



Nettlesworth Primary School
Pupil Premium Strategy Statement

2018 – 2019

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.

The government is also committed to [ending child poverty](#) by 2020 by helping disadvantaged children outside of school. **Background to Pupil Premium Grant (PPG)**

In April 2011, the Government introduced the Pupil Premium and the Service Premium. This gave schools £625 million of extra funding to close attainment gaps for disadvantaged pupils and to assist with the pastoral needs of children with parents in the armed forces. From April 2012, this was extended for children eligible for free school meals at any point in the past 6 years. It provides for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - supporting children and young people with parents in the regular armed forces
- The PPG per pupil for 2017 to 2018 is as follows:
- £1,320 per pupil of primary-school age
 - £935 per pupil of secondary-school age
 - £1,900 per pupil who:
 - has been looked after for 1 day or more
 - has been adopted from care
 - has left care under a special guardianship order, a residence order or a child arrangement order

Service Premium:

The Service Premium gives schools £300 extra funding to support children and young people with parents in the armed forces. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- one of their parents served in the regular armed forces in the last 3 years
- one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Ever 6:

The Pupil Premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2018

Children adopted from care or who have left care:

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Impact:

The Pupil Premium is designed to address inequality by giving every school and teacher the resources they need to help their most disadvantaged pupils (Reception to year 11), allowing them the freedom to respond appropriately to individual circumstances and raise the attainment of these targeted pupils. Schools are accountable for the Pupil Premium measured through performance tables, which include data on:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

Barriers to learning:

- Gaps in reading between PP pupil and non-disadvantaged may lead to less progress in KS2
- The gap in knowledge and application of spelling rules between PP and non-disadvantaged pupil may lead to less progress in KS2
- Lack of parental involvement/engagement with some pupils eligible for PP may lead to lack of progress across the school. May lead to lack of progress across the school
- Social, emotional and behavioural needs of disadvantaged students is having a negative impact on progress
- Poor diet may lead to poor concentration and poor quality packed lunches specifically after lunch
- Attendance for some PP children was lower than other children. Reduced hours in school is having a detrimental impact on progress
- Lack of experiences and activities for children eligible for PP may lead to poor writing skills.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future financial years. A useful document detailing the conditions of the grant can be found using the link below or searching the www.gov.uk website:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

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
29 Children=£38,280	Per Pupil £1,320 13 x £1,320= £17,160	Per Pupil £1,320 16 x £1,320= £21,120	Per Pupil £1700/£2,300* 0	Per Pupil £300 1

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

		2018 - Outcomes													
KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA 2017	DIF	SCH	NA 2017	DIF			SCH	NA 2017	DIF	SCH	NA 2017	DIF	
EYFS GLD	100.0	54.0	+46	84.6	72.0	+12.6	+33.4	Expected Standard Reading	80.0	53.0	+27	100.0	71.0	+29	-20
Year 1 Phonics	66.6	70.0	-3.4	100.0	83.0	+17	-33.4	Expected Standard Writing	80.0	64.0	+16	90.0	78.0	+12	-10
Expected Standard Reading	71.0	62.0	+9.0	100.0	78.0	+22	-16.7	Expected Standard Maths	80.0	58.0	+22	72.0	75.0	-3	+8
Expected Standard Writing	57.0	53.0	+4	100.0	70.0	+30	-50	Expected Standard GPS	80.0	61.0	+19	81.0	77.0	+4	+3
Expected Standard Maths	71.0	60.0	+11.0	100.0	77.0	+23	-16.7	Expected Standard R/W/M	80.0	39.0	+41	72.0	79.0	-7	+8

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

Pupil Premium Planned Expenditure							
Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation

A	<p>Improve attainment in Phonics in early years , Year 1 and Year 2</p>	<p>Daily Phonics lesson in each class up to Year 2.</p> <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 slightly above National Average at 66.6% (Small cohort of 3 pupils)</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>Organise class timetables to ensure Phonics is delivered effectively</p> <p>Half Termly phonics assessments to be carried out by class teachers. Results fed back to literacy co-ordinator. Target children for extra catch up</p> <p>Phonics Resources £100</p>	<p>Cohort tracking/SATs data from Summer Term 2018</p>	<p>Baseline assessment carried out. Progress and cohort tracking monitored.</p> <p>Interventions reviewed</p> <p>Observations and work scrutinies complete</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</p>	<p>Year 2, Year 3 and Year 5 cohorts have identified a trend of the gap between Pupil Premium and Non-Pupil Premium due to the fact that these</p>	<p>Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant</p> <p>£21 000</p>	<p>Cohort tracking/SATS data from 2017/18</p> <p>Children's previous books from 2017/18</p>	<p>September baseline completed and progress monitored at end of term</p> <p>Interventions reviewed</p>		

