

## Normand Croft Pupil Premium Grant Review 2019 2020

School	Normand Croft Community School				
Academic Year	2019/2020	Total PP budget	£137,2800	Date of most recent PP Review	Sep 20
<b>Total number of pupils Rec-Y6 2019-2020</b>	<b>104</b>	<b>Total number of pupils eligible for PP</b>	<b>104 (53.6%)</b>		

Pupil Premium Grant (PPG) Allocation	2016-17	2017-18	2018-19	2019-20		
Total number of pupils on roll (excl. nursery) at time of PP grant calculation	155	156	184	194		
Total number of pupils eligible for PPG (Ever 6 FSM)	86 (55.5%)	82 (52.6%)	104 (56.5%)	104 (53.6%)		
Initial PPG per pupil (£)	£1320.00	£1320.00	£1320.00	<b>£1320.00</b>		
Total PPG received	£113,520.00	£115,420.000	£137,2800	£137,2800		
Pupils eligible for PPG in R	11	12	12	<b>14</b>		
Pupils eligible for PPG in Y1	11	9	18	<b>11</b>		
Pupils eligible for PPG in Y2	11	12	14	<b>16</b>		
Pupils eligible for PPG in Y3	14	9	16	<b>18</b>		
Pupils eligible for PPG in Y4	13	14	12	<b>18</b>		
Pupils eligible for PPG in Y5	13	13	16	<b>11</b>		
Pupils eligible for PPG in Y6	15	13	16	<b>16</b>		
<b>TOTAL</b>	<b>105</b>	<b>82</b>	<b>104</b>	<b>104</b>		

The slight variation in the total number of PP children and the income received is due to pupil mobility, with new children not yet being reflected in the PPG received.

**This information contained in this report is from September 2019- March 2020, due to school closure from March 2020 as a result of the COVID19 pandemic. Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.**

Attainment & Progress	<i>Normand Croft Pupils eligible for disadvantaged (PP &amp; LAC)</i>	<i>Pupils eligible for disadvantaged (PP &amp; LAC) 2019 national average</i>																																								
<b>% Normand Croft PP &amp; NPP pupils achieving expected standard or above in reading, writing &amp; maths.</b>																																										
<table border="1" data-bbox="107 277 960 497"> <thead> <tr> <th></th> <th colspan="4">PP expected</th> <th></th> <th colspan="4">NPP expected</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>75</td> <td>75</td> <td>69</td> <td>69</td> <td></td> <td>73</td> <td>73</td> <td>80</td> <td>73</td> </tr> <tr> <td>Year 6</td> <td>100</td> <td>94</td> <td>89</td> <td>89</td> <td></td> <td>100</td> <td>89</td> <td>100</td> <td>89</td> </tr> </tbody> </table> <ul data-bbox="107 528 1301 1295" style="list-style-type: none"> <li>• The number of children eligible for PP is higher than national. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.</li> <li>• By the time Normand Croft Pupils reach the end of KS2 the within school gap between disadvantaged and non-disadvantaged is diminishing. PP children made more progress than NPP within school.</li> <li>• Year 6 PP children made greater progress in reading and writing than NPP in the school but less progress in maths. 44% PP children achieved GDS in maths compared with 33% NPP</li> <li>• KS2 attainment and progress for our PP children is higher than the national average for both the expected and greater depth standard in all three subjects.</li> <li>• KS2 progress in both reading and mathematics was well above average when compared nationally and average for writing.</li> <li>• Writing remains our weaker subject, though it is improving. 3 children achieved GDS ay end of KS2 compared with 2 children last year.</li> <li>• In KS1, disadvantaged children outperformed children nationally in R, W and M</li> <li>• In KS1, the most-able disadvantaged children outperformed the NPP 25% compared with 7% in Reading and maths with no significant difference for this group in writing.</li> <li>• In Reception 70% of PP children achieved a GLD compared with 50% NPP.</li> <li>• In Reception PP children outperformed NPP in 15/17 areas of learning and equaled NPP in the other 2 areas of learning (AoL)</li> </ul> <p data-bbox="152 1348 497 1377"><b>2019/20 Other year groups</b></p> <ul data-bbox="107 1390 1211 1418" style="list-style-type: none"> <li>• Year 3, 4 and 5 No significant difference between achievement and progress of PP and NP</li> </ul>		PP expected					NPP expected					R	W	M	RWM		R	W	M	RWM	Year 2	75	75	69	69		73	73	80	73	Year 6	100	94	89	89		100	89	100	89	<p data-bbox="1330 576 1688 675">Year 6 89 % of pupils met the expected standard in reading, writing and maths.</p> <p data-bbox="1330 719 1700 818">Year 6 6 % of pupils achieving a high standard in reading, writing and maths</p> <p data-bbox="1330 863 1682 962">Year 2 73 % of pupils met the expected standard in reading, writing and maths</p> <p data-bbox="1330 1007 1700 1106">Year 2 6% of pupils achieving a high standard in reading, writing and maths %</p> <p data-bbox="1330 1182 1570 1211">Year 1 Phonics 83%</p> <p data-bbox="1330 1256 1704 1313">EYFSP GLD 70% compared with 50% NPP</p>	<p data-bbox="1740 576 2098 675">Year 6 51 % of pupils met the expected standard in reading, writing and maths.</p> <p data-bbox="1740 719 2130 818">Year 6 5% of pupils achieving a high standard in reading, writing and maths.</p> <p data-bbox="1740 863 2098 962">Year 2 69 % of pupils met the expected standard in reading, writing and maths</p> <p data-bbox="1740 1214 1977 1243">Year 1 Phonics 71%</p>
	PP expected					NPP expected																																				
	R	W	M	RWM		R	W	M	RWM																																	
Year 2	75	75	69	69		73	73	80	73																																	
Year 6	100	94	89	89		100	89	100	89																																	

