

## Pupil Premium Action Plan and Review

Summary Information			
School	Northfield Manor Primary Academy		
Academic year	2018-19	Total Budget	£225,060
Total No of pupils	410	Number of Pupils eligible for PP	148
Date for next review of PP Action Plan	Mid-point April 2019	Final July 2019	Review and new plan to be published September 2019

Current attainment and progress for 2017-18									
	School Non-PP			School PP			National Benchmark 2018 NOT PP (unvalidated)		
KS2 % achieving exs+ in RWM	47%			45%			70%		
KS2 % exs+	R	W	M	R	W	M	R	W	M
	53%	77%	80%	50%	78%	78%	80%	83%	81%
KS2 % GDS in RWM	8%			5%			12%		
KS2 % Achieving GDS	R	W	M	R	W	M	R	W	M
	20%	23%	20%	13%	18%	15%	32%	23%	28%
KS2 Progress Measures	R	W	M	R	W	M	R	W	M
	0.3	3.5	2.3	-0.1	3.5	2.4	0	0	0
KS1 % achieving exs+ in RWM	60%			37%			65%		
KS1 % exs+	R	W	M	R	W	M	R	W	M
	65%	63%	67%	37%	37%	37%	76%	70%	76%
KS1 % GDS in RWM	12%			11%			12%		
KS1 % Achieving GDS	R	W	M	R	W	M	R	W	M
	28%	15%	30%	11%	5%	21%	29%	18%	25%
Y1 phonic screening % WA	72%			47%			85%		
EYFS % achieving GLD	66%			35%					

## **Action Plan for Current Year**

1. i. Barriers to future attainment – in-school barriers  
ii. Barriers to future attainment – in-school barriers
2. i. Action Plan – Quality First Teaching  
ii. Action Plan – Targeted Support  
iii. Action Plan – Alternate Approaches
3. Review of previous year's expenditure

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>			
<b>ii. In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
	Barriers	Desired Outcomes	Success Criteria
S1	Poor language and communication skills on entry to Reception, which slows progress across all areas of learning	<ul style="list-style-type: none"> <li>Pupils language and communication skills improve and they are able to use rich and varied language</li> <li>Children are able to explain their understanding clearly</li> <li>Children understand how to take turns in a discussion, and speak with clarity and purpose using standard English</li> <li>Pupils are able to access all learning, leading to improved outcomes</li> </ul>	<ul style="list-style-type: none"> <li>PP outcomes improve and a greater proportion of children meet age-related expectations for Communication and Language at the end of Reception</li> <li>Assessment data shows that the gap between PP and non-PP is closing (not limited to Communication and Language)</li> <li>Formative assessment and child observations show that the gap is reducing and PP children are making good progress</li> </ul>
S2	Behaviour for learning, including group work, and lack of resilience brought about by emotional trauma, social, emotional or mental health difficulties arising from experiences at home	<ul style="list-style-type: none"> <li>Greater resilience in PP children</li> <li>All PP pupils access all learning all of the time</li> <li>High level of engagement from all PP children</li> </ul>	<ul style="list-style-type: none"> <li>Books and formative assessment show that PP children are sustaining effort across challenging tasks</li> <li>Fewer behaviour incidents recorded including removals from class</li> </ul>

		<ul style="list-style-type: none"> <li>PP children collaborate well, which enhances their learning</li> </ul>	<ul style="list-style-type: none"> <li>Pupil and staff voice reflects that engagement and attitude to learning of reluctant PP children has improved</li> <li>Pupil voice and observations show that children know what to do when stuck and follow 5 Bs of independence</li> <li>Assessment data shows that the gap between PP and non-PP is reducing</li> <li>Monitoring shows that PP children are showing greater resilience and are engaged at all times</li> <li>Observations show that PP children are active and diplomatic participants in collaborative work</li> </ul>
S3	Some children present with a poor work ethic and lack the expectation of high standards for themselves	<ul style="list-style-type: none"> <li>All PP children work hard at all times</li> <li>Care is taken in work and children are proud of their outcomes</li> <li>Children have fewer gaps in their knowledge so are able to better access new concepts and learning</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring shows that PP children are completing their work to a good standard</li> <li>Presentation is good and work is the best it can be, with books showing clear progress across the year</li> <li>Teachers work diagnostically, identifying gaps with their questioning and feedback so that children are able to access learning, with their books showing that they work hard to do so</li> </ul>
S4	Lack of parental understanding of age-related expectations for behaviour and learning, including a lack of support	<ul style="list-style-type: none"> <li>Parents are engaged, attend workshops and support their children with their homework</li> </ul>	<ul style="list-style-type: none"> <li>Good Start Great Start is well attended and parental voice shows greater engagement</li> </ul>

