



Nettlesworth Primary School
Pupil Premium Strategy Statement
2019 – 2020

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 2019 to 2020 is as follows:
- £1,320 per pupil of primary-school age
 - £935 per pupil of secondary-school age
 - £1,900 per pupil who:

- o has been looked after for 1 day or more
- o has been adopted from care
- o 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 2019 to 2020 will include pupils recorded in the January 2019 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 2019

Children adopted from care or who have left care:

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 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 2019; 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
33 Children=£43,120	Per Pupil £1,320 16 x £1,320= £21,120	Per Pupil £1,320 16 x £1,320= £21,120	Per Pupil £1900 1	Per Pupil £300 1

		2019 - Outcomes													
KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA 2017	DIF	SCH	NA 2019	DIF			SCH	NA 2017	DIF	SCH	NA 2019	DIF	
EYFS GLD	33.3	54.0	-21	100.0	72.0	+28	-66.7	Expected Standard Reading	80.0	53.0	+27	88.0	73.0	+15	-8
Year 1 Phonics	100.0	70.0	+30	83.3	82.0	+1.3	+16.7	Expected Standard Writing	80.0	64.0	+16	88.0	78.0	+10	-8
Expected Standard Reading	50.0	62.0	-12	93.3	75.0	+18.3	-43.3	Expected Standard Maths	60.0	58.0	+2	55.0	79.0	-24	+5
Expected Standard Writing	50.0	53.0	-3	93.3	69.0	+24.3	-43.3	Expected Standard GPS	80.0	61.0	+19	88.0	78.0	+10	-8
Expected Standard Maths	50.0	60.0	-10	93.3	76.0	+17.3	-43.3	Expected Standard R/W/M	60.0	39.0	+21	55.0	65.0	-10	+5

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	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show accelerated progress for an increased number of children. Pupils will be better equipped with strategies to change and control their

			behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.
	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)
	E	Too few pupils achieved the expected level in Maths at the end of 2019 in KS2.	Leading to significant differences between ARE in Maths in comparison with other subjects. Gaps will diminish in 2019.
	F	School does not have a nursery and takes children from a number of different nurseries. As a result, children have a range of experiences and any additional support/intervention provided before reaching school age.	An enhanced transition to enable rapid progress from lower starting points.
External Barriers	G	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.
	H	Parental, social, emotional and mental health issues	Develop support for parents so that they can support their children
	I	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.
	J	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	Continue to improve attainment in Phonics in early years , Year 1 and Year 2	<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 above National Average at 100% (Small cohort of 1 pupil)</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 2019</p>	<p>Baseline assessment carried out. Progress and cohort tracking monitored.</p> <p>Interventions reviewed</p> <p>Observations and work scrutinies complete</p>		

B	Higher rates of progress for all children eligible for Pupil Premium	<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>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</p>	<p>Year 3, Year 4 and Year 6 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>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</p>	<p>Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant</p> <p>£21 000</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>Cohort tracking/SATS data from 2018/19</p> <p>Children's previous books from 2018/19</p>	<p>September baseline completed and progress monitored at end of term</p> <p>Interventions reviewed</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</p>		
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		<p>Pupil Premium funding. Within this outline how research supports spending from the DFE, NFER and EEF to promote effective 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</p>	<p>of the different areas of need, resulting in individualised Quality First Teaching being implemented throughout the school day.</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>Central/Bothal Primary Schools.</p> <p>Pupil Progress meetings have been held, cohort tracking/data analysed and action plans in place. Individual learning plans/Support Plans have been monitored to ensure impact.</p>		
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		and book scrutiny. Children in their cohort will make progress from their starting point.						
C	Developed confidence when solving problems and explaining their reasoning	School is part of the Great North Maths Hub to develop teaching in Master Maths and challenging pupils. 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	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.	Release time for Subject Leader-opportunities to monitor problem solving and shared practise with schools in Great North Maths Hub Access to quality CPD-Opportunities for all staff Subject Leader to participate in County Durham CPD opportunities and shared Moderation £1000 Annual Subscription of TT Rockstars and	Cohort Tracking data/ASP analysis Work Scrutiny with shared schools in Great North Maths Hub from Summer Term 2019	Test Base Resources have been purchased and teachers are using them to tailor to pupil's individual needs. Progress and cohort tracking monitored Observations and work scrutinies complete Shared practise with Great North Maths Hub TT Rockstars Number Bonds for KS1 has been purchased, CPD		

		<p>Staff will target Pupil Premium children to ensure that through targeted maths interventions children will make progress in line with their 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>End of Year Rewards Celebration £300</p>		<p>has taken place and will be launched with children and parents in Spring Term. TT Rockstars continues to have impact on developing confidence.</p>		
D	<p>Children using and applying phonics/spelling skills in independent writing tasks demonstrated</p>	<p>Review and improve systems in place for phonics and how spelling is delivered across the school.</p>	<p>Evidence from the daily lessons will be evident in all writing across the curriculum. Using the positive feedback and celebration of the</p>	<p>Teachers/Teaching Assistants working together to provide quality first teaching</p> <p>Opportunities for staff to learn from</p>	<p>Cohort tracking/data analysis/SATs data from Summer Term 2018/19</p>	<p>Baseline assessments completed and Autumn Term assessments show progress for all Pupil Premium children.</p>		