		<p>initiatives and to monitor progress.</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</p>	<p>pupils also have SEND.</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 Autumn 1</p> <p>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>Release time for middle/senior leaders to monitor progress within their particular subject.</p> <p>£1900</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good progress from their starting points.</p>		<p>Data analysed for targeted children to measure impact</p> <p>Booster classes take place for Year 6 children after school and for Year 2 children during school day.</p> <p>Middle/Senior leaders attend network meetings relating to their particular subject and are released to work with specialist subject teachers at Central/Bothal Primary Schools.</p> <p>Pupil Progress meetings have been held, cohort tracking/data analysed and action plans in place. Individual learning</p>		
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		<p>teaching and learning.</p> <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>			<p>plans/Support Plans have been monitored to ensure impact.</p>		
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C	<p>Developed confidence when solving problems and explaining their reasoning</p>	<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>£1000</p> <p>Purchase of Test Base Resources to tailor assessments to pupils need. £280</p>	<p>Cohort Tracking data/ASP analysis</p> <p>Work Scrutiny with shared schools in Great North Maths Hub from Summer Term 2018</p>	<p>Test Base Resources have been purchased and teachers are using them to tailor to pupil's individual needs.</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>TT Rockstars has been purchased, CPD has taken place and will be launched with children and parents in Spring Term.</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>						
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>HLTA 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 2017/18</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>intervention weekly to Years 3-6</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>				
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 and increase parental involvement.</p> <p>HLTA to attend Forest Schools Level 2 training £500</p>	<p>% of parents who attend parents' evenings</p> <p>% of parents who attend activities in class</p>	<p>Pupil Progress Meetings have been held</p> <p>NSCG organised successful Halloween Disco and Christmas Party for the children.</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 computing to help produce some online resources for website</p> <p>Use of PSA to provide additional support to vulnerable families within the home environment and within school</p> <p>£3000 contribution to COL (subsidised)</p>		<p>Harvest Festival at church was attended by many parents</p> <p>Many parents attended parliamentary coffee morning where the children are campaigning for a reduced speed limit to 20MPH in our area. Local MP and Councillor are now involved and a project will run with the school and Local Authority in 2019</p> <p>All tickets have been purchased for Christmas Productions and a Christingle Service is to be held in the local church engaging</p>		
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						<p>families and the community.</p> <p>Members of the parent group have been making Christmas wreaths with the children and many parents attended the Christmas Craft Fair</p> <p>Increased PSA involvement with identified families</p>		
F	Develop support for parents so they can support their children	<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</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</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>£1600 resource allocation towards yearly</p>	PSA analyses impact upon children and their emotional well-being in school.	<p>Progress of individuals tracked through liaison with PSA and homework club</p> <p>Meetings with Anomaly consultant have been held and arranged to be installed. Anomaly has</p>		

		<p>impact upon 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>can show parents at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>subscription of an Anomoly Screen</p>		<p>mental health content displayed on our screens. The school environment can have a significant effect on a young person's mental health. Anomaly provides content that equips children with the understanding they need to process their mental health and the compassion they need to help others. The unique, outdoor system can help schools, community cohesion, global citizenship and parent communication, whilst addressing the important issues in young peoples' daily life. The content</p>		
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						on the board also promotes ways in which parents can help their children with learning and homework etc.		
G	There will be an overall increased attendance percentage for Pupil Premium children and a smaller percentage of Pupil Premium children considered as persistent absentees	<p>Monitor attendance on a weekly basis</p> <p>To provide teachers and subject leaders pertinent cohort tracking 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</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 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</p>	<p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis £200</p> <p>PSA to support families and conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast.</p> <p>£6100 Additional wages covering breakfast</p>	SIMS information demonstrates in Summer Term that PP children's attendance	<p>Attendance continually monitored and analysed for key trends.</p> <p>Attendance to increase above 96% (Currently at 95.71%)</p> <p>Case studies of identified children</p> <p>Weekly assemblies held to celebrate success and weekly updates on school website.</p>		

		<p>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>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</p>	<p>routines or assessment.</p>	<p>club and homework club.</p> <p>£300 Additional Resources for engagement in breakfast club</p>		<p>Updates published in parent newsletters.</p> <p>Improvement in punctuality and most children in school ready for challenge/Phonics time at 8.45am.</p>		
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		breakfast habits.						
H	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	In order to stimulate learning, teachers should plan for opportunities for children to have individual learning experiences through trips, visits etc All teachers to plan for the beginning of their topics to promote the learning.	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.	Cost of trips and visitors £1400 Cost of transport to visits £500 Cost of releasing staff to supervise on visits £500 Lego Therapy resources £200	% of children making progress % of children working towards their ARE	All staff have had lego therapy training Story Teller visited school and engaged with each class relating to seasonal stories and history topics. Children then produced high quality pieces of writing which was used in county/cross county moderation. Lego therapy resources have been purchased and are now in the process of		

						been set up and differentiated for pupil groups			
								Total Expenditure	£38,580

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:
<p>Autumn Summary Analysis of data and recent assessments show all Pupil Premium children are making progress. The school data tracking shows that the gaps between pupil premium children and non-pupil premium children are reducing in all year groups. County / Cross County moderations show pupil premium children are on track for their targets in numeracy and writing. All year groups have a designated LSA to take small groups in lessons as support or one to one extra support. Interventions have been monitored and reviewed and are showing impact on pupil progress and on behaviour well-being. The PSA provides pastoral support and mentoring for vulnerable children. This is available on an as needed basis for all children. Pupil voice shows that the pupil premium children feel happy and safe in school.</p>			

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Spring Summary

Summer Summary
