

### **Underlying Principles of PPG expenditure**

Our key objective in using the Pupil Premium Grant is to **narrow the gap between pupil groups**. We have an good track record in the infant school of ensuring that pupils make good progress, and in the last four years have been successful in addressing the gap in the levels of attainment between FSM and non-FSM pupils. In the Junior School we are demonstrating improved progress in this area but the gaps still remain.

A significant amount of additional funding has been allocated to us and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and a huge amount of qualitative data analysis was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and a number of case studies we have produced guided us in deciding where and how to spend our pupil premium allocation. We have also used existing research and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the Sutton Trust to enable us to make decisions relating to provision.

We have invested heavily in ensuring that the success of our phonics programme (RWI) is sustained by ensuring 100% of our staff (teachers and support staff) receive ongoing comprehensive training, and that materials are regularly updated. We have also trained and recruited additional personnel time to implement the necessary 1:1 reading intervention in KS1 and EYFS.

We have bought the services of external organisations such as the West Runton Puppet Theatre, Goldcrest Education; organised themed weeks, developed membership of The Children's University, created after-school clubs (Aquila Club), had trips to local woodland areas and to the local library; identified opportunities for children to have an enriched and enhanced experience of the curriculum via pantomime and Norfolk Show visits. Projects in artistic and musical performances, cultural activity, outdoor education and sporting experiences are just a few of the curriculum enrichment areas we have focused on this year.

### **NOR:**

**Infants-** 267(incl Nursery)

**Juniors-**318

PPG received:

**Infants-** £91,520 (28% Year 2; 28% Year 1; 24% Year R)

**Juniors-** £136,720 (34% Year 6; 34% Year 5; 24% Year 4; 31% Year 3)

- Strategic overview and tracking – by senior leaders for both academic and pastoral care including non-teaching Inclusion Leader
- Intervention – as the result of tracking – small progress groups and 1:1 work, especially in literacy, maths and Nurture Groups
- Specialist teaching (additional teaching assistants for interventions)
- Themed curriculum events that involve either classes, year groups or whole school
- High quality resources

**Pupil Premium End of Year Results 2017 NWIS and NWJS**

**Above National Non-Disadvantaged**

**Below National Non-Disadvantaged**

**EYFS**

<b>School PPG</b>	<b>School All</b>	<b>National Non-PPG</b>
41%	62%	72%

**Year 1 Phonics Test Results (22 pupils: 30% of year group)**

<b>School PPG</b>	<b>School Non-PPG</b>	<b>National Non Dis(2016)</b>
82.6%	96%	83%

**Year 2 Results ( 21 pupils/71 pupils)**

**Attainment school against National Non-Disadvantaged (2016 data)**

<b>Reading EXP +</b>	<b>Reading GDS</b>	<b>Writing EXP +</b>	<b>Writing GDS</b>	<b>Maths EXP +</b>	<b>Maths GDS</b>
PPG 52%	PPG 14%	PPG 37%	PPG 4%	PPG 38%	PPG 9%
NND 78%	NND 27%	NND 70%	NND 15%	NND 77%	NND 20%

**Year 6 Results (29/78 pupils) MAD 4/78 pupils**

**Attainment against National Non-Disadvantaged (2016 Data)**

<b>KS2</b>	<b>EXP</b>	<b>GDS</b>	<b>EXP +</b>	<b>Nat EXP+ Non Dis Pupils</b>	<b>AV Score</b>
Reading	11/23 48%	4/23 17%	65%	72%	104
Writing	12/23 52%	3/23 13%	65%	79%	
Maths	12/23 52%	6/23 26%	78%	76%	104

<b>KS2</b>	<b>Pupil Premium</b>	<b>Most Able Disadv.</b>	<b>All NWJS</b>	<b>All National</b>
Reading	65%	100%	79%	71%
Writing	65%	100%	77%	76%
Maths	78%	100%	86%	75%
Combined	62%	100%	73%	61%

