



Nettlesworth Primary School
Pupil Premium Strategy Statement
2017 – 2018

Rationale

At Nettlesworth Primary School, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
28 Children=£36,960	Per Pupil £1,320 16 x £1,320= £21,120	Per Pupil £1,320 12 x £1,320= £15,840	Per Pupil £1,900* 0	Per Pupil £300 0

*Looked After Children receive £1,900 with £600 being retained centrally by the Local Authority.

KS1	2017 - Outcomes														
	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	50.0	54.0	-4	93.3	72.0	+21.3	-43.3	Expected Standard Reading	66.6	53.0	+13.6	100	71.0	+29	-33.4
Year 1 Phonics	60.0	70.0	-10	100.0	83.0	+17	-40	Expected Standard Writing	71.4	64.0	+7.4	100	78.0	+22	-28.6
Expected Standard Reading	66.0	62.0	+4	100.0	78.0	+22	-34	Expected Standard Maths	66.6	58.0	+8.6	100	75.0	+25	-33.4
Expected Standard Writing	66.0	53.0	+13	100.0	70.0	+30	-34	Expected Standard GPS	66.6	61.0	+5	100	77.0	+23	-33.4
Expected Standard Maths	66.0	60.0	+6	100.0	77.0	+23	-34	Expected Standard R/W/M	50.0	39.0	+11	100	79.0	+21	-50

At Nettlesworth Primary School, we strive to reduce and remove where possible all barriers to learning to ensure all students reach their potential.

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than other pupils, which slows progress in other years.	Pupils eligible for PP make rapid progress in Reception by the end of the year resulting in GLD over 50% and Phonics results in line with National Average-from 60% to 70%.
	B	Accessing quality first teaching to diminish the difference between pupil premium and non-pupil premium children. High number of Pupil Premium also have SEN	Greater % of children making increased progress from their starting points.
	C	Poor language skills and communication to explain reasoning and problem solving skills in maths	Developed confidence when solving problems and explaining their reasoning
	D	Lack of confidence and writing skills due to speech and language difficulties, real life experience and spelling.	Children using and applying phonics/spellings and experiences in independent writing tasks demonstrated in writing. (books and displays)

External Barriers	E	Parental engagement for some Pupil Premium Pupils is not as strong as for other pupils (ie completion of homework and reading at home)	Increased parental engagement opportunities so increased links between home, school and community.
	F	Parental, social, emotional and mental health issues	Develop support for parents so that they can support their children
	G	Persistent Absence and lower punctuality rates are lower for Pupil Premium pupils than for other pupils, this affects their attainment	Increase of percentage totals for those in receipt of Pupil Premium funding and a decrease of those who are considered persistent absentees.
	H	Narrow life opportunities, aspirations and enrichment experiences	Staff to provide life experiences linked to topics, through pupil improvement plan, rights respecting council and staff, develop enrichment experiences for children across the curriculum.

Pupil Premium Planned Expenditure								
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	Improve attainment in Phonics in early years and Year 1	Daily Phonics lesson in each class up to Year 2.	GLD slightly below National Average (50% in 2017) Due to a cohort of 2 pupils	Organise class timetables to ensure Phonics is delivered effectively	Cohort tracking/SATs data from Summer Term 2017	Baseline assessment carried out.	Class Timetables established Phonics is delivered effectively	To maintain and increase the number of Pupil Premium children passing

		<p>Phonics intervention weekly for KS2</p> <p>Resources for each class to be able to deliver letters and sounds effectively</p> <p>Parents Meeting about Year 1 Phonics Screening</p>	<p>Year 1 phonics results below National Average at 60% (Small cohort of 5 pupils and 1 pupil dis applied)</p> <p>Research sates (EEF) that early intervention and daily activities will on average improve progress between four and 6 months, resulting in positive impacts on early learning outcomes.</p>	<p>Half Termly phonics assessments to be carried out by class teachers. Results fed back to literacy co-ordinator.</p> <p>Target children for extra catch up</p>		<p>Progress and cohort tracking monitored.</p> <p>Interventions reviewed</p> <p>Observations and work scrutinies complete</p>	<p>Resources for each class</p> <p>Parents meeting delivered</p> <p>Interventions reviewed</p> <p>Lesson observations/work scrutinies complete</p> <p>Progress and cohort tracking continued to be monitored</p>	<p>the Phonics Screening test and resit test.</p>
B	<p>Higher rates of progress for all children eligible for Pupil Premium</p>	<p>Designated Pupil Premium Teaching Assistant in liaison with class teachers to identify and target pupil premium children for initiatives and to monitor progress.</p>	<p>Year 1 and Year 2 cohorts have identified a trend of the gap between Pupil Premium and Non-Pupil Premium due to the fact that these pupils also have SEND.</p>	<p>Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant</p> <p>£20394</p> <p>Release time for middle/senior leaders to monitor progress within</p>	<p>Cohort tracking/SATS data from 2016/17</p> <p>Children's previous books from 2016/17</p>	<p>September baseline completed and progress monitored at end of term</p> <p>Interventions reviewed</p> <p>Data analysed for targeted</p>	<p>DHT monitored and tracked Pupil Premium children in liaison with HT.</p> <p>Interventions reviewed.</p> <p>All Pupil Premium children showing progress and some targeted at</p>	<p>To increase the number of Pupil Premium children reaching their age-related expectations.</p>