		<ul style="list-style-type: none"> <li>• Good Start, Great Start leads to positive relationships and increased parental support and engagement</li> <li>• Vulnerable PP children show greater awareness and more appropriate behaviour in learning and social situations</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data shows that children in GSGS rapidly close the gap between them and non-PP children</li> <li>• Parents evenings and workshops are better attended</li> <li>• Disengaged PP children complete their homework or learning projects</li> <li>• Fewer behavioural incidents are reported and where they are parents are supportive</li> </ul>
S5	Pupils may have a limited vocabulary and do not have access to books, nor are they supported with their reading skills	<ul style="list-style-type: none"> <li>• PP children regularly read for pleasure at home</li> <li>• PP children attain highly in reading and writing assessments</li> <li>• Vocabulary is a key part of everyday life at school</li> </ul>	<ul style="list-style-type: none"> <li>• PP children's homework diaries are regularly signed</li> <li>• PP children regularly change their book in class or at the library, and pupil voice shows that they can recommend authors</li> <li>• Assessments show that reading attainment improves for PP children</li> <li>• Observations show that vocabulary is a key feature of all lessons and opportunities are taken to discuss it regularly</li> </ul>
S6	Children enter reception from a variety of different providers and some do not attend nursery at all, which can lead to some children entering well behind their peers	<ul style="list-style-type: none"> <li>• A greater proportion of children attend nursery</li> <li>• Children who start behind catch up quickly in terms of language development, creative play and independence</li> </ul>	<ul style="list-style-type: none"> <li>• Parents understand the importance of attending a nursery setting so a greater number do so (potentially through the school offering this setting)</li> <li>• Assessment data shows that the gap between children who have attended</li> </ul>

			<p>nursery and those that have not is rapidly reducing</p> <ul style="list-style-type: none"><li>• Assessment data shows that the gap between PP and non-PP is closing</li><li>• Staff voice and child observations show that children who did not attend nursery are developing rapidly in language development, creative play and independence</li><li>• Tracking of children who have attended nursery and those that have not, as well as children from different settings, so that the school can ensure that intervention is put in place to close the gap</li></ul>
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Barriers to future attainment (for pupils eligible for PP, including high ability)			
ii. External barriers (issues which also require action outside school, such as low attendance rates)			
	Barriers	Desired Outcomes	Success Criteria
E1	Poor attendance and punctuality, with a higher proportion of PP being 'persistent absentees'	<ul style="list-style-type: none"> <li>The persistent absentee rate of PP children is reduced significantly, to be in-line with national non-PP</li> <li>PP attendance rises in-line with national non-PP</li> <li>Parents have high awareness of the detrimental impact of missing school</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rates show that PP children are in-line with national non-PP</li> <li>Persistent absenteeism is reduced to national non-PP levels</li> <li>Key families are targeted and meetings arranged with attendance officer's involvement to encourage improved attendance and raise awareness of the impact of poor attendance</li> <li>Profile of attendance around school is high through displays, rewards, assembly time</li> </ul>
E2	Disadvantaged children lack the opportunity for wider enrichment experiences, which leads to a vocabulary, writing and comprehension deficit	<ul style="list-style-type: none"> <li>Pupils attend a broad range of experiences and clubs</li> <li>Children attend events and visit places that they may not have previously experienced</li> <li>Experiences give children 'cultural capital', developing schemata in a greater number of areas so that they can access a greater range of learning</li> </ul>	<ul style="list-style-type: none"> <li>All PP children attend a club</li> <li>PP children are in leadership roles within the school such as school council</li> <li>PP families are supported to enable their children to attend trips</li> <li>PP children's reading attainment improves as their level of experience-led general knowledge improves</li> <li>Pupil voice shows that children have greater aspirations as a result of visits and thematic outcomes</li> <li>PP attendance improves as they want to come school</li> </ul>

