

NORTHWOOD BROOM ACADEMY, PUPIL PREMIUM, 2018-2019

Reviewed December 2019 (Unvalidated Data)

1. Summary information

Academic Year	2019-2020	Total PLAN budget	£71,565	Date of Plan review	December 2019
Total number of pupils	196	Number of pupils eligible if appropriate	48 (24%)	Date for next internal review of this plan	December 2020

1. End of Year Y2 attainment 2018-2019

	<i>PP (21/54) 39%</i>	<i>NON PP (35/54) 61%</i>
% achieving ARE (Age-Related Expectations) or above in reading	67%	81%
% achieving ARE (Age-Related Expectations) or above in writing	48%	75%
% achieving ARE (Age-Related Expectations) or above in maths	62%	78%

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers <i>(issues to be addressed in school)</i>	
A.	Pupils eligible for PP are often not emotionally and physically ready to learn
B.	Teaching and Learning is not consistently good
C.	Communication and language skills on entry to school are lower for pupils who are eligible for PP
D.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Parental engagement with education/school links (educational ability, value of education)
G.	Attendance and punctuality
H.	Deprivation/Parental access to resources to support pupils learning experiences
I.	Transient community
D.	Communication and language skills on entry to school are lower for pupils who are eligible for PP
E.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP

Academic Year 2018-2019

Planned Expenditure 2018-2019

Plan Budget: £ 85,120

1. Quality of Teaching for All

Intended Outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead & Cost	Lessons learned / next steps
100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.	<ul style="list-style-type: none"> Identify and target Pupil Premium children to achieve AARE in Reading, Writing and Maths. Monitor the attainment and progress of PP children to ensure a narrowing gap between PP and Non PP children. Interventions to be planned using gap analysis where concerns arise with PP children. Monitor the provision for PP children at ARE/GLD in physical and maths and ensure the gaps are planned for. Develop personalised provision for children with identified needs to maximise progress. Carry out pupil progress discussions to ensure value for money and provision impacts on progress and attainment of PP children. 	<p>EEF Teaching and Learning toolkit and mastery learning and feedback are effective in accelerating progress.</p> <p>Development point from data and SIP visit.</p>	<p>Gap closing between PP and Non PP children in Reading, Writing and Maths in all year groups. The gap is closing for PP children in all year groups in Reading, Writing and Maths. In some areas they are outperforming non-PP children.</p> <p>PP children achieve GLD in line with Non PP children in physical development and maths. Non-PP chn are outperforming PP chn but the gap is closing. There are 8 PP chn not achieving GLD and 80% of these are SEND.</p>	<p>TLA & PDBW Lead</p> <p>Contribution towards salaries £14,000</p> <p>Contribution towards inclusion lead / support staff salaries £52,200</p>	<p>Best impact was with ARE children. More focus is needed on challenging more able pupil premium children to enable them to achieve greater depth.</p> <p>In Nursery and Reception further intervention needs to be in place to close the GAP further between PP and Non-PP in Reading and Physical. for year 2</p>

					this needs to be in Writing.
2. Targeted Support					
ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way.	<ul style="list-style-type: none"> Ensure PP children attain in line with Non PP children (communication EYFS screen and internal communication assessment). Train staff to embed effective teaching of speaking and listening skills across the curriculum so that all pupils can take ESB (English Speaking Board) qualification; (focus on feedback to pupils) PP Champions to ensure they support PP children with ESB assessment (ensuring they are equipped for the assessment). Ensure that all PP children are proportionately represented on the school council. Monitor the impact of EYFS intervention in communication (share cases with Victoria Bailey) Celebrate the importance of speaking and listening through whole school events. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>To improve on existing processes to ensure consistent and accurate teaching and assessment.</p>	<p>CPD for staff to share expectations and best practise in the Autumn Term. All staff received ESB CPD alongside additional CPD delivered through the opportunity area funding/communication champion.</p> <p>Weekly drop ins to monitor PP progress within lessons with a specific focus on PP speaking and Listening. Drops ins take place as routine and advise next steps.</p> <p>School council minutes to show PP pupil voice. Half termly meetings take place as routine, alongside additional events.</p>	<p>TLA & PDBW Lead</p> <p>English Lead</p> <p>Communication Champion</p> <p>School Council Lead</p> <p>Staff PP Champions</p> <p>Speech and Language therapist from opportunity funding area.</p>	<p>PP children were represented and championed. It was noted in the T&L review that 'The learning environments provided were rich in stimulus and language.' There still remains a GAP between PP and non-PP in communication, but progress has been made from entry.</p>
ENSURE high quality phonic lessons enable pupils to blend and segment words to a high standard to enable them to read at the age appropriate standard.	<ul style="list-style-type: none"> Ensure PP children are targeted in Phonics teaching. CPD phonics for all staff to ensure Letter and Sounds phonics programme is implemented effectively which includes feedback to children. Track PP children carefully on the trackers and carryout gap analysis after each assessment screen. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>Year 1 phonics school Data.</p>	<p>CPD for staff to share expectations and best practise in the Autumn Term. All staff received Phonics CPD and best practise visits across year groups took place.</p> <p>Gap analysis monitored against planning By T L & A lead and PDBW lead.</p>	<p>TLA & PDBW Lead</p> <p>English Lead</p> <p>AP/EP</p>	<p>RWI scheme has been purchased for all year groups. Staff CPD will also continue.</p> <p>RWI will track children and further pinpoint specific barriers to children's learning</p>