		<p>SENDCO/DHT to work closely with Designated Pupil Premium Teaching Assistant to identify and support Pupil Premium Pupils</p> <p>Booster classes for Year 2/6 children</p> <p>A published Pupil Premium Strategy outlining how we will spend Pupil Premium funding. Within this outline how research supports spending from the DFE, NFER and EEF to promote effective teaching and learning.</p>	<p>1:1 and small group learning will be effective in these classrooms, as suggested by the evidence in the EEF Toolkit.</p> <p>Pupil Premium strategy shared with all staff</p> <p>Autumn 1 Governors and Leaders to review Pupil Premium Strategy and impact on a termly basis.</p> <p>All staff are therefore aware of the different areas of need, resulting in individualised Quality First Teaching being implemented throughout the school day.</p>	<p>their particular subject.</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good progress from their starting points.</p>		<p>children to measure impact</p>	<p>Greater Depth expectations</p> <p>Pupil Premium and Non-Pupil Premium children compared to continue to diminish the differences in all year groups for Pupil Premium.</p>	
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		<p>Leaders and Governors in school will analyse the impact of spending for Pupil Premium children</p> <p>Leadership team will focus on tracking these children through data, lesson observations, pupil progress meetings, pupil conversations and book scrutiny.</p> <p>Children in their cohort will make progress from their starting point.</p>	<p>Consistent monitoring through: Cohort tracking/data analysis, Pupil Progress Meetings, Pupil's books and intervention records will allow reactive changes to be made and the redeployment of resources where required.</p>					
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C	Developed confidence when solving problems and explaining their reasoning	<p>School is part of the Great North Maths Hub to develop teaching in Master Maths and challenging pupils.</p> <p>Teachers will target through their modelling how to solve problems, using reasoning and real life contexts, so that pupil premium children can reach there ARE and make progress</p> <p>Staff will target Pupil Premium children to ensure that through targeted maths interventions children will make progress</p>	<p>Work Scrutinies for Maths will demonstrate how much access children are given to problem solving opportunities. These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.</p>	<p>Release time for Subject Leader- opportunities to monitor problem solving and shared practise with schools in Great North Maths Hub</p> <p>Access to quality CPD-Opportunities for all staff</p> <p>Subject Leader to participate in County Durham CPD opportunities and shared Moderation</p>	<p>Cohort Tracking data/ASP analysis</p> <p>Work Scrutiny with shared schools in Great North Maths Hub from Summer Term 2017</p>	<p>Progress and cohort tracking monitored</p> <p>Observations and work scrutinies complete</p> <p>Shared practise with Great North Maths Hub</p>	<p>Progress and cohort tracking monitored</p> <p>Observations and work scrutinies complete</p> <p>TRG in Great North Maths Hub observing schools</p> <p>Numeracy Lead Teacher</p> <p>Great North Maths Hub Mastery Maths Action plans put in place</p> <p>Development of calculation policy with opportunities of problem solving</p>	<p>To increase the number of Pupil Premium children reaching the expected standard in KS2 for Maths</p> <p>To Maintain and improve the number of children reaching Greater Depth in Maths at KS2</p> <p>To improve the number of Pupil Premium children reaching the expected standard and Greater Depth in KS1</p> <p>To improve the number of Pupil Premium children reaching GLD</p>
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		<p>in line with there ARE</p> <p>At statutory assessment points, there will be an increase in the number of pupil premium children reaching the expected standard and working at greater depth</p>						<p>and ELD in EYFS in maths</p> <p>To develop a whole school approach to problem solving to challenge Pupil Premium learners in all year groups.</p>
D	<p>Children using and applying phonics/spelling skills in independent writing tasks demonstrated in writing books and displays.</p>	<p>Review and improve systems in place for phonics and how spelling is delivered across the school.</p> <p>Robustly track and monitor SPAG element throughout the school- particularly KS1</p> <p>Teacher to deliver SPAG</p>	<p>Evidence from the daily lessons will be evident in all writing across the curriculum. Using the positive feedback and celebration of the children's writing will motivate and raise the profile of writing within the school.</p>	<p>Teachers/Teaching Assistants working together to provide quality first teaching</p> <p>Opportunities for staff to learn from each other, complete learning walks and team teaching opportunities.</p> <p>County/Cross County writing moderation</p>	<p>Cohort tracking/data analysis/SATs data from Summer Term 2016/17</p>	<p>Baseline assessments completed and Autumn Term assessments show progress for all Pupil Premium children.</p> <p>Moderation of writing county and cross county completed.</p> <p>Interventions reviewed.</p>	<p>Robust systems to monitor staff performance development in order to raise standards and teaching and learning.</p> <p>Leaders and Governors reviewed impact of spending of the PPM funding</p>	<p>To maintain and improve the number of children with PPM in KS1 and KS2 reaching the expected standard for writing.</p> <p>To maintain and improve the number of children with PPM to reach greater depth</p>

