

## Pupil Premium Planned Expenditure Norris Bank Primary School 2018-19

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

### A. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For all members of the school community including children, staff, and parents to understand our core GROW set of values.</p> <p>For EYFS and Key Stage One to develop GROW characters.</p> <p>For our GROW values to begin to be embedded into our curriculum.</p>	<p>To further develop our core values within the curriculum and embed our Restorative approach work.</p> <p>Stage 2 development of RA champions at lunchtimes</p> <p>EYFS Growth mindset project with the Heaton's Cluster</p> <p>To develop GROW characters and link to learning behaviours</p> <p>GROWS days within the school calendar</p> <p>GROW values linked to learning behaviours</p>	<p>Evidence has shown that developing a Growth Mindset in both children and adults develops resilience, confidence and a positive approach to the challenges of life.</p> <p>Carol Dwek and Shirley Clarke both have undertaken research which reinforces the importance of such an approach in schools.</p>	<p>At least 3 staff meetings a term on developing GROW learning behaviours.</p> <p>Staff questionnaire in Sept and July.</p> <p>Pupil voice twice a year.</p> <p>On SIP</p>	<p>Deputy head</p> <p>Restorative approaches lead</p>	<p>Each half term SLT will review</p> <p>Pupil voice twice a year</p>

	planned within the new creative curriculum.  RA champions termly training with Stockport Behaviour Support				
<b>Total budgeted cost</b>			£ 10,000		

### B. Targeted Support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP children in Key Stage 2 to make the expected progress and reach their end of year target	<p>Pupil premium champion (trained UPS teacher) to work with targeted children on 1:1 or group intervention programmes.</p> <p><u>Spelling intervention:</u> X3 a week on IT software to aid the spelling of HFW</p> <p><u>Maths intervention:</u> Power of 2 interventions, x3 a week focusing on basic</p>	<p>Using a qualified teacher who already knows the children will ensure approaches to the basic skills can be easily adapted to the individual.</p> <p>The teacher has worked at the school for over 8 years and has a secure understanding of teaching and learning strategies which compliment that being used in the classroom.</p>	<p>A structured timetable each for the week.</p> <p>Pre assessments undertaken to show progress x3 a year.</p> <p>Performance management</p> <p>Monitoring of books</p> <p>Pupil progress reviews</p>	PK NE	Assessment will review progress 3 times a year Nov/ Feb/June

	<p>number skills, with targeted children.</p> <p><u>Reading comprehension booster:</u></p> <p>Additional guided reading booster groups in year 5 and 6.</p>				
<p>Improved phonics scores across Key Stage 1. For targeted children to increase their baseline phonic assessments by 50%</p> <p>To support and improve language acquisition and vocabulary skills</p>	<p>HLTA to teach booster phonics lessons x4 a week to targeted children in Year 1 and Year 2</p> <p>Weekly supported book clubs focusing on language through a range of high-quality text.</p> <p>Lunch time book clubs and drop-in sessions to support a love of reading, helping children to discuss authors and choose appropriate books.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective.</p> <p>An experienced librarian who can motivated and enthuse children with her wealth of reading knowledge. The link with high quality text and the impact on writing.</p>	<p>Timetable Implemented with Pupil premium champion along with Year 5 and 6 teachers. English team to meet regularly with DH</p> <p>Pupil voice</p>	<p>VS/NE to monitor</p> <p>DH/ English team to monitor</p>	<p>Termly assessment and reviews of progress.</p>
<b>Total budgeted cost</b>			£30,000		

C. Other Approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For targeted children to a develop resilience, co-operation and self-confidence.</p> <p>For children to be aware of their emotions and develop strategies to deal with them.</p> <p>To reduce stress and anxiety amongst children.</p> <p>For children to feel more confident in social situations and have happier playtimes.</p>	<p><b>Forest School:</b> For Year 1 children groups plus targeted children in Key Stage 2 to experience a forest school intervention programme.</p> <p><b>Lego Therapy:</b> Selected children in Year 2-4 to participate in weekly Lego therapy sessions.</p> <p><b>Gardening Therapy:</b> Children to experience activities within the garden, along with traditional gardening skills.</p> <p><b>Restorative mentor:</b> Weekly meetings with a restorative mentor.</p>	<p>Evidence from EFF shows that for children to reach their potential their social and emotional well-being needs to be established.</p> <p>From past research in school, many children achieve more academically when balanced with outdoor learning.</p> <p>Balancing these outdoor interventions helps to reduce stress and anxiety within children, leading happier healthy children.</p>	<p>Weekly session evaluations timetabled.</p> <p>Termly meetings to assess the evaluations and its impact.</p> <p>Green Lane Club meetings each half term.</p>	<p>Pupil premium Champion, forest school champion.</p> <p>Lego champion -BH</p> <p>Gardening Team</p> <p>Restorative Champion/NE</p>	<p>All interventions will be evaluated in a termly meeting.</p> <p>Dec/April/June</p>

		Having time to spend listening and discussing issues with a child on a weekly basis has seen positive results in the past.	Moderation of mentoring books Weekly updates		
For targeted Key Stage 1 children to show an improvement in their learning behaviour and social interaction.	Weekly/fortnightly group work with an education psychologist.  Targeted SALT intervention group.	Evidence suggests that early intervention has the most impact on children; hence we are targeting early years and Year 1 children using highly trained experts.	The education psychologist and SALT therapists will write reports after each visit on the sessions.	Senco	Within the SEN review cycle
<b>Total budgeted cost</b>			<b>£11,350</b>		