





How do we spend the funding and what will be the impact?

2023-2024 NCJPS

ACTIVITY	DESIRED OUTCOME	INTERVENTION / ACTION/ APPROACH	EVIDENCE OF IMPACT
<p>A ATTENDANCE</p> 	<p>To increase attendance Children have more time to learn</p>	<p>Class awards / high profile attendance celebration / breakfast club subsidy / + 2 x weekly monitoring of attendance in the newsletter to parents</p>	<p>Increase in numbers of children attending 'fix it' time Decrease in 'late' pupils (late book) barrier to learning Pupils and parents supported where needed 1:1 or group support. Improved classroom attitudes or ability to thrive increased for pupils attending sessions. Quality of pupil responses to formative assessment.</p>
<p>A ACCESSIBILITY AND PARENTAL ENGAGEMENT FAMILY SUPPORT</p> 	<p>For school / home to be more accessible Engage all parents in child's learning Greater transparency and accessibility</p> 	<p>Breakfast club open from 7:45 for parents, carers and siblings Challah bake Phonics / maths workshops Open school/ class visits Performances throughout the school year Reading evening for years 3/ 4 and EYFS Information evening for ks1 and 2</p>	<p>Greater parental engagement- becoming more involved in their childs' education Increase in attendance by families at consultations Increased numbers of parents supporting pupils at home in High attendance at performances – all children involved</p>
<p>A ABLE PUPILS</p> 	<p>Ensure pupils identified as being 'able' or 'able disadvantaged' at EYFS / KS1 - continue to be set challenging targets</p>	<p>Staff training: 'we eat elephants' in supporting with social and emotional well being *Additional guitar group funded all year (for 1x child only)</p>	<p>Attendance at events increased – more children accessed over the year Parental feedback positive Children's aspirations raised (pupil voice)</p>





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	and achieve their full potential Disadvantage does not affect access to opportunity	1:1 teaching from PPL to target individualised learning Specific resources purchased in literacy – comprehension and handwriting to enhance skills for more able pupils Year 5 Bridgewater Hall concert- access for all termly review- PPL to attend pupil progress meetings to discuss individual 'able' pupils with class teacher and HT and check that they continue to achieve their potential in their progress and attainment	All identified 'able' pupils including 'able disadvantaged' continued to work at or above expected levels and achieve / exceed targets set in maths, See scores in Year current attainment. The phonics screen showed that out of the two children from year one who took the screen in June, one child passed and from the two children in Year Two, both children retook the test and passed the phonic screen.
A Art Club	To give an opportunity for some children to attend after school club and take part in creative activities	Resources purchased for arts and crafts- costs covered by school	Regular access to arts and crafts activities on a weekly basis. Improved confidence and mixing with other peers in a sociable context.
B BREAKFAST CLUB	To be accessible and affordable for parents To increase % attendance and punctuality Provide 'natural' environment for speech and	Y6 SATs week subsidy Staffing cost subsidy Cost of food subsidy Additional enrichment i.e. healthy eating / fruit-tasting mornings / hand washing Resources purchased	Parental engagement and feedback. Positive attitudes to learning observed – children ready for school Accessible for parents and affordable Opportunities for staff to 'check in' with children are taken daily Profile of healthy eating raised (healthy options) Activities provided link to school priorities of reading and SEMH


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	<p>language To promote healthy eating To provide an additional link to home / provide time to address SEMH To allow early intervention in the day for specific pupils – increase a positive mind-set</p>		
<p>D DIET</p> 	<p>To raise profile of healthy eating and the importance of nutrition and a healthy diet with children and parents.</p> 	<p>Joint initiatives between Breakfast club and Healthy Eating / Gardening club equipment subsidy Opportunities to deliver curriculum through science Cookery opportunities throughout the year – Challah bake, Purim Year 5 cooking projects</p>	<p>Science work on health and nutrition - books Gardening club Theme 4 sustainability / health evidence Increased parental engagement / positive feedback / healthier school lunches Y6 links with high school established – food technology Healthier choices in Breakfast Club/ everyday meals</p>
<p>E</p>  <p>EMOTIONAL</p>	<p>To ensure pupils Emotional, social, mental health is at the heart of school experience. To address and</p>	<p>Transition to new phases / classes carefully planned and recorded Autism training for CT / TAs Restorative approach</p>	<p>RSE curriculum embedded Evidence in PHSE lessons Positive children attitudes / experiences (pupil voice) Social stories used throughout the school for specific pupils Pupils voice – restorative approaches/ case study Open-door policy</p>




