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Nelson Mandela Primary

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Pupil Premium Report

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2015-16

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# Ethos

Pupil Premium and raising attainment by reducing barriers to learning is a whole school priority – every adult in the school is aware of the need to close gaps.

Governors play an active role in discussing Pupil Premium priorities and are kept fully up to date with initiatives and impact.

The school has a Pupil Premium cost centre to support us with the monitoring process. The Deputy Head leads on Pupil Premium.

## Stage 1:

Identifying *who* the Pupil Premium children are and *where* they are and ensuring that all staff working with the children are aware too.

## Stage 2:

Looking at data and talking to staff, parents and children to identify:

- Where are the gaps?
- What are the barriers?
- Are there any whole school trends?
- Are there year group / subject specific?
- Are there any barriers/issues relating to a specific child?

Stage 3:

What is all of the information we have gathered telling us?

Where and how can we make a difference?

The money must be targeted and spent in the right places to raise attainment.

We monitor all our disadvantaged pupils carefully to ensure they make at least as much progress as their peers and that no children “coast”.

We focus on many different characteristics and areas, including:

- Gender
- EAL
- More able
- SEND
- Prior attainment
- Accuracy of data and moderation
- Out of school issues
- Behaviour
- Medical needs
- Attendance and punctuality
- Subject specific issues
- Areas within the subject
- Certain year groups
- Teaching CPD

Stage 4:

Identifying and considering:

- Quick fix solutions and interventions
- Medium term interventions
- Longer term strategic

Should we only invest in short term or easily measurable initiatives? NO!

What about all the long term measures we can put in place which might make a significant difference to a child's wellbeing, attitudes? YES – all of this impacts on outcomes.

Equipping our children with the values, choices and skills to have their own aspirations and desire to learn and learn and learn!

- social skills,
- deeper thinking,
- Raising self esteem
- conflict management
- Projects showing the range of future careers and qualifications
- Supporting families with learning English

## Barriers and Challenges at Nelson Mandela School

We regularly identify, monitor and assess the barriers that our disadvantaged children face to ensure our provision and interventions address these issues.

Sparkbrook has the highest proportion of overcrowded households of any ward in Birmingham. One in five adults in Sparkbrook are unemployed and the ward has the highest proportion of households with children where no adult is in employment. **Child poverty** is therefore an acute problem in the area. Sparkbrook also has some of the highest levels of poor **mental health** in Birmingham.

45% of our children are disadvantaged, 89% are EAL and 35% require SEN support.

The majority of our children arrive at school with **poor communication** as the biggest barrier. For many this barrier is linked to fluency and having **English as an additional language**. A significant number of our children also have communication barriers linked to **Speech and Language** issues and a lack of early identification and support. For many of our children school is their first engagement with an educational setting. Many have not experienced any pre-school groups or activities.

Due to high levels of deprivation many of our children have limited resources outside of school to provide **out of hours learning support**.

Our children enter Nursery and Reception significantly below age related expectations in all areas. We have identified **limited experience of life outside that of their immediate locality** as having an impact on their ability to learn from the world around them. Many are unable to play, talk or investigate.

**Poor attendance** has historically been a challenge.  
**Low self-esteem** is also a barrier in some cases.



The strategies the school has chosen to address the barriers are designed to support **all** children to achieve academically and develop emotionally to benefit from the opportunities provided to them.

Disadvantaged children are rigorously tracked by a dedicated senior leader above and beyond the whole school tracking. This ensures they make at least as much progress as their peers and that any gaps identified are addressed and closed.

In addition, the school ethos is that the progress, attainment and well-being of disadvantaged children is everyone's responsibility. All staff have high expectations of all children. We strongly believe that, with the right level of support (including providing opportunities to stretch and challenge) gaps can be closed and the performance outcome bar raised for all.

All staff have a related target as part of their performance management.

## 2015-16

**Disadvantaged: 50%**

**2015-16 Amount of Pupil Premium received: £270, 600**

### HOME STUDY

- Education City Licence (including homework licence for all disadvantaged children)- £1710
- Play and Stay sessions for new Nursery intake prior to September
- Mathematics Licence - £2150
- Home Reading Diaries
- Purple Mash - £1200
- Online spelling programme - £400
- School Jotter account - £1350
- Curriculum Visions - £269
- **Total: £7079**