			<p>Leadership analysis completed at every assessment point and discussed at pupil progress meetings.</p> <p>Focused drop ins for phonics and guided reading. Drops ins take place as routine and advise next steps.</p> <p>Book scrutinies. Book scrutinies take place as routine and advise next steps</p>		<p>and ways to address this.</p> <p>Staff to be involved further in book scrutinies to allow professional discussions around children's next steps to take place.</p>
<p>3. Other Approaches</p>					
<p>Pupils value their education and influence parents so that they rarely miss a day at school and attendance is at least 96%.</p>	<ul style="list-style-type: none"> • Monitor attendance and punctuality of all children (particularly of vulnerable groups). • PP buddies to champion their named pupils and encourage good attendance and raise PP attendance percentage. • Implement PP breakfast club. • Buy EWO service to support HSLW to work with families to increase school attendance and punctuality. 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>School monitoring of attendance shows PP attendance and punctuality is below national.</p>	<p>Weekly monitoring of attendance.</p> <p>Attendance monitoring takes place as routine. End of year attendance for PP is 94.82%. this was above PP attendance for 2017-2018.</p> <p>Letters to parents re attendance and attendance clinics with HSLW and EWO. There are 4 PP chn who are persistent absentees (19%), meetings have taken place.</p> <p>Weekly attendance prizes.</p> <p>Attendance week per half term which includes punctuality. Planned into school calendars as routine.</p>	<p>PDBW/HSLW/S AFO</p> <p>EWO £2,500</p> <p>Prize cost £220</p> <p>Contribution towards attendance weeks £1,000</p> <p>HSLW contribution to salary £12,000</p>	<p>Pupil premium children are championed for attendance, this needs to sustain throughout the year to show further impact.</p> <p>Systems and process are now in place to review attendance and punctuality, this needs to continue.</p> <p>Staff need to further promote attendance in school, ensuring face-to-face</p>

					discussions take place. We now have 4 children who are attendance Champions therefore prompting the voice of the child.
<p>There is a consistent approach to the tracking and increased engagement of Pupil Premium parents and families.</p> <p>Consult with parents regularly and evidence how their views are listened to and inform strategic plans.</p>	<ul style="list-style-type: none"> Implement tracking system and develop strategies to engage PP families. Actively promote parental engagement at all school/MAT community based event (Flyers, text, website, 1 to 1 conversations, PP champions) Actively encourage parents to complete PP eligibility paperwork on induction and annually. Develop and implement a PP homework club. PP champions to ensure that parents of PP children attend transition and whole school events. Target PP parents to attend the parent forum. Survey PP parents at parents evening (settling in/transition, bullying, safety, communication) Debate parent feedback at ELT/SLT level and respond to parent feedback. 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>To improve on existing processes to ensure PP parents have a voice.</p>	<p>Class Teachers, TA's and HSLW to be proactive in communicating events with PP parents.</p> <p>Successful attendance at parents evening.</p> <p>Stakeholder events each term to take place.</p> <p>These take place and take into account all stakeholders views, PP parents were personally invited to this event.</p>	<p>HSLW, CT, TA, PDBW, Office</p>	<p>Further targeting of PP children at other events particularly at the end of year expectation meetings and phonics watch me learn session.</p> <p>Continue to develop relationship with the parent forum, actively inviting PP parents.</p>
<p>The school environment celebrates how special and unique our children are.</p>	<ul style="list-style-type: none"> Implement and embed forest schools (provide training for 2 members of staff). Target Pupil Premium children to attend extra-curricular clubs, personally invite them to the forest school club. Plan a pupil premium enrichment trip. Provide pupil premium children with enrichment opportunities to increase their experience and impact on their outcomes e.g. library club, breakfast club, school council representation. Develop cases studies for PP children. 	<p>Development point from data and SIP visit.</p> <p>To further improve outdoor teaching and learning within EYFS.</p>	<p>Magic Breakfast club for PP children.</p> <p>Whole school implementation of MAGIC breakfast.</p> <p>Weekly drop ins to monitor PP progress within lessons with a specific focus on PP outdoor learning.</p>	<p>PDBW, CT, TA, PP lead</p> <p>2 staff training £1,200</p> <p>£2,000 after school club staff salary</p>	<p>PP children to participate in nurture provision moving forwards to improve social skills.</p> <p>Focus Curriculum/Enrichment curriculum to be introduced to ensure children</p>