**Progress Data**

Reading	-1.1	-5.3	-0.3	0
Writing	-3.6	+3.3	-2.0	0
Maths	-0.9	-1.6	-0.1	0

Provision

<b>Universal- of benefit to all pupils (both PP and non PP)</b>				
<b>Quality First Teaching</b>	Development of teacher knowledge and schools' agreed pedagogy Focused feedback and marking Focussed and differentiated questioning Development of vocabulary	Motivated children who are developing positive attitudes and skills for life-long learning Children are clear about their successes and next steps for learning High levels of adult interaction for all pupils Opportunities for children to talk about and explore concepts taught All staff provide a consistent approach with high quality teaching	Staff Training budget	£16,500
			Supply cover to enable attendance at external training courses	£6000
			Classteacher release time for Pupil Mentoring every half term	£7,200
			Subject Leaders release time for leadership and management	£5,500
			Additional trained TAs supporting learning in classes every morning	£36,000
<b>Evaluating Impact:</b> <ul style="list-style-type: none"> <li>Monitoring (internal/external) of teaching across the federation verified as consistently good due to improved teacher knowledge and skills as a result of staff training, coaching and mentoring</li> <li>New feedback and marking policy has led to increased feedback being given during the lesson and sharper focus on next steps via green pen marking, questions and use of objective stamps for writing in KS1.</li> <li>Internal and external monitoring shows that support staff are effective in supporting learning in lessons</li> <li>Pupil mentoring reviews have ensured a sharp focus for the pupil and teacher for gaps in learning and identified support/ intervention where necessary to close those gaps. Pupils are also more engaged in metacognition, understanding their next steps in the learning journey and know their short- term targets.</li> </ul>				
<b>Phonics Lessons (Systematic Synthetic Phonics)</b>	Highly differentiated phonics content Children learning in similar ability groups	Children's rapid acquisition of early phonics Children can use their phonics knowledge to segment and blend sounds for reading and writing	12 TAs ½ hour daily	£12,000
<b>Evaluating Impact:</b> <ul style="list-style-type: none"> <li>Staff are highly skilled in teaching phonics</li> <li>Y1 phonics results 92% were higher than National</li> <li>Y1 Pupil Premium results were 82% in line with National non-disadvantaged pupils</li> </ul>				
<b>Educational Visits and visitors</b>	Children participate in educational visits to enhance and extend the curriculum and personal experiences	Children develop enjoyment of learning Real life experiences inspire high quality classroom learning	Every year group is involved throughout the year (Author visits/ theatre groups/music specialists/ Nature Rangers/ History role play/Cultural visits	£3000

<p><b>Evaluating Impact:</b></p> <ul style="list-style-type: none"> <li>Equality of access to visits for all pupils</li> <li>Children have had the opportunity to engage in musical, sporting, theatrical, environmental, historical and literary experiences that would otherwise be unavailable to them. (Evidence Pupil Voice Surveys)</li> </ul>				
<p><b>Improved Attendance Support</b></p>	<p>Family Link Worker and Attendance Enforcement Officer work closely with families to ensure high levels of attendance and improved punctuality</p>	<p>All pupils attend school 96% Reduced late book entries</p>	<p>FLW 1 day per week dedicated to attendance issues</p>	<p>£4250</p>
<p><b>Evaluating Impact</b></p> <ul style="list-style-type: none"> <li>School promotes good attendance/ punctuality through/ through: newsletter, certificates, assemblies, attendance awards, Beat the Clock promotion</li> </ul>				
<p><b>Ready to Learn</b></p>	<p>New school uniform item provided to every pupil Sept 2016</p>	<p>All pupils have a smart new uniform</p>	<p>School bulk purchased items</p>	<p>£6,000</p>
<p><b>Evaluating impact</b></p> <ul style="list-style-type: none"> <li>All pupils had new, clean uniform to start the school year which improved self-esteem and their identity and sense of belonging to their school (Evidence Parent Surveys/ Pupil Voice Surveys)</li> </ul>				
<p><b>Nurture Provision</b></p>	<p>Small group and 1-1 counselling support to develop pupil social skills/ social-emotional needs</p>	<p>Children's self-esteem improves and are able to talk about their feelings, wants and needs Children gain confidence and resilience in school Children develop good attitudes and dispositions for learning Behaviour improves and children are able to form better relationships</p>	<p>TA 10 hours per week</p>	<p>£5,000</p>
<p><b>Evaluating Impact</b></p> <ul style="list-style-type: none"> <li>Children are keen to attend nurture sessions and have extra opportunities to develop skills of cooperation, team-work, managing risk and problem-solving.</li> <li>Children gain confidence, resilience and are able to work and collaborate more successfully with their peers (Evidence: Pupil Voice surveys/ Wishes and Feelings information/Feedback information from Inclusion team/ Boxall Profiles )</li> </ul>				

