

Action plan statement of pupil premium strategy – North View Academy 2017-18

1. Summary information					
School	North View Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMHD/ASD
Academic Year	2017/18	Total PP budget	£67493	Date of most recent PP Review	2015/16
Total number of pupils	70	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Spring term 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% making less than expected progress in reading	33.33% (10)	44.44% (8)
% making expected progress in reading	60.00% (18)	11.11% (2)
% making above expected progress in reading	6.67% (2)	44.44% (8)
% making less than expected progress in writing	43.33% (13)	50.00% (9)
% making expected progress in writing	50.00% (15)	38.89% (7)
% making above expected progress in writing	6.67% (2)	11.11% (2)
% making less than expected progress in number	23.33% (7)	27.78% (5)
% making expected progress in number	56.67% (17)	50.00% (9)
% making above expected progress in number	20.00% (6)	22.22% (4)
% making less than expected progress in measure	33.33% (10)	20.00% (3)
% making expected progress in measure	53.33% (16)	80.00% (12)
% making above expected progress in measure	13.33% (4)	0.00% (0)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	School context of deprivation: 67% of our children qualify for Pupil Premium. The vast majority of our students are from postcodes which rank in the most deprived areas nationally.
B.	Social/Health Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care, health and family support workers. Many of our families need support from school to help them address their needs and to support their children's learning.
C.	Attainment on entry: The vast majority of our children come to us working well below the expected standard and not making expected progress prior to entering the provision from their mainstream schools
D.	SEND: 100% of our students have an Education Health Care Plan for Social Emotional Mental Health Needs and other associated Specific Educational Needs.
External barriers	

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved enrichment opportunities for pupils eligible for PP across Key Stage 2. With a focus on improved attainment in reading , with a focus upon improving handwriting and extended writing	Improved attainment and progress in reading and writing for PP children across all year groups to close the gap, especially in Key Stage 2.
B.	Higher rates of attainment and progress across Key Stage 2 for higher attaining pupils eligible for PP in maths.	For the attainment gap measured against national to be closed. Pupils eligible for PP identified as high ability make as much progress as 'other' HA pupils nationally, across Key Stage 2 in maths, measured in Years 3, 4, 5 and 6 by teacher assessments

		and successful moderation practices established across the future multi-academy trust (MAT).
C.	Early engagement via BSP with more school based family support leading to less children needing Child Protection Plans or CIN referrals	More identification of children needing internal family support leading to fewer children needing Child Protection Plans/CIN referrals
D.		

5. Planned expenditure

Academic year

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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved achievement for PP pupils. Improved enrichment opportunities across KS2 with a focus on reading improvements, and focus on improving handwriting and extended writing Improved progress for PP pupils.	Review of feedback policy contained within AFL and academy marking scheme Staff training on quality feedback to pupils	We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Use directed time sessions and training days to deliver training. Evidence of staff CPD that ensure staff consistently feedback to pupils to improve understanding Marking scrutiny termly to review progress.	SLT Link GB member	From September 2017 to review in spring term 2018

Improved achievement for PP pupils Improved progress for PP pupils.	Set up a teaching and learning group with a rationale to increase the percentage of outstanding lessons being taught in school.	We want to invest some of the PP funding in longer term change which will help all pupils. High quality teaching for all pupils is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school through Power Teaching.	Use directed time sessions and training days to deliver training sessions. CPD .lesson observation training for all SLT.	SLT Link GB member	
Total budgeted cost					£23000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved achievement for PP pupils In Maths Improved progress for PP pupils in literacy with a particular focus on writing	Interventions implemented to raise attainment and progress of identified PP pupils. Use of power Teaching/Power literacy	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. Targeted intervention approaches employed for this group of pupils should be shared and emulated across the academy so that future cohorts of pupils make accelerated progress. In Maths a greater focus upon problem solving to challenge more able pupils and an embedded approach across academy to support increased focus on reasoning and problem solving and use of White Rose Hub materials Staff to concentrate on specific POS areas with pupils in handwriting and extended writing. Training and CPD to be incorporated and workbooks to be consistent across key stages and abilities to show clear progression Leaders will consider the best format for summarising school data so that it is easily understood and can identify strengths and priorities for improvement. Data summaries should be reported to governors at least termly in line with the assessment cycle of the academy and reported to parents	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by subject coordinators. Teaching assistant (TA) CPD for TAs supporting the sessions. Use of resources from Steps to success to give handwriting and phonics a higher priority Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	SLT Link GB member	June 2017 costings and initial id of 3 staff to be toolkit trained as instructors for staff rollout in October 2017. Power teaching to go live from 30.10.17 and reviewed over 8 week cycles