		<p>intervention weekly to Years 1/2</p> <p>Teachers and TAs work together to plan quality first teaching opportunities to diminish the difference and ensure children are using phonics/spelling skills in independent writing activities.</p>		<p>Lesson observations/Work Scrutinies</p> <p>Cohort tracking and data analysis</p> <p>Weekly Spelling Tests</p> <p>Half Termly Rising Stars SPAG assessments completed</p> <p>Weekly assessment in writing books and opportunities for writing assessment through BIG WRITE.</p>				for writing in KS1 and KS2.
E	Increase parental engagement opportunities so increased links between home, school and community	To increase involvement with parents in the school through stay and play, coffee mornings, assemblies, Nettlesworth Primary School	<p>Increase in number of activities across the school involving parents.</p> <p>Research has stated that, pupils will learn most effectively and</p>	<p>Staff CPD of how to support parents</p> <p>Use of computing to help produce some online resources for website</p>	<p>% of parents who attend parents' evenings</p> <p>% of parents who attend activities in class</p>	<p>Stay and Play Day in Class 1</p> <p>Forest School Walk with parents</p> <p>Fair Trade Coffee Morning</p>	<p>Stay and Play Day in Class 1</p> <p>Safer Internet Day Coffee Morning</p> <p>KS1/2 SATs and Phonics Screening meeting with parents</p>	

		<p>Parent Group and family learning</p> <p>Parents support meetings with teachers about SATs etc</p> <p>PSA involvement with identified families to help engage</p> <p>Encourage links between home and school.</p>	<p>make most progress when other issues have been addressed. Improving the children's overall emotional and mental health.</p>	<p>Use of PSA to provide additional support to vulnerable families within the home environment and within school</p> <p>£2500 contribution to COL (subsidised)</p>		<p>Robinwood Parents' meeting</p> <p>Pupil Progress meetings</p> <p>NSCG meeting to organise Halloween Disco and Christmas Party</p>	<p>Easter Egg Competition and Fair</p> <p>NSCG meetings to raise additional opportunities for children- Springtime Disco, playtime boxes and improving outdoors</p> <p>Website updated with resources for parents linked to SEND, E-Safety, SATS, Curriculum</p>	
F	<p>Develop support for parents so they can support their children</p>	<p>To engage with parents on children's learning so they can understand and can support children at home</p> <p>Work with referred families on individualised issues which impact upon</p>	<p>Increase in children completing homework activities, as this will provide the opportunity for the children to consolidate their learning.</p> <p>Children's wellbeing is increased as they can show parents</p>	<p>Staff CPD of how to support parents</p> <p>PSA support with targeted families</p> <p>Additional support with homework activities in a small group setting</p> <p>£7984 resource allocation. This includes the provision of new</p>	<p>PSA analyses impact upon children and their emotional well-being in school.</p>	<p>Progress of individuals tracked through liaison with PSA and homework club</p>	<p>Increased number of PP children access Homework club</p> <p>Progress of individuals tracked through liaison with PSA and homework club</p> <p>Support in place for referred families</p>	

