

North Duffield Primary School

**Pupil premium strategy statement: North Duffield Primary School**

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| 1. **Summary information** | | | | | |
| **School** | North Duffield Community Primary School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £14,180 | **Date of most recent PP Review** | Jan 2019 |
| **Total number of pupils** | 125 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | Jan 2020 |

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| 1. **Current attainment** | | |
| **Attainment for: 11 pupils Whole school** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (your school/national Y6)* |
| **% achieving expected standard or above in reading, writing and maths** | 46% | 67% |
| **% achieving expected standard or above in reading** | 46% | 78% |
| **% achieving expected standard or above in writing** | 46% | 83% |
| **% achieving expected standard or above in maths** | 55% | 78% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Improving learning behaviours (PP and non-PP) ongoing | |
|  | | Supporting emotional and mental well-being, developing resilience, reciprocity, reflectiveness and resourcefulness. Ongoing | |
| **C.** | | Reading and writing progress for PP pupils and non-PP across the school – linked to vocabulary development. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Parents’ understanding learning behaviours. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children talk about good learning behaviours and readily plan and identify strategies to deal with life and learning. | | Adults model and talk good metacognition across school  Children make good academic progress  Children display good confidence in the classroom and discuss their learning and know their strengths and weaknesses  Children can plan and reflect on strategies to problem solve. |
|  | Children will apply good metacognition skills and use the skills they have developed to reflect, improve, work with others and develop their work and social skills positively. | | Children are encouraged and empowered through school culture and ethos on ‘metacognition’, to deal with problems and challenges faced in life.  Children develop greater resilience and readily offer/create solutions to problems.  Children are surrounded by adults who are confident and knowledgeable in emotional and mental well-being. |
|  | Improvement of progress in reading and writing at end of each year, e.g. each teacher understands what makes a good reader and the development of a rich vocabulary. | | PP children make, at least, good progress on the Depth of Learning assessment system. |
|  | Parents are confident and know how to help/support their child | | Parents of all pupils are aware of learning behaviours and how to support their child if need be. |