Total budgeted cost					£8500 Power literacy and resources £14000 staffing costs
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all pupils to be encouraged to participate in a variety of extended school activities to enhance their inclusion in all aspects of school life	Both NPP and PP children asked onto the school council for ideas for extended school activities which will enhance social and emotional well being and teamwork	The vast majority of pupils have engaged throughout the year in various activities on a rotational basis for parts of each half term, giving them an opportunity to be creative, experience outdoor learning and activities. The uptake and participation has been extensive with pupils also coming up with good ideas for future activities and events.	This extended school day is now built in as part of our curriculum week and timetables for a circus of events completed at the start of Autumn term	SLT GB	Spring term 2018
Early engagement via BSP with more school based family support and intervention leading to less children needing CIN and CP referrals	Analysis of behaviour data, attendance data, intensive intervention to continue and review to measure impact	Greater involvement of families and key support identified early through BSP and develop this across the academy. Analysis of behaviours will increase the Academies involvement in this process and will help	Analysis of behaviour and data for attendance and reviews of BSP set up in terms of success in reducing incidents and further referrals	SLT	Spring term 2018
Total budgeted cost					£2000 resources and staff costs £15000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>us on classes in Year 5/6 and on ensuring gaps in children's Literacy and Numeracy skills are addressed, leading to accelerated progress and an increase in pupils' independence and confidence.</p> <p>To overcome barriers to learning.</p> <p>To achieve progress targets each year.</p>	<p>Places allocated, for 30 minute sessions each week, to support the target of 15 PP pupils in making progress each year and staying on course for secure progress across POS by the end of KS2. (dependent on entry point)</p>	<p>Narrowing the attainment gap for individual PP children across the academic year from their starting point. PP Year 6 level increased achieving their expected progress targets and some exceeding this from their start point at the end of Key Stage 2.</p> <p>From the data we have for the end of last academic year once again in maths, children who had interventions did significantly better than those that did not. Interventions are chosen for a number of different reasons including pupil premium, children in year 6 preparing for their SATs, children struggling with some part of their maths and children who have ability above the rest of the class and who can be stretched to reach their potential. Interventions in maths focus on number to try to ensure that children have the arithmetical and reasoning skills they require. 14 children with pupil premium received this help for maths.</p> <p>The maths year 6 pupils averaged 3.05 subgrades of progress in number even including the 3 children who were in the P scales at key stage 1. The results in measure were similar at 2.9 subgrades. The results for pupil premium children were similar (all of the children who were in the P scales at KS1 were pupil premium) and had an average of 2.93 subgrades in number and 2.71 subgrades in measure.</p> <p>Similarly, pupils chosen for interventions in English were chosen due to difficulties with particular aspects of the subject, showed an ability to make further progress or were making slower progress than anticipated. Pupils who had access to interventions for reading made greater progress in comparison to their previous years with many doubling their rate of progress. In writing these results were not quite as positive although the majority of pupils receiving interventions either matched previous progress or increased their rate. Eleven out of twelve year six pupils (92%) receiving English interventions were in receipt of pupil premium funding.</p> <p>However not enough made gains in writing with only 56% making expected or more than expected progress in writing and this needs to be around 60%, however in number and reading the 60% threshold was reached with number and measure exceeding to 76% of pupils making expected or better progress</p>	<p>Need more focus upon Literacy writing, particularly more robust interventions and class/curriculum drive upon handwriting. This needs to be focused for the next PP strategy.</p> <p>For this year's pupils in year 6, we are expecting that the progress made by pupil premium children will be above the predicted level expected from government analysis of KS1 data (ie > 0) in reading and maths. Indeed we are hopeful that the reading scores will be very positive indeed. In writing we expect there to have been a great improvement in the results for pupil premium children, but for this still to be below 0. If correct, this would indicate the need for a greater emphasis on writing in the use of pupil premium for next year. This matches the points noticed by the RSC. The advice being from the meeting with WISE academies on pupil premium was to do fewer things but do them well and be more focussed</p>	<p>Staffing costs varied but in excess of around £35000 with a supply cost to cover experienced senior leaders and co-ordinators for interventions</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment of LAC.	Appointed a coordinator to specifically look after the social and emotional needs of the LAC pupils.	LAC pupils made good progress last year. Most impact made on confidence and social and emotional well-being of pupils. Strategy was very popular with parents of LAC pupils. This year we expect the LAC year 6 pupils in both reading and maths to make significantly more progress than the national average. Progress in writing, although an improvement on last year, still needs to improve.	Continue with this support for the next academic year. Look to extend this support to all PP pupils and to focus more on their writing.	£3000
Improve attainment and progress of PP pupils.	Specific learning interventions implemented to address individual needs of PP pupils.	Interventions last year did have a positive impact on PP pupils. Data shows that specific learning interventions accelerated the progress of some PP pupils especially in reading and maths.	Continue to use this as a strategy next year. Review individual interventions to see which have had most impact on attainment and progress. Monitor writing particularly carefully.	£12000
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning.	Behaviour Interventions 1v1 tuition in key focus areas, use of class charts rewards systems, virtual shop and rewards structure	Behaviour for learning and involvement of both PP and NPP pupils to develop a rewards and sanctions behaviour for learning ladder and the use of class charts system showed that incidents for many individuals decreased throughout the year. Those pupils involved in 1v 1 interventions achieved their targets and has reduced the risk of exclusions for those pupils due to behaviour change and less incidents over time for the majority of disadvantaged pupils	This has started well with many pupils having less extended periods of poor behaviour over time and some reducing to 0% over a course of a term in respect of incidents. This will continue and the site license will be renewed for the new academic year	£1100

