

1. Summary information							
School	Norton Junior School	Academic Year	2017/18	Date of most recent PP Review	Sept 2017	Date for next internal review of this strategy	Sept 2018
Total number of pupils		235	Number of pupils eligible for PP		50 (21.2%)	Total PP budget	£99,367

2. Current attainment - Please note when reading this table that 0.00 is the national average		
	<i>NJS Disadvantaged Pupils 2016/17</i>	<i>National Other Pupils (Pupils nationally who are not defined as disadvantaged)</i>
% achieving expected standard in reading, writing and maths	59%	67%
% achieving expected standard in reading	82%	77%
Point score <u>progress</u> in reading	0.1	0.33
% achieving expected standard in writing	77%	81%
Point score <u>progress</u> in writing	-1.1	0.12
% achieving expected standard in maths	73%	80%
Point score <u>progress</u> in maths	0.7	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> )	
A.	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.	Fluency of reading and language acquisition is a continued priority for Pupil Premium and this prevents sustained progress and high achievement.
C.	Basic sentence structure is a priority across school but particularly so for Pupil Premium children and this prevents sustained progress and high achievement within Writing.
D.	Recall of basic number facts especially times tables is a priority across school but particularly so for Pupil Premium children and this prevents sustained progress and high achievement within Maths.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	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>
A.	Targeted learning mentor time for supporting children with personalised bereavement, trauma and loss interventions and social and communication difficulties including use of sensory thrive room.	<ul style="list-style-type: none"> <li>- Improved preparedness to learn and attitude to learning with minimal disruption to peers. As well as increased self-esteem, improved mental health and the ability to self-regulate appropriately.</li> </ul>
B.	<p>Pupil Premium and all children sustain higher rates of progress and attainment by the end of KS2 in Reading.</p> <p>Reluctant readers continue to be excited and engaged by new reading materials which positively impact on their fluency and comprehension skills.</p>	<ul style="list-style-type: none"> <li>- Literacy Coordinator and Special Educational Needs Coordinator (SENCO) to roll out 'Code X' programme further across school for it to have a wider impact on struggling readers.</li> <li>- Children are reading at least 3 times weekly and are rewarded through whole school initiative.</li> <li>- Reading areas in classrooms are highly engaging and used to promote independent reading.</li> <li>- Pupil Premium children continue to make as much progress as their non-pupil premium peers in order to diminish any difference in attainment.</li> </ul>
C.	Writing is grammatically accurate with full stops and capital letters demarcating sentences correctly.	<ul style="list-style-type: none"> <li>- All teaching staff, including TAs, trained by Literacy Coordinator and confident to address misconceptions and deliver discrete sentence based interventions at class level.</li> </ul>
D.	Pupils recall times tables facts with fluency, accuracy and understanding.	<ul style="list-style-type: none"> <li>- All pupils engage in 'Times Tables Rockstars' at home and in school and staff incentivise progress/achievement through engaging class displays and weekly reviews.</li> </ul>
E.	Reduction in behavioural incidents, number of accidents recorded and greater engagement levels in physical activity. Inclusion of vulnerable children in safe play activities to develop confidence and friendships.	<ul style="list-style-type: none"> <li>- School day amended to reduce lunchtime from 70mins to 55mins to reduce the number of behavioural incidents recorded towards the end of break. Also aims to reduce external behavioural incidents following the close of the school day with safer egress in the community.</li> <li>- Engagement in pyramid initiative to promote physical activities and engagement at playtimes.</li> <li>- High profile target children attend 'Nurture Group' at lunch and afternoon break and supervised by teachers/TAs on rota to impact positively on behaviour.</li> </ul>

## 5. Planned expenditure

**Academic year**      **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.

### 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>Writing is grammatically accurate with full stops and capital letters demarcating sentences correctly.</p> <p>Pupil Premium and all children sustain higher rates of progress and attainment by the end of KS2 in reading.</p>	<p>Additional human resource deployed, freeing up teachers to give targeted support to lower attaining Pupil Premium children.</p> <p>Staff training on: Effective deployment of Teaching Assistants (TA), thematic approach to learning, sentence structure, specific targeted interventions, TT Rockstars, practical learning in maths, calculation policy,</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 want teachers to target support and feedback to children in most in-need while TAs support those with more confidence.</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 2018.</p>
<p>Reluctant readers continue to be excited and engaged by new reading materials which positively impact on their fluency and comprehension skills</p> <p>Pupils recall times tables facts with fluency, accuracy and understanding.</p>	<p>'Code X' reading intervention and phonics reading interventions.</p> <p>Maths &amp; Literacy parent workshops and parent leaflets for each year group.</p> <p>Literacy Lead + SENCO observe best practice of use of reading interventions and roll out across school.</p> <p>Literacy Coordinator leads on whole staff training on reading and sentence construction.</p> <p>Purchase 'Times Tables Rockstars' and train staff. Reading raffles and prizes.</p>	<p>Evidence suggests that children make good progress when they are inspired by stimulating learning environments and 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 and a competitive element to learning drives interest levels.</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 and subject knowledge.</p> <p>Monitoring of Phonological Awareness Training (PAT) Phonics, Toe by Toe and Code X intervention resources Y3 to Y6.</p> <p>Analysis of attainment and progress data from Times Tables Rockstars.</p> <p>Learning walks regularly evaluate learning environments both from SLT and peers.</p>	<p>SLT &amp; SENCO</p>	<p>Termly review.</p>
<b>Total budgeted cost</b>					£70, 245