2. Action plan for Current year			Amount of PP received: £225,060		
i. Quality First Teaching					
Barrier	Action – what are you doing?	Reasoning – why have you chosen this approach?	Intended Outcome	How it will be measured?	Cost
S1	<p>Develop EYFS teachers/TAs and middle and senior leaders by working with <i>Early Excellence</i> and VIC Trust Director of EYFS (21 days) with a focus on play-based learning and early literacy.</p> <p><i>EEF Toolkit</i></p> <p><i>Early Literacy Approaches +4 months</i></p> <p><i>Early Numeracy Approaches +6months</i></p>	<p>So that school has a clear, consistent pedagogical approach to EYFS which is understood and implemented by all teachers/leaders.</p> <p>So that there is a clear understanding of excellent teaching in EYFS</p> <p>So that there is strong and consistent accountability.</p>	<ul style="list-style-type: none"><li>Teaching is consistently excellent</li><li>Assessment is accurate and supportive of learning</li><li>Senior leaders are holding middle leaders and teachers to account</li></ul>	<p>Learning walks</p> <p>Lesson observation</p> <p>External visit</p> <p>Moderation outcomes</p>	£6,450

	<p><i>Communication and Language Approaches +6 months</i></p> <p><i>Self-regulation strategies +5 months</i></p>				
S1	<p>Develop EYFS indoor and outdoor learning environments. (To include the purchase of a range of indoor and outdoor furniture and equipment and books for continuous provision.)</p> <p><i>EEF Toolkit</i></p> <p><i>Physical Development Approaches +3 months</i></p>	<p>So that the learning environment is highly- motivating and engages pupils in effective literacy and language development as well as social and emotional development.</p>	<ul style="list-style-type: none"> <li>• Increased pupil engagement and confidence</li> <li>• Greater language development in a range of contexts especially for disadvantaged boys and disadvantaged SEND boys</li> <li>• Wider range of motivating opportunities for reading and writing</li> </ul>	<p>Pupil voice.</p> <p>External reviews</p> <p>% GLD - Personal, Social and Emotional Development</p> <p>% GLD – Communication and Language</p> <p>% GLD Reading and Writing</p>	£3,500



S1 S5	<p>Release of Key Stage1/ EYFS lead to support quality first teaching in identified areas including phonics and comprehension and liaise with English and Maths leads.</p> <p>EEF Toolkit</p> <p>Reading Comprehension Strategies +6 months</p> <p>Phonics +4 months</p>	<p>So that all teachers in EYFS and KS1 are supported through planning and team-teaching to deliver consistently high-quality lessons.</p>	<ul style="list-style-type: none"> <li>• All pupils receive consistently high standards of teaching in all areas of the curriculum</li> <li>• All barriers to disadvantaged pupil progress in English and Maths are addressed and overcome</li> </ul>	<p>Planning scrutiny</p> <p>Lesson observation</p> <p>Team teaching notes</p> <p>Data for English, Maths, Phonics and</p>	£5,900
S2 S5	<p>Release KS2 lead 1 day per week to work with DHT monitoring</p>	<p>So that consistency and quality of approach is</p>	<ul style="list-style-type: none"> <li>• Consistent approaches and lessons</li> <li>•</li> </ul>	<p>SLT meeting minutes and monitoring records</p>	£6,000

	implementation of strategy	maintained through KS2			
S3	<p>Work with VIC Trust Director of Curriculum to develop NMA curriculum and staff approach.</p> <p>2 training days</p> <p>2 days curriculum development</p> <p>3.5 days face-to-face planning support</p> <p>1 day equating to additional support for on-going planning</p> <p>6 days in-school support – lesson observations, book scrutiny, learning walks.</p> <p>2 days development of</p>	<p>So that the curriculum is rich, broad and purposeful.</p> <p>So that there is a consistent pedagogical approach across the school and in-line with the trust</p> <p>So that all teachers are supported to plan, teach and assess effectively and to include metacognitive learning through use of CORT 1 thinking tools</p> <p>So that pupils are highly motivated by their learning</p>	<ul style="list-style-type: none"> <li>• High level of pupil engagement</li> <li>• High level of pupil motivation and independence</li> <li>• High standards of pupil work seen in books and in learning challenge outcomes pupils are able to select CORT 1 skills to plan, organise, prioritise and reflect on work</li> </ul>	<p>Pupil voice</p> <p>SLT book scrutiny</p> <p>Lesson observations</p> <p>Learning walks</p> <p>% disadvantaged on track in foundation subjects</p>	£3,800

