

1. Summary information					
School	Norton Junior School				
Academic Year	2020/21	Total PP budget 2020/21	£69,525	Date of most recent PP Review	Sept 2020
Total number of pupils	243	Number of pupils eligible for PP Sept 2020	57 (23.5%)	Date for next internal review of this strategy	Sept 2021

2. Current achievement - Please note when reading this table that 0.00 is the national average progress point score					
	NJS Disadvantaged 2019	Local Disadvantaged	National Disadvantaged	Local Other	National Other Pupils
% Expected+ in RWM (end of KS result 19/20)	No validated data due to Covid19	No validated data due to Covid19	No validated data due to Covid19	No validated data due to Covid19	No validated data due to Covid19

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Fluency of reading and language acquisition is a focus for all children, but significantly so for disadvantaged pupils for whom the inability to access age related texts can present as a barrier to progress across all curriculum areas. The COVID 19 lockdown has seen the gap between disadvantaged pupils and 'others' widen significantly.
B.	The fluency and acquisition of writing has been identified as a whole school area for development and particularly so for disadvantaged children.
C.	Post Covid19 lockdown, an increasing number of disadvantaged pupils are presenting with Social Emotional Mental Health difficulties and significant regression in terms of academic outcomes.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Identified areas for support and focus within the local community include the prevalence of domestic violence, drug and alcohol abuse, unemployment linked to Covid, financial hardship, obesity, and family mental health issues.

4. Desired outcomes		
	Desired outcomes 2020/21	Actions & Provision 2020/21
A.	To raise the standard of Reading for disadvantaged pupils, so that their <u>attainment</u> is broadly in line with that of maths.	<ul style="list-style-type: none"> <li>Disadvantaged pupils on class provision maps to be targeted appropriately.</li> <li>All staff to complete reading test 'gap analysis' to effectively target and plan for all pupils. Progress to be evident in Reading Comprehension books, reading ages and speed assessments.</li> <li>Where pupils have a SEND need, and are Disadvantaged, pupils are to have SMART reading outcomes on their SEND support plans.</li> <li>Development of Continuous Provision excites, engages, inspires and consolidates reading skills through expeditionary reading.</li> <li>Reading Buddies to promote fluency and confidence.</li> <li>Disadvantaged pupils reading below the national expectation to be targeted for the CODE X reading intervention upon their transition to the Junior School</li> </ul>
B.	For disadvantaged children to make rates of <u>progress</u> in writing, comparable to that made in mathematics, extending their use of language; correct grammar, and increasing fluency with use of punctuation.	<ul style="list-style-type: none"> <li>Monitor planning and lessons to ensure they provide wider opportunities for continuous provision; giving writing relevance and purpose.</li> <li>Literacy Coordinator delivers Writing CPD, highlighting best practice use of Rubrics.</li> </ul>

		<ul style="list-style-type: none"> <li>Literacy Coordinator delivers Moderation of Writing CPD to further standardise teacher judgement.</li> </ul>
<b>C.</b>	Disadvantaged pupils, including those with SEMH as their identified SEND need, make 'at least good progress' when compared to their peers, locally and nationally.	<ul style="list-style-type: none"> <li>Designated Teaching Assistants undertake high quality, specialist training to confidently and effectively deliver structured interventions.</li> <li>Teachers set SMART SEND outcomes for those children with Support Plans and Provision Maps</li> <li>Data analysis, including children's Minimum Expectation 'ME' is used to inform targeted intervention</li> <li>'Staff CREW' collaboration through network meetings; 'book looks'; 'walkthroughs/observations' and expedition/curricular planning meetings</li> </ul>
<b>D.</b>	Through the development of Class CREW, <u>to raise the self-esteem and confidence of our disadvantaged pupils</u> , so that their levels of participation during CREW sessions are in-line with their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>Crew CPD for all staff with a focus on developing smaller Crews.</li> <li>To invest in the Training of an in-school Forest School Champion</li> <li>To target Disadvantaged pupils for the Forest School Intervention</li> <li>To liaise with multi-agency professionals (The Early Help Hub, CAMHS, Educational Psychology Service and XP TRUST Peers) to proactively identify, support and resource the most appropriate training, and provision for staff, and thus, support for our vulnerable children and families.</li> </ul>

## 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>	
<b>Planned Expenditure £95,399</b>	<b>2020/21 Pupil Premium Grant £69,525</b> Based on 48 children in the January 2020 census - actual number September 2020	<b>Difference: £25,874</b> Funded from delegated budget as part of the commitment to diminish the difference between Pupil Premium and Non Pupil Premium