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<p>WELLBEING Nurture Groups</p>	<p>support pupils with emotional barriers to learning.</p>	<p>training for parents / staff and governors Breakfast Club Morning 'check in' for individuals to target emotional barriers to positive mind set at school Entrepreneur project – raising self esteem and confidence, working as a team</p>	<p>Parent View</p> <p>Children in Year 5 take part in the Young entrepreneur project- the children are involved in the planning, designing, thinking about expenditure, researching –</p> <ul style="list-style-type: none"> • “we are all about working together, listening to each other and taking on challenges. We are very creative and we always think outside of the box. • Children think about their local community and give money raised to local charities
<p>E ENRICHMENT AND VISITS</p> 	<p>To raise attainment of underperforming pupils in Year 6 – maths, reading comprehension and spelling To extend and support pupils working above national expectations To ensure disadvantage is not a barrier to opportunity To raise aspirations</p>	<p>Full programme of class visits / enrichment activities organised in school. Guitar tuition subsidy for PP children in KS2 X1 30 min session Ukulele tuition subsidy for PP children in KS2</p> <p>Subsidised residential trips London / Israel for disadvantaged children if they wish y6 More able attainers provided with extra sessions of singing, creative sessions linked to maths/ science/ art/ history and other areas of the curriculum</p>	<p>Newsletters outlining activities Work in children’s books show greater depth of learning experiences as a direct result of enrichment Pupil voice positive about experiences and what they have gained All children made progress against targets set by guitar teacher Links between curriculum music and tuition strengthened Good attendance at concerts within school and wider community – Town Hall / Academy / Bridgewater Hall</p> <p>Raising self esteem and confidence , enrichment from school trips and visiting different locations, learning about British Values</p>
<p>H</p>	<p>To support Y6 pupils - programme for SATs revision</p>	<p>Additional Booster classes in Spring and summer term (1:1)</p>	<p>Y6 attendance regularly 2/3 times weekly All children invited to Easter school attended Positive parental feedback</p>




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<p>HOMEWORK</p> 	<p>Provide for pupils who may not have resources such as computers at home – addressing poverty</p> 		<p>Evidence in end of year progress and attainment- see summer SATs</p>
<p>I INTERVENTIONS AND IMPACT OF TRAINING</p> 	<p>To raise attainment of underperforming pupils in Year 6 and across the school in maths, reading comprehension and spelling.</p> <p>To individualise support Target support for children to address misconceptions, gaps, and weaknesses</p> <p>To ensure children taught by skilled staff – quality first teaching</p>	<p>Formative assessment training (all staff) Lesson Study training and tasks – staff Governor training – Safeguarding training for all staff O track training Strategies to support EAL pupils- ethnic diversity</p> <p>1:1 sessions x 2 weekly by PPL to raise attainment and close the gaps in learning</p>	<p>O track updated termly and results analysed to inform spending decisions and understanding of pupil progress and attainment - all staff involved Evidence across the school of children responding to effective feedback in order to make further progress Evidence in books shows that children have a dialogue with teachers Children respond to feedback and assess their own work often using success criteria Governor Mark Achieved.</p> <p>PPL will sit with each PP child to work on specific weaknesses or targets set out from the case study and class teacher. The sessions will be moderated and carefully planned so the children are baselined at the start of the term and again at the end of the term to see where progress has been made.</p>


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 <p>L LUNCHTIME CLUBS</p>	<p>Extending the learning time in school Addressing poverty by providing support and resources in school (accessibility and equal opportunities) To encourage speech, language and communication opportunities outside classroom To promote healthy lifestyles / enrichment / raise aspirations</p>	<p>Sports coach (KS1/2) at lunchtimes Outdoor play equipment purchased to develop learning opportunities and communication in outdoor environment- PTA funded Subsidies for the following clubs: Ballet club Chess Club Choir club Spanish Club</p>	<p>Outstanding break / lunchtime behaviour Children able to access playtime timetables and structure their play Pupil voice / school council involvement positive Visits from other schools to observe our good practice</p>
<p>M MATHEMATICS Mathematics is ...</p> 	<p>To raise attainment and close gaps across the school in maths To support children to attain national standards or Year Group Expectations in maths To extend the learning opportunities for</p> 	<p>Class teacher / TA additional support given during assembly times X3 sessions week</p> <p>Numicon resources used for able and middle attainers</p>	<p>Mastery approach in maths embedded in school EYFS / KS1 / KS2 results 2016 Impact evident in school books and moderating activities undertaken by staff – children working a much higher levels of attainment than prior years. Expectations are high throughout the school Challenging targets are set and pupil progress tracked robustly Gap tasks and lesson studies undertaken by staff show increased awareness of working at mastery - positive impact on 'challenge' and pupil progress</p> <p>Numicon training provided for the PPL to work in small groups with middle and more able attainers to give confidence through demonstrating how and why they arrived at their answer Easily assess understanding by watching and listening to what children do and say Flexibility to use alongside existing resources, or as a complete maths programme</p>