	assessment system  <i>EEF toolkit - Metacognition and Self-regulation +7 months</i>				
S3  S6	DHT/HT to model and monitor quality first teaching and impact  To include approaches to instruction, questioning and feedback.  EEF Toolkit  Feedback +8 months	So that there is a high-quality research-led pedagogical approach to teaching and learning	<ul style="list-style-type: none"> <li>Lessons consistently reflect shared approach</li> <li>Pupils are engaged, challenged and highly motivated</li> <li>Quality of teaching for all teachers is continually improving</li> <li></li> </ul>	Lesson obs.  Book scrutiny  Internal and external data  Pupil Voice	£25,000
S3  S5	Release of English and Maths leaders to	So that all teachers are supported through planning and team-teaching to deliver	<ul style="list-style-type: none"> <li>All pupils receive consistently high standards of teaching in English and maths</li> </ul>	Planning scrutiny  Lesson observations	£3,850  £8,550

	support quality first teaching.  EEF Toolkit  Feedback +8 months  Mastery learning - +5 months	consistently high-quality lessons.	<ul style="list-style-type: none"> <li>All barriers to disadvantaged pupil progress in English and Maths are addressed and overcome.</li> </ul>	Team-teaching records  English and Maths data for disadvantaged pupils	
				<b>Total cost: £63,050</b>	

ii. Targeted Support					
Barrier	Action – what are you doing?	Reasoning – why have you chosen this approach?	• Intended Outcome	How it will be measured?	Cost
S1 S2	Creation of Rainbow Group  EEF Toolkit – Reducing class sizes +3 months  Small group tuition +4 months  Social and emotional learning +4 months	So that disadvantaged pupils who are ‘unable to access’ the curriculum can be appropriately challenged, supported and motivated	<ul style="list-style-type: none"> <li>• High levels of progress</li> <li>• Improved attendance</li> <li>• High levels of well-being</li> <li>• </li> </ul>	Pupil Progress Tracker  Pupil Voice  Lesson observations  Attendance data	£26,000
S1 S4	Good Start Great Start Programme  EEF Toolkit – Parental Engagement +4 months	So that parents of Reception children are supported and engage fully with school	<ul style="list-style-type: none"> <li>• Positive parental-school relationships</li> <li>• Good pupil attendance</li> <li>• Good parental engagement at school parent appointments and other activities</li> </ul>	Attendance records  Pupil and parent voice	£1700

S1 S5	Additional Support Services  Speech and Language  ASD	So that pupils can access specialist support  So that teachers can access specialist advice	<ul style="list-style-type: none"> <li>• High levels of progress</li> <li>• High levels of confidence and well-being</li> </ul>	Professionals records  Pupil/parent voice	£8,500
S2 S4	Learning mentor to support vulnerable pupils  EEF Toolkit – Social and emotional learning +4 months	So that disadvantaged pupils' (including Forces and LAC pupils) well-being and academic progress can be supported and protected in times of crisis or loss.	<ul style="list-style-type: none"> <li>• Academic progress is protected and remains good</li> <li>• Pupils feel supported, secure and confident at school</li> <li>• Behaviour and attitude of pupils remains positive</li> </ul>	Learning mentor records/academic records and data  Pupil voice	£18,500
S3 S4	Disadvantaged pupils in Year 5 and 6 are given access to coaching support from middle/senior leaders.  EEF Toolkit – Social and emotional learning +4 months	So that pupils are supported with the increasing study demands of upper KS2.	<ul style="list-style-type: none"> <li>• Pupils respond effectively to teacher feedback</li> <li>• All pupils complete their best work in class</li> <li>• Pupils complete homework</li> <li>• All pupils complete homework</li> <li>• All pupils are confident when sitting tests</li> </ul>	In school data  Pupil voice	£4800