<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>
Targeted learning mentor time for supporting children with personalised bereavement, trauma and loss interventions and social and communication difficulties including use of sensory thrive room.	<p>Re-visit whole staff Thrive training and constantly promote this agenda.</p> <p>1:1 targeted Thrive intervention implemented.</p> <p>Sensory thrive room developed in school.</p> <p>Learning mentor time with focussed sessions but a flexible approach to respond to needs as necessary.</p>	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.	<p>Termly whole class Thrive assessments and action planning.</p> <p>Half termly individual Thrive action plans and assessments for targeted children.</p> <p>Child &amp; Adolescent Mental Health Service (CAMHS) supervision of Thrive provision and impact on pupils and key workers within school.</p> <p>Liaison with the school nursing team to promote mental health and wellbeing and healthy active lifestyles.</p>	SENCO	Half termly reviews ongoing.
<b>Total budgeted cost</b>					£17, 230
<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.	<p>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.</p> <p>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.</p>	<p>Attendance made high profile through weekly assemblies and embedded reward systems which respond to pupil voice wishes and feelings.</p> <p>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.</p>	Headteacher	Half termly attendance analysis.

<p>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).</p>	<p>To proactively plan opportunities to raise the awareness of school and British Values through the Social, Moral, Spiritual &amp; Cultural (SMSC) and Personal Social Health Education (PSHE) provision in order to prepare all children for the next stage in their education.</p>	<p>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.</p>	<p>SMSC/PSHE training &amp; presentations to staff and governors. Additionally, monitoring of:</p> <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>	<p>SMSC/ PSHE coordinator + All staff</p>	<p>Half termly</p>
<p>Reduction in behavioural incidents, number of accidents recorded and greater engagement levels in physical activity. Inclusion of vulnerable children in safe play activities to develop confidence and friendships.</p>	<p>Amend school day to reduce lunchtime from 70mins to 55mins to reduce the number of behavioural incidents recorded towards the end of break and ensure safer egress in the community.</p> <p>Engagement in pyramid initiative to promote physical activities and engagement at playtimes.</p> <p>High profile target children attend 'Nurture Group' at lunch and afternoon break and supervised by teachers/TAs on rota to impact positively on behaviour.</p>	<p>Historically, behaviour incidents at NJS have been more frequent during the last 15 minutes of a lengthy lunch time break and it is clear that children struggle to self-regulate and engage in free-choice activities during less-structured periods. Also at the end of the school day, there have been incidents of poor behaviour from older siblings who are waiting to collect children. By bringing the end of the day 15 minutes earlier, this limits the waiting time for people outside of the school gate.</p>	<p>Consultation with all stakeholders to assess impact of changing school timings. Take outcomes from this into consideration before making any changes. If changes go ahead, SLT to monitor behaviour at lunch through liaison with the midday supervisors and Head to monitor impact at end of the school day.</p> <p>P.E. lead to work closely with pyramid lead during their work in school and quality ensure the provision provided. Pupil voice to be taken into consideration.</p> <p>SLT to liaise with teachers/TA involved in 'Nurture Group' and constantly re-assess which children are targeted to attend based on needs.</p>	<p>SLT</p>	<p>Termly reviews.</p>
<p><b>Total budgeted cost</b></p>					<p>£11. 892</p>

6. Review of expenditure				
Previous Academic Year 2016/2017		School received £89,440 Pupil Premium Funding in 2016/17		
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
<p>Improve reading fluency and comprehension.</p> <p>Improve spelling and language acquisition for all children across Key Stage 2 (KS2).</p>	Additional human resource deployed, freeing up teachers to give targeted support to lower attaining Pupil Premium Children.	Attainment for disadvantaged pupils has improved in all core subjects from 2016 and continued to be strong in Maths.	Human resource targeted at Y6 to continue but in a slightly different model (2 x TAs 0.5 each).	£68, 411
	Staff training on: High Quality Marking & Feedback, Reading, Maths and Spelling & Grammar (SPAG), new curriculum content & Effective deployment of Teaching Assistants (TA).	Teaching and learning has improved across school and this has been as a result of effective staff training.	Continue to seek quality providers of CPD both from within school and externally.	
	Review of reading resources + structured reading interventions to focus on fluency. Maths & Literacy parent workshops. Literacy Lead + SENCO observe best practice of use of reading intervention. Literacy Coordinator leads on whole staff training on reading and spelling. Purchase Code Project X research based intervention on letters and sounds.	<p>Reading results for disadvantaged children have improved from 40% achieving the Expected Standard in 2016 to 82% in 2017. In 2017, NJS disadvantaged pupils outperformed other children nationally.</p> <p>Code X intervention in its infancy in school but with positive start.</p> <p>Several staff training sessions have had a huge impact on the teaching and learning of Reading and this has been seen in several learning works carried out by SLT as well as external visitors.</p>	To continue 'Code X' intervention with 6 pupils initially then roll out across school to impact upon more pupils.	
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
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.	Thrive approach in school is well-embedded and impacts positively on all children but those especially with additional needs.	Continue to promote this approach across school and prioritise the Thrive assessments for classes so that children can be identified early for targeted support.	£22, 949

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</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.	In 2016/17, attendance levels were above or in line with national average at 97% for all children and 96% for disadvantaged pupils. This being indicative of high levels of engagement and increased learning confidence through quality-first teaching, bespoke targeted interventions and access to a wide range of exciting extra- curricular provision.	Continue to target disadvantaged pupils for in-school enrichment to maintain a high standard of attendance in-line with the rest of school.	£7,600