

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Norwich Road Academy				
Academic Year	2019/20	Total PP budget	£74,195	Date of most recent PP Review	
Total number of pupils	341	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Easter '20
% girls	47%	% current free school meals	33	% EAL pupils identified as PP	4%

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working @ exp+ RWM at end of KS2	29%	73%
% working @ exp+ in R at end of KS2	36%	70%
% working @ exp+ in W at end of KS2	57%	78%
% working @ exp+ in M at end of KS2	50%	86%
% working @ exp+ in R at end of KS1	25%	79%
% working @ exp+ in W at end of KS1	50%	74%
% working @ exp+ in M at end of KS1	50%	80%
% achieving exp standard in Yr 1 phonics check	58%	85%
% achieving GLD in EYFS	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A small proportion of teaching across the Academy is judged as Requiring Improvement
B.	There has been a lack of capacity in the Academy to bring about sustained improvements in teaching and learning
C.	Quality of provision and intervention delivered by teaching assistants has been weak
D.	Poor speech and language skills in EYFS, KS1 and KS2
E.	Poor transfer of skills in numeracy
F.	Poor writing skills
G.	Poor reading skills
H.	Limited access to appropriate language rich resources

External barriers (issues which also require action outside school, such as low attendance rates)		
I.	Poor parental engagement with Academy	
J.	Welfare and Social issues that affect pupil progress	
K.	Historic attendance rates for PP is 92%, below that of the National Average	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To secure the quality of teaching, so that all pupils are able to experience good quality provision that promotes excellent rates of progress and improved outcomes for all. Ongoing effective monitoring involving all activities used in judging the quality of teaching and learning will inform the overall judgement for all teachers.	<ul style="list-style-type: none"> All teaching is judged as good or better Pupil Achievement moves to at least the NA All pupils make at least expected progress to close the GAP on their peers
B.	The Senior Leadership team will have capacity to ensure that improvements in the quality of provision are embedded, consistently delivered, of a high standard and are sustainable. Rigorous monitoring and effective self-evaluation will measure the impact and effectiveness of performance lead improvement priorities.	<ul style="list-style-type: none"> The Leadership team successfully drives improvements across the Academy There are considerable gains in pupil achievement The quality of leadership across the entire Academy is judged as good better
C.	The quality of classroom support and interventions led by Teaching Assistants leads to improvements in pupil outcomes, and data demonstrates that the gap between PP pupils and others closes. Baseline to exit data for pupils involved in interventions demonstrates that they are making quick sustainable progress by acquiring new skills, knowledge and understanding.	<ul style="list-style-type: none"> The achievement of identified PP pupils quickly improves so that little or no gap data exist between them and all other pupils All teaching is judged as good or better The quality of the work undertaken by other adults in the classroom improves pupil outcomes and is therefore judged as good
D.	To improve pupils' speaking and listening skills and wider understanding of language in order to support the development of reading and writing of those eligible for PP in KS1 so they can attain the 'expected' standard in those areas. Measured by tracking teacher assessments at KS1 and KS2 and also through regular testing throughout the Academy. In addition, this will be measured by the phonics screening check and also through the numbers of children achieving GLD at the end of the Foundation stage.	<ul style="list-style-type: none"> Pupils eligible for PP in EYFS, KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP are improving towards and beyond age related expectations.
E.	To improve and develop maths skills of PP children, particularly in KS2 so they can move closer to or achieve the 'expected' standard. This will be measured against the National Average of children reaching age related outcomes at the end of KS1 and KS2.	<ul style="list-style-type: none"> Pupils eligible for PP in EYFS and KS1 make rapid progress by the end of the year so that all pupils eligible for PP are improving towards age related expectations Pupils eligible for PP in Yr 6, make rapid progress so that there is no gap between them and all other groups
F.	To improve and develop the writing skills of those eligible for PP in EYFS, KS1 and KS2 so they can attain the 'expected' standard. This will be measured by tracking teacher assessments, KS1 and KS2 outcomes and also through regular testing throughout the Academy.	<ul style="list-style-type: none"> Pupils eligible for PP across the school make rapid progress by the end of the year so that all pupils eligible for PP are improving towards age related expectations.
G.	To improve the phonic and early reading skills of all those eligible for PP in EYFS & Key Stage 1 so that they reach national expectations in GLD, early reading & phonics. This will be measured by tracking teacher assessments, KS1 and KS2 outcomes and also through regular testing throughout the Academy.	<ul style="list-style-type: none"> Pupils eligible for PP in EYFS and KS1 make rapid progress by the end of the year so that all pupils eligible for PP are improving towards age related expectations.

