

# Pupil Premium Strategy Plan: Nessfield Primary School

| 1. Summary information |      |                          |                                  |        |        |          |  |         |              |  |
|------------------------|------|--------------------------|----------------------------------|--------|--------|----------|--|---------|--------------|--|
| School                 |      | Nessfield Primary School |                                  |        |        |          |  |         |              |  |
| Academic Year          |      | 2016-17                  | Total PP budget                  |        |        | £124,080 | Date of most recent PP Review                  |         | w/c 6/2/2017 |  |
| Total number of pupils |      | 451                      | Number of pupils eligible for PP |        |        | 79       | Date for next internal review of this strategy |         | Half-termly  |  |
| FSM                    | 42   | E6                       | 37                               | LAC    | 3      | Adopted  | 1  | Service | 1            |  |
| N: 2                   | R: 8 | Y1: 9                    | Y2: 8                            | Y3: 15 | Y4: 12 | Y5: 13   | Y6: 12   |         |              |  |

| 2. Current attainment   |                              |   |
|---|------------------------------|---|
| <b>What We Want To Achieve</b>  | <i>Date Action Commenced</i> | <i>Review Details</i>   |
| To be one of the 17% of schools in which those on free school meals (FSM) do better than the average for all pupils nationally.                             | <b>5/9/2016</b>              | <i>Termly – use school tracker / pupil progress meetings/ ROL to support evidence of progress against target.</i>   |
| For all of our Pupils eligible for Pupil Premium to experience a rich and enjoyable learning experience, resulting in accelerated progress and achievement. | <b>5/9/2016</b>              | <i>Termly – use pupil voice, school tracker and pupil progress meetings to support evidence of progress against</i> |

|  |  |   |
|--|--|---|
| For all high ability pupils eligible for PP to make good and outstanding progress against age-related expectations in line with their peers. | <b>5/9/2016</b>  | <i>Termly – use school tracker / pupil progress meetings/ ROL to support evidence of progress against target.</i> |
| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>   |  |   |
| <b>In-school barriers</b>  |  |   |
| <b>A.</b>  | High expectations for pupils with PP have not previously been rigorously communicated to pupils and parents (this includes learning and school start/end times).                                 |   |
| <b>B.</b>  | Lack of early identification of need and introduction of accurate provision for PP pupils (including those with SEN) has resulted in low in-year progress impacting on age-related expectations. |   |
| <b>C.</b>  | Social, emotional and mental health difficulties for PP pupils are having a detrimental effect on their academic progress and in some cases, that of their peers.                                |   |
| <b>External barriers</b>   |  |   |
| <b>D.</b>  | Engaging parents in the importance of prompt arrival and departure times - this has not previously been specifically targeted.   |   |
| <b>4. Desired outcomes</b>   |  | <b>Success criteria</b>   |
| <b>A.</b>  | Parental engagement will result in continuity in learning across home and school.  | Homework and quality communication by the class teacher and Parental Involvement Manager will support impact.     |
| <b>B.</b>  | Strategic use of funding will result in more able PP children making accelerated progress in WRM.  | Tracking showing pupil progress for those pupils accessing additional needs provision will evidence impact.       |

|           |   |   |
|-----------|---|---|
| <b>C.</b> | Introduction of targeted support will result in pupils remaining in class where possible and on task. | Tracking showing pupil progress for those pupils accessing additional needs provision will evidence impact. |
| <b>D.</b> | Parents will respond positively with the support given and maintain school times consistently.        | 'Lates' will be reduced by 95% and consistent lates by 100%.  |

