

Pupil Premium Strategy Plan: North Ridge Community School

1. Summary information												
School		North Ridge Community School										
Academic Year		2017-18	Total PP budget				£40,435	Date of most recent PP Review			June 2017	
Total number of pupils		124	Number of pupils eligible for PP				33	Date for next internal review of this strategy			June 2018	
FSM: 20		E6: 6				LAC: 5			Service: 1			
N: 0	R: 0	Y1: 3	Y2: 5	Y3: 1	Y4: 3	Y5: 3	Y6: 2	Y7: 3	Y8: 6	Y9: 3	Y10: 4	Y11: 0

2. Identified areas for improvement		
What We Want To Achieve	Date Action Commenced	Review Details
To increase pupils' use of functional English and Maths across a broader range of activities and experiences.	Autumn Term 2017	Termly – use school tracker / pupil progress meetings to support evidence of progress against target.
For all of our Pupils eligible for Pupil Premium to experience a rich and enjoyable wider learning experience, resulting in confident learners, accelerated progress and achievement given their starting points.	Autumn Term 2017	Termly – use pupil voice, school tracker and pupil progress meetings to support evidence of progress against target.
For all pupils identified as 'disadvantaged' to consistently achieve at least 95% attendance over this academic year.	Autumn Term 2017	Termly – evaluate daily and weekly monitoring systems for attendance to inform actions taken to measure impact in achieving target. This to include

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Clear direction in communicating realistic, yet high expectations for 'disadvantaged' pupils and students needs to be implemented across all Phases.
B.	Lack of specifically targeted interventions informed by assessment and accurate identification of provision for Pupil Premium pupils has resulted in lower than expected in-year progress.
C.	Clear pathways for the development of reading and number skills and knowledge needs to be established and developed across all Phases.
External Barriers	
D.	Engaging parents in partnership actions to improve attendance and link a direct correlation between attendance and consistent pupil progress.

4. Desired outcomes		Success criteria
A.	Parental engagement will result in continuity in learning across home and school.	High quality communication by the teachers and supported by the team led by the Pastoral Manager will support impact.
B.	Strategic use of funding will result in more able PP children making accelerated progress in reading, writing (including spelling) and maths (RWM).	Tracking showing pupil progress for those pupils accessing additional needs provision will evidence impact.
C.	Introduction of targeted support will result in an improved differentiated approach to personalised learning.	Tracking showing pupil progress for those pupils accessing additional and wider needs provision will evidence impact.
D.	Parents will respond positively with the support given and consistently support school attendance requests whenever possible.	All pupils and students will have a minimum attendance record of 95% and there will be an improving termly trend of pupils and students with 100% attendance.

5. Planned expenditure					
Academic year		2017-2018			
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
That pupils with different learning needs and styles will be identified and their needs met, resulting in impact evidenced through accelerated progress in RWM.	<p>The curriculum to support the teaching of literacy and numeracy will be personalised and differentiated to support individual needs.</p> <p>Access to the Forest School provision for learning about English and maths concepts through environmental activities – to include targeted speaking and listening activities involving social cues and confidence building to support pupils with social, emotional, communication and interaction difficulties.</p>	<p>Pupil Progress meetings carried out at the end of Autumn half term (1) there was evidence to show that the learning opportunities for some disadvantaged pupils should be further personalised. An improved, differentiated approach to the teaching of reading was identified as a need and a teaching teams across school will be supported in developing a ‘pathways’ approach.</p> <p>Where it was agreed that pupils needed opportunities to have a wider learning experience to understand concepts in concrete terms, or just to build up self-esteem and confidence through working as part of wider learning groups, some dedicated time to accessing learning through Forest School provision was decided upon.</p>	<p>All teachers have been directed to include each PP pupil on their weekly planning, identifying how wider, additional provision will support them (indicating area of need).</p> <p>This will be regularly monitored to ensure the planning is fit for purpose, the pupils are accessing the provision and that there is a regular and good quality focus to the agreed targets that closely meet the ‘pathway’ model.</p>	<p>Literacy Co-ordinator / Teacher leading on the development of Forest School education / Maths Co-ordinator.</p> <p>All class teachers and supporting staff.</p> <p>SLT</p>	<p>On-going and regular drop-ins / observations.</p> <p>PP progress review December 2016.</p>

					Total budgeted cost	£ 18,250
ii. 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	
That pupils will be encouraged in enjoying reading and supported in making good and outstanding achievement in both reading and writing as a result.	Wider choice of books available for pupils – greater focus on the enjoyment of books / talking about pictures and sharing stories and familiar rhymes (including number rhymes)	As per Report (November 2015, Supporting the Attainment of Disadvantaged Pupils) specifically regarding using meta-cognition as a tool to support continued learning and staff knowledge of the pupil. Information shared at Pupil Progress meetings has been used to decide actions and allocate actions to PP pupils according to assessed and identified need.	Using home-school reading records as evidence of shared reading - including this in regular observations and monitoring of engagement by pupils. Using pupil voice regarding 'buddy' impact – include drop-ins and observations to support evidence of impact.	All class teachers will monitor the progress of their pupils with regards to this initiative. Monitored by SLT and Phase Leaders.	On-going and regular drop-ins / observations discussion with pupils. PP progress review December 2017.	
That pupils with social, emotional and mental health difficulties that impact on progress, have access to a significantly differentiated learning approach that enables them to develop good attitudes to learning and make progress as a result.	Communication & Interaction Lead to build capacity in class through supporting teachers in understanding what and how to implement resources. The Inclusion Practitioner to support pupils at a QFT level as required.	Previous tracking information shows PP pupils are not making good progress - Pupil Passports have now been introduced and give information to teaching staff with regards to what provision is required for their pupil – still required are skilled and knowledgeable staff to support teachers in getting significant differentiation in place and implementing actions to support quality first practice. This will support speedy implementation of practice to support progress.			On-going and regular drop-ins / observations discussion with pupils. PP progress review December 2017.	