H.	Increased attendance rates for pupils eligible for PP. Close monitoring of attendance by leaders and teachers.	<ul style="list-style-type: none"> Attendance figures for PP children will increase from 92% to be in line with the national average for PP pupils. The attendance of PP children and all others will move closer or to 96% by the end of the academic year
I.	Improve the general conduct and learning behaviours of all PP pupils so that they are better equipped to access learning, and to understand the importance of positive learning attitudes. Number of recorded incidents involving PP pupils is reduced. Pupil behaviour across the Academy is judged as good.	<ul style="list-style-type: none"> As a result of working with the Inclusion Leader, the number of behavioural incidents is reduced Overall behaviour across the Academy is judged as good
J.	To support their children's achievement, parents will be more engaged within the Academy. Welfare and social issues within family groups will be more stable and reduce barriers to learning and progress. Parent numbers being involved and attending Academy events is tracked, and the numbers involved in working with the Inclusion leader increases.	<ul style="list-style-type: none"> Children who experience challenging home lives will be well supported both in and out of school. They will continue to make accelerated progress.

5. Planned expenditure

Academic year 2019 – 2020

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.

i. 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 & Approx cost	When will you review implementation?
A: To improve the quality of teaching, so that all pupils are able to experience good quality provision that promotes excellent rates of progress and improved outcomes for all.	<ul style="list-style-type: none"> Programmes of targeted support is directed towards individuals whose lessons are seen to be in need of improvement Utilise QLA from assessments and resources such as PIXL Implement good practice observed from other settings, advise and guide through lesson planning, delivery and own self evaluation Use good practice visits to enable teachers to be able to experience, and understand what 'good' learning looks like. Ensure children have access to qualified teachers, with pedagogical support, to ensure that learning is planned according to children's needs. Reduce the requirement for mixed age class teaching by restructuring the staffing profile, TA support has been converted into an additional teacher. PP children identified on planning PP pupil one page profiles in place High expectations and challenge <p><i>Rationale: EEF research over the past 6 years indicates that what happens in the classroom makes the biggest difference, Therefore, improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap. Teachers and school leaders now have access to a significant and growing body of</i></p>	<ul style="list-style-type: none"> Learning walks and associated on going monitoring Pupil voice Formal lesson observations Teacher interviews Use of PIXL highlighted in staff CPD EMAT Core offer CPD for staff in key areas of reading and phonics Visits to other settings to observe effective practice and use to inform strategy 	JM EK CO PO ZS	Weekly

