <th>SCHOOL NON FSM</th> <th>NATIONAL FSM</th> <th>NATIONAL NON FSM</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>60%</td> <td>53%</td> <td>62%</td> <td></td> </tr> <tr> <td>WRITING</td> <td>60%</td> <td>53%</td> <td>58%</td> <td></td> </tr> <tr> <td>MATHS</td> <td>60%</td> <td>53%</td> <td>66%</td> <td></td> </tr> <tr> <td>GLD</td> <td>60%</td> <td>74%</td> <td>56%</td> <td>75%</td> </tr> </tbody> </table>	EYFS	SCHOOL FSM	SCHOOL NON FSM	NATIONAL FSM	NATIONAL NON FSM	READING	60%	53%	62%		WRITING	60%	53%	58%		MATHS	60%	53%	66%		GLD	60%	74%	56%	75%
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<p>Children’s independence and resilience skills have improved and children understand how to be independent learners. There is a noticeable shift in the way all children tackle challenges and engage with their learning.</p>	<p>Learning walks have identified that certain groups are more independent than others. All teachers have been focussing on developing</p>																									
<p>Attendance and punctuality figures for disadvantaged children have improved and the number of persistent absentees has reduced.</p>	<p>2017 FSM attendance- 93.5% 2018 FSM attendance- 94.1% 2019 FSM attendance 95.1%</p>																									
<p>Children benefit from a range of experiences outside of their family experiences.</p>	<p>All classes experienced more than one enrichment trip /visit/experience over the year in a range of environments. Year 4 visited the Lowry</p>																									

Objective 1 AND 2

To ensure the attainment and progress of disadvantaged children is close to the national average and is in line with other children within the cohort in reading, writing and maths.

Children have access to rich vocabulary to help with reading and writing skills.

ITEM/PROJECT	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"> Staffing in EYFS to deliver speech and language sessions for identified children linked to the Wellcom strategy. 	<ul style="list-style-type: none"> To improve the provision for all children with SLCN in EYFS. Baseline data shows the majority of children are working below the expected level in Communication and language. <ul style="list-style-type: none"> Listening and attention 92% Understanding 92% Speaking 92% In listening and attention 100% of disadvantaged children are working below age related expectations compared with 88% of other children. In understanding 100% of disadvantaged children are working below age related expectations compared with 88% of other children. In speaking 100% of disadvantaged children are working below age related 	<ul style="list-style-type: none"> . Early intervention from speech and language services. Most or all disadvantaged children in nursery are at least national average in communication and language at the end of nursery and then reception. A larger percentage of disadvantaged children in reception are working at the expected level on entry to year 1. 	<p>At the end of EYFS the data showed that.</p> <p>60% of FSM children were working at the expected level in listening and attention , understanding and speaking. This indicates a substantial improvement from baseline.</p>

	<p>expectations compared with 88% of other children.</p> <ul style="list-style-type: none"> • 		
<ul style="list-style-type: none"> • Contribution of employment of TA support in key stage 1 and 2 to deliver booster classes, interventions and one to one sessions for children with identified needs. 	<ul style="list-style-type: none"> • To improve outcomes and progress measures for disadvantaged children from their starting points in all the national tests in 2019. • To accelerate progress in reading, writing and maths across all cohorts within school. 	<ul style="list-style-type: none"> • Learning walks and other monitoring evidence TA's providing effective support in small groups and 1 to 1. • TA's are more confident in delivering interventions as a result of training by SENCO and external training providers. • Data evidences disadvantaged children perform in line with peers and trends from the previous year are addressed. 	<p>Learning walks have shown that TA's closely mirror the expected outcomes of the class teacher. TA's have worked closely with the SENDco and felt more confident at delivering interventions.</p> <p>In key stage 2 SATS reading progress for FSM was...</p> <p>2017- -5.0 Non FSM -1.2 2018-- 2.9 NON FSM -0.3 2019 -0.4 Non FSM -2.7</p> <p>Writing progress</p> <p>2017 1.5 Non FSM -1.8 2018 1.7 NON FSM- -.05 2019 2.7 Non FSM 0.3</p> <p>Maths progress</p> <p>2017 -3.8 Non FSM -1.6 2018 -1.6 Non FSM 0.6 2019 -1.6 Non FSM -2.5</p>
<ul style="list-style-type: none"> • Training courses for all teachers to ensure quality first teaching for disadvantaged children. 	<ul style="list-style-type: none"> • 'The primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high quality teaching has a disproportionately positive effect on disadvantaged 	<ul style="list-style-type: none"> • All teaching to be at least good over the course of the year from a combination of lesson observations, learning walks and book looks. 	<p>Learning walks have evidenced mostly good or better teaching. There have been 4 NQT's in school this year.</p>