## SCHOOL STUDY SUPPORT/CURRICULUM

- 1:1 tutoring for PP children in Year 6 outside of school hours - £2000
- 3<sup>rd</sup> teacher in all year groups to focus on closing gaps in Maths and English and Specially trained Inclusion Team to deliver focused interventions in a variety of areas to close gaps – £93,625
- Reading, Maths and Spelling, Punctuation and Grammar tests for Key Stage 2 – £2200
- Disadvantaged children Maths groups in years 5 and 6 – in staffing budget
- Disadvantaged children Writing groups in years 5 and 6 – in staffing budget
- ELS intervention group led by qualified teacher in year 2 – in staffing budget
- Write Dance
- Specially trained TA led Phonics intervention group – in staffing budget
- Additional teacher led Phonics groups to target closing gaps even further – in staffing budget
- Financial subsidy for school trips and visits to ensure equality of access to enrichment opportunities - £2975
- ALS intervention group led by qualified teacher in year 2 – in staffing budget
- Teacher led Phonics groups for year 3 children still struggling – in staffing budget

**Total:£100,800**

## DEVELOPMENT OF TEACHING AND LEARNING

- Assistant Head time leading assessment driven pupil progress meetings to identify gaps and plan for interventions to close gaps – in staffing budget
- New Feedback and Assessment Policy to focus on moving learning forward and identifying gaps -
- New Assessment Tracker system that assists teachers in using assessment information to plan and analyse gaps in learning – closing gaps further – £1785.60
- EYFS Assessment Tracker - £450
- Makaton training - £600
- EYFS Network Meetings
- Involvement in Moderation meetings at LA level and in smaller local groups
- NQT Programme for 2 new teachers - £2800
- Leadership Conference focussing on raising attainment in the Birmingham context - £1785
- Attendance at National Pupil Premium Conference - free
- 5 day training for teachers from The University of the First Age – Developing Leadership in Learning in children - £7000

**Total:£18,420**

## BREAKING BARRIERS

- Lexia Licence - £1500
- Speech and Language Therapist - £19,087
- SALT training for TAs (included in SALT cost)
- Wellcom Screening tool used in EYFS to identify early difficulties in language
- Attendance prizes and awards - £630
- Music Tuition for identified children who are talented but unlikely to participate in music outside of school - £1754
- EAL groups taught by qualified teachers to pre-teach vocabulary to allow full access to the curriculum – in staffing budget
- EAL resources and training for staff - £100
- Maths on the Move after school club for targeted children to encourage learning in maths through movement and sport - £1680
- Nurture groups to develop personal skills
- Family Learning Groups focussing on targeted disadvantaged families, working on basic literacy and mathematical skills
- MOSAIC mentoring for year 5 and 6 girls and their mothers
- Parent Workshops in every year group to foster good home school relations and involve parents in their children's learning

- and prompt identification of need for intervention- £400
- SEN coffee mornings - £50
- Listening and Attention Groups
- Cooking groups to foster good social skills and build self confidence - £200
- Regular coffee mornings to engage parents with school and signpost additional services - £100
- Drop in sessions with School Nurse to address medical needs and issues that impact on learning
- My Concern purchased and used to record CP concerns and behaviour leading to early and prompt identification of need for intervention- £400
- SEN coffee mornings - £50

# IMPACT REPORT

## EYFS: Nursery

| Area |   | Nursery Baseline Autumn<br>%<br>Below expected level on<br>entry (26-36s) | Nursery End Summer<br>End of Year at age expected |
|------|---|---|---|
| PSED | Self-confidence and awareness           | 100%  | 71%   |
|      | Managing feelings and behaviour         | 100%  | 69%   |
|      | Making relationships                    | 100%  | 57%   |
| CL   | Listening and attention                 | 100%  | 73%   |
|      | Understanding                           | 100%  | 61%   |
|      | Speaking                                | 100%  | 53%   |
| PD   | Moving and handling                     | 100%  | 68%   |
|      | Health and self-care                    | 100%  | 79%   |
| L    | Reading                                 | 100%  | 56%   |
|      | Writing                                 | 100%  | 66%   |
| M    | Numbers                                 | 100%  | 58%   |
|      | Shape space and measures                | 100%  | 66%   |
| UW   | People and communities                  | 100%  | 55%   |
|      | The world                               | 100%  | 57%   |
|      | Technology                              | 100%  | 53%   |
| EAD  | Exploring and using media and materials | 100%  | 55%   |
|      | Being imaginative                       | 100%  | 60%   |

