

Northstead Community Primary School

Pupil Premium Summary

April 2018- July 2019



Summary Information			
School		Northstead Community Primary School	
Academic Year: 2017-2018	Total PP Allocation: 216,000	Date of most recent PP review: Sept 18	
Number on Roll: 630	Eligible for PP: 163	Date of next PP Review: Sept 19	
ELSF Funding from Scarborough Opportunity Area = £65,000 This 'ring-fenced' funding is used to employ adults for admin, and the running of our after school explorers club. It is also used to pay for transport and entry to excursions for disadvantaged families from June 2018-May 2019.			
End of Key Stage Two Attainment and Progress 2018-2019			
Expected Standard (A scaled score of 100+)	Pupils eligible for PP (Northstead)	All pupils (Northstead)	All pupils (National)
% achieving expected standard in reading, writing and maths	47%	61%	65%
% achieving expected standard in reading	47%	68%	73%
% achieving expected standard in writing	63%	74%	78%
% achieving expected standard in maths	60%	74%	79%
Greater Depth / Higher Standard (A scaled score of 110+)			
% achieving greater depth in reading, writing and maths	3%	3%	Not yet released
% achieving greater depth in reading	20%	18%	Not yet released
% achieving greater depth in writing	3%	16%	Not yet released
% achieving greater depth in maths	17%	28%	Not yet released
Average Scaled Score			
Reading	99	102	104
Maths	100	103	105
Progress Measures			
Average progress in reading	Not yet released	Not yet released	Not yet released
Average progress in writing	Not yet released	Not yet released	Not yet released
Average progress in maths	Not yet released	Not yet released	Not yet released

*Progress scores are provisional until data release from DFE in September.

Barriers to Future Attainment/Progress
<p>115 children are eligible for and claim Free School Meals. (18%) (01/19 National was 15.4%)</p> <p>175 children attract pupil premium funding. (28%)</p> <p>97 children have SEN Support.</p> <p>5 children have an Educational and Health Care Plan.</p> <p>At Northstead Community Primary School, we have high aspirations for all the children and families who attend our school and are determined to ensure we leave no child and their family behind. We are determined to ensure all children and their families are given as many opportunities as possible to realise their potential, ensuring the highest expectations for all. At Northstead Community Primary School, pupil premium funding represents around 1/15 of our overall spending budget and so we are committed to ensuring it is used effectively and to ensure it is used to maximum effect.</p> <p>Through high quality teaching and learning, additional experiences in and out of school, plus well researched interventions, we are working to ensure all children in school make as much progress as possible academically, socially and personally so they are ready for their secondary school journey.</p> <p>Many children begin their schooling at Northstead with low attainment on entry and our aim is to support these children and their families to ensure progress is accelerated so by the time they leave us they are able to reach age related expectations or even higher. A system of well-researched and effective interventions are in place across the school, which are evaluated for effectiveness at regular intervals.</p> <p>There is no such thing as a 'typical' pupil premium child, but some possible barriers to learning are shown below...</p> <ul style="list-style-type: none"> - Speech and language difficulties on entry - Low aspirations - Low attainment on entry - Attendance and punctuality issues - Lack of emotional support - Low self-esteem and resilience - Lack of early reading opportunities - Cultural and social deprivation - Lack of basic social and academic skills
In School barriers
<ol style="list-style-type: none"> 1. Quality of teaching across the school for all children 2. Low aspirations 3. Speech and Language difficulties. 4. Lack of emotional resilience, self-respect and self-esteem that can impact on 'readiness' to learn.
External Barriers
<ol style="list-style-type: none"> 5. Lack of social understanding and cultural experiences – can often lead to lack of writing skills and personal skills 6. Attendance Rates – PP children on average attend less than other children. 7. Lack of early reading / communication skills taking place prior to starting school

Outcomes 2018-2019			
	Desired Outcomes and how they will be measured	Success Criteria	
1.	<p>Quality of teaching across the school for all children, including the support from teaching assistants is highly effective.</p> <p>The quality of teaching across the school is not yet highly effective. Some staff have a positively high impact on all children while others need further CPD to enable teaching to become highly effective.</p> <p>Our children need highly effective teaching from all staff to enable them to succeed.</p>	<ul style="list-style-type: none"> • Pupils will make expected or accelerated progress in key areas. • Monitoring of teaching will show that all teaching is good or better across the school. • Monitoring of teaching assistants shows that their support is highly effective and impacts on outcomes for children. • CPD for teachers is well planned and delivered and impacts on quality of teaching. • CPD for teaching assistants is well planned and delivered and impacts on quality of support given to children. • Provision for disadvantaged children will be prioritised in performance management and in day to day teaching and learning. • Attainment gap between disadvantaged children and all children will decrease in core subjects. • All children will have access to an age appropriate curriculum which excites, engages and motivates children to want to be learners at Northstead in the full range of subjects. 	<p>Not all children made expected progress in key areas.</p> <p>Not all teaching assistants are highly effective in their role. Further CPD and monitoring needs to take place in 2019-20.</p> <p>Not enough CPD has taken place for all teachers this year.</p> <p>Inconsistent across the school.</p> <p>This was prioritised in PM and in day to day teaching, as well as during Pupil progress meetings.</p> <p>The attainment gap has not decreased in all core subjects.</p>
2.	<p>Increased use / understanding of language for all pupils developed through real-life experiences.</p> <p>Speech link assessment and intervention used to measure progress.</p>	<ul style="list-style-type: none"> • Rapid progress in speech and language which leads to pupils across school making significant progress in the speech link programme, which in turn leads to progress across the curriculum, specifically in reading, writing and oracy. • Children experience a wide range of experiences in every year group through a well-planned and delivered curriculum which includes an array of school visits and visitors. 	<p>There has been pockets of great progress, but the impact has yet to be seen across the curriculum for PP children.</p> <p>The curriculum continues to visit many different places and get as many visitors in as possible.</p>
3.	<p>Increased aspirations for all</p>	<ul style="list-style-type: none"> • All children are aware of all the opportunities afforded to them at school and in the community that they could become involved in. • The vast majority of PP children are involved in extra-curricular clubs in school, including sport, the arts and any other. 	<p>We use email, class dojo and letters to make all families aware of the many varied and great opportunities in our area.</p> <p>Our wide range of breaktime, lunchtime and after school clubs are open to all.</p> <p>Parental involvement at all times of the year is an important part of our</p>

