

What were the priorities 2017/ 2018 to address barriers to learning and close gaps?

Overview of spend and priorities of 2017/18

Total PPG received	£11, 880	
Total PPG expenditure	£ 12, 000	Pupil premium lead , G Latham
PPG remaining		*Deficit met by school budget - £120

** Additional financial resources from the school's budget were used to provide additional activities, facilities and interventions that were aimed at 'closing the gap', enriching the curriculum and learning experiences of all the children including those in receipt of PPG funding.*

NCJPS takes a whole school approach to raising standards. During 2017/18, the Pupil Premium Grant was used primarily to support disadvantaged children to make sure gaps between groups of children close and that opportunities are provided for children to enhance their learning provision and opportunities through having small class sizes. Funding was also used to provide intervention and support by using teaching assistants to ensure that gaps are closing and standards are being raised for all children across the school.

Best practice' is observed and adapted to inform spending and approaches. The PPG grant was used specifically to pay for outstanding intervention teaching from class teachers and trained teaching assistants supporting in number, reading, English, Maths and grammar, punctuation and spelling. These spending decisions supports the school's priorities for development as outlined in the School Improvement Plan and raising achievement plans. The targeted support is derived from discussions with the pupil progress lead, the SENco, whole staff meetings and pupil progress attainment reviews. Interventions were chosen carefully to tackle underachievement, address barriers to learning, and support more able pupils with the ultimate aims of closing any gaps in attainment between groups of pupils / national performance in these areas and enriching the learning experiences of the children.

In addition to the PPG funding, NCJPS provided additional financial resources from the school's annual budget to pay for a number of additional interventions / activities eg school trips, arranging for outside agencies, attendance at breakfast club. These additional resources will benefit the disadvantaged children and further support the objectives of 'closing the gaps' between groups of pupils and extending learning opportunities and experiences for all.

How do we maximise the impact of the Pupil Premium Grant?

School Vision and Ethos:

The school council, governors and staff met together to design a series of statements which articulate our shared vision, values and beliefs.

A common thread is that the school should raise the aspirations of all the children and ensure that they are literate, numerate and articulate. In addition our school should be a place where children are listened to, are treated fairly and with respect and where there are opportunities for new experiences in a supportive and organised environment.

NCJPS will be a school in which:

- Each child is valued and seen as a unique individual.
- Each child will fulfil their potential in a structured and caring environment with access to a broad curriculum and a wide range of enrichment and engagement activities.
- Each child will have the confidence, skills and perseverance to approach new challenges – taking on a ‘can do’ culture.
- Independent and collaborative learners are created, children who are creative and critical thinkers and who grow in confidence, understanding and tolerance together.
- The whole community is embraced, encouraging participation and ownership.
- We will provide the best possible education for all the children of NCJPS- preparing them for life in modern British society!

Analysing Data - we will ensure that:

- All staff are regularly involved in monitoring provision and the analysis of data so that they are fully aware of pupil strengths and weaknesses in their class and across the school. We do this through using the O track online tracker programme , meeting on a termly basis for pupil progress tracking meetings and sharing data at governor and Senior Leadership meetings
- Judgements made by staff take into account of range of evidence when assessing progress.
- Assessment weeks are timetabled into the school diary where all classes use the same whole school assessment Hodder material.
- Findings of data analysis are regularly reported to HT / Governing body – staff put support in place to tackle underperformance for individuals as well as extending pupils who are working above national expectations.
- Targets set are challenging and pupils needing support / extension are clearly identified and intervention targeted to raise achievement
- Up to date teaching and learning strategies are used to close any gaps in attainment.

Identification of children - we will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils.
- ALL staff are aware of who pupil premium and vulnerable children are and of how they can best be supported.
- ALL children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Middle attainers are identified and appropriate targets move their learning forward
- Children's individual needs are considered carefully so that we provide specific, personalised support for those children who have additional barriers to learning, such as special educational needs, disability, EAL or with emotional and social aspects of their development.
- The Pupil Premium Champion will track and assess the quality and impact of interventions offered throughout the school.

Providing Daily Quality First Teaching:

We will continue to ensure that all children across the school receive at the very least, good teaching, with increasing percentages of outstanding teaching achieved by ensuring all staff:

- Set high expectations in behaviour, learning opportunities and expectations
- Address any within-school variance in achievement
- Ensure consistent implementation of the non-negotiables, e.g. behaviour, marking and feedback, guided reading, comprehension, number facts, homework etc.
- Share good practice within the school and within the Local Authority - drawing on external expertise to deliver a high quality and relevant curriculum
- Provide high quality training and career development opportunities for all staff
- Improve assessment through regular joint levelling and moderation activities both within school and in partnership with local schools
- Creative Themed weeks carefully planned to include a range of learning opportunities based on questions that are pupil-driven e.g. global citizen week and the cultural market for the whole school
- Curriculum enriched considerably through use of visitors, artefacts, trips and teaching approaches etc.

Increasing learning time:

We will maximise the time children have to 'catch up' or extend learning experiences through:

- Improving attendance and punctuality – monitored closely by the Local Authority Officer – pupils are rewarded for good attendance / curriculum.
- Providing early intervention in EYFS and KS1 through reduced pupil-teacher ratios.
- Bilingual support for children and families with EAL.
- Extended learning out of school hours via Breakfast Club and After School Club .
- Daily access to library facilities to promote reading and research.
- Varied programme of extra-curricular activities including sports and arts and crafts clubs
- Residential/ school visits subsidised by school to promote independence, team and character –building and curriculum enrichment opportunities
- Providing parent information evenings to encourage cooperative learning and engagement in learning e.g. reading and phonics/ maths calculation evening