

# Nettlesworth Primary School



## Pupil Premium Plan 2016-17

Key Area	Responsibility	Cost	Actions	Timescale	Monitoring	Review and Impact
Provide additional support to vulnerable families within the home environment and within school.	Maureen Rowe School based Parent Support Advisor	£2500 contribution to COL (subsidised)	<ul style="list-style-type: none"> <li>Work with referred families on individualised issues which impact upon the child's abilities to access education.</li> <li>Encourage links between home and school</li> <li>Support work with parents.</li> </ul>	On going throughout the year	<p><b>MR/LR</b> Continue to analyse Attendance data for targeted children to measure impact.</p> <p><b>MR:</b> Analyse impact upon children and their emotional well- being in school.</p> <p><b>Key Question(s):</b> How are referred children closing the gap against targets?</p> <p><b>Key Question(s):</b> How are parents engaging with school provision?</p>	<p><u>Review Dec 2016</u></p> <p><u>Review Jan 2017</u></p> <p><u>Review April 2017</u></p> <p><u>Review July 2017</u> Overall attendance was 95.71% . Persistence absence continues to be tackled. Improved self-esteem for targeted children.</p>
Provide a Breakfast club facility to ensure vulnerable children come into school on time and are suitably fed.	Lisa Hill Glynnis Shaw	£5407 Additional wages	<ul style="list-style-type: none"> <li>Operate a breakfast club which encourages healthy eating and punctual school attendance.</li> </ul>	<p>On going throughout the year</p> <p>45mins per day</p>	<p><b>LH/GS</b> Monitor attendance and punctuality and encourage healthy breakfast habits.</p> <p>Monitor children and parents view of the impact via questionnaires.</p> <p><b>Key Question(s):</b> Does eating a healthy breakfast impact upon the children's level of attainment? Has attendance/punctuality amongst the cohort of pupils improved?</p>	<p><u>Review Dec 2016</u></p> <p><u>Review Jan 2017</u></p> <p><u>Review April 2017</u></p> <p><u>Review July 2017</u> Improvement in punctuality and all children made at least expected progress.</p>

Provide additional support with homework activities in a small group setting.	Lisa Hill Glynnis Shaw	As above (The figure quoted covers both activities)	<ul style="list-style-type: none"> <li>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</li> </ul>	On going throughout the year  1 hour per week.	<p><b>LR</b> Liaise with all class teachers across the school to assess the impact which additional support has upon attainment.</p> <p>Monitor impact upon children and parent views via questionnaires.</p> <p><b>Key Question(s):</b> How is additional support improving the attainment of targeted children?</p>	<p><b>Review Dec 2016</b></p> <p><b>Review Jan 2017</b></p> <p><b>Review April 2017</b></p> <p><b>Review July 2017</b> Targeted children are completing homework in these sessions and learning spellings/times tables in preparation for following week's tests.</p>
Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant	Yvonne Gallagher	£19540  Plus  £6873 resource allocation. This includes the provision of new ipads for use in Homework club	<ul style="list-style-type: none"> <li>Additional targeted support in liaison with class teachers to be provided on a one to one basis within the classroom. This support covers the whole of the Pupil premium cohort across all age groups within school. It enables us to effectively target areas for development with individual children.</li> </ul>	On going throughout the year. Full time	<p><b>YG</b> To monitor and track the progress of individuals within the cohort in conjunction with class teachers. Beginning Sept with baseline assessment and at key points during year.</p> <p><b>LR</b> To monitor and track impact of provision on attainment. Analyse data for targeted children to measure impact.</p> <p><b>Key Question(s):</b> How are identified children closing the gap against targets?</p>	<p><b>Review Dec 2016</b></p> <p><b>Review Jan 2017</b></p> <p><b>Review April 2017</b></p> <p><b>Review July 2017</b></p> <p>EYFS – 50% achieved GLD (Cohort of 2 children) Year 1 Phonics check- 60% passed Year 2 – 66% achieved expected level of development in reading, writing and numeracy. 33% achieved Greater Depth in reading and numeracy. Year 6 50% achieved RWM expected level. 50% achieved higher scores.</p>
Cohort tracking linked to analysis of attendance	Lee Roberts		<ul style="list-style-type: none"> <li>To provide teachers and subject leaders pertinent cohort tracking and attendance information which can be used to deliver appropriate curriculum content.</li> </ul>	On going throughout year.	<p><b>LR</b> The inclusive ethos of Nettlesworth Primary continues to develop pride and sense of ownership within its pupils and stakeholders.</p> <p><b>LR</b> Track attendance figures of vulnerable groups.</p>	<p><b>Review Dec 2016</b></p> <p><b>Review Jan 2017</b></p> <p><b>Review April 2017</b></p> <p><b>Review July 2017</b></p> <p><b>Achieved Inclusion Quality Mark Award. Report states, 'Pupil Premium children are tracked with some key projects having</b></p>

						<u>impact eg Breakfast club. This will also help with attendance."</u>
<b>TOTAL</b>		£34,320				