	<p>learners too' states Marc Rowland in the National Education Trust publication 'A practical guide to the Pupil premium'</p>	<ul style="list-style-type: none"> Quality first teaching is evident. 																									
<ul style="list-style-type: none"> New reading books and guided reading resources. 	<ul style="list-style-type: none"> Data trends suggest that disadvantaged children do not perform as well as other children at the end of key stage 2 national tests. 	<ul style="list-style-type: none"> Improved outcomes for all children in reading. 	<table border="1"> <thead> <tr> <th>KEY STAGE 2</th> <th>SCHOOL FSM</th> <th>SCHOOL NON FSM</th> <th>NATIONAL FSM</th> <th>NATIONAL NON FSM</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>43%</td> <td>56%</td> <td>58%</td> <td>76%</td> </tr> <tr> <td>WRITING</td> <td>71%</td> <td>83%</td> <td>63%</td> <td>81%</td> </tr> <tr> <td>MATHS</td> <td>43%</td> <td>72%</td> <td>63%</td> <td>82%</td> </tr> </tbody> </table>	KEY STAGE 2	SCHOOL FSM	SCHOOL NON FSM	NATIONAL FSM	NATIONAL NON FSM	READING	43%	56%	58%	76%	WRITING	71%	83%	63%	81%	MATHS	43%	72%	63%	82%				
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<ul style="list-style-type: none"> Effective intervention and curriculum resources to support identified children and groups across school. <p>Computing equipment Purple mash computing scheme Word aware for developing vocabulary Classroom secrets Tutor trust for individual tuition Interactive whiteboard for small, targeted interventions. Phonics play Pixl intervention and bespoke support package</p>	<ul style="list-style-type: none"> We want to narrow the gap between the attainment of disadvantaged children against other children nationally and in school. To ensure disadvantaged children make accelerated progress. To ensure the number if children secure at phonics by the end of key stage 1 continues to be in line with national average. To support learning in class and small group work in EYFS, Key stage 1 and key stage 2 	<ul style="list-style-type: none"> ASP 2019 indicates that the gap has narrowed between our disadvantaged and other children nationally. Children make good or accelerated progress from their starting point. The children entering key stage 2 proficient in phonics is better than the national average. 	<p>In key stage 2 SATS reading progress for FSM was...</p> <p>2017- -5.0 Non FSM -1.2 2018-- 2.9 NON FSM -0.3 2019 -0.4 Non FSM -2.7</p> <p>Writing progress</p> <p>2017 1.5 Non FSM -1.8 2018 1.7 NON FSM- -.05 2019 2.7 Non FSM 0.3</p> <p>Maths progress</p> <p>2017 -3.8 Non FSM -1.6 2018 -1.6 Non FSM 0.6 2019 -1.6 Non FSM -2.5</p> <p>At the end of Year 2 phonics check, 86% of children were proficient in the phonics check- The national was 92%</p> <p>86 % of FSM children passed the year 2 phonics check, compared with 87% in the LA.</p>																								

<ul style="list-style-type: none"> Substantial improvements to the resources and provision within the EYFS, both indoors and outdoors. 	<ul style="list-style-type: none"> There are increasing numbers of children in EYFS who are referred to SALT. To ensure all areas of provision within EYFS allow for C and L development. 	<ul style="list-style-type: none"> Data evidences clear progress of all disadvantaged children across EYFS 	<p>Early intervention from SALT in EYFS evident. WELLCOM has had an impact on EYFS data. All disadvantaged have made clear progress from their starting point. Learning walks have identified provision for C and L is integral within all areas of learning.</p>
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Objective 3

To develop the children’s independence and resilience skills so that self-esteem is raised and motivation are evident.