S4 S5	Disadvantaged pupils access high-quality evidence-based interventions at a lower mark threshold (termly PIRA and PUMA tests)	So that all disadvantaged pupils are identified and supported more quickly before gaps in knowledge can appear	<ul style="list-style-type: none"> <li>Disadvantaged pupil progress does not relapse but continues to accelerate</li> </ul>	Provision map  Internal data  External data	£24,000
S4 S5	Intervention training for specific Teaching Assistants in Wordshark, Rapid Reading and Precision Reading	So that pupils access impact-led intervention should they require it	<ul style="list-style-type: none"> <li>Pupils catch-up quickly to meet age-related expectations</li> </ul>	Progress Tracker	£1500
S4	SENCO time  EEF Toolkit – Social and emotional learning +4 months	So that pupils and parents of disadvantaged SEND pupils are provided with best practice and support	<ul style="list-style-type: none"> <li>Effective delivery and rigorous monitoring of high-impact interventions</li> <li></li> </ul>	Engagement of pupils identified through ‘First Focus’ documents  Attendance data  Parent voice  Progress Tracker data	£25,000

S5	<p>Beanstalk Reading Programme</p> <p>Link to Impact Report: <a href="#">Impact Report</a></p>	<p>Additional 1:1 reading for targeted 'Developing' pupils in Year 2 and 3 who do not read at home.</p>	<ul style="list-style-type: none"> <li>Accelerated progress for identified pupils. Pupils are 'secure' readers.</li> </ul>	<p>Beanstalk impact records</p> <p>Pupil tracking data</p>	£6150
E1	<p>Attendance of disadvantaged pupils monitored and supported by EWO.</p> <p>EEF Toolkit – Parental engagement +3 months</p>	<p>So that accurate monitoring leads to timely intervention</p> <p>Parents of pupils who are persistently absent are given tailored support including home visits</p>	<ul style="list-style-type: none"> <li>Improved attendance and punctuality</li> </ul>	Attendance and punctuality data	£3200
				<b>Total cost: £119,350</b>	

### iii. Alternative approaches



Barrier	Action – what are you doing?	Reasoning – why have you chosen this approach?	<ul style="list-style-type: none"> <li>Intended Outcome</li> </ul>	How it will be measured?	Cost
S2 S3 S4 S5	<p>Work with <i>Achievement for All</i> Programme</p> <p>(NGO nationally recognised for achieving significant impact for disadvantaged pupils – see impact report).</p> <p><a href="#"><u>Achievement for All Impact Report 2015/2016</u></a></p>	So that we are utilising best practise and support for addressing social mobility/outcomes for disadvantaged pupils. A4A to provide guidance, support and expert coaching. (Project focussed on EYFS and Year 1 cohorts).	<ul style="list-style-type: none"> <li>Improved outcomes for a selected cohort of disadvantaged pupils.</li> <li>Gaps are closed earlier in school so that pupils can close gap on national attainment benchmarks at KS2.</li> <li>Best practise is rolled- out through whole school.</li> </ul>	Narrowing gap between disadvantaged pupils and ‘national other’ benchmarks seen through GLD and phonics data.	£5950
S3 S4	Senior Leadership time to co-ordinate and lead on provision for disadvantaged across the school	So that provision is successfully tailored in order to improve outcomes for disadvantaged	<ul style="list-style-type: none"> <li>Approach is effective and draws on best practise and impact-led research such as from EEF toolkit</li> <li>Gaps narrow to ‘national other’</li> </ul>	<p>PP documentation</p> <p>External and internal data</p>	£7810

S3 E1	Introduce 'Magic Breakfast'  <a href="#">EEF report</a> +2 months	So that all pupils have eaten breakfast each morning	<ul style="list-style-type: none"> <li>All pupils are ready to learn in the morning</li> </ul>	Pupil voice  Pupil well-being	£1,200
E1	<p>Safeguarding Officer/DSL time to review response to safeguarding outcomes and locate and signpost or provide additional family support. (Work with Barnardo's and other agencies).</p> <p>Time to work with EWO.</p> <p>EEF Toolkit – Parental engagement +3 months</p> <p>Social and emotional learning +4 months</p>	<p>So that early intervention (Early Help) or any further support is accessed in a timely manner.</p> <p>So that there is a rigorous, co-ordinated approach to interventions by the EWO and other professionals.</p>	<ul style="list-style-type: none"> <li>All disadvantaged families access maximum support available. Pupils are supported to attend regularly and do well.</li> </ul>	Case Studies  Attendance data	£22,000