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

<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>
<ul style="list-style-type: none"> <li>To raise the standard of Reading for disadvantaged pupils, so that their <u>attainment</u> is broadly in line with that of maths.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils on class provision maps to be targeted appropriately.</li> <li>All staff to complete reading test 'gap analysis' to effectively target and plan for all pupils. Progress to be evident in Reading Comprehension books, reading ages and speed assessments.</li> <li>Where pupils have a SEND need, and are Disadvantaged, pupils will have SMART reading outcomes on their SEND support plans</li> <li>Development of Continuous Provision excites, engages, inspires and consolidates</li> </ul>	<ul style="list-style-type: none"> <li>The projected attainment levels due to COVID 19, suggested that our NJS Disadvantaged Pupils were likely to make less progress than their Disadvantaged Peers, and therefore this is an area for further development</li> <li>There is visible progress in Writing and Mathematics books through the use of ongoing formative assessment. Reading progress is assessed using Reading Age, Speed and Comprehension criteria, highlighting that ongoing, holistic reading assessment needs further consideration</li> <li>'Overlearning' is a strategy that embeds learning for all children. 'Continuous provision' refers to an approach which exploits all opportunities for consolidating learning - Expeditionary Learning promotes the absolute immersion in a subject,</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coordinator, Stephanie Oliver and Special Educational Needs Coordinator (SENCO), Ruth Ford, to continue to train, monitor and evaluate impact of high quality structured reading interventions (Code X, Phonics, daily Guided Reading etc).</li> <li>Ongoing collaboration with XP Trust Peers to provide critique and guidance through observations and typicality checks</li> </ul>	Senior Leadership Team (SLT) + SENCO	<ul style="list-style-type: none"> <li>Termly data analysis.</li> <li>Half termly SLT/CPD typicality checks (learning walks and book reviews)</li> <li>Half termly Expedition Staff planning/critique meetings</li> </ul>

	<p>reading skills through expeditionary reading.</p> <ul style="list-style-type: none"> <li>● Reading Buddies to promote fluency and confidence.</li> <li>● Disadvantaged pupils reading below the national expectation to be targeted for the CODE X reading intervention upon their transition to the Junior School</li> </ul>	<p>therefore providing opportunity for continuous consolidation and application of skills.</p> <ul style="list-style-type: none"> <li>● The Education Endowment Foundation (EEF) evidences that peer tutoring accelerates pupil progress by +5 months. XP trust endorses this philosophy wholeheartedly and through Expeditionary learning and peer collaboration the realities of this research are experienced. 'CREW' develops and accelerates 'holistic' learning and development for all of our children..</li> </ul>			
<p>For disadvantaged pupils to make rates of <u>progress</u> in writing, broadly in line with that of Maths.</p>	<ul style="list-style-type: none"> <li>● To use the XP rubrics to inform ongoing teacher assessments</li> <li>● To adopt and embed the XP drafting process to promote the editing, consolidation and extension of writing skills, through one standardised process</li> </ul>	<ul style="list-style-type: none"> <li>● Writing assessment data is demonstrating an improving trajectory over time, and school want to ensure that this picture continues, despite the significant impact of the COVID 19 Pandemic</li> <li>● Continuous provision consolidates and embeds learning.</li> <li>● A key focus for developing writing is to empower all children to self-improve using drafting, editing, peer critique and up-leveling skills.</li> <li>● Over time, samples of writing have been upgraded by external moderators.</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy Coordinator, Stephanie Oliver and Special Educational Needs Coordinator (SENCO), Ruth Ford, to identify areas and priorities for the teaching of writing and address needs at whole school and year group level.</li> <li>● Termly 'Book Looks' and peer critique to celebrate 'best practice' and to provide clear next steps for improvement</li> </ul>	<p>Senior Leadership Team (SLT) + SENCO</p>	<ul style="list-style-type: none"> <li>● Termly reviews.</li> </ul>
<p>Disadvantaged children, including those with SEND, <u>make good or better progress from their KS1 starting points</u> through participation in Teacher/TA led research based interventions, continuing to diminish the difference between themselves and their peers.</p>	<ul style="list-style-type: none"> <li>● Ongoing collaboration prior to year 3 transition with our Infant school colleagues</li> <li>● Early identification of need upon transition to the Junior School setting, in order to Target children to participate in Research based interventions such as the CODE X reading programme</li> <li>● Promotion of, and investment in, developing strong parent/carer partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● In line- with Education Endowment Foundation (EEF) research and guidance, school has bought training, development and resources to deliver a range of evidenced based interventions.</li> <li>● Disadvantaged pupils who have SEND make less progress than their peers.</li> <li>● High awareness and monitoring of this particularly vulnerable group is paramount in order to maximise progress.</li> <li>● Early identification of need results in better outcomes for pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy, Maths and SEND leads to continue to monitor and evaluate the effectiveness of research based interventions such as Code X, Catch Up Numeracy, PAT Phonics and Thrive, to evidence visible progress against learning outcomes for all disadvantaged children.</li> <li>● Produce intervention impact evaluations.</li> <li>● To populate the XP NJS provision map to support the ongoing monitoring and tracking of individual pupils</li> </ul>	<p>SENCO + Literacy &amp; Maths Coordinators</p>	<p>Termly reviews.</p>
<b>Total budgeted cost</b>					<p>£51,332</p>