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| 1. **Planned expenditure** | | | | | | | | | | |
| **Academic year** | 2019/20 | | | | | | | | | |
| 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. | | | | | | | | | | |
| 1. **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?** |
| Improving learning behaviours (PP and non-PP) ongoing | Pastoral support officer employed to observe PP and vulnerable pupils’ learning behaviour in the classroom, using Chris Quigley’s ‘Secrets of Success’ and metacognition training, to help children to reflect on their learnt strategies and create solutions for good learning behaviours. | | Learning behaviours are observed in the classroom whilst children are learning. Children are coached in demonstrating good learning behaviours, improving their progress and life learning skills, e.g. for high school.  Feedback for teachers is valuable cpd and focuses in on what particular pupils need to do, to achieve well academically. Lessons run more smoothly as low level disruption is minimised because children’s participation and active attention span is improved. | | | | Fortnightly meetings between pastoral support officer and Assistant Headteacher,  Clear, concise record of support and interaction, accessible to Headteacher, Assistant Headteacher and Pastoral Support Officer which forms the basis of meetings and reflection.  Introduction of Compass Buzz Resilience Framework to provide clear and useful targets for children. Staff training – Metacognition cont.  Staff training – Mental Health Compass Buzz | Mrs Smith – pastoral support  Mrs Mounfield-  Assistant Headteacher | | January 2020 |
| Supporting emotional well-being – mental health - developing resilience  ongoing | Pastoral support as outlined above, plus senior leader training on implementing a mental health friendly environment,  Staff will be given training in how to plan metacognitive sessions and incorporate skills into learning activities, giving children the skills and language they need to be reflective learners. | | Becoming life-long learners and having resilience requires developing the necessary life skills of how to stick at things/challenges, even when the going gets tough. Many children, including PP, have been observed giving up too soon when faced with challenges, as opposed to problem solving and persevering. Research clearly demonstrates that when children believe they ‘can’, their resilience and ability to persevere improves. Many children also suffer from anxiety, staff will develop the necessary skills and knowledge to deal with this. | | | | Mrs Mounfield - Assistant Headteacher - to deliver planning training to teachers.  All metacognitive language to be fully integrated within culture of whole school,  Staff cpd – meetings re metacognition and impact (Teachers to bring e.g.s of each area embedded in learning).  Staff training / updates – Children’s mental health  Introduction of pyramids of need for each class.  Peer observations  Pupil discussion meeting  Staff discussion | Mrs Smith – pastoral support  Mrs Mounfield- Assistant Headteacher | | January 2020 |
| Improvement of progress in reading and writing at end of each year, e.g. each teacher understands what makes a good reader and the development of a rich vocabulary. | Improved next steps from assessments. Developing children’s understanding and use of Tier 2 language to improve understanding when reading and language use in writing. | | Children’s (including PP) reading and writing identified as good, but requiring challenge (OFSTED 2017). Tier 2 language development research - Teachers’ language activities need to provide challenge for children. Grammar teaching and reading needs to be linked to developing vocabulary. | | | | Literacy Co – monitor and moderate writing assessments half-termly with class teacher against Depth of Learning assessment criteria  Staff cpd – grammar, reading, language and context  Staff cpd – How to create an outstanding reading school. | Mrs Mounfield- Literacy Co | | January 2020 |
| Parents are confident and know how to help/support their child | Reading, writing and assessment evenings for parents. Curriculum marketplace for parents.  Metacognition approach and expectation explained at marketplace.  Opportunity for discussion with teachers and literacy coordinator.  Explanation of strategies on website.  Billboard explanations on view during parents’ evenings.  Opportunities to discuss at parent forums. | | Parents’ confidence is greater in supporting children with metacognition strategies, and learning regarding their child.  Parents are better able to support their child at home. | | | | Dates will be advertised in yearly planner, with benefits of attending.  Parents will be asked for feedback to build on future events.  HSLW fully briefed and will feedback to parents. | Mrs Mounfield- Assistant Headteacher | | January 2020 |
| 1. **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?** |
| Improving learning behaviours (PP and non-PP) ongoing | PP children will have the opportunity to attend sessions with the PSO, overseen by AHT, this involves the use of the Compass Buzz Resilience Framework and Chris Quigley’s ‘Secrets to Success’, to identify their targets. | | | Children feel safe and confident to discuss and identify their learning needs and plan their next steps. | | | Assistant Headteacher will oversee PP children, PSO and Compass Buzz target setting.  PP meetings termly with teachers and TAs  Fortnightly meetings between AHT, PSO and HT.  Teachers bring updated pyramids of need to weekly staff meetings and share. | Mrs Mounfield – SENCo  Mrs J Smith – Pastoral support/HSLW | | January 2020 |
| Supporting emotional well-being – mental health - developing resilience  ongoing | Over-learning of development of solutions with some PP children, through use of:  Compass Buzz Resilience Framework  Secrets of Success  Lego therapy  Understanding language of metacognition and mental health strategies.  Pastoral 1:1 and group support sessions. | | | Children apply the definitions and actions of being a successful learner and begin to apply the methodology in the classroom through teacher’s planning and use of their own simple steps to success.  They are able to identify their own successes and failures, and why they happened, and also practise employing their strategy to success.  Children employ strategies for working successfully with others and managing feelings. | | | Regular meetings with children – half-termly -  PP meetings termly with teachers and TAs  Fortnightly meetings between AHT and PSO/HSLW | Mrs Mounfield – SENCo  Mrs J Smith – Pastoral support/HSLW | | January 2020 |