E2	Disadvantaged pupils supported with access to trips and experiences as necessary as necessary  EEF Toolkit - Collaborative learning +5 months	So that all disadvantaged pupils benefit from a wide range of additional experiences	<ul style="list-style-type: none"> <li>• High levels of pupil engagement</li> <li>• High levels of motivation</li> </ul>	Trip attendance records  First Focus documents	£2,500
E2	Disadvantaged pupils supported with uniform/PE kits and other equipment as necessary.	So that no disadvantaged pupil is excluded or excludes themselves through due to financial hardship.	<ul style="list-style-type: none"> <li>• All pupils in uniform and PE kits</li> </ul>	My Concern records	£1000
E2	Extension of Music Tuition and support for electives as required  EEF Toolkit Impact +2 months.	So that numbers of disadvantaged pupils learning to play an instrument increase	<ul style="list-style-type: none"> <li>• Increase in percentage of disadvantaged pupils taking elective music lessons</li> </ul>	Ukulele tuition in Year 3  Electives tuition	£2200

	<b>Total cost: £42,660</b>
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<b>3. Review of previous year's expenditure</b>		Amount of PP received:	£241,560
Action	Cost	Impact – including further actions/ next steps	
Purchase of new reading resources for the library and class reading areas.	£10,000	Children have access to a wide range of fiction texts suitable for age and ability level. Children are engaged in reading and can discuss their choices and preferences. Next steps are to ensure that all KS1 pupils are immersed in decodable text at every opportunity so that they can effectively practise their reading at home and at school. At KS2 we will continue to develop a love of reading and through development of the school and classroom libraries.	
Quality first teaching development – work with Reading consultant and Talk4Writing	£7,250	There is a whole-school consistent and effective approach to teaching reading. Reading progress has increased from -3 in 2017 (well below average) to -0.1 in 2018 (average). This will continue to be embedded, refined monitored and evaluated in 2018-19. Next steps are to increase reading progress to 'above average'.	
2 additional teachers to support catch-up reading and writing.	£84,000	Increased progress for KS2 pupils in reading and writing. Next steps: ensure greater consistency and impact of quality-first teaching and reduce catch-up need.	
Forest school teacher	£24,000	Increased engagement in school and development of social skills.  Staff trained to deliver 'outdoor days' enhancing richness of curriculum and engagement through school. Next steps are to train a non-teaching Forest School Lead to provide better value for money.	

Use of learning mentor to support vulnerable children and families.	£18,000	Improvements to behaviour has led to a reduction in the number of fixed-term exclusions. Next steps: work more closely with teachers to ensure mentoring is supporting academic achievement in the classroom and that this is measured.
Additional support services -  Speech and language  ASD	£6,500	Staff are trained to recognise and support learning needs of pupils with autism. Improved speech for pupils with difficulties as recognised by class teachers and parents. Next steps: to increase the number of Speech and Language hours to meet additional needs.
Safeguarding Officer - time	£27,000	Sustained support and advice for parents and vulnerable children in need through family crises such as homelessness, domestic abuse, bereavement, parenting difficulties etc leading to better outcomes for children. Next steps are to work with Barnados in order to access all possible resources and signpost families more quickly.  Parents have a better understanding of the importance of attendance and punctuality. Next steps: continue to promote and encourage good attendance and punctuality as well as work with EWO to monitor and 'Fast-track' persistent absentees.
SENCO time	£22,000	Development and implementation of impact-led intervention programmes such as Rapid Reading and Precision Teaching. Progress Tracker shows accelerated progress for SEND pupils. Next steps: continue to train key teaching assistants to deliver high-quality evidence-based interventions. SENCO to develop and trial specialised KS2 reading intervention.
HLTA interventions	£42,810	Accelerated progress for KS2 low prior attainers in Reading, Writing and Maths. Next steps: