

## Pupil Premium Review of 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	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 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 planned within the new creative curriculum.</p> <p>RA champions termly training with Stockport Behaviour Support</p>	<p>GROW days have been an excellent way of ensuring key skills linked to our GROW values are explicitly taught to the children. 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 team work and ownership. This has been support by the Reception teachers through their on-going observations.</p> <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</p>	<p>RA champion to be more visible to all children (wearing a cap) so children can easily identify them.</p> <p>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>

		<p>brought to the attention of midday assistants/teacher during playtimes, as recorded in the behaviour book.</p> <p>A new creative curriculum has been developed. Within this the GROW values have been incorporated into the curriculum giving children more opportunity to challenge themselves. Although this has only been the first year of the curriculum, pupil voice has shown the great enthusiasm for learning across the school. The redesign of the curriculum has ensured that children from all backgrounds and abilities have greater opportunities to develop skills and knowledge at their level, through the delivery of drama, outdoor learning and technology.</p>		
--	--	---	--	--

**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
-----------------	--------------------------	--	--	------

<p>For all PP children in Key Stage 2 to make the expected progress and reach their end of year target</p>	<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 number skills, with targeted children.</p> <p><u>Reading comprehension booster:</u> Additional guided reading booster groups in year 5 and 6.</p>	<p>Unfortunately, the UPS teacher developing the targeted interventions went off on long-term illness, however 3 TA's undertook the interventions from Jan-July</p> <p><u>Key Stage 2.</u> 75% of PP children met the expected standard in GPS, which shows the impact of the spelling interventions. This was supported in the writing with PP achieving a progress score of 2.3 with their writing compared to 0.6 of the whole cohort.</p> <p>63% of PP met the expect standard in reading.</p> <p>Within Maths PP children made 2.0 points progress with an average point score of 104.</p>	<p>A UPS teacher to continue to track individuals, through targeted individualised interventions.</p>	<p>£8,000</p>
<p>Improved phonics scores across Key Stage 1.</p> <p>For targeted children to increase their baseline phonic assessments by 50%</p>	<p>HLTA to teach booster phonics lessons x4 a week to targeted children in Year 1 and Year 2</p>	<p><math>\frac{3}{4}</math> =75% of PP children reached the Year 1 phonics test with an average pass mark of 34.3. Within Year 2, 2/4 (50%) of the pupil premium retakes achieved the phonics screen with the other 2 being SEND. The phonic boosters were very effective with assessments x4</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>

<p>To support and improve language acquisition and vocabulary skills</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>a year to track the progress of the individuals. A Dancing Bears programme was introduced for individuals which was very effective, one child met the Year 1 phonics screen, while another progressed to 31/40</p> <p>Within Key Stage 1, 50% of the pp children met the expected in reading. The children who did not meet expected have seen good progress through internal data.</p> <p>Lunchtime books clubs have continued to thrive across key stage 2. A range of children have attended, giving children access to quality text, along with precious time to reflect and discuss the books. The children who attended, when interviewed, spoke positively about their reading enthusiasm and opportunities to read a more varied range of genres.</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
<p>For targeted children to 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>This year, three targeted groups of children undertook an 8-week forest school intervention. A new member of staff undertook these with questionnaires and weekly observations taking place to show the progress. A presentation was then given to Governors in July 19 to show some of the impact. Questionnaires from class teachers were also undertaken to see if the impact including the development of self-esteem and risk taking was being seen within the classroom.</p> <p>Lego therapy continued to thrive with a detailed report being written with each individual's children progress points being reported and analysed. As with forest School, teachers were also asked to analyse the impact within the classroom which all showed progress.</p> <p>Gardening therapy at lunch time showed a great benefit to a selected group of Year 6 children in</p>	<p>Lego therapy to focus on year 2-4 where more impact can be seen.</p> <p>Teachers to target children from the outset for Garden based on their emotional well being</p> <p>To think about the timings of the meetings. Is lunch time the best time?</p>	<p>£2500</p>

		<p>helping to reduce anxiety and stress related symptoms</p> <p>The restorative mentor focused all year on 5 individuals, having weekly meetings. 4/5 of these children saw a big reduction in the number of behavioural issues at lunch time.</p>		
<p>For targeted Key Stage 1 children to show an improvement in their learning behaviour and social interaction</p>	<p>Weekly/fortnightly group work with an education psychologist</p> <p>Targeted SALT intervention group.</p>	<p>8 children within EYFS and Year 1 were assessed by the additional SALT input this year. From this, programmes were created and meetings held to feed back the recommendations to staff. Following the interventions, 4 children no longer need additional SALT when moving into Year 2.</p>	<p>To train one LSA to oversee all additional SALT interventions across EYFS and Year 1.</p>	