**Review of expenditure 2019/2020**

**i. Quality First Teaching for all**

<b>Action/Item/Project</b>	<b>Intended outcome</b> <small>(Sutton Trust Definition in <b>bold</b>)</small> <b>Sutton Trust evidence *</b> <b>Av IMPACT</b>	<b>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>
<p>Assistant Head</p> <p>Part-subsidy of full on-cost of primary lead practitioner providing quality daily teaching and sharing expertise:</p>	<p>All groups of children make good progress and the gap between attainment diminishes.</p> <p>100% of teaching is judged as good in core and non-core subjects</p> <ul style="list-style-type: none"> <li>• Setting high expectations</li> <li>• Developing teachers' practice</li> <li>• Ensuring consistent implementation of school approaches, policies &amp; initiatives</li> <li>• Facilitating sharing good practice</li> <li>• Improving the quality of assessment</li> <li>• Planning for, modelling and delivering interventions</li> <li>• Covering absence to ensure QFT continues</li> <li>• Quality assurance</li> <li>• Data analysis</li> </ul>	<p>Improved quality first teaching</p> <p>Consistent implementation of practice and expectations across school (lesson observations / book looks)</p> <p><i>Disadvantaged pupils are progressing at least as well as their classmates.</i></p> <p><i>Over time, disadvantaged pupils at the end of Year 6 have made better progress and reached higher standards than other pupils nationally. Ofsted 19</i></p>	<p>Research from Sutton Trust has shown that good teachers have the most direct impact on student outcomes. We will continue to embed these approaches:</p> <p>The role of the assistant head teacher (Primary learning and teaching focus) and experienced and effective class teachers and core subject leaders who share excellent practice remains crucial in driving improvements across the school.</p> <p>The impact across the school continues to be greater when the assistant head teacher does not have 100% class responsibility but is freed from full time class teaching to provide high quality interventions and coaching and to support the strategic leadership of the school.</p>	<p><b>£29,000</b></p>

<b>i Quality First Teaching for all</b>				
<b>Action/Item/Project</b>	<b>Intended outcome</b> (Sutton Trust Definition in <b>bold</b> )  <b>Sutton Trust evidence *</b> <b>Av IMPACT</b>	<b>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>
<p>Additional teachers</p> <p>Part-subsidy to maintain benefits of additional teacher team to ensure that the school has the additional capacity to address the needs of PP children.</p>	<p>Consistent implementation of practice and expectations across school (lesson observations / book looks)</p> <p>Increased % of children working at or above ARE (assessment data)</p>	<p><i>Leaders make good use of the pupil premium funding and this ensures that disadvantaged pupils achieve well. By the end of Year 6, disadvantaged pupils' outcomes are above those for other pupils nationally. Ofsted March 2019</i></p> <p>Groups tracked at least termly in Pupil progress reviews with a focus on disadvantaged children and most able disadvantaged children.</p> <p>Assessment information is analysed by class teachers and SLT.</p> <p>PP assessment data for non-core subjects is being collected and will be analysed by curriculum leads/SLT to inform curriculum planning.</p> <p>SLT Learning walks, work scrutiny</p>	<p>Research from Sutton Trust has shown that good teachers have the most direct impact on student outcomes. We will continue to embed these approaches:</p> <p>Ensure PP falling behind in core reading, writing and maths are identified in a timely way and receive high quality interventions – monitor progress and attainment of PP children half-termly.</p> <p>Continue to ensure mixed ability teaching in maths and guided maths takes place to address misconceptions swiftly and is effective in raising the attainment and achievement of all.</p> <p>Use Autumn 1 2020 to address gaps from previous year group, drawing on White Rose resources and professional development modules.</p> <p>I p/t teacher was on maternity leave which restricted the number of interventions available in 19/20</p>	<b>£20,000</b>