			<p>Drops ins take place as routine. EYFS chn participate in outdoor learning on a weekly basis and KS1 PP children were targeted to attend a 10 week unit of work.</p> <p>Data – physical development EYFS. PP children achieved 69% and Non-PP achieved 78%. The GAP had closed compared to 2017-2018 data.</p> <p>Parent and pupil surveys reflect enjoyment. Parent surveys are pleasing.</p>		<p>participate in wider opportunities.</p> <p>Inclusion and class teachers to work closely to ensure children receive fine motor activities/interventions.</p> <p>Dough disco and write dance teaches to be planned on to EYFS timetables.</p> <p>KS1 children to continue to be targeted to attend extra-curricular sporting/outdoor learning clubs.</p>
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Academic Year 2019-2020

Planned Expenditure 2019-2020

Plan Budget: £ 71, 565

Intended Outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead & Cost	When will you review implementation?
<p>To ensure there is a clear curriculum focus that matches the needs of ALL pupils within the school community to increase attainment and accelerate progress so outcomes are at least broadly in line with national.</p>	<ul style="list-style-type: none"> • Plan 6 enrichment activity projects to ensure that PP children have the opportunity to develop life skills to help them succeed in the future through the curriculum. <ul style="list-style-type: none"> - Forest school - Community needs - Healthy minds - Performance - Design and Technology - Cooking and healthy eating • Actively promote enrichment activities (including extra-curricular) to ensure PP children access and complete the project. • To capture data on entry into FS1 using a triangulation of evidence for PP children, from BPVS, Nuffield communication screen and development matters. • Pupil progress meetings to focus closely on PP discussing progress, gaps and plan next steps for them to ensure the gap closes. • Set up Nurture group provision to support PP children developing their basic language acquisition to allow them to transition smoothly into the classroom with the basic skills they need to access the classroom successfully. • Pupil premium children to be identified and targeted to achieve AARE especially in writing. English to be taught through quality texts to engage the children and inspire them with their creative writing. 	<p>EEF Teaching and Learning toolkit and mastery learning and feedback are effective in accelerating progress.</p> <p>Development point from data and SIP visit.</p>	<p>Children develop knowledge and skills across the curriculum, which:</p> <ul style="list-style-type: none"> • Promotes the personal development of pupils, developing creativity and a healthy lifestyle. • Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes. <p>Attainment data ARE PP- against all others is closing and is in line with national for Reading, Writing and Maths.</p> <p>All gaps are closing from the children's starting points.</p>	<p>PP Lead/DP – contribution towards PP lead management time and DP £15,00</p> <p>Contribution towards support staff salaries £31,665</p> <p>Staff PP Champions</p> <p>PDM staff training £150</p>	<p>Weekly dropins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>