# EYFS: Reception

|                          |               | Percentage of pupils achieving at least expected in               |     |               |     |          |     |         |     |             |     |         |     |                           |     |
|--------------------------|---------------|---|-----|---------------|-----|----------|-----|---------|-----|-------------|-----|---------|-----|---------------------------|-----|
|                          |               | Communication and language  |     |               |     | Literacy |     |         |     | Mathematics |     |         |     |                           |     |
|                          |               | Listening and attention   |     | Understanding |     | Speaking |     | Reading |     | Writing     |     | Numbers |     | Shape, space and measures |     |
|                          |               | Sch   | Nat | Sch           | Nat | Sch      | Nat | Sch     | Nat | Sch         | Nat | Sch     | Nat | Sch                       | Nat |
|                          | <b>Cohort</b> |   |     |               |     |          |     |         |     |             |     |         |     |                           |     |
|                          |               | <b>Percentage of pupils achieving a good level of development</b> |     |               |     |          |     |         |     |             |     |         |     |                           |     |
|                          |               | Sch   | Nat |               |     |          |     |         |     |             |     |         |     |                           |     |
| <b>All Pupils</b>        | 60            | 65  | 66  |               |     |          |     |         |     |             |     |         |     |                           |     |
| <b>Gender</b>            |               |   |     |               |     |          |     |         |     |             |     |         |     |                           |     |
| Male                     | 30            | 47  | 59  |               |     |          |     |         |     |             |     |         |     |                           |     |
| Female                   | 30            | 83  | 74  |               |     |          |     |         |     |             |     |         |     |                           |     |
| <b>Free School Meals</b> |               |   |     |               |     |          |     |         |     |             |     |         |     |                           |     |
| FSM                      | 16            | 38  | 52  |               |     |          |     |         |     |             |     |         |     |                           |     |
| Non FSM                  | 44            | 75  | 69  |               |     |          |     |         |     |             |     |         |     |                           |     |

  

|                          |               | Percentage of pupils achieving at least expected in |     |                      |     |  |     |                                 |     |                         |     |                        |     |                            |     |            |     |   |     |                   |     |
|--------------------------|---------------|---|-----|----------------------|-----|--|-----|---------------------------------|-----|-------------------------|-----|------------------------|-----|----------------------------|-----|------------|-----|---|-----|-------------------|-----|
|                          |               | Physical development                                |     |                      |     | Personal, social and emotional development |     |                                 |     | Understanding the world |     |                        |     | Expressive arts and design |     |            |     |   |     |                   |     |
|                          |               | Moving and handling                                 |     | Health and self-care |     | Self-confidence and self-awareness         |     | Managing feelings and behaviour |     | Making relationships    |     | People and communities |     | The world                  |     | Technology |     | Exploring and using media and materials |     | Being imaginative |     |
|                          |               | Sch   | Nat | Sch                  | Nat | Sch  | Nat | Sch                             | Nat | Sch                     | Nat | Sch                    | Nat | Sch                        | Nat | Sch        | Nat | Sch                                     | Nat | Sch               | Nat |
|                          | <b>Cohort</b> |   |     |                      |     |  |     |                                 |     |                         |     |                        |     |                            |     |            |     |   |     |                   |     |
| <b>All Pupils</b>        | 60            | 77  | 90  | 90                   | 91  | 87   | 89  | 90                              | 87  | 88                      | 89  | 88                     | 85  | 88                         | 85  | 90         | 92  | 80                                      | 88  | 80                | 87  |
| <b>Gender</b>            |               |   |     |                      |     |  |     |                                 |     |                         |     |                        |     |                            |     |            |     |   |     |                   |     |
| Male                     | 30            | 63  | 85  | 83                   | 88  | 77   | 85  | 87                              | 82  | 80                      | 85  | 80                     | 81  | 80                         | 82  | 83         | 91  | 63                                      | 82  | 63                | 82  |
| Female                   | 30            | 90  | 94  | 97                   | 94  | 97   | 92  | 93                              | 93  | 97                      | 93  | 97                     | 89  | 97                         | 89  | 97         | 93  | 97                                      | 94  | 97                | 93  |
| <b>Free School Meals</b> |               |   |     |                      |     |  |     |                                 |     |                         |     |                        |     |                            |     |            |     |   |     |                   |     |
| FSM                      | 16            | 56  | 83  | 81                   | 85  | 63   | 82  | 75                              | 79  | 69                      | 82  | 69                     | 75  | 69                         | 75  | 75         | 86  | 63                                      | 80  | 63                | 79  |
| Non FSM                  | 44            | 84  | 91  | 93                   | 92  | 95   | 90  | 95                              | 89  | 95                      | 90  | 95                     | 87  | 95                         | 87  | 95         | 93  | 86                                      | 89  | 86                | 89  |



## Year 1 to Year 5 End of year data 2015-16 at or above ARE

|                | All children | Disadvantaged | Others | In school gap |
|----------------|--------------|---------------|--------|---------------|
| <b>Reading</b> | 58%          | 59%           | 55%    | 4%            |
| <b>Writing</b> | 66%          | 65%           | 67%    | 2%            |
| <b>Maths</b>   | 66%          | 67%           | 64%    | +3%           |

Our in school gaps are minimal or in the case of maths, positive!