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<p>Improved oral language and literacy skills in EYFS &amp; Primary</p> <p>Further develop and embed a range of targeted and universal interventions with a focus on vocabulary, particularly the use of EAL/ SaLT strategies/whole class guided reading using high quality challenging texts.</p>	<p>Children develop language and literacy skills enabling them to access the curriculum so that they make accelerated progress in core and non-core subjects</p> <p>Early Intervention for identified children in reception with language and social skill difficulties</p> <p>More/most able disadvantage children achieving GDS in reading and writing is in line/above national</p> <p>Challenging texts broaden children's experience of language and strategies for learning new words. Most Able pupils are challenged more regularly</p>	<p>The teaching of Mrs Wordsmith to support vocabulary learning and teaching has benefitted children from EYFS through to KS2.</p> <p>Observations and discussions with teachers confirm that children are engaged and enthused by learning new vocabulary in context.</p> <p>Adult led learning to focus on using full sentences; prompting critical thinking and problem solving by questioning; teaching of vocabulary and reinforcement of grammar for past, present and future.</p> <p>The library was well used by classes throughout the year and reading for enjoyment sessions both in the library and in class took place regularly.</p>	<p>The EYFS team would benefit from further Talk for Writing training from the English lead.</p> <p>The need to accelerate children's C&amp;L skills will continue to be a priority in order to address gaps due to the change from full time to part time Nursery provision and the affect of the Covid 19 closure in March.</p> <p>More opportunities for re-capping and consolidating prior learning have been built into the Mrs Wordsmith teaching sequence with an emphasis on ensuring the words are used in context. Continue with this approach and begin to link specific vocabulary with appropriate texts/genres</p> <p>Ensure the reading for enjoyment sessions continue and enable children to build their reading stamina</p>	<b>£1000</b>

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<p>Outdoor learning + personal, social and emotional learning: 50% funding for cost of Project Leader</p> <p>Lead whole-class &amp; small group activities; weekly lunchtime &amp; after-school clubs; community allotments and promote links to parents/carers and wider community</p>	<p><b>Outdoor Adventure Learning</b></p> <p><b>£££ **** +4 months</b></p> <p>Improved self-esteem and well-being, improved behaviour. (observation / data analysis)</p> <p>Increased physical activity / improving behaviour / increased motivation / improve attendance (observation)</p>	<p>During school closure, our keyworker and vulnerable children benefitted from our outdoor learning spaces</p> <p>Some of our most vulnerable children have shown considerably improved self-esteem and well-being.</p> <p>School continues to provide a safe, calming space for particular children with significant behavioural and emotional needs.</p>	<p>This continues to be a priority and the need for outdoor learning opportunities are needed more than ever in light of the Covid restrictions that were in place in March-September 2020.</p> <p>Subject leads will further develop outdoor learning to enhance learning across the curriculum and raise attainment in non-core subjects</p> <p>The outdoor learning lead will ensure that outdoor learning is appropriate for the age and stage of children –ensuring appropriate progression and challenge.</p>	<b>£12,000</b>

<b>ii. Targeted Support</b>				
<b>Action/Item/Project</b>	<b>Intended outcome</b> <b>(Sutton Trust Definition in bold)</b> <b>Sutton Trust evidence *</b> <b>Av IMPACT</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>
<b>Additional EP &amp; SaLT Support</b> <b>6 days of EP time</b>	Individualising support at all levels targeted SpL and EP assessments to inform planning and differentiation	PP/SEND children receive effective support and the difference diminishes	Due to the high number of children joining the school with additional needs, the school will continue to commission 6 days of EP support and continue to fund additional SaLT support  The number of joiners with SEND is growing, Teachers and support have benefitted from professional development from the Educational psychologist, speech therapists and occupational therapists in order to help us best support children's learning and progress.	<b>£18,000</b>

<p><b>Part-subsidy of appointed Family Support Officer</b> to work closely to liaise one to one with families in challenging circumstances.</p> <p>Sign post support, liaise with Early Help Team and Social Care</p> <p>Work with pupils to support behaviour and attitudes to learning.</p>	<p>Improvement in behaviour for learning and attendance &amp; punctuality for PP children</p> <p>Reduction in PA for PP</p> <p>Developing self-confidence/self -esteem &amp; resilience in PP</p>	<p>The Family Support Officer and Deputy DSL continues to have a significant impact.</p> <p>She continues to have a high caseload of families to support, this has almost trebled since the Covid 19 lockdown in March 2020</p> <p>She has strengthened relationships with vulnerable families and has established effective professional relationships with a range of outside agencies including Felix Project and a Mentoring Scheme</p> <p>There was no significance difference in the attendance of PP children and non PP children.</p>	<p>FSO to be an essential role, with an ever increasing caseload.</p> <p>The school is supporting some families through offering before school/after school provision and drop off and collection.</p> <p>The school is considering extending provision during holidays for extremely vulnerable children.</p>	<p><b>£15,000</b></p>
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**Targeted Support**