	<ul style="list-style-type: none"> • Review EEF Guidance to Pupil Premium to ensure the 5 principles are embedded. • PDM starter focused on Championing Pupil Premium children and what this looks like (reading daily, uniform, attendance, encouraging to clubs, homework, reminders give i.e trips, relationship with parents etc...) • Pupil Premium leader to be confident in their knowledge of Pupil Premium children. They track the Pupil Premium children closely, identify gaps for individuals in learning and support teachers to close the gaps. • Pupil Premium target children to be included on teacher appraisal targets to raise the profile and attainment of the children. • Ensure the curriculum is tailored to PP interests such as ensuring book areas, class novels and working walls are appealing to them. 				
<p>To raise the attainment and accelerate progress of pupils in reading and phonics so that outcomes are broadly in line with national.</p>	<ul style="list-style-type: none"> • Leaders to coach, mentor, carry out demonstration lessons, joint plan and team-teach to ensure teachers deliver the Read Write Inc programme effectively developing PP children’s phonic knowledge necessary to read. • Create a higher profile of reading through whole school and class competitions, ensuring PP children are championed. • Reading for pleasure to be promoted through high quality, stimulating reading areas in every classroom enabling PP children to read often, relaunch of 100 reads and library time timetabled sessions for each class to encourage PP pupils to read widely. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>Development point from data and SIP visit. (Year 1 phonics school Data).</p>	<p>GLD attainment is in line with National</p> <p>Year 1 phonics is in line with national</p> <p>Year 2 phonic retakes is in line with national</p> <p>Year 2 reading is in line with national at EXS and GDS.</p>	<p>PP Lead/ DP</p> <p>English Lead</p> <p>RWI lead / Assistant Inclusion lead</p> <p>Staff PP Champions</p> <p>AP/EP</p> <p>Reading books - £3000</p>	<p>Weekly dropins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>

<p>To develop teachers pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring program</p>	<ul style="list-style-type: none"> Teachers to raise their expectations of PP pupils speaking in sentences and answering questions in sentences rather than accepting single word answers. This is to be across the school including lunchtime when selecting food choices. Vocabulary to be taught specifically ensuring that PP children acquire a wide range of vocabulary enabling them to communicate effectively. Taught vocabulary to be added to working walls. Teachers have a good knowledge of every PP child in their class. Lessons are adapted or personalised provision is planned to ensure each lesson meets the needs of all PP children and ensures they develop the knowledge and skills to ensure they make progress in every lesson. Drop in sheets to reflect this when monitoring. Year group timetables to be created to ensure there is a balanced approach to the curriculum and to allow for school monitoring to be effective when monitoring particular lessons. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>To improve on existing processes to ensure consistent and accurate teaching and assessment.</p>	<p>The impact of teaching on learning and progress overtime is good with attainment that is now at least in line with national.</p> <p>Teaching staff move around the room supporting learning, scanning and ensuring all children are making progress in lessons and no lost learning time.</p> <p>Leaders use assessment well to help pupils embed and use knowledge fluently or to check understanding or inform teaching.</p>	<p>PP Lead / DP</p> <p>English Lead – contribution towards management time £5,000</p> <p>AP/EP</p> <p>Communication Champion</p> <p>Staff PP Champions</p> <p>Speech and Language therapist from opportunity funding area.</p>	<p>Weekly dropins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p> <p>CPD programme (Inset days/PDMs)</p>
<p>To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes</p>	<ul style="list-style-type: none"> PP lead to drive their identified area across the trust through supporting staff to identify areas for development and next steps for improvement, creating sustainability of improvement within staff at all levels Robust and effective approach to monitoring PP children’s data / assessment / progression / Educator / Tiny Tracker / Pupil progress Ensure PP children are represented on the school council Ensure PP children parents are represented on the parent forum To implement the revised link governor plans throughout the year. Visits to be hands on monitoring. Link governors to offer a level of challenge to help drive school improvement. Visits 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>To improve on existing processes to ensure PP parents have a voice.</p>	<p>Leaders talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school.</p> <p>Increased parental support through the parent forum.</p> <p>School council contribute to school</p>	<p>PP lead / DP /HSLW/SAFO</p> <p>HSLW contribution to salary £15,00</p> <p>School Council Lead</p> <p>Assessment tracking system (Educater) contribution costs £1250</p>	<p>Internal review processes AP/EP termly</p> <p>Leadership CPD programme (SLE/NPQML/ NPQSL)</p>