| <b>5. Planned expenditure</b>   |                                 |  |  |                   |   |
|---|---------------------------------|--|--|-------------------|---|
| <b>Academic year</b>  | <b>2016-2017</b>                |  |  |                   |   |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |                                 |  |  |                   |   |
| <b>i. Quality of teaching for all</b>   |                                 |  |  |                   |   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p>That pupils with different learning needs and styles will be identified and their needs met, resulting in impact evidenced through accelerated progress in WRM.</p> | <p>Access to the Forest School provision for learning about English and maths concepts through environmental activities – to include targeted speaking and listening activities involving social cues and confidence building to support pupils with social, emotional, communication and interaction difficulties.</p> | <p>Through Pupil Progress meetings carried out at the end of Autumn half term (1) there was evidence to show that the classroom environment was not fulfilling all learning needs for some disadvantaged pupils. Attitudes to learning were discussed and where it was agreed that pupils needed opportunities to have a wider learning experience to understand concepts in concrete terms, or just to build up self-esteem and confidence through working as part of wider learning groups, some dedicated time to accessing learning through Forest School provision was decided upon.</p> | <p>All teachers have been directed to include each PP pupil on their weekly planning, identifying how Forest School provision will support them (indicating area of need) and this will be shared weekly with the Forest School Practitioner who will include (as far as possible) the planning concepts in the activity with the agreed support focus.</p> <p>This will be regularly monitored to ensure the planning is fit for purpose, the pupils are accessing the provision and that there is a regular and good quality focus to the agreed targets (using FS monitoring records).</p> | <p>Cathy Attwood (FS Practitioner-ANT).</p> <p>All class teachers and supporting staff.</p> <p>AA – DHT/SENCo &amp; ANT lead.</p> | <p>On-going and regular drop-ins / observations.</p> <p>PP progress review December 2016.</p> |
| <b>Total budgeted cost</b>   |   |   |   |   | <b>£41,360</b>  |
| <b>ii. Targeted support</b>  |   |   |   |   |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>   | <b>When will you review implementation?</b>   |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
| <p>That pupils will be encouraged in enjoying reading and supported in making good and outstanding achievement in both reading and writing as a result.</p>  | <p>Kindles to support enjoyment of reading / frequent access to new books as required. 'Buddying' system to support pupils who have little or no reading support at home. Also to support pupils with low self-confidence as a reader.</p> | <p>As per Report (November 2015, Supporting the Attainment of Disadvantaged Pupils) specifically regarding using meta-cognition as a tool to support continued learning and staff knowledge of the pupil.<br/>Information shared at Pupil Progress meetings has been used to decide actions and allocate actions to PP pupils according to assessed and identified need.</p>   | <p>Using Kindle Reading Record as evidence and including this in regular discussions with pupils.<br/><br/>Using pupil voice regarding 'buddy' impact – include drop-ins and observations to support evidence of impact.</p> | <p>All class teachers will monitor the progress of their pupils with regards to this initiative.<br/><br/>AA – DHT/SENCo to monitor impact.</p> | <p>On-going and regular drop-ins / observations discussion with pupils.<br/><br/>Through half-termly PP progress review meetings.</p> |
| <p>That pupils with social, emotional and mental health difficulties that impact on progress, have access to a significantly differentiated learning approach that enables them to develop good attitudes to learning and make progress as a result.</p> | <p>Communication &amp; Interaction Lead to build capacity in class through supporting teachers in understanding what and how to implement resources. The Inclusion Practitioner to support pupils at a QFT level as required.</p>          | <p>Previous tracking information shows PP pupils are not making good progress - Pupil Passports have now been introduced and give information to teaching staff with regards to what provision is required for their pupil – still required are skilled and knowledgeable staff to support teachers in getting significant differentiation in place and implementing actions to support quality first practice. This will support speedy implementation of practice to support progress.</p> | <p>Flexible direction of ANT staff – specifically the Communication and Interaction Lead and the Inclusion Practitioner to target high need speedily and accurately.</p>   | <p>Tracey Underwood (C&amp;I Lead)<br/><br/>Inclusion Practitioner<br/><br/>AA – DHT/SENCo to monitor impact.</p>                               | <p>On-going and regular drop-ins / observations discussion with pupils.<br/><br/>Through half-termly PP progress review meetings.</p> |
| <b>Total budgeted cost</b>   |  |  |  |   | <b>£41,360</b>  |
| <b>iii. Other approaches</b>   |  |  |  |   |   |

| 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 implementation?  |
|--|--|---|---|---|---|
| <p>Parents will consistently keep to the school start and end times.</p> | <p>Learning Mentor will monitor the daily attendance patterns of pupils – Parental Involvement Manager will liaise with the LM and contact parents regarding recorded lates – PIM will support parents in keeping to school times at both ends of the school day.</p> <p>Weekly communication methods with home will include a positive comments note to demonstrate all the good learning that has taken place for their child today.</p> | <p>There are some pupils who are persistently late in the morning and some persistently late at the end of the school day – there has previously been little or no support for these parents – raised awareness evidence is not available. The ANTs members (SH and TT) will lead on identification and support as this has not previously been a strategy used by the school.</p> <p>Regular contact promotes and maintains school as a high priority to parents and keeps parents informed as to how school is supporting their child and the progress they are making.</p> | <p>Implementation of a monitoring tool to support accurate recording of observations and responses.</p> <p>Regular daily discussions with SH and TT and scrutiny of weekly assessment updates.</p> <p>Improved attendance and increasingly regular prompt arrival / departure to and from school.</p> | <p>Sarah Howlett (Learning Mentor - ANT)</p> <p>Trudy Tetley (Parental Involvement Manager - ANT)</p> <p>Monitored by AA – DHT/SENCo and ANTs lead.</p> | <p>On-going and regular discussions with the attendance and 'lates' team.</p> <p>Through half-termly PP progress review meetings.</p> |
| <b>Total budgeted cost</b>   |  |   |   |   | <b>£41,360</b>  |