<b>Action/Item/Project</b>	<b>Intended outcome</b> <b>(Sutton Trust Definition in bold)</b> <b>Sutton Trust evidence *</b> <b>Av IMPACT</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>
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<p>To support our growing number of families with Social, Emotional and Mental Health Needs (SEMH) needs within the school:</p> <p>Access to therapists including Music &amp; Art &amp; £10,000</p> <p>Creation of a sensory room in EYFS &amp; primary</p> <p>Continued subsidy of Outdoor learning project lead</p>	<p>Provide support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.</p>	<p>Pupils continued to access therapeutic services virtually during partial lockdown.</p> <p>A member of staff has been trained in Emotional Literacy Support (ELSA) and will be able to provide additional support to targeted children.</p> <p>Increase in the engagement of disadvantaged children's families through targeted in school interventions (e.g. lunchtime nurture support/after school clubs) &amp; outreach support.</p>	<p>Continue to prioritise children who would benefit from therapeutic support and monitor their attendance and progress.</p> <p>The music therapist will continue to work in the school 1 day a week.</p>	<p><b>£10,000</b></p>
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<p>To support our growing number of families with Social, Emotional and Mental Health Needs (SEMH) needs within the school:</p> <p>Access to therapists including Music, Art &amp; Play therapy</p> <p>£10,000</p> <p>Play therapy £50 per session (minimum of 14 sessions needed)</p> <p>Creation of a sensory room in EYFS (&amp; primary)</p> <p>Continued subsidy of Outdoor learning project lead</p> <p>Subsidised clubs</p>	<p>Provide support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.</p>	<p>Pupils continued to access therapeutic services virtually during partial lockdown.</p> <p>A member of staff has been trained in Emotional Literacy Support (ELSA) and will be able to provide additional support to targeted children.</p> <p>Increase in the engagement of disadvantaged children's families through targeted in school interventions (e.g. lunchtime nurture support/after school clubs) &amp; outreach support.</p> <p>Staff delivered food and home learning to a number of families during covid 19 closure and through the magic breakfast scheme and voucher scheme more families had access to food for their children</p>	<p>Continue to prioritise children who would benefit from therapeutic support and monitor their attendance and progress.</p> <p>The music therapist will continue to work in the school 1 day a week.</p>	<p><b>£10,000</b></p>
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**iii Other approaches**

<b>Action/Item/Project</b>	<b>Intended outcome</b> <b>(Sutton Trust Definition in bold)</b> <b>Sutton Trust evidence *</b> <b>Av IMPACT</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>
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<p><b>Learning outside the classroom</b></p> <p>Heavily subsidised trips and visits(including year 6 residential),workshops and performances</p> <p>Subsidised uniform/outdoor clothing</p>	<p><b>Outdoor Adventure Learning</b></p> <p><b>*** +4 months</b></p> <p>Increased self-confidence, greater independence better team-working &amp; collaboration.</p> <p>Improved attainment and progress in writing across the curriculum.</p> <p>Improved attendance</p> <p>Children will write for a range of purposes and audiences and attainment and progress will increase, particularly for more able disadvantaged writers.</p>	<p>Year 6 residential -increased self-confidence, greater independence better team-working &amp; collaboration shown by all children who attended. Children drew on the lessons they learned about themselves during challenging times e.g. Covid 19 closure.</p> <p>Some PP children were fully subsidised.</p> <p>Writing related to visits to the London Eye, British museum, Science musueum etc gave children real life experiences and further subject knowledge to enhance their writing in a range of subjects.</p>	<p>This continues to be a valued experience and benefits the children academically, socially and emotionally contributing well to transition to secondary school.</p> <p>Continue to subsidise costs for PP children.</p> <p>Due to Covid 19 restrictions Autumn 20 residential will not take place. Consider alternative enrichment activities or day visit to PGL in Spring/Summer term.</p>	<p><b>£10,000</b></p>
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<p>Heavily subsidised clubs including before and after school; sport, coding, times tables and handwriting</p>	<p>Some children have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills including improved social skills which can be used across the curriculum.</p> <p>Breakfast club means that pupils arrive at school on time, and are prepared to access the curriculum</p>	<p>Overall Attendance of PP at a variety of clubs continued to be high.</p> <p>Some PP children were fully subsidised for clubs.</p>		<p><b>£5000</b></p>
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