		<ul style="list-style-type: none"> ➤ Parents involved in school in as many ways as possible, e.g. ➤ Stay and learn mornings. ➤ EYFS – Regular reading sessions for parents/carers to attend. ➤ School youtube channel to share success and demonstrate learning in the classroom. ➤ Family learning sessions ➤ Opportunities to attend adult learning sessions. ➤ As part of assertive mentoring programme for PP children. • All children make good progress and this is the expectation for all. 	<p>commitment to an open and celebratory school where parents and children learn together.</p> <p>We did not start the youtube channel yet.</p> <p>EYFS family learning was a success as were stay and learn sessions across the school.</p> <p>We decided to not use the assertive mentoring system as it would not be possible to implement it in a school the size of ours. (Other priorities).</p> <p>Not all children made good progress so it cannot be a green.</p>
4.	Children able to access learning independently and are more aware of how to develop themselves as people and as learners through PSHE sessions in the classrooms, assemblies and sessions with the learning mentor, SEMH team when appropriate.	<ul style="list-style-type: none"> • More positive attitude to learning and to themselves. • Good progress made. • Academic Resilience Programme in evidence across school – led by J O'Connor • Structured PSHE programme throughout school supported by assemblies is effective in enabling children to understand themselves as people and as learners. • SEMH team and learning mentor provide pre-emptive learning sessions with identified children. 	<p>Not all children come to school with a positive attitude.</p> <p>Academic resilience programme has not been implemented with success in school. Shallow learning for staff and no follow up work – not been a priority.</p> <p>Assemblies have been well planned and delivered to enable children to think of themselves as people and as learners.</p> <p>SEMH team continue to do an overwhelmingly positive job with some very challenging children. Some pre-emptive work beginning to take place but still not enough because of the difficulties we face with some children in school,</p>
5.	<p>PP Children experience a wide range of cultural visits / visitors throughout the year.</p> <p>PSHE sessions / assemblies focus on social skills, as well as personal skills.</p> <p>ELSF Funding targets PP families for activities which aim to alleviate cultural deprivation.</p>	<ul style="list-style-type: none"> • Increased cultural awareness. • Increased awareness of and development of personal skills and social skills both in and out of the classroom. • More developed general knowledge of the world around them. • More experiences for disadvantaged children impacts on quality of reading, writing and curriculum experiences for them. 	<p>The ELSF project has been a great success with many PP children developing their personal and social skills, their understanding of the world and enabling them to see the world beyond Scarborough.</p> <p>A wide range of visits and visitors were used as part of the curriculum in 2018-2019. We aim to enhance this in 2019-20.</p>
6.	Increased attendance rates, persistent absence of PP children is acted upon swiftly.	<ul style="list-style-type: none"> • SWO works with families to increase attendance and assist in developing links with breakfast club and other agencies. • New breakfast learning zone to be opened at Northstead School from January 2019. • Increased range of extra-curricular activities for children 	<p>SWO works with families but because of child protection caseload and other work, attendance monitoring has fallen below the standard we expect in our school. This is not the fault of anyone but the fact that we have so many child protection and pastoral concerns daily.</p>

		<p>on a morning and after school for all children.</p> <ul style="list-style-type: none"> Attendance for PP children is in line with attendance of all children. 	<p>Breakfast club opened in Jan 2019 – further work to improve this will take place in 2019/20.</p> <p>Attendance for PP children for 2018/19 was 94.3% below the school average of 95.7%.</p>
7.	<p>Effective implementation of speech links programme, highly effective use of RWI to enhance early reading.</p> <p>Children keen to read and reading the key component across the curriculum for all children.</p> <p>Speech and Language therapy x 2 days per week. (Opp area funding)</p>	<ul style="list-style-type: none"> Reading levels of PP children are accelerated through the year. Parental workshops / videos on how to help your child to read. Talk homework / EYFS weekly task linked to a story / nursery rhyme. Accelerated reader used widely and celebrated in assemblies. (TBC) Children eager to read across the curriculum from EYFS to Y6. Number of children reading at the expected level is raised year on year. Accelerated reader introduced for all children in KS2 (TBC) 	<p>This was the case for some groups of PP children but not all.</p> <p>These did not take place apart from stay and learn sessions. N/A</p> <p>Did not take up accelerated reader as an option.</p> <p>Some groups of children want to. This is a priority for 2019-20 with emphasis of reading across the curriculum.</p> <p>N/A</p>