	to be termly and planned into the monitoring cycle timeline.		events and school development.		
To raise the profile of behaviour and attitude to learning through the academy's MAGIC ethos, ensuring children are in school, on time and eager to learn	<ul style="list-style-type: none"> • Leaders to review the behaviour policy to ensure that there are clear routines and expectations for behaviour of PP pupils across all aspects of school life, not just in the classroom. Ensure there are clearly defined consequences that are applied consistently and fairly by all staff. • Continue to monitor PP children's individual behaviour and reward positively, following the behaviour policy. In addition, PP parents to receive a letter celebrating the child's consistently high, positive attitude and commitment to their education. • Dropins and learning walks to include observing PP pupils motivation and positive attitudes to learning (MAGIC learning behaviours). • Improving attendance across the academy to continue to be promoted and seen to be of a high profile priority by all staff. HSLW and PP leader to ensure the rigorous approach to monitoring continues following the academy attendance policy. Ensure attendance is a target on Early helps for PP families whom attendance is an issue. • Clinics to be held swiftly to address where PP pupil's attendance has fallen below 96%. (PP leader to attend clinic for any persistent absence PP children). • Persistently absent PP children to be championed by staff to encourage good attendance. Parents to be offered Early help if attendance is an issue for the family or referral to school nurse if absence is due to medical reasons to support the family. • Magic breakfast bagels used to continue to help encourage PP children to arrive at school on time 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>School monitoring of attendance shows PP attendance and punctuality is below national.</p>	<p>The school has high expectations for pupils behaviour and conduct and applies these expectations consistently and fairly. Bullying, aggression, discrimination and derogatory language are rare and when they occur they are dealt with quickly and effectively.</p> <p>Attendance is in line with national.</p> <p>There is a developing system to ensure minutes late are reduced.</p> <p>Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.</p>	<p>PP lead / HSLW, CT, TA, DP, Office AP/EP</p> <p>Pupil Premium funding for extra – curricular clubs – £500</p>	<p>PDBW meeting weekly with PP on the agenda.</p> <p>Attendance analysis termly</p> <p>Attendance monitored termly by link governors</p>

	<p>and share a bagel with their class members so they are in school and ready to learn.</p> <ul style="list-style-type: none"> • Punctuality to be monitored and addressed rigorously following the academy attendance policy. This to include punctuality clinics with the HSLW. Ensure punctuality is addressed with PP parents who are on Early Help if this is a target for the family. • Lunchtime Provision to be developed to enable PP children to be active and maintain a healthy lifestyle through the activities on offer for the children to participate in. Staff and playground leaders to be active in ensuring all of the PP children participate in activities with their friends and feel included. • PP children encouraged to act out their stories as a performance on the stage in the outdoor classroom to develop speaking and listening skills and performing to an audience. • Provision to be monitored to ensure it is consistent and of a high quality. PP children to be taught how to access the games, following the rules and playing harmoniously. • After school enrichment clubs to be offered to PP children at no cost from the Spring Term onwards. 				
<p>To raise attainment and accelerate progress in the Early Years so it is at least in line with national.</p>	<ul style="list-style-type: none"> • Staff to provide the PP children with a language rich environment as well as directly extending PP children's vocabulary through explicit teaching. Staff to carefully select high frequency words for explicit teaching. Staff to ensure they provide multiple opportunities for PP children to hear and use new words. • Staff to ensure high quality interactions take place with PP children whilst they are playing in the continuous provision. Staff to ensure they are talking with PP children rather than just to children. • Encourage PP children to elaborate, recap, clarify, extended thinking time, and asking open ended 	<p>Development point from data and SIP visit.</p> <p>To further improve outdoor teaching and learning within EYFS.</p>	<p>GLD is in line with national attainment and gaps are closing between all groups of learners.</p>	<p>DP, CT, TA, PP lead / EYFS lead</p>	<p>Drop ins and formal observation focused on outdoor learning.</p> <p>Plan monitored termly by link governors.</p> <p>Appraisal reviews/Pupil</p>

	<p>questions. PDM to be delivered in autumn 1 to share suggestions and ideas for questioning further - blooms taxonomy and EEF improving communication, language and literacy in the early years.</p> <ul style="list-style-type: none"> • Staff to carry out the Nuffield communication screen. PP children to be tracked carefully and provision planned for accordingly. Monitoring and pupil progress meetings to focus on the provision to accelerate language acquisition. • Promoting reading with PP parents to be a high priority within the Foundation stage. PP Parents to be actively targeted/invited in to a Read, Write Inc watch me learn to inform parents of how to support their child at home to read in the autumn term. • A high quality, inviting reading area must be included in the provision where adults read stories to the PP children in an exciting way to encourage a love of reading and language development. • Staff to create a purposeful environment that supports the PP children's learning intentions which is planned and sequenced carefully. The environment allows curiosity, concentration and enjoyment to be developed in the seven areas of learning. • Explicit teaches are delivered to ensure PP children learn why it is important to eat, drink, rest, exercise and be kind to each other. • Staff to develop Forest school sessions weekly to develop PP children's curiosity, concentration, independence, teamwork and self-confidence whilst being active learners. PP children to learn life skills such as tying knots, feeding birds, how to cook safely outdoors and many more skills they will require for their future learning. 				<p>Progress Meetings</p>
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