	<p>in writing books and displays.</p>	<p>Robustly track and monitor SPAG element throughout the school- particularly KS1</p> <p>HLTA to deliver SPAG 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>children's writing will motivate and raise the profile of writing within the school.</p>	<p>each other, complete learning walks and team teaching opportunities.</p> <p>County/Cross County writing moderation</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>		<p>Moderation of writing county and cross county completed.</p> <p>Interventions reviewed.</p>		
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E	<p>Too few pupils achieved the expected level in Maths at the end of 2019 in KS2. Some pupils underachieve as a result of persistent absence, some historic, which is a barrier to learning. For some pupils, low self-esteem and levels of resilience can make good progress challenging. In 2019, 60% disadvantaged pupils achieved ARE in maths, leading to significant differences between ARE in other subjects. Gaps will diminish in 2019.</p>	<p>Before and after school groups for targeted pupils</p> <p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Additional Teaching Assistant to support maths across the curriculum</p>	<p>Work Scrutinies for Maths will demonstrate how much children are achieving at the expected level. 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>Teacher for booster sessions twice a week.</p> <p>Additional TA support</p>		<p>Attendance continually monitored and analysed for key trends.</p> <p>Whole School Attendance to continue to increase. (Currently at 96.2%)</p> <p>HT and Attendance Team are working with targeted families to improve attendance of disadvantaged pupils.</p> <p>Case studies of identified children</p> <p>Targeted support in maths is in place and two after school booster sessions are given to Year5/6 children.</p>		
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						<p>Weekly assemblies held to celebrate success and weekly updates on school website. Updates published in parent newsletters.</p> <p>Improvement in punctuality and most children in school ready for challenge/Maths time at 8.45am</p>		
F	An enhanced transition to enable rapid progress from lower starting points	Nursery/home visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, Teddy Bear's Picnic, school	A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three broad areas	Release time/supply cover/TA cost: Cost: £2000	Almost half of children entering Reception were below or significantly below in Reading. On average, 40% of children were below or significantly below in communication	<p>We have worked closely with Selby Cottage to enable smooth transition of some of our new reception children.</p> <p>Our EYFS Lead continues to establish links with local nurseries and is currently working</p>		

		lunch trial, individual parent meetings in Autumn Term Weekly toddler sessions	– gathering information about the child and using this effectively; providing support to parents; and helping the children to settle		and language and PSED	with the Toddler Group at our local community centre.		
G	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 Parent Group and family learning Parents support meetings with teachers about SATs etc Additional support from educational psychologist,	Increase in number of activities across the school involving parents. Research has stated that, pupils will learn most effectively and make most progress when other issues have been addressed. Improving the children's overall emotional and mental health.	Staff CPD of how to support parents and increase parental involvement. Use of computing to help produce some online resources for website Use of educational psychologist, counselling services to provide additional support to vulnerable families within the home environment and within school	% of parents who attend parents' evenings % of parents who attend activities in class	Pupil Progress Meetings have been held NSCG organised successful Halloween Disco and Christmas Party for the children. Harvest Festival at church was attended by many parents Many parents attended parliamentary coffee morning where the children are		

		<p>counselling services</p> <p>Encourage links between home and school.</p>		<p>£3000 contribution to COL (subsidised)</p> <p>£2640 for key staff member to be in Breakfast Club and on site to provide intervention for children and families before the school starts.</p>		<p>campaigning for reduced use of plastics.</p> <p>All tickets have been purchased for Christmas Productions and a Christingle Service is to be held in the local church engaging families and the community.</p> <p>many parents attended the Christmas Craft Fair</p> <p>Increased Early Help involvement with identified families</p> <p>New Cornerstones Curriculum is offering parents opportunities to come into school and celebrate children's work in expression time.</p>		
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H	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 impact upon the child's abilities to access education</p> <p>Support work with parents.</p> <p>Provide a specifically targeted</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 at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>Staff CPD of how to support parents</p> <p>Support with targeted families</p> <p>Additional support with homework activities in a small group setting</p> <p>£1600 resource allocation towards yearly subscription of an Anomaly Screen</p>	<p>PSA analyses impact upon children and their emotional well-being in school.</p>	<p>Progress of individuals tracked through liaison with Early Help, Breakfast Club and homework club</p> <p>Anomaly has 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</p>		

		Homework after school club exclusively for Pupil Premium children which enables them to receive additional support in a small group setting.				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 on the board also promotes ways in which parents can help their children with learning and homework etc.		
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I	<p>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>	<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>H/T and School Secretary 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</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 routines or assessment.</p>	<p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis £300</p> <p>SENDCO to support families and conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast. £6100 Additional wages covering breakfast club and homework club.</p> <p>£300 Additional Resources for engagement in breakfast club</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 continue to increase</p> <p>Case studies of identified children</p> <p>Weekly assemblies held to celebrate success and weekly updates on school website. 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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		<p>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 breakfast habits.</p>						
J	Each class to provide individual experiences linked to topic, Rights Respecting	In order to stimulate learning, teachers should plan for opportunities for children to	The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact	<p>Cost of trips and visitors £1400</p> <p>Cost of transport to visits £500</p>	<p>% of children making progress</p> <p>% of children working towards their ARE</p>	<p>Cornerstones Engagement trips to Eden Camp, The Keep and Hancock Museum were subsidised</p>		

	<p>Council and use of Pupil Improvement plan and staff to develop enrichment experiences for children across the curriculum</p>	<p>have individual learning experiences through trips, visits etc</p> <p>All teachers to plan for the beginning of their topics to promote the learning.</p>	<p>on self-esteem and the perseverance which they children show in their learning.</p>	<p>Cost of releasing staff to supervise on visits £400</p>		<p>to enable enriching experiences.</p> <p>Professor Brainstorm was arranged to visit school for a day as children in the pupil improvement plan wanted unusual Science experiments.</p> <p>Animal Antics was arranged for children in Year3/4 as an engagement to new predator topic and pupil voice wanting experience of being in contact with unusual animals.</p>		
	Total Expenditure							£43,120

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. 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. Our pupil premium support provides pastoral support and mentoring for vulnerable children and is now trained as a mental health first aider. 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.

Spring Summary

Summer Summary