

Pupil Premium Review of Expenditure Norris Bank Primary School 2017-18

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	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>For all members of the school community including children, staff, and parents to develop a core set of values.</p> <p>For ALL members of the community to understand what a Growth mindset is and how to develop it.</p>	<p>To develop a Growth mindset across the school in line with the schools GROW values.</p> <p>Whole school inset</p> <p>GROW days</p> <p>RA champions developed both children & staff</p> <p>Parent information evening</p> <p>Reception baseline training and assessments</p> <p>Teaching strategies developed to enhance Growth mindset in the classroom.</p>	<p>The information evening for parents was well received, and feedback forms from the evening showed a deeper understanding of our GROW values, and how a restorative approach can help support and change behaviours. GROW days have been an excellent way of ensuring key skills linked to our GROW values are explicitly taught to the children.</p> <p>Adult/parent feedback from these days show that children as young as 4, are beginning to use positive terminology in their everyday play, with parents commenting that at home children are using words such as teamwork and ownership. This has been supported by the Reception teachers through their on-going observations.</p>	<p>RA champion to be more visible to all children (wearing a cap) so children can easily identify them. GROW day to continue focusing on developing GROW characters for EYFS and KS1.</p> <p>To further embed our GROW values into the new creative curriculum.</p>	<p>£10,000</p>

		RA champions have been working within both key stages to help children during lunchtimes. Pupil voice shows that children feel “listened to when we break friends,”. There has been a reduction in the number of issues brought to the attention of midday assistants/teacher during playtimes, as recorded in the behaviour book.		
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B. 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
For PP children to achieve the same as non-PP children within phonics	A: Additional small group phonics intervention 3 times a week focusing on Phases 3 & 4 & 5 in Year 1 and 2 B: IPAD Phonic intervention C: Year 3 phonics intervention x2 a week led by English team	Year One 50% of the PP children achieved the Year 1 phonic assessment. The 2 children who did not achieved improved their score by 50% over the year. Both these children are also on the SEND register, with one child receiving weekly additional support from an outside agency.	This 1:1 approach worked well with some children, however once a week was not enough to have a big impact the children’s writing.	£8,000

		<p>Year Two</p> <p>1 out of the 3 children achieved the retake in Year 2. The two children who did not achieve are on the SEND register. One child doubled their score over the year, with another child attempting the test, having been previously disapplied.</p>		
<p>Improved writing outcomes for PP children across Key Stage 2</p>	<p>A: 1:10 small booster English lesson with an experienced teacher, x3 English lessons a week in Year 6.</p> <p>Book Club sessions developing a love for reading and experiencing unfamiliar literature.</p> <p>Inset training by Jan Owen on developing quality first teaching through high quality text.</p>	<p>Year 6:</p> <p>83% of PP reached the expected standard in reading, with an average scaled score of 105.</p> <p>33% of PP reached 110+ in reading.</p> <p>67% of PP children reached the expected standard in GPS, with scaled score of 105.</p> <p>17% of PP reached 110+ in GPS</p> <p>83 % of PP reached the expected standard in writing with scaled score of 103.</p> <p>WRM combined= 83%</p>	<p>The progress made by PP children, especially within their reading, shows that the small focused group intervention worked. It allowed the children to be individually targeted. This will continue next year.</p>	<p>£22,000</p>

C. Other Approaches

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 develop social skills for children from Year 2-Year 5	<p>Lego therapy. This included two teaching being trained, the development and purchase of resources.</p> <p>Plus, a Lego therapy lunchtime club</p>	The development of Lego therapy has been a great success. In house assessment observations, have shown an increase in the key social skills being developed. A detailed report of the project has been written and shared with all staff and governors.	Lego therapy will continue next year. Teachers will be doing a pre assessment sheet in which the data will be collected 3 times a year. This is to track if skills are being transferred into the classroom.	£6000
For children to become resilience, confident and cooperative learners	<p>Forest School. All Year 1 children undertook forest school lessons throughout the year.</p> <p>A forest school intervention was developed in Year 4 and Year 2.</p>	Doing forest school with the whole class allowed teachers to see how children reacted in a very different environment. This highlighted children who needed extra support in developing their communication skills, their resilience towards challenges or a development of their self-confidence. This was then targeted over the year.	Forest school will continue next year. Again, targeted children will undertake an intervention programme, and the whole of Year 1 will undertake a 6-week programme. The forest school ethos will link to our GROW values.	£2500