

Pupil premium strategy statement

1. Summary information					
School	Nursling C of E Primary School				
Academic Year	2019-2020	Total PP budget (FSM/Ever 6 & P/LAC)	£52,080	Date of most recent PP Review (Draft awaiting S&P Govs October 2019)	27.9.19
Total number of pupils	183	Number of pupils eligible for PP	35	Date for next internal review of this strategy	December 2019

2. Cohort attainment End of Year 2018/2019				
	<i>Pupils eligible for Pupil Premium % Meeting Age related expectations</i>	<i>Pupils not eligible for Pupil Premium % Meeting Age related expectations</i>	<i>National average for all children Achieving a Good Level of Development %</i>	<i>School average for all children Achieving a Good Level of Development %</i>
End of Early Years Foundation Stage (2 children: FSM/Ever 6)				
Reading	50%	88%	72%	79%
Writing	50%	82%		
Number	50%	88%		
End of KS1 (5 children: 1 PLAC, 4 FSM/Ever 6)			<i>National average for all children %</i>	<i>School average for all children %</i>
Reading	80%	89%	75%	87%
Writing	40%	78%	70%	70%

Maths	80%	89%	76%	83%
End of KS2 (7 children: 1 LAC, 6 FSM/Ever 6))			<i>National average for all children %</i>	<i>School average for all children %</i>
Reading	57%	53%	73%	54%
Grammar, Punctuation and Spelling	57%	76%	78%	71%
Writing (teacher assessed)	71%	82%	78%	71%
Maths	57%	71%	79%	67%

3. Barriers to future attainment for pupils eligible for PP

In-school barriers

A.	Slow progress in writing across the school.
B.	Low proportion of PP children achieving standards in reading, writing and maths.
C.	Limited access to reading materials and tier 2 vocabulary.

External barriers	
D.	Gaps in some children's knowledge and understanding due to turbulence.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve writing skills and opportunities for all pupils at every level.	Engaging texts that will enthuse all learners within the topic based learning. Planning for all subjects so that teachers understand the pedagogy of writing. Full curriculum coverage tracked and monitored by subject leads. More opportunities for whole school moderation and cross school moderation for clarity.
B.	More PP children achieving the exceeding standard.	Planning for all subjects so that teachers acknowledge the steps to move the children onto. Increased pace of learning for those children who grasp concepts quicker than others. More opportunities for whole school moderation and cross school moderation for clarity.
C.	Improved attitudes towards reading for pleasure.	Focus on increasing vocabulary awareness throughout the school. Specific timetabling to include guided reading. Staff training on planning for guided reading. Reading at home tracked through communication books by LSA & CT Opportunities advertised and given to encourage reading for pleasure – summer challenge, World Book Day.
D.	Stability for all learners.	Baseline assessments for all new pupils. Thorough handover from previous school. Use of small group work and interventions to fill gaps.

5. Planned expenditure Academic year 2018/2019

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
A. Improve writing skills and opportunities for all pupils at every level.	<p>Staff training to improve subject knowledge and pedagogy.</p> <p>Ensure internal tracking system for all children to track progress in each strand of learning.</p> <p>Progression documents written and training for all staff to ensure good knowledge and understanding of what needed to be taught and when.</p> <p>English Leader to carry out an audit of spelling /handwriting /presentation expectations across the school.</p> <p>SENCO and English subject lead to work together to implement the use of Small Steps to ensure all children make progress at their level.</p> <p>Early Years Leader and KS1 leader to develop classroom practice and provision across EYFS-KS1-</p>	<p>Subject knowledge and progression of skills required to be a good writer need to be secure in order for AFL to be effective.</p> <p>Evidence based research shows that regular effective feedback and high expectations of pupil's response to feedback has most impact on progress.</p>	<p>Headteacher and English Leader to be responsible for monitoring and improving standards of teaching writing and to provide CPD for staff.</p> <p>Liaise with HIAS for external/ school to school support for CPD and to share best practice.</p> <p>Use INSET days to deliver training. Peer observations and peer coaching. Lesson observations. Pupil Progress meetings. Half termly phonics assessments by to identify and make further provision for children not on track.</p> <p>KS1 lead appointed as librarian with specific time allocated to ensure library being used effectively to develop love of reading. Regular parent volunteers to hear readers Parent Info meetings – how to support reading, spelling, phonics</p>	<p>English Leader SENCO Headteacher SLT</p>	<p>February 2019</p> <p>April 2019</p> <p>July 2019</p>