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 implementation?
Disadvantaged parents and carers who meet the threshold for Early Help, will feel supported and empowered to make positive choices for themselves and their family, impacting positively on their children's HOWLS scores (Habits of Work and Learning)	<ul style="list-style-type: none"> <li>Liaise with multi agency professionals through the Early Help assessment pathway to proactively identify, support and resource provision for vulnerable families.</li> <li>Continue to build positive relationships with parents and carers through 4 to 6 weekly Team Around the Family (TAF) meetings to review and plan support.</li> <li>Raising the profile of HOWL throughout school to ensure pupils will have a high awareness of their personal HOWLS scores and what they need to do to improve</li> <li>Small group and 1:1 TA or Learning Mentor support to raise self-esteem and confidence and to collect regular pupil voice where there is multi-agency involvement</li> </ul>	<ul style="list-style-type: none"> <li>Attendance levels for disadvantaged pupils are slightly below those of their peers which impacts on their learning and progress.</li> <li>Punctuality for some disadvantaged children impacts on their social emotional mental health and wellbeing, preparedness for learning and the learning of their peers.</li> <li>Doncaster has the highest level of children with SEMH difficulties nationally and there is a known prevalence of substance and domestic abuse within the Askern Pyramid leading to Norton Junior School undertaking a targeted support programme as part of a Doncaster initiative.</li> <li>Improving parent partnership impacts positively on all pupil outcomes</li> </ul>	<ul style="list-style-type: none"> <li>HOWLS score will be tracked on a weekly basis, and where children demonstrate low scores, targeted support will be given.</li> <li>Regular scheduled meetings will support parents and carers to engage positively with school and other agencies and TAF outcomes will be achieved.</li> <li>Outcomes Star will be used to monitor and assess improved scores in all areas (health, housing, safety, relationships, feelings and behaviour, friends, confidence and self-esteem, education and learning).</li> </ul>	SENCO Attendance Lead Designated Safeguarding Lead	<p>4 to 6 weekly TAF Meetings.</p> <p>Half termly attendance monitoring.</p> <p>Half termly assessment data analysis</p> <p>Proactive use of CPOMS entries (Child Protection On-line Management System)</p>
<b>Total budgeted cost</b>					£37,065
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 implementation?
To achieve attendance figures that are 'at least' in-line with national data	<p>To excite and engage children so that they want to come to school through the adoption of an Expeditionary learning curriculum</p> <p>To dedicate a daily session to Class CREW to build strong relationships with pupils</p> <p>Weekly celebration of highest class attendance throughout school</p>	<p>Attendance figures for Disadvantaged pupils have been lower, when compared with non-disadvantaged peers and this factor impacts negatively on all areas of child development</p> <p>The key principles of EL learning adopted by XP schools have seen pupils' lives, and life chances transform for the better, because of the daily investment in CREW sessions</p> <p>It is widely acknowledged that schools who prioritise Mental Health and Well Being, regularly see results in terms of improved attendance; participation and</p>	<p>Attendance is made high profile through weekly virtual 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>	SLT Headteacher Trust CREW	Half termly attendance and provision impact evaluation and analysis.

	Investment in Forest School Champion, development and resourcing of an on-site Forest School.	engagement; reduction in behavioural incidents, and ultimately academic progress.	Quality assuring teaching and learning through Termly typicality 'walk throughs' to critique Expeditions and CREW sessions.		
That all children understand and strive to achieve the school's Core Values ARRIVE: Aspiration, Resilience, Respect, Independence, Voice and Empathy, and that they will achieve improving outcomes in respect of their Habits of Work and Learning scores:: Be Kind, Work Hard and Get Smart by the end of Key Stage	<p>Class Teachers to gain pupil voice as to what each Core Value actually means to us in our context</p> <p>The production and display of ARRIVE boards using pupil voice examples throughout school to raise the profile of Norton Junior School's core values</p> <p>The production and display of HOWLS boards in every classroom, providing teachers and pupils with a continuous reminder and celebration of our CREW aspirations to Work Hard, Get Smart and Be Kind</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 well being.</p> <p>To embed and secure a shared culture, Core Values and Habits of Work and Learning need to be understood, taught and celebrated on a regular basis.</p>	<p>Staff consistently modelling and promoting core values evident in CPD observations, and termly 'book looks' and 'typicality checks'</p> <p>Collection of Pupil Voice on Core Values and HOWLS</p> <p>Monitoring of HOWLS scores and provision maps to track how children are being targeted and supported to make good progress</p>	GC CREW Lead SENDCO SMSC/ PSHE coordinator + All staff	Half termly/Termly
<b>Total budgeted cost</b>					£7000