### End of year progress 2015-16

|         | All     |         | Disadvantaged |         | other   |         |
|---------|---------|---------|---------------|---------|---------|---------|
|         | 2 steps | 3 steps | 2 steps       | 3 steps | 2 steps | 3 steps |
| Reading | 88      | 71      | 91            | 73      | 84      | 69      |
| Writing | 83      | 71      | 85            | 70      | 80      | 72      |
| Maths   | 88      | 72      | 92            | 72      | 86      | 73      |
| average | 87      | 72      | 89            | 72      | 83      | 72      |

Across the school disadvantaged children **made better progress** than non-disadvantaged children except at higher level writing.

Key Stage SATS results of disadvantaged children at Nelson Mandela compared to **national disadvantaged** and **all** children nationally.

| Key Stage 1 | School disadvantaged/national disadvantaged | National ALL | School disadvantaged/national disadvantaged | National ALL  |
|-------------|---|--------------|---|---------------|
|             | Expected                                    | Expected     | Greater depth                               | Greater depth |
| Reading     | 68%/78%                                     | 74%          | 40%/27%                                     | 24%           |
| Writing     | 72%/70%                                     | 65%          | 40%/16%                                     | 13%           |
| Maths       | 80%/77%                                     | 73%          | 40%/20%                                     | 18%           |

| Key Stage 2 | School disadvantaged/national disadvantaged | National ALL | School disadvantaged/national disadvantaged | National ALL  |
|-------------|---|--------------|---|---------------|
|             | Expected                                    | Expected     | Greater Depth                               | Greater depth |
| Reading     | 76%/71%                                     | 66%          | 31%/23%                                     | 19%           |
| Writing     | 66%/79%                                     | 74%          | 0%/18%                                      | 8%            |
| Maths       | 86%/75%                                     | 70%          | 14%/20%                                     | 17%           |
| Combined    | 62%/60%                                     | 53%          |   |               |

## Impact of specific interventions:

Cued spelling – a 6 week programme delivered 3 times a week

| Child | Spelling Score Before | Spelling Score after | Spelling Gained |
|-------|-----------------------|----------------------|-----------------|
| A     | 49                    | 72                   | 23              |
| B     | 53                    | 88                   | 35              |
| C     | 13                    | 37                   | 24              |
| D     | 21                    | 54                   | 33              |
| E     | 17                    | 49                   | 32              |
| F     | 46                    | 77                   | 31              |

Sight word programme (sample data for one child)

| October 2015                       |            | December 2015 |
|------------------------------------|------------|---------------|
| Reception familiar exception words | 21         | 25            |
| Year 1 familiar exception words    | 34         | 36            |
| Year 2 familiar exception words    | 52         | 67            |
| Year 3/4 familiar exception words  | 37         | 78            |
| <b>Total</b>                       | <b>114</b> | <b>206</b>    |

Phonics programme (sample data for one child)

| October 2105                   | December 2015 |
|--------------------------------|---------------|
| Personal Book Words<br>46      |               |
| Initial Sounds<br>26           | 39            |
| Common Exception Words<br>3    | 25            |
| Oxford Reading Tree Words<br>1 | 52            |
| Jolly Phonics Phase 2<br>10    | 25            |
| <b>Total</b>                   | <b>141</b>    |
| <b>86</b>                      |               |

## Speech and Language

| <b>Years 1 – 6</b>  | <b>Numbers for the period Autumn 2015 – July 2016</b> |    |
|---|---|----|
| Number on the caseload at the end of the summer term 2016                             |   | 7  |
| New referrals   |   | 4  |
| Number discharged (within normal limits/school meeting needs/treatment complete/left) |   | 7  |
| Numbers with Individual teaching plans (ITPs)   |   | 3  |
| Numbers receiving help in a group   |   | 0  |
| <b>EYFS</b>   |   |    |
| Number on the caseload at the end of the summer term 2016                             |   | 21 |
| New referrals over the year   |   | 25 |
| Number discharged (within normal limits/school meeting needs/treatment complete/left) |   | 4  |
| Numbers with Individual teaching plans (ITPs)   |   | 17 |
| Numbers receiving help in a group   |   | 0  |

## **2016-17 ALLOCATION AND PLAN**

Allocation: 187 children x £1320 = £248,740

### **What has our data shown us are our areas for development in 2016-17?**

Key Stage 2 Disadvantaged children had an average scaled score equal to or above the national score for other pupils in Reading and Mathematics.