<p>B. More PP children achieving the exceeding standard.</p>	<p>Embedding the understanding of developing a 'Growth Mindset' using Cyril Squirrel and school values to promote positive learning behaviours and strengthen pupils' engagement and understanding of active learning.</p> <p>Develop use of Learning pathways, subject specific strands and progression documents for all subjects to ensure full curriculum coverage and teachers knowledge and understanding of pedagogy of teaching.</p>	<p>Evidence suggests the importance of a 'Growth Mindset' to enable children to become motivated, independent, lifelong learners who make good progress and who have high expectations of themselves</p>	<p>SLT monitoring schedule looking at books to ensure opportunities to push children on are taken.</p> <p>Planning checks to ensure opportunities are identified.</p> <p>Increased moderation opportunities.</p> <p>Subject lead to liaise with HIAS in Reading and Maths.</p>	<p>Subject Leaders SENCO Headteacher SLT</p>	<p>February 2019</p> <p>April 2019</p> <p>July 2019</p>
<p>C. Improved attitudes towards reading for pleasure.</p>	<p>Staff training to ensure consistency in planning and thorough teaching of Guided Reading in school.</p> <p>Direction from English Lead on use of stickies to cover strands and gather evidence.</p> <p>Increased responsibility to track reading for pleasure.</p>	<p>Evidence suggests the more the children are exposed to new vocabulary, the more they will begin to use themselves impacting in their writing and understanding of the English language.</p>	<p>SLT monitoring schedule looking at books to ensure children are making good progress in their reading.</p> <p>Purchase of new books as required.</p> <p>Teachers class book to track home reading. LSA to monitor home/school communication books.</p> <p>Opportunities given in school and encouraged outside of school through newsletter.</p>	<p>English Lead KS leads Headteacher SLT</p>	<p>February 2019</p> <p>April 2019</p> <p>July 2019</p>

D. Stability for all learners.	ELSA support and nurture groups to be put into place for children who have transitioned if required to enable them to settle quicker. Use of Interventions (1-1 / small group work) incorporating skill set of every member of staff to lead, support and encourage.	Evidence suggests that children who are happy and settled in school will focus better on their learning and make better progress.	SLT monitoring schedule to ensure progress of all pupils through tracking, pupil progress meetings, book scrutinies. CPOMs reports from ELSA and Nurture support groups.	ELSA support SENCO Headteacher SLT.	February 2019
					April 2019
					July 2019

Budgeted costs to include proportion of salary of staff lead, cost of training and purchase of resources (e.g. books, spelling resources)				Total budgeted cost	£57,080
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Pupil Premium Expenditure is monitored through half termly meetings involving: Finance Officer, Headteacher, SENDCo and Governor. Detailed Excel sheet is used to show the breakdown of expenditure and enable thorough tracking and monitoring of every disadvantaged pupil. Expenditure was split for 2018/19 into the following 8 categories.

Interventions and resources	CPD	Uniform	Breakfast and ASC	Trips and Residentials	Music Tuition	Professionals support	Estimated Total for year
£32,000	£500	£200	£800	£2,000	£500	£1,500	£37,500
85%	1%	1%	3%	5%	1%	4%	100%