<b>Access to learning at home/out of school activities</b>	All Reception pupils get a set of Speed Sound Phonic cards	All pupils are able to practice speed sounds at home	Speed sounds purchased in bulk by school	£700
	All Reception pupils get a set of number cards	All pupils are able to practice counting and play number card games at home	Number cards purchased in bulk by the school	£700
<b>Evaluating Impact</b> <ul style="list-style-type: none"> <li>Data for YR pupils in Reading shows that in September 2016 46.1% of all pupils were at the expected level. Data from June 2017 shows that 76% of all pupils were at expected level.</li> <li>Data for YR pupils in Numbers shows that in September 2016 52.8% of all pupils were at the expected level. Data from June 2017 shows that 78% of all pupils were at expected level.</li> </ul>				
	Mathletics at Home licence for all pupils Yr 2-6	All pupils are able to consolidate fluency skills at home	School purchases online licence for home access and sends out information to parents half termly plus certificates printed out at school for presentation in Assembly	£3000
	<b>Evaluating Impact</b> <ul style="list-style-type: none"> <li>100% of pupils Y2-Y6 have access to Mathletics (high quality Maths fluency practice) either at home or if not using at home in school clubs. Evidence (pupil Voice surveys/ Club registers/ Pupil mentoring information/ Pupil Progress meeting minutes)</li> </ul>			
	Bespoke Pupil Planners with school-focussed information to support learning at home	Parents and children have access to key information in one book and can communicate effectively with each other/encourage home reading	Annually designed Planners provided to all Yr1-6	£1,200
	<b>Evaluating Impact</b> <ul style="list-style-type: none"> <li>100% of pupils Y1-Y6 have access to key school and learning information when at home. 100% of pupils use planners for recording home reading and they are used widely by pupils for home to school communication.</li> <li>100% of YR pupils have home/school reading diaries to facilitate effective communication between home and school.</li> </ul>			
Annual subscription for the Norfolk Children's University	Encouragement to continue with learning activity out of school. Encourage visits to a range of cultural places of interest. Reward pupils for extra curricular activities	Subscription costs annually	£3,000	