| Improvement of progress in reading and writing at end of each year, e.g. each teacher understands what makes a good reader and the development of a rich vocabulary. | Teachers know and understand that they are ultimately responsible for progress of all pupils. Teachers trained to deliver writing and reading skills and knowledge to PP and non PP children, as identified on tracking system or through termly SENCo, teacher, TA meetings. | | | Children make good on Depth of Learning and have relevant next steps identified to enable them to achieve and maintain success. | | | CPD reading and writing  Regular learning walks and discussion with staff and children.  Regular book scrutinies with feedback to staff and clear next steps.  Reflection on data  Moderate samples of children’s work and reading. | Mrs Mounfield – AHT / Lit Co | | January 2020 |
| Parents are confident and know how to help/support their child | School website explains metacognition.  Open mornings where parents can come in and see classrooms and metacognition displays in action.  Market workplace informal evening where parents etc. are invited to view the curriculum and metacognition strategies.  Open door policy – parents can speak to teachers at the start or end of the end of the day.  All staff trained and consistently model metacognitive strategies and plan activities that purposefully link to them. | | | Research shows children perform more positively/successfully, in school using metacognition and when their parents feel included and understand. | | | As above and through good teacher/parent liaison. | Mrs J Smith HSLW/PSO  Mrs Mounfield AHT  All staff. | | January 2020 |
| 1. **Review of expenditure** | | | | | | | | | | |
| **Previous Academic Year** | | | | | **2018/19** | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | | | **Estimated impact:** | | | **Lessons learned** | |
| Improving learning behaviours (PP and non-PP) | | Pastoral support officer employed to observe PP and vulnerable pupils’ learning behaviour in the classroom, using Chris Quigley’s ‘Secrets of Success’ and metacognition training, to engage children in becoming aware of their own behaviours and creating solutions. | | | | This has had a positive impact on pupils, developing their understanding of metacognition whilst the learning behaviours have been embedded throughout the school. Children have been able to reflect on their own behaviours with support while working in the classroom – low level negative behaviour improved. | | | Class teachers need to be fully engaged in the process to ensure children have positive feedback to reinforce behaviour throughout the week/every lesson. | |
| Supporting emotional well-being – mental health - developing resilience | | Pastoral support as outlined above, plus whole staff cpd on mental health and metacognition, giving children the skills and language they need to be reflective learners. | | | | A greater understanding of anxieties that children experience has been achieved enabling interventions to be put in place more effectively & to improve class environments. Parents have been more involved to provide a wider contextual understanding. | | | This needs to be further developed using the resilience framework, looking at class (& wider) environments initially. | |
| Improvement of progress in writing at end of each year, e.g. each teacher is mindful of end of year expectations. | | Improved next steps for all children in marking and feedback.  Teaching grammar in a context and improving use of the class novel. | | | | This has been implemented throughout school. Monitoring and evaluation has led to further work required on moderation as a whole staff.  Grammar is taught in context in class every day. Impact by the end of key stage 2 saw the number of pupils at expected or above improved significantly in 2019. | | | Moderation of marking and impact need to be moderated regularly by SLT. | |
| **ii 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) | |
| Improving learning behaviours (PP and non-PP) | | Some PP children will attend nurture support with the Pastoral support officer, overseen by the Assistant Headteacher, this will involve use of the Boxall profile, to identify personal targets and assess the effectiveness of support. given so far. | | | | Personal targets have been made using Secrets of Success and linked to metacognition. | | | Using the Boxall Profile is time consuming and often identifies targets that are 1:1 rather than group activities that are often more appropriate. Approach to continue. | |
| Supporting emotional well-being –mental health – developing resilience | | Over-learning of development of solutions with some PP children, through use of:  Boxall Profile  Secrets of Success  Lego therapy  Understanding language of metacognition and mental health strategies.  Pastoral 1:1 and group support sessions. | | | | Early identification of pupils by working with class teachers and parents has enabled support to be put in place in a timely and appropriate way. Secrets of Success links very effectively with the school approach to metacognition and is also a good resource for parents, helping them to understand the approach being nurtured. | | | Boxall Profile not been as beneficial as expected. Often more class based solutions have proved successful. Approach to continue and be accessible to all vulnerable children. | |
| Improvement of progress in writing at end of each year, e.g. each teacher aims for end of year expectations. | | Teachers know that they are ultimately responsible for progress of all pupils. TA trained to deliver ‘first class in writing’, to PP and non PP children, as identified on tracking system or through termly SENCo, teacher, TA meetings. | | | | Staff have been made aware of their responsibility. Training is still to be completed with TA.  Children are identified by Assessment Lead and displayed for all staff to see. Termly meetings with teachers discuss support and any interventions. | | | TA need a directed timetable for the interventions with children identified. SENDCo and HT to reassign TA roles and responsibilities, looking at improving the effective use of support staff.  Time limit the interventions. These should be 6 weeks and show progress from a starting point. | |
| Parents awareness of new curriculum expectations e.g. end of year. | | The HSLW/PSO will work with families of vulnerable children to help them become more involved and aware of how to support in their child’s education. | | | | This is working well. Meetings with parents are more timely ensuring early intervention and consistent support. | | | Continue & embed through the new Ladder of Intervention approach. | |

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| 1. **Additional detail** |
| Further development on measuring the impacts of the Pastoral Officer’s work needs to be in place. Key Question- “How do we measure the successes of the work done?” |