This was not the case in writing and so we plan to offer tuition and smaller groups this year. Data for the current year 6 and 5 is strong and so this will be monitored to ensure it is necessary.

Phonics Screening – additional groups set up to ensure disadvantaged children make as much progress as others – 1:1 tuition to be put in place in Spring Term as necessary.

Current data indicates this will be improved this year.

Current data for all year groups has been scrutinised to identify in school gaps and interventions have been planned to close these gaps. These are monitored on a half termly basis.

## **2016-17 Action Plan**

### **Whole School Actions:**

- Continue to set year groups for English and Maths with third teacher to ensure disadvantaged children continue to benefit from smaller, focussed groups
- Continue to fund and resource Inclusion Team interventions
- Continue to allocate funding to Home Study support
- Continue to fund specialist Speech and Language therapy programme, including initial screening and use of trained Inclusion Team TAs to deliver programmes
- Continue to subsidise trips and enrichment activities in line with evidence that involvement in the arts improves attainment and closes the gap
- Continue to provide nurture groups as required
- Further training of Inclusion Team TAs to ensure high quality of interventions
- Teachers to regularly review attainment and progress data with Assessment lead to continue to monitor any developing gaps and then work with DHT to plan interventions
- Whole school CPD on Writing to develop the skills required for greater depth
- OTP programme to be delivered in house to develop teaching
- Upgrade IT equipment in quiet areas for small group work

## **Year Group Specific Actions:**

### **EYFS:**

- Continue to fund specialist Speech and Language therapy programme, including initial screening of all new starters and use of trained Inclusion Team TAs to deliver programmes
- Continue high staffing levels in Nursery and Reception to ensure best outcomes
- Allocation of 2 full time members of Inclusion Team to EYFS to deliver specialised interventions to close any gaps

### **Year 1:**

- Continue to provide small, focus groups for Phonics, English and Maths through third teacher in mornings
- Continue to provide interventions in the afternoon from third teacher
- Intervention for disadvantaged boys as they were behind girls in GLD at end of Reception
- Introduction of SPARRKS – phonological awareness assessment tool and programme of intervention
- 1:1 tuition for Phonics in Spring Term



## **Year 2:**

- Large gap between disadvantaged and other in combined ARE
- Third teacher delivering small intervention groups in Phonics, Reading and Maths
- Inclusion Team working with children who did not reach expected standard in Year 1 Phonics (7 of 10 were Pupil Premium)
- Teacher returning from Maternity Leave in January to be based in Y2 to deliver high quality interventions
- Inclusion Team support in pre-teaching, Precision Teaching, SALT and Phonics

## **Year 3:**

- KS1 results show disadvantaged higher than disadvantaged nationally at age related and much higher at greater depth
- Third teacher in English and Maths to ensure good attainment and progress continues, particularly for higher achieving children
- Inclusion Team working with targeted children on Phonics, Reading, Writing and Maths
- Lexia groups

#### **Year 4:**

- In school gap between disadvantaged and other is high and a priority
- Third teacher delivering small set lessons in English and Maths
- Inclusion Team support in all areas
- Pre-school Maths intervention group – Mathematics group
- Further teacher returning from Maternity Leave in February to support year group with highly focussed interventions
- Possible deployment of supply teacher for Spring 1 until staff member returns
- Lunch time intervention groups with Inclusion Team
- Accelerated Reader programme
- Lexia groups

#### **Year 5:**

- Third teacher to continue to with small, focussed groups to close the gap
- Inclusion Team delivering specific interventions to identified children
- Accelerated Reader programme
- Writing Intervention group to close the small attainment gap

## **Year 6:**

- Third teacher to continue to deliver focused groups in English and Maths
- 1:1 tuition in Spring term for identified disadvantaged children to ensure they achieve full potential
- Teaching support from DHT in Spring term as required to deliver smaller focussed groups and interventions
- Class teachers to participate in LA training around moderation

Impact is measured through on-going assessment and analysis of data alongside regular progress meetings. The Inclusion Team meet as a group fortnightly to discuss progress and share good practice. They meet year group teams half termly to share information, progress and attainment as well as keeping a clear, shared Record of Intervention which is always available to the teachers.

The school plan is constantly updated. This version is from **March 2017**.

The next review date will be July 2017