	<p><b>Evaluating Impact</b></p> <ul style="list-style-type: none"> <li>Improving school involvement with Norfolk CU meaning that more pupils are actively involved with learning out of school.</li> <li>May 2017 77 pupils attended Graduation, 27% of whom were PPG pupils/ May 2016 43 pupils attended Graduation, 10% of whom were PPG pupils/ May 2015 20 pupils attended Graduation/ May 2014 6 pupils attended Graduation</li> </ul>			
	Places at KS2 Bright n Early Club Milk and breakfast for individuals as required	Children are safe before school and arrive punctually Children receive appropriate nutrition	2 TAs daily £10.00 per hour	£2,000
	<p><b>Evaluating Impact</b></p> <ul style="list-style-type: none"> <li>Children arrive promptly for school and are given a nutritious breakfast. Staff check and support pupil hygiene and well-being before school. Pupils are supported with homework. (Evidence: Breakfast Club register/ Inclusion team notes)</li> </ul>			
<b>Resources</b>	Additional good quality, attractive books to encourage reading and borrowing of high quality books from school libraries	Children want to read and enjoy reading Plenty of motivating books and magazines from different genres	Pupils and staff identify authors and genres to encourage reading	£10,000
	<p><b>Evaluating Impact</b></p> <ul style="list-style-type: none"> <li>100% KS2 pupils access the library to borrow books. The number of children receiving free books for filling in their reading cards has increased this year to 90.</li> </ul>			
<b>Identified Staff Time</b>	Non-teaching Inclusion Leader and team of TAs	Pupils are prioritised for extra academic and pastoral support at short notice leading to significant improvement and a reduction in PPG exclusions	Ensures Inclusion team are available at short notice to respond to need	£55,000
	<p><b>Evaluating Impact</b></p> <ul style="list-style-type: none"> <li>Inclusion team work closely with parents of vulnerable pupils to support academic, emotional, health and behavioural needs. Immediate intervention to support pupils and their families has led to reduction in PPG exclusions. (1 PEX during the academic year who was not a PPG pupil)</li> <li>Inclusion team work closely with Engage Services to support vulnerable pupils and their families to improve levels of attendance, behaviour and academic achievement.</li> </ul>			

Targetted- of benefit to pupils eligible for PP funding				
<b>Phonics support</b>	Small group/individual learning in Years R, 1, 2,3,4,5,6 to accelerate	Rapid catch up and support to keep up so differences in	Trained TAs x 1 hour daily £1000 x6	£6,000

	development of phonic knowledge for those children who are progressing below expectations	attainment between PP and non-PP are eliminated		
<b>Additional reading support</b>	Small group learning targeting basic reading skills Volunteer readers: trained volunteers work with individuals to develop enjoyment of reading and basic reading skills	Children make rapid progress to learn basic reading skills to meet age related expectations Children gain confidence and enjoyment of reading	Trained TAs x 1 hour daily £1000 x6	£6,000
<p><b>Evaluating Impact</b></p> <ul style="list-style-type: none"> <li>82% of PPG pupils passed the phonics test in Y1 (equal to national non-disadvantaged)</li> <li>52% of PPG pupils achieved EXS in reading at KS1 / 14% of PPG pupils achieved GDS in reading at KS1</li> <li>65% of PPG pupils achieved Expected standard + in Reading at KS2 compared to 71% Nationally (All)</li> <li>65% of PPG pupils achieved Expected standard + in Writing at KS2 compared to 76% nationally (All)</li> </ul>				
<b>Additional maths support</b>	Daily small group and individual work targeting times tables/ 4 operations and catch up sessions	Children make rapid progress to meet age related expectations Children gain confidence and enjoyment in maths	Trained TAs x 1 hour daily £1,000 x6	£6,000
<p><b>Evaluating Impact:</b></p> <ul style="list-style-type: none"> <li>KS2 results in Maths show that 86% pupils met the required standard (above National) and 78% of PPG pupils met the required standard. Maths progress for all pupils was -0.1 and -0.9 for PPG pupils.</li> </ul>				
<b>Additional Literacy support</b>	Small group learning activities targeting comprehension	Children make rapid progress to learn basic reading skills to meet age related expectations Children gain confidence and enjoyment of reading	Trained TAs x 2 hours daily £1000 x6	£12,000
<b>Nurture sessions KS2</b>	Small group/individual support to develop social	Children's self-esteem improves	Family Link Worker 6 hours	£3,600