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	children across the school		
<p>O OUTSTANDING STAFF</p>	<p>To provide additional, outstanding teaching for individuals and small groups to 'close the gaps' in core areas across the school To provide language support to pupils and families with EAL To ensure quality-first teaching is at the heart of closing the gaps</p>	<p>See interventions, maths, literacy, reading, nurture groups Dyslexic specialist teacher x 2 week</p> <p>Pupil Premium Champion Teacher x 1 session each week between all disadvantaged children</p> <p>Additional support 1:1 by LSAs for children in year 1, year 4 and year 5</p>	<p>Outstanding teacher / leads Pupil Premium in school Experienced Early Years teacher lead English / literacy interventions in EY / KS1 TA training in all other interventions</p>
<p>O OFFSITE PROVISION (ENRICHMENT)</p> 	<p>To ensure all children achieve KS2 National Award for swimming by the time they leave Y6</p> <p>Develop 'skills for life'</p> <p>For poverty to not be a barrier to opportunity</p> <p>Building confidence whilst enriching learning</p>	<p>Swimming lessons – transport and cost of additional lessons Bikeability contribution subsidy</p> <p>Swimming lessons paid for from school budget</p> <p>Subsidised residential activities</p>	<p>All children in Y6 achieved National KS2 expected levels All children achieved KS2 and NC L2 awards Feedback from families – now swimming regularly as a result of children enjoying and being able to swim – wellbeing</p> <p>Pupil voice positive – experiences of residential</p>




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	experiences		
<p>P PUNCTUATION, SPELLING AND GRAMMAR</p> 	To raise attainment of underperforming pupils across the school in reading comprehension and spelling	Grammar resources purchased Training in grammar for teachers Y5 summer handwriting / phonics catch up group Y6 handwriting intervention group	Increase in confidence – evidence pupil interview note Increased attainment in GPS - significant % higher in KS2 SATs results When compared to National attainment. Evidence in books across the school when moderating show grammar is beginning to be embedded across the school and applied across the curriculum
<p>R RESOURCES</p> 	To provide opportunities for enrichment For children to participate in whole school / class events Use up-to-date technology across the curriculum	Computing / ICT specialist teaching and resources Year 2 siddur ceremony KS1 Hannukah production Year 6 leavers assembly Music evening production NCJPS has got talent for KS2 children	Pupil voice / parental feedback / turnout high for all events Positive feedback from parents about whole school projects All children actively involved in some way Children aware about the importance of working as a team and knowing how to audition and take apart in an competition
<p>R READING AND LITERACY</p>	To raise attainment of underperforming pupils and all pupils in all aspects of literacy	LSS support buy-back for 1 pupil 1 x 30 mins weekly EYFS Year 1 Year 2 1:1 readers 1x, 2x week by class	Pupil responses regarding additional support very positive Parental voice at Parent Consultation - parents can see improvements Children making progress over the year (evidence tracking grids) / books Attainment at key stages (see 'summary')


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		<p>teacher or additional adult Additional phonics group intervention – KS1</p> <p>Teacher training in formative assessment, moderation activities, Looking at expected standards in writing</p>	
<p>T TRANSPORT AND TRAVEL</p> 	<p>To ensure that poverty not a barrier to opportunity. To provide experiences / develop language skills</p>	<p>Transport subsidy School Linking Network Project</p> <p>Entry to Halle subsidised KS2 guitar lessons paid for Ukulele lessons paid for Y2 (see 'Enrichment')</p>	<p>Pupils voice positive / collaborative work between NCJPS and Local school Prospect vale shows links are increasing over time.</p> <p>Evidence in books Parental feedback and numbers of children accessing performances high – increase from previous years Parental feedback tells is that many children continue with musical / singing tuition See 'enrichment'</p>
<p>U UNIFORM</p> 	<p>To ensure children have the basic equipment they need for school. Develop a sense of ownership and belonging.</p>	<p>School uniform subsidy for identified families Spare PE kit bought for school</p>	<p>All children across the school have appropriate uniform and PE kit. Access to full curriculum by all.</p>

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<p>Z ZERO</p> 	<p>To promote zero tolerance of bullying / racism and promote the Modern British Values of democracy rights and responsibilities</p>	<p>School council voting system 'Prevent' / MBV training for all staff</p>	<p>Pupil voice / work in books shows increased understanding of a range of aspects of different faiths Very small number of racist incidents reported. All staff 'Prevent' trained Full PHSE curriculum in place and accessed by all children. Parents consulted and informed about content 4 x yearly Children aware of Modern British Values and how they apply to them - what they look like in day-to-day life</p>
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