Improved engagement of learners and attendance increases compared to previous placements	Teachers and leaders generate high levels of engagement and commitment to learning through support and confidence building	Identified support from teachers and support assistants to overcome barriers to learning identified. Improve confidence and self-esteem, and encourage independence from pupils from targeted support to enhance progress which has seen PP pupils make progress in Maths and reading and has also had an impact upon their attendance when compared to their previous provisions.	Increased attendance of PP pupils 2015-16 80% pupils increased their attendance rates and in 2016-17 thus far this has risen again to 85.1% with the average increase per pupil premium child rising from 12.01% to 16.68% over the year. Current attendance PP= 94.83%, Non PP = 95.18% which are both above mainstream national averages and stands as a whole school at 95%, compared with the SEN national average of 93.6%	£4000
For specific groups of PP children to access Dinosaur school to address social and behavioural issues with peer groups	Attendance throughout a term one afternoon a week with trained staff and additional CAMHS support (Thursday)	The strain on the CAMHS service across the city has meant that staff were allocated training to deliver Dinosaur sessions in school. Two staff trained to allow for consistency of the sessions across the school in each term	Pupils have worked with staff on emotional regulation, resolution of conflicts and circle time and have been able to discuss issues and incidents with peers and find new ways to resolve issues which have caused behaviour issues previously	£800

<p>For children to be healthy and aware of the healthy eating focus across the school, to make informed and better choices regarding healthy eating</p>	<p>All PP pupils Y1 to Y6 are provided with a healthy choice snack during the morning period and embedded into the curriculum and extended school activities</p>	<p>This was to ensure that all PP are included on an equal basis and to target a 100% uptake from children having access to healthy eating and to reduce strain on parental budgets and to provide those children with healthy choices and education to make better choices out of school</p>	<p>Although this has had little in way of impacting academically, , the children have benefitted in that healthy eating is fundamental to good health and well-being. For growing children, eating and drinking a good variety of foods is essential for proper growth and development, but also for developing a love of good food and development of social skills. Good eating habits are developed during childhood and therefore if encouraged to enjoy healthy food and drinks and understand how to make healthy food and drink choices, it is likely positive behaviours and understanding will remain with children and young people throughout their and their future family's lives.</p> <p>However, for children to be able to make healthy food choices now and for the rest of their lives they need to have the confidence, skills, knowledge and understanding of what foods and drinks they need. We can help in this drive embed food into the curriculum and by providing support with all aspects of food provision and by the development of a whole school approach to food policy. Policy development support will include: packed lunch guidance and support; classroom support – theory and practical cooking sessions; assemblies; teachers inset training, after school activities for children; parent sessions.</p>	<p>£750</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.