



North Elmham CEVC Primary School

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Pupil Premium Grant Allocation 2017/18

£24,180

Main barriers to educational achievement

1. Transitional times, behaviours for learning and readiness to learn
2. Dyslexia, speaking, listening and understanding skills
3. Cognition and Learning
4. Emotional and wellbeing learning difficulties

Main external barriers to educational achievement

1. A lack of regular routines including home reading, homework and having correct equipment in school eg. PE kit
2. Consistent attendance and punctuality
3. Attachment

Main 'in child' barriers to educational achievement

1. Basic needs not being met - emotional needs and wellbeing
2. Low aspirations are having a detrimental effect on their academic progress and that of their peers.
3. Attitudes to their learning

How will barriers be addressed?	Spend
Additional Teaching Assistant support in the mornings to support a calm transition each day; Teaching Assistant (TA) support, intervention programmes including GoNoodle	£3,343
Extra support at school including learning/focus resources, lunchtime pastoral club and quiet time lunchtime resources, Small group work and 1:1 boosters prior to KS and Phonics tests	£17,700
For pupils to access a range of social/cultural/musical/Religious visits and activities, including RE visitors, Pantomime & music lessons	£2,177
Emotional and Pastoral support, Pets as therapy, Outdoor Play Psychotherapy, Lunchtime Pastoral support, having a 'go to' adult for support.	£960
Impact Measures	Impact
Self esteem/well being measures - Boxall Profile Zones of regulation monitoring from Lunchtime Pastoral care.	Improvement in behaviour for learning Positive effect on pupils attitudes to learning Confidence and focus at key times of the day
Amount of reported incidences to SLT Feedback from lesson observations and Governors' 'Deep Dive Day' Parent perceptions of behaviour monitored; use of 'Parent View' on the new website.	A reduction in reported incidences to SLT. Whole class learning time. Less disturbances.

	<p>Children's safety and wellbeing needs being met.</p> <p>Children's comments about their learning.</p>
<p>Progress in Reading, Writing & Maths end of KS results- Data from Pupil Asset</p> <p>Nessy Data and analysis</p> <p>Talk Boost Data and analysis</p>	<p>Improved Progress and narrowing the gap for PP children.</p> <p>Greater confidence and enjoyment during unstructured times as well as during class times</p>
<p>Boxall Profile - learning and identify feelings and outcomes of others</p> <p>Feedback from lesson observations and Governors' 'Deep Dive Day'</p>	<p>Providing strategies to learn to cope with challenging situations</p> <p>Improved behaviours for learning</p> <p>Children to have emotional support which has improved wellbeing and behaviour for PP and other children</p>
<p>Data from Pupil Asset - Persistent absentees (absent for 10% or more sessions)</p>	<p>Reduction in persistent absentees - especially narrowing the gap between</p>

	FSM and Non FSM children (Non FSM below National - FSM above National)
Leuven Well-being and Involvement Scales Photographs from extracurricular and enrichment activities	Improvement in attendance Evidence of increased PP accessing extracurricular activities

The next review of Pupil Premium spending & plan will be in March 2018, at our financial year-end.