	skills and provide emotional support	Children gain confidence and resilience in school Children develop good attitudes and dispositions for learning Behaviour improves and children are able to form better relationships	per week	
<p>Evaluating Impact</p> <ul style="list-style-type: none"> <li>Children are keen to attend nurture sessions and have extra opportunities to develop skills of cooperation, team-work, managing risk and problem-solving.</li> <li>Children gain confidence, resilience and are able to work and collaborate more successfully with their peers (Evidence: Pupil Voice surveys/ Wishes and Feelings information/Feedback information from Inclusion team/ Boxall Profiles )</li> </ul>				
<b>Forest Schools and Outdoor Learning</b>	Daily lunchtime and afternoon Forest Schools and outdoor activities	Children's self-esteem improves Children gain confidence and resilience in school Children develop good attitudes and dispositions for learning Behaviour improves and children are able to form better Relationships	Wildlife Officer	£7,000
<p>Evaluating Impact</p> <ul style="list-style-type: none"> <li>Children are keen to learn outside the classroom and have extra opportunities to develop skills of cooperation, team-work, managing risk and problem-solving.</li> <li>Children gain confidence, resilience and are able to work and collaborate more successfully with their peers (Evidence: Pupil Voice surveys/ Feedback information from Wildlife Officer/ Boxall Profiles)</li> </ul>				



<b>Encouragement to access out of school activities and learning</b>	Collection Book provided to record stamps for extra curricular learning	Encouragement to continue with learning activity out of school. Encourage visits to a range of cultural places of interest. Build aspiration for their futures.	Children's University Passports @ £5 each	£600
<b>Evaluating Impact</b> <ul style="list-style-type: none"> <li>100% PPG pupils (Y1-Y5) have a Children's University Passport</li> <li>2015/16 15% of CU Graduates in the school were PPG</li> <li>2016/17 38% of CU Graduates in the school were PPG</li> </ul> (Evidence Data collected by School CU Co-ordinator)				
	'Ready to Learn' Packs	To enable children to take part in homework and other home learning activities	By providing every child with a pack of stationery and books	£800
<b>Evaluating Impact:</b> <ul style="list-style-type: none"> <li>100% of PPG pupils have the necessary resources to carry out home learning activities</li> <li>Pupil Voice/ Parental satisfaction was very high and they appreciate the provision</li> </ul>				
	Priority places on after school clubs	To enable children to take part in after school activities	1/3 fully funded places on any after school club offered	
<b>Evaluating Impact</b> <ul style="list-style-type: none"> <li>A higher % of PPG pupils attended after school clubs this year</li> <li>2015/16 20% attended an after- school Club</li> <li>2016/2017 51%% attended an after- school club</li> </ul> (Evidence: Club records/ Data from Executive Deputy Headteacher)				
<b>SLT: PP Leader</b>	Provides leadership and co-ordination of PP strategy	To ensure all staff are accountable for the progress of PP pupils and provide leadership and oversight of the strategy in place	EDHT 1 afternoon per week  2 days per half term	£4,000  £3,000
<b>Evaluating Impact</b> <ul style="list-style-type: none"> <li>The EDHT met with every member of the teaching staff each half-term to carry out a Progress Review of all PPG pupils, leading to greater understanding of the barriers to learning.</li> <li>Higher achieving disadvantaged pupils were identified in all classes so provision could be put in place.</li> </ul>				

<ul style="list-style-type: none"> <li>Extra activities/challenges were aimed at More Able PPG pupils e.g Young Writers Competition/ Maths Clubs/ Y6 Cluster Maths meetings</li> </ul>				
<b>EYFS</b>	Small group/individual work to develop listening skills, vocabulary, social skills and turn taking in EYFS	Children's self-esteem improves and are able to talk about their feelings, wants and needs Children gain confidence and resilience in school Children develop good attitudes and dispositions for learning Behaviour improves and children are able to form better relationships	Trained TA delivers Talk Boost and other planned activities for PSED	£12,000
<p>Evaluating Impact</p> <ul style="list-style-type: none"> <li>Children are keen to attend nurture sessions and have extra opportunities to develop skills of speaking (articulation, fluency, vocabulary extension, comprehension) and their receptive and expressive language improves</li> <li>Children gain confidence and resilience and are able to work and collaborate more successfully with their peers. This supports them to engage fully in school life (Evidence: Pupil Voice surveys/ Parental feedback/Wishes and Feelings information/ Feedback information from EYFS Team/ Boxall Profiles )</li> </ul>				
				<b>£238,050</b>