

1. Summary information					
School	Norton Junior School				
Academic Year	2016/17	Total PP budget	£89,440	Date of most recent PP Review	Sept 2016
Total number of pupils	232	Number of pupils eligible for PP	68 (29.3%)	Date for next internal review of this strategy	Sept 2017

2. Current attainment - Please note when reading this table that 0.00 is the national average			
	NJS Disadvantaged Pupils 2015/16	National Disadvantaged Pupils	National Other Pupils
% achieving in reading, writing and maths (end of KS result 2015/2016)	33%	39%	60%
Point score <u>progress</u> in reading	0.74	-0.72	0.33
Point score <u>progress</u> in writing	2.17	-0.26	0.12
Point score <u>progress</u> in maths	1.38	-0.52	0.24

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	The prevalence of Social Emotional Mental Health, Bereavement, Trauma and Loss Issues for a group of children, mostly eligible for Pupil Premium, is impacting on their ability to settle to learn and therefore on their academic progress and that of other children.
<b>B.</b>	Fluency of reading and language acquisition is a focus for all children but significantly so for Pupil Premium and this prevents sustained progress and high achievement.
<b>C.</b>	Difficulty with spelling is impacting negatively on overall Spelling, Grammar & Punctuation (SPAG) attainment levels.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Reduce incidents of unsafe play and perceived isolation of vulnerable children by promoting children to engage in a range of activities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Targeted daily sensory circuit activity and personalised bereavement, trauma and loss interventions support children to settle to learn and enable them to achieve their full academic potential.	Improved preparedness and attitude to learning with minimal disruption to peers. All support staff to be trained on rotation to build capacity.
<b>B.</b>	Pupil Premium and all children achieve higher rates of progress and attainment by the end of KS2 in reading. Reluctant readers excited and engaged by new reading materials which positively impact on their fluency and comprehension skills.	Literacy Coordinator, Stephanie Oliver and Special Educational Needs Coordinator (SENCO), Ruth Ford, train and roll out high quality structured intervention throughout school so that teaching teams feel confident in using new resources. Pupil Premium children continue to make as much progress as their non pupil premium peers in order to diminish any difference in attainment.
<b>C.</b>	Pupils make consistent use of interactive spelling displays and Spelling results improve by end of Key Stage.	All staff trained by Literacy Coordinator and confident to deliver No Nonsense Spelling Programme impacting positively on rates of progress in spelling.
<b>D.</b>	Reduction in lunchtime behavioural incidents and number of accidents recorded. Inclusion of vulnerable children in safe play activities to develop confidence and friendships. High profile target children attend 'Nurture Group' at lunch and afternoon break and supervised by teachers/TAs on rota to impact positively on behaviour.	Playground capacity extended to facilitate safe play and reduce behavioural incidents during unstructured parts of the school day by Spring 2017.

## 5. Planned expenditure

**Academic year**

**2016/17**

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	When will you review implementation?
<p>Improve reading fluency and comprehension.</p> <p>Improve spelling and language acquisition for all children across Key Stage 2 (KS2).</p>	<p>Additional human resource deployed, freeing up teachers to give targeted support to lower attaining Pupil Premium Children. .</p> <p>Staff training on: High Quality Marking &amp; Feedback, Reading, Maths and Spelling &amp; Grammar (SPAG), new curriculum content &amp; Effective deployment of Teaching Assistants (TA).</p>	<p>In line with Education Endowment Foundation (EEF) research, evidence sources and guidance, we want to invest some of the pupil premium funding in longer term change which will help all pupils. The EEF Toolkit suggests high quality feedback is an effective way to improve attainment, and we intend to embed and enhance current practice across school.</p>	<p>Triangulation monitoring (book scrutiny, learning walks, data analysis, observations etc).</p> <p>Termly scheduled Continuous Professional Development (CPD) team reflection and feedback opportunities include teaching and support staff.</p> <p>Monitoring of CPD team meetings and reflection logs, staff meeting minutes and actions, personalised appraisal outcomes to record reflections and progress.</p>	<p>Senior Leadership Team (SLT) + SENCO</p>	<p>Termly data analysis. Termly whole staff reflection on progress in books and areas for development. Official review June 2017.</p>
	<p>Review of reading resources + structured reading interventions to focus on fluency.</p> <p>Maths &amp; Literacy parent workshops.</p> <p>Literacy Lead + SENCO observe best practice of use of reading intervention.</p> <p>Literacy Coordinator leads on whole staff training on reading and spelling.</p> <p>Purchase Code Project X research based intervention on letters and sounds.</p>	<p>Evidence suggests that children make good progress when they are inspired by stimulating reading materials which excite and engage them.</p> <p>Research indicates that boys in particular benefit from being interested in the topic which scaffolds the learning. Motivation for girls in literacy is less of an issue.</p>	<p>Data analysis and monitoring in line with the school's self review calendar.</p> <p>Monitoring and training to ensure high impact TA deployment.</p> <p>Monitoring and training of additional teacher to lead reading intervention in Y6 and Digi-smart reading intervention Y5.</p> <p>Monitoring of Phonological Awareness Training (PAT) Phonics intervention resource and Toe by Toe intervention Y3 to Y6.</p>	<p>SLT &amp; SENCO</p>	<p>Termly review.</p>
<b>Total budgeted cost</b>					£68,411

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Social emotional mental health development – whole school Thrive approach.	SENCO + Learning Mentor undertake accredited Thrive training.  Whole staff Thrive training. 1:1 targeted Thrive intervention implemented.	Nationally, children with Social, Emotional, Mental Health (SEMH) issues make slower rates of progress than their peers and their presentation and behaviours also impact on the wider school community. Doncaster has the highest level of children with SEMH difficulties nationally and there is a known prevalence of domestic abuse within the Askern Pyramid leading to Norton Junior School undertaking a targeted support programme as part of a Doncaster initiative.	Half termly whole class Thrive assessments and action planning. Half termly individual Thrive action plans and assessments for targeted children.  Child & Adolescent Mental Health Service (CAMHS) supervision of Thrive provision and impact on pupils and key workers within school.  Liaison the school nursing team to promote mental health and wellbeing and healthy active lifestyles.	SENCO	Half termly reviews ongoing.
<b>Total budgeted cost</b>					22,949
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To sustain current attendance levels at above national average.	To excite and engage children so that they want to come to school through provision of, in-school enrichment activities, Children's University workshops and a rich and varied range of afterschool clubs including, Bikeability, Lets Get Cooking, Taekwondo, Kurling, Football, Cricket etc.	Attendance is good for PP children but slightly below that of non PP peers. Pupil Voice surveys evidence that the school's creative curriculum inspires children to attend and to learn and this is because teaching is good or better throughout the school and school is well resourced.  Children are aspirational for their futures because they understand the link between good attendance, punctuality and future economic wellbeing. Therefore, an element of pupil premium funding is utilised to sustain enhanced curriculum provision.	Attendance made high profile through weekly assemblies and embedded reward systems which respond to pupil voice wishes and feelings.  Proactive monitoring of the school's Child Protection on-line Management System (CPOMS) system to identify patterns of concern in relation to potential health and wellbeing concerns.	Headteacher	Half termly attendance analysis.
That all children understand and strive to achieve the school's Core Values by the end of Key Stage 2. (ARRIVE: Aspiration, Resilience, Respect, Independence, Voice and Enterprise).	To proactively plan opportunities to raise the awareness of school and British Values through the Social, Moral, Spiritual & Cultural (SMSC) and Personal Social Health Education (PSHE) provision in order to prepare all children for the next stage in their education.	In line with evidence based research, Pupil Voice is at the heart of every school development and deemed essential if children are to have confidence in their own identity and take ownership of their education and future economic wellbeing.	SMSC/PSHE training & presentations to staff and governors. Additionally, monitoring of: <ul style="list-style-type: none"> <li>• SMSC provision timetable</li> <li>• Subject leader action plans</li> <li>• Pupil and parent surveys</li> <li>• School Council</li> <li>• Link Governor enterprise initiatives (eg Y3 packaging project)</li> <li>• Safety and Anti Bullying Ambassador feedback</li> <li>• Monitoring of behavioural incidents</li> <li>• Staff consistently modelling and promoting core values</li> </ul>	SMSC/ PSHE coordinator + All staff	Half termly
<b>Total budgeted cost</b>					£7,650

6. Review of expenditure				
Previous Academic Year		School received £82,420 Pupil Premium Funding in 2015/16		
i. 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
To further enhance the impact that Teaching Teams have within the classroom.	<p>Staff training and development for Teaching Teams.</p> <p>Headteacher/SENCO EEF training</p> <p>Teaching Assistants undertake NVQ3 Diploma in Effective Teaching Support within the classroom</p>	Data analysis demonstrates high impact of further embedding the practice of teachers using TAs to free themselves up to support lower attaining and Special Educational Needs and pupils with Disabilities (SEND) pupils as frequently as middle and higher attaining children.	In line with Education Endowment Foundation research, a whole school focus was placed on high impact quality first teaching , particularly with regard to effective TA deployment. A rotation between teacher and TA to support all children within the classroom is now embedded practice.	£73,180
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)	Cost
Improvement in Spelling, Grammar & Punctuation outcomes by end of Key Stage in order to diminish the gap between PP and Non PP children.	<p>Purchase No Nonsense spelling resources.</p> <p>Literacy Coordinator led whole staff training.</p> <p>Leadership monitoring via book scrutiny, observation and pupil discussions.</p>	The majority of Pupil Premium children achieved age related expectations in Spelling Grammar and Punctuation and performed in-line with their Pupil Premium peers nationally, and performed better than their Pupil Premium peers locally.	The full impact of the No Nonsense spelling resource has seen some good progress throughout the school, however the full impact is not yet measurable because it has not been implemented for one full year. This initiative continues to be embedded in 2016/17.	£13,310
iii. 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 further enrich the creative curriculum and extra curricular provision.	<p>Whole staff focus and training on creativity across foundation subjects.</p> <p>Subsidised educational visits.</p> <p>Teacher led after school clubs and bought in workshops.</p>	Increased participation and enjoyment levels evidenced by extra curricular attendance registers, numbers of pupils participating in residential visits, pupil feedback and development of social communication skills and friendship circles.	High impact – continue to use funding to target this area of a child's wider development.	£11,750

## END OF KEY STAGE IMPACT SUMMARY – Norton Junior School 2015-16

The trend over the last 3 years clearly illustrates that the school has been effective in diminishing the difference between its pupil premium children and other children nationally. The picture remains a positive one where pupil premium children continue to make strong progress.

**Mathematics** - Progress scores in Mathematics for disadvantaged pupils at NJS are strong and above their 'other' peers nationally.

	NJS Disadvantaged	National Disadvantaged	National Other
<b>MATHS Progress</b>	1.38	-0.52	0.24

The majority of disadvantaged children at NJS attained the expected standard in this area, significantly outperforming their disadvantaged peers nationally. Moreover, this group of children were broadly in-line with their 'other' peers nationally and the % achieving the higher standard matches national 'others'.

MATHS Attainment	NJS Disadvantaged	National Disadvantaged	National Other
Expected Standard	73%	57%	75%
Higher Standard	20%	9%	20%

**Writing** - Current data shows that the progress made by disadvantaged children in writing is very strong when compared to national disadvantaged and 'other' pupils.

	NJS Disadvantaged	National Disadvantaged	National Other
<b>WRITING Progress</b>	2.17	-0.26	0.12

The majority of disadvantaged children achieved the expected standard in this area at the end of KS2, significantly out-performing their national disadvantaged peers at the expected standard.

WRITING Attainment	NJS Disadvantaged	National Disadvantaged	National Other
Expected Standard	73%	64%	79%
Higher Standard	7%	8%	18%

**Reading** - In Reading, the progress score for disadvantaged pupils at NJS and is higher than their National peers and National 'others').

	NJS Disadvantaged	National Disadvantaged	National Other
<b>READING Progress</b>	0.74	-0.72	0.33

The % of disadvantaged pupils achieving the higher standard is broadly in-line with National 'others' and greater than National disadvantaged.

READING Attainment	NJS Disadvantaged	National Disadvantaged	National Other
Expected Standard	40%	53%	71%
Higher Standard	20%	10%	23%

**SPAG (Spelling, Punctuation and Grammar)** -

The majority of disadvantaged children achieved age related expectations in Spelling Grammar and Punctuation and performed in-line with their disadvantaged peers nationally.