	<p><i>academic research with enormous potential to improve pupil attainment and save schools money. But we know that research on its own is not enough; applying the findings to the classroom is a real challenge. We believe no-one is better-placed to support schools in doing this than teachers themselves.</i></p>		£11,000	
<p>B: The Senior Leadership team will have capacity to ensure that improvements in the quality of provision are embedded, consistently delivered, of a high standard and are sustainable.</p>	<ul style="list-style-type: none"> Restructured leadership team will allow for a purposeful focus on the quality of teaching and pupil outcomes Ensure that an advocate for PP is established within the Leadership team Monitoring schedule is devised, and consistently implemented Feedback is focused on the quality of teaching, and pupil outcomes Underperformance is challenged, and the use of support plans and policy aids development of quality of teaching and learning across the entire Academy. Increased capacity of Assistant Principal and EYFS lead will allow for a consistent message from leadership <p><i>Rationale: Education Endowment Foundation (June 2016) Pupil Premium funding is a valuable focus to support senior leaders in raising the attainment of disadvantaged young people. But it is vital that schools consider how all their resources can be used to achieve this goal. Good teaching for all pupils has a particular benefit for disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> Report half termly on achievement of PP to the LGB and JAG Over time, the quality of teaching is judged as consistently good Pupil progress is evident during data drops and pupil progress meetings 	JM EK ZS	Weekly, but reviews will be half termly
			£17000	
<p>C: The quality of classroom support and interventions led by Teaching Assistants leads to improvements in pupil outcomes, and data demonstrates that the gap between PP pupils and others closes.</p>	<ul style="list-style-type: none"> TA team to become skilled in running specific catch up interventions to meet the needs of groups of pupils Training, including observations of good practice, of TA's to be involved in training to develop basic skills in numeracy and literacy TAs to be better informed of strategies to manage challenging behaviours so that the impact on the progress of groups is minimised TAs be skilled in leading some class based learning sessions to empower teachers to work with smaller groups of pupils TA's better understand planning so that are able to run pre-teaching groups to maximise pupil's ability to contribute fully in the classroom <p><i>Rationale: Education Endowment Foundation (June 2016) Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole- class and whole-school interventions have shown promise but may take longer to show results. Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</i></p>	<ul style="list-style-type: none"> Teacher feedback demonstrates that the impact of TA input is markedly improved Observations of interventions and small group sessions TA feedback to teachers is more focused on the needs of pupils, and is evidenced in next step planning Work book scrutiny demonstrates that TAs contribute fully to marking and feedback Impact and role of TAs are a specific part of monitoring schedule No time or space is lost for learning 	JM DM EK	Weekly reporting in SLT meeting Report to LGB termly Report to JAG

	<p><i>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p>		£12535	
<p>D: To improve pupils' speaking and listening skills and wider understanding of language in order to support the development of reading and writing of those eligible for PP.</p>	<ul style="list-style-type: none"> • A focus on developing oral language skills through a wide range of speaking and listening activities across the age range and throughout the curriculum. • Whole school 'communication policy' to ensure that approaches are inclusive and support progress. • Explicit Speech and Language interventions in place. Utilisation of external professional's advice. • All children should regularly be read to from familiar text. • Teacher modelled inference making when reading. • PP pupils have access to an array of techniques to help engage and communicate with them - Makaton, props, introducing new vocab clearly, use of IT, support from TAs, drama, talk-partners and maintaining high expectations. • Children articulating clearly what they are going to say in their writing. • Daily individual reading for all pupil premium children who are below AE • 1:1 and small group interventions for children who need support with speech and communication. • Modelling and encouragement of well-articulated language <p><i>Rationale: Education Endowment Foundation (June 2016):</i> <i>One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional month's progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</i> <i>Small group tuition: Intensive tuition in small groups if often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</i></p>	<ul style="list-style-type: none"> • Regular pupil progress meetings will ensure impact is monitored and accelerated. • Regular assessment will show gaps and enable planning can fill these quickly and effectively. • Tracking data using teacher assessment as well as test data. 	ZS, PO, EK, CO, JM	Regular progress reviews.
<p>E: To improve and develop maths skills of PP children, particularly in KS2 so they can move closer to or achieve the 'expected' standard.</p>	<ul style="list-style-type: none"> • Incorporate use of White Rose Hub for Maths to support teachers planning and delivery in lessons • Maths lead to attend a subject leader network, both as part of EMAT and wider. • Staff CPD provides opportunities to share good practice and to model new approaches to teaching and learning. • Consistent scaffolding and expectations in place across the academy • Additional teacher to support smaller groups in Maths in Y6 • Interventions planned by teacher in order to close the skills gap. Post and Pre-learning interventions used in order to quickly close small gaps and prepare the children for the next day's learning. 	<ul style="list-style-type: none"> • Regular maths monitoring • Pupil progress meetings will assess progress and set interventions for the next half term. • Data drops will look at attainment, in year progress and progress over time. 	AB, EK, AS, LB, JK	Regular progress reviews.

	<ul style="list-style-type: none"> Extra curricular maths for PP pupils in KS2 <p><i>Rationale: Education Endowment Foundation (June 2016):</i> <i>Rationale: Education Endowment Foundation (June 2016):</i> <i>One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional month's progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</i> <i>Small group tuition: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</i></p>		£7000	
F: To improve and develop the writing skills of those eligible for PP in EYFS, KS1 and KS2 so they can attain the 'expected' standard.	<ul style="list-style-type: none"> All PP pupils identified on planning and provision mapping. In class support to ensure learning outcomes are achieved. Handwriting expectations explicit High quality adult modelling by teachers and TAs Implementation of 'Non-Negotiables' across school for every year group, including EYFS. Vocabulary expectations in place for every year group (inc. spelling tests and key word tracking) Rigour in verbal responses across the Academy (children and adults), promoting the use of full sentences and Standard English. Communication policy visible and regularly reviewed. 	<ul style="list-style-type: none"> Lesson Observations Data Analysis and Moderation Work Scrutiny Regular monitoring of writing Pupil Progress meetings 	PO/JM/EK £660	Regular data drop and during writing monitoring.
G: To improve the phonic and early reading skills of all those eligible for PP in EYFS & Key Stage 1 so that they reach national expectations in GLD, early reading & phonics.	<ul style="list-style-type: none"> Continued investment in Phonics programme and reading scheme In the classroom, teachers lead Phonics group teaching and target individuals who are at risk of falling behind Throughout Early Years and KS1 enrich the curriculum so that it is language rich with specific skills and appropriate challenge Gap filling teaching – targeted teaching to close the gaps but to ensure that children can always access the resource. Teacher designed and TA led bespoke interventions Targeted phonics support and 1:1 teaching to ensure as many children as possible are reaching the expected standard. Scaffolding for parents through reading records and parent sessions to ensure that children are well supported Resources in place match pupil need <p><i>Rationale: Education Endowment Foundation (June 2016):</i> 'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives'. Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<ul style="list-style-type: none"> Lesson Observations Data Analysis and Moderation Work Scrutiny Regular monitoring of writing Pupil Progress meeting 	PO / CO GS £19,500	Regular data drop and writing monitoring.

<p>H: Increased attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> • All parents are in receipt of an attendance leaflet that outlines the school's policy on attendance and absence. • First day calling happens for all parents on every occasion of absence. • Regular meetings with families about attendance where it is a concern. Individual plans established to tackle concerns. • Regular celebration events to reward children with good/improved attendance. An attendance assembly happens every Monday where the class with the highest attendance enjoys and early lunch with their teacher and TA. • Through Performance Management, teachers now empowered to manage own class attendance with particular focus on PP pupils • Attendance a feature in academy and class display as well as communications home. 	<ul style="list-style-type: none"> • Attendance reporting to Governors and JAG • Weekly monitoring from class teachers • Weekly monitoring by Inclusion Manager • Weekly monitoring by SLT 	<p>JM/EK/DM</p> <p>£500</p>	<p>Ongoing weekly reviews</p>
<p>I: Improve the general conduct and learning behaviours of all PP pupils so that they are better equipped to access learning, and understand the importance of positive learning attitudes</p>	<ul style="list-style-type: none"> • Leadership team to ensure Academy ethos and values programme is embedded to ensure high standards for all • Behaviour policy implemented consistently, with associated operational changes to hold teachers and pupils to account • Teacher support TA training to empower all to manage behaviour more effectively • Inclusion leader a member of SLT, and is an advocate for PP pupils, and all pupils where learning presents challenges • Behavioural and therapeutic interventions targeted to high profile pupils to enable to access mainstream lessons <p><i>Rationale: Education Endowment Foundation (June 2016): Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues.</i></p>	<ul style="list-style-type: none"> • Termly behaviour reporting to Governors • Weekly monitoring from class teachers • Weekly monitoring by Inclusion leader reporting to SLT 	<p>£18,000</p>	<p>Regular monitoring by SLT</p>
<p>Total budgeted cost</p>				<p>£74,195</p>