Total budgeted cost					£ 9,750
iii. Other approaches					
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
Parents will consistently support consistent attendance following shared understanding of the impact it has on the progress of their child.	<p>Daily attendance patterns of pupils will be monitored and the Pastoral Team, led by the Pastoral Manager will liaise with parents regarding targeted support if required.</p> <p>Teachers will lead on daily communication with home to include a positive comments note to demonstrate all the good learning that has taken place for their child today.</p>	<p>Attendance has been identified as an area for improvement and will support the impact of actions put in place at school to support pupil progress.</p> <p>Regular contact promotes and maintains school as a high priority to parents and keeps parents informed as to how school is supporting their child and the progress they are making.</p>	<p>Implementation of a monitoring tool to support accurate recording of observations and responses.</p> <p>Improved attendance and increasingly regular prompt arrival / departure to and from school.</p>	Pastoral Manager and Phase Leaders.	<p>On-going and regular discussions with the attendance and 'lates' team.</p> <p>PP progress review December 2017.</p>

Total budgeted cost	£ 12,435
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6. Review of expenditure to be completed July 2018

Previous Academic Year	
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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>That pupils with different learning needs and styles will be identified and their needs met, resulting in impact evidenced through accelerated progress in RWM.</p>	<p>Following one of the NRCS teachers achieving the qualified status of Forest School Practitioner, children identified as Pupil Premium were allocated weekly lessons through the principles of Forest School lessons. The focus was to promote enjoyment of practical learning activities through outdoor learning (counting / sharing / recording where appropriate, etc) and develop these skills further over time.</p>	<p>Teachers reported the enthusiasm of their pupils in accessing the outdoor learning activities and impact on writing and number work could be seen in some books as well as through reporting in photographs.</p>	<p>Forest School provision is for all children across the school and has been a particularly good way of children who potentially do not access much outdoor experiences to get that wider learning opportunity.</p>	<p>£18,250</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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<p>That pupils will be encouraged in enjoying reading and supported in making good and outstanding achievement in both reading and writing as a result</p>	<p>An outstanding Literacy Consultant was commissioned to work in partnership with teachers to develop a new whole school Reading Strategy. Training with HLTAs and support staff teams was included and the construction of the Strategy closely linked to personalised needs of pupils (in terms of stages of reading development). This Strategy was prepared for children working well below age-related expectations, from early years' curriculum and strategies. Primarily, the Strategy took into account that, regardless of age, the accuracy of teacher knowledge in correctly assessing the child's starting point was essential – therefore, the 'Pathways' model was created.</p> <p>This was supported by an example of a unit of writing prepared by the commissioned Literacy Consultant.</p>	<p>It could be seen that teachers used the pathways to personalise approaches to reading. Feedback from a follow-up monitoring established that the staff considered the strategy easy to use to ascertain progression. Immediate impact was evident through the 'non-negotiables' of:</p> <ul style="list-style-type: none"> • Every class must have a dedicated reading space • Every class must have dedicated reading time (20 mins) at the end of each day. <p>Every child had access to books and shared reading time with adults in the class. All children in Primary and Secondary had daily stories read to them by a range of adults in their class. Evidence from</p>	<p>This has been a useful tool to support the focus of continuity in reading development whilst engaging pupils in the enjoyment of books. Reading areas have become the 'go-to' area in the classroom and there are reports of children engaging with their peers for the first time, through sharing of a book.</p>	<p>£9,750</p>
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<p>That pupils with social, emotional and mental health difficulties that impact on progress, have access to a significantly differentiated learning approach that enables them to develop good attitudes to learning and make progress as a result.</p>	<p>The Forest School project had a key element of ‘buddying’ with a view to promoting levels of high self-esteem between Post-16 and Secondary students and younger children across primary phase. This involved responsibilities associated with family values (partnership care of younger children through the delivery of activities). Additional support was added by a HLTA who led the Primary groups to join the FS teacher and older students.</p>	<p>Photographs on the school website for classes showed pupils working in partnership and completing learning tasks using co-operation approaches.</p>	<p>This will now be developed to create other outdoor classroom practitioners and used over lunch time.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Parents will consistently support consistent attendance following shared understanding of the impact it has on the progress of their child.</p>	<p>High priority on home-school liaising – primarily on the quality of communication in the home-school books. The importance of attendance is communicated through telephone calls if concerns arise. Funding has also supported a dedicated Pastoral team. Some of the early help approaches have included informal targeted support through home meetings / invites in to school to see their child and meet the teaching team. There has also been a wider aspect where the school Speech Language Therapist visits home settings to engage parents in continuing the learning going on in school, at home (SaLT teaching parents specific signs or giving them visual prompts and demonstrating how this should be used.</p> <p>School supports parents in understanding the importance of ‘every day counts’. Where early intervention has identified that families need further support, the Pastoral team will implement ‘Outcome Star’ principles.</p>	<p>Attendance is gradually improving over time. Data shows that all pupils identified as being persistently absent has significantly reduced and reasons behind the absence are medical or illness.</p> <p>Parents are now co-operating in booking appointments at the best time possible for minimal disruption to lessons and all absences are fully supported by the school as the reasons are approved as valid.</p>	<p>Early contact with parents/carers has supported the raised awareness of absence and kept reasons for absence consistently relevant and appropriate. Where parents were keeping their child off for extended periods or frequently without appropriate reasons, the early contact has supported them in understanding the wider implications of keeping their child away from school.</p>	<p>£12,435</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.