ITEM/PROJECT	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"> Contribution to the employment of children and families worker and SENDCO to support the mental health and wellbeing of children. 	<ul style="list-style-type: none"> The national picture evidences that children in primary Schools suffer from mental health and emotional issues that need to be addressed. To source interventions and bespoke packages to deliver sessions to the most vulnerable children across the school. There has been an increase in the number of children refereed to FSW with emotional, social and mental health needs. We want to promote positive mental health and to help children learn to feel good about themselves and valued. 	<ul style="list-style-type: none"> Early help for children who present with emotional and mental health needs. The most vulnerable children have access to the right interventions and nurture opportunities. Early identification strategies supports children early before problems escalate. Children are well supported and can talk about their feelings. 	<p>Identified children have accessed nurture programmes: Wild Crew Wild Things Tougher minds through Salford foundation.</p> <p>The CFW has worked with more children this year as a result of early identification from class teachers.</p> <p>Children’s and parents’ surveys indicate children feel safe and happy at school.</p>

		<ul style="list-style-type: none"> We want to teach children coping skills they can apply to life as well as learning how to talk through worries and anxieties. 		All; children in school knew who they could talk to if they needed help.
<ul style="list-style-type: none"> Installation of gazebo 		<ul style="list-style-type: none"> To provide a quiet space/intervention space for children to use during various times of the day to support their needs. 	<ul style="list-style-type: none"> More children have opportunities to access nurture interventions. 	All children have accessed the gazebo.

Objective 4

To improve the attendance and punctuality of disadvantaged children.

ITEM/PROJECT	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"> Contribution to employment of children and families worker to tackle attendance issues and offer family support. 	<ul style="list-style-type: none"> Attendance, punctuality and persistent absence of disadvantaged children were lower than non-disadvantaged children. This is a recurring OFSTED issue that we are working to continually address 	<ul style="list-style-type: none"> Improved attendance of disadvantaged children to 95 % in 2018-19 academic year. Reduce persistent absence of disadvantaged children. 	<p>Data shows an increasing trend in percentage for children with FSM.</p> <p>Data shows persistent absenteeism has significantly reduced for children with FSM.</p>

Objective 5.

To ensure that all children are given the opportunity to enrich their learning and life skills by participating in a variety of additional activities, both within school and after school. Families are well supported with individual needs.

ITEM/PROJECT	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"> Music and additional swimming tuition for key stage 2 children. 	<ul style="list-style-type: none"> To enable all children to take part in a wide range of activities and experiences that they may not usually experience. To develop team building and life skills that they can bring back to the classroom to support learning. To promote excellence and enjoyment at North Walkden. 	<ul style="list-style-type: none"> Disadvantaged children have equal opportunities to take part in additional enrichment activities and experiences. Every child goes on at least one educational visit per term. 	<p>All children have experienced at least 2 enrichment experiences. All key stage 2 children have accessed swimming. No children were excluded from any trip or experience.</p>
<ul style="list-style-type: none"> Enrichment opportunities and subsidised trips for all children in school. <p>Manchester opera house subsidy Year 6 residential subsidy Year 6 crucial crew M and M theatre company</p>			

ACRONYM MEANINGS

ARE	Age related expectations
EYFS	Early Years Foundation Stage
ROL	Raise On Line
ASP	Analysing School Performance
SIP	School Improvement Plan
SIO	School Improvement Officer
SED	Self-Evaluation Document
PSHE	Personal, Social and Health education
SEND	Special educational needs and disabilities
SEND Co	Special educational needs and disabilities co-ordinator
FSM	Free school meals
GLD	Good Level of Development
LAC	Looked after Child
PP	Pupil Premium
PPG	Pupil Premium Grant
PPP	Pupil premium Plus