6. Review of expenditure				
Previous Academic Year		2018/2019 Total PP budget £34,270		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<i>To improve the proportion of disadvantaged children who achieve ARE in writing at the end of KS1</i>	<p><i>Progression documents developed and in use.</i></p> <p><i>CPD for staff</i></p> <p><i>Learning pathways developed and in use.</i></p> <p><i>Invested in new age appropriate text drivers to engage all learners.</i></p> <p><i>Tracking documents developed to show progress in each strand for each child.</i></p> <p><i>1:1 and small group pre-teaching of new concepts in advance of whole-class lesson</i></p>	<p>40% of the pupils eligible for FSM achieved ARE in writing at the end of KS1 (Year 2).</p> <p>Our LAC pupil achieved ARE in all subjects at the end of KS1 (Year 2).</p> <p>100% of the pupils eligible for PP achieved ARE in writing at the end of Year 1 which shows an upward trajectory that support is having a positive impact.</p>	The school will continue to develop and embed this approach in 2019 /2020.	12,500

<p><i>To improve the proportion of disadvantaged children who achieve ARE in maths and reading at the end of KS2</i></p>	<p><i>1:1 and small group pre-teaching of new concepts in advance of whole-class lesson</i></p> <p><i>CPD for staff as a whole and individual time between subject leads</i></p> <p><i>Tracking documents developed to show progress in each strand for each child.</i></p>	<p>50% of our PP children achieved ARE in reading and maths at the end of KS2.</p> <p>Our LAC achieved ARE in reading and maths at the end of KS2.</p> <p>The LAC child missed exceeding in maths by 3 marks.</p>	<p>Continue with 1-1 support, small group interventions and targeted support for 2019/2020.</p>	<p>12,500</p>
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<p><i>To Ensure all pupils have social and emotional resilience impacting on more positive attitudes towards learning.</i></p>	<p><i>Learning Support Assistants leading small group interventions or providing one to one support in class.</i></p> <p><i>Regular personalised ELSA programme for identified pupils</i></p> <p><i>Behaviour management programme with rewards for identified pupil</i></p> <p><i>Free or subsidised music tuition in school</i></p> <p><i>Subsidised school visits and residential</i></p> <p><i>Uniform purchased for identified individuals.</i></p>	<p><i>For some pupils these individual interventions had a very positive impact but for others any improvement made was minimal or not sustained.</i></p> <p><i>Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum felt to have high impact but need to measure this more accurately</i></p>	<p><i>Continue and embed</i></p> <p><i>(1) impact needs to be more measurable (Baseline assessments completed in September 2019)</i></p> <p><i>(2) clear communication between ELSA/LSAs/class teachers so know exactly what focus is and can then measure against it in terms of behaviour/attitudes to learning in class</i></p> <p><i>(3) system to ensure needs of pp children are prioritised for support/enrichment opportunities.</i></p>	<p><i>9,270</i></p>
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<i>Case Study Children 2018/19</i>	<i>Intervention</i>	<i>Impact</i>
<i>Child A – Year 1</i>	<p><i>This child started Year 1 working at an Emerging level in reading, writing and maths.</i></p> <p><i>2 x weekly extra phonics sessions were put in place as well as targeted IEP work supported by the class teacher and/or LSA using Small Steps targets introduced by the SENDCo following staff training.</i></p>	<p><i>This child completed the academic year working at an Expected level in reading, writing and maths combined.</i></p>
<i>Child B – Year 2</i>	<p><i>This child was working at an Emerging level in writing and maths at the end of KS1.</i></p> <p><i>Due to this child still working at an Emerging level in writing following the Autumn Term Data Drop, further interventions were put in place including reading interventions to help increase vocabulary choices into their writing and fine motor interventions 3 x a week.</i></p> <p><i>Despite working in maths at an Expected level by Spring Term, interventions remained in place to ensure confidence.</i></p>	<p><i>This child completed Year 2 working at an Expected level in reading, writing and maths combined.</i></p>
<i>Child C – Year 6</i>	<p><i>This child was working at an Emerging level in writing at the end of KS1. Identified to be capable to achieve combined by the end of KS2.</i></p> <p><i>Interventions included work with outside agencies, 1-1 support in class and small group interventions.</i></p>	<p><i>This child was an Exceeding writer by the end of KS2 but also achieved Exceeding Combined.</i></p>