		<p>the child's abilities to access education</p> <p>Support work with parents.</p> <p>Provide a specifically targeted Homework after school club exclusively for Pupil Premium children which enables them to receive additional support in a small group setting.</p>	<p>at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>ipads for use in homework club</p>				
G	<p>There will be an overall increased attendance percentage for Pupil Premium children and a smaller percentage of</p>	<p>Monitor attendance on a weekly basis</p> <p>To provide teachers and subject leaders pertinent cohort tracking</p>	<p>Attendance figures from SIMS will be shared and celebrated with children and parents. This will be adopted as a whole school approach as a way</p>	<p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis</p> <p>PSA to support families and</p>	<p>SIMS information demonstrates in Summer Term that PP children's attendance</p>	<p>Attendance continually monitored and analysed for key trends.</p> <p>Attendance to increase above 96%</p>	<p>Support in place for identified families</p> <p>Whole school community addressed attendance as a key step to</p>	

	<p>Pupil Premium children considered as persistent absentees</p>	<p>and attendance information which can be used to deliver appropriate curriculum content.</p> <p>June to contact parents by telephone call if they haven't contacted school by 9.30am, on a daily basis, to explain absence</p> <p>Attendance phone calls, on a monthly basis ,to families who are below the 96% target</p> <p>Letters to arrange meetings for those who fall below 90% on a half termly basis</p>	<p>to improve attainment and progress.</p> <p>Continued communication with parents, through newsletters and texts message to ensure that they are aware of any changes to routines or assessment.</p>	<p>conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast.</p> <p>£6082 Additional wages covering breakfast club and homework club.</p>		<p>(Currently at 95.71%)</p> <p>Case studies of identified children</p>	<p>improved attainment- letters to parents, teachers monitoring class attendance and School Office, shared success on website and in assembly</p> <p>Attendance policy updated</p> <p>Action plan updated</p> <p>Attendance analysed and support in place for identified families</p> <p>Website updated</p>	
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		<p>Certificates and prizes given to children who has 96%+ and 100% attendance on a termly basis.</p> <p>Breakfast club staff to monitor attendance, punctuality and encourage healthy breakfast habits.</p>						
H	<p>Each class to provide individual experiences linked to topic, Rights Respecting Council and use of Pupil Improvement plan and staff to develop enrichment experiences for children across the curriculum</p>	<p>In order to stimulate learning, teachers should plan for opportunities for children to have individual learning experiences through trips, visits etc</p> <p>All teachers to plan for the beginning of their topics to</p>	<p>The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact on self-esteem and the perseverance which they children show in their learning.</p>	<p>Cost of trips and visitors</p> <p>Cost of transport to visits</p> <p>Cost of releasing staff to supervise on visits</p>	<p>% of children making progress</p> <p>% of children working towards their ARE</p>	<p>Parliament Visitor</p> <p>Sporting Events/Coaches</p> <p>Christmas Wreath making</p> <p>School Sleepover</p> <p>Forest School for Class 1 and walk with parents</p>	<p>Animal Antics for Years 1 and Year 2</p> <p>Sporting events/coaches</p> <p>Yoga for Class 1</p> <p>Founders Day</p> <p>PCO links</p> <p>History Club</p> <p>First Aid Club</p>	

		promote the learning.					Sealife Centre for Class 1 Stay and Play Days in Class 1 Internet Safety Coffee Morning with parents World Book Day Fair trade Fortnight		
								Total Expenditure	£36,960

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Committee Members Aaron O’Roarty, Diana Barclay and Donna Lee			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:

Autumn Summary

Analysis of data and recent assessments show all Pupil Premium children are making progress. County / Cross County moderations show pupil premium children are on track for their targets in numeracy and writing. Interventions have been monitored and reviewed and are showing impact on pupil progress.

Spring Summary

Pupil Premium records have been up dated to include all of the eligible children- as previous list was not complete.

All teaching staff are aware of the interventions that every children is entitled to.

All children have been reassessed and new interventions have been established according to their specific area of need.

Moderation of English and Maths learning to ensure that they children are making expected or above progress through our Quality First Teaching approaches.

Going forward evidence that it being gathered must be relevant to the intervention required by the individual child.

Progress has been monitored and 100% of the children entitled to Pupil Premium funding have made expected or more than expected progress over the Spring term.

SMART targets have been set for the Summer term and intervention noted and resources put in place.

REFER TO ACTION PLAN FOR INDIVIDUAL RESPOSIBILITIES AND TASKS TO BE ACTIONED

Summer Summary