



## **Pupil premium strategy statement**

### **Academic Year 2017 – 2018**

#### **What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child is eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After, or CLA), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

We have a clear, strategic approach to the use of specific Pupil Premium Funding (PPF) and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that PPF has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Disadvantaged Champion (referred to as DC) leading the development plan and a co-ordinated senior leadership approach to implementing plans.

#### **Principles**

At Nafferton Primary School (NPS):

We ensure 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, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

We recognise that some children on receipt of FSM will be on the Able, Gifted and Talented (AGT) register and we will ensure these children will be catered for.

It must be recognised that at NPS the amount of pupils on the FSM register is 19%, which is on an increasing trend over recent years.

There are currently three post-CLA and three service children on roll.

An on-going database lists those children in receipt of PPF in order to establish a time frame for identifying needs and monitoring the impact.

#### **The Pupil Premium Grant for the Academic Year 2017-2018 is estimated to be £65,580 and will be utilised to provide:**

- Quality First Teaching in the classroom environment for all children
- Raise aspiration through a variety of programmes and activities.
- A designated Parent Support Advisor to support the pastoral needs of children.
- Additional teaching and learning opportunities provided through curriculum enhancement;
- Review intervention programmes to ensure maximum impact;
- Development of programmes and workshops for children and parents, and bespoke interventions to enhance progress;
- Head Teacher, DC, Parent Support Advisor (PSA) and relevant bodies to review and further develop initiatives for children and parents in collaborative working with the school to ensure the children's potential is met.

| Summary information    |                          |                                  |            |  |         |
|------------------------|--------------------------|----------------------------------|------------|--|---------|
| School                 | Nafferton Primary School |                                  |            |  |         |
| Academic Year          | 2017/18                  | Total PP budget                  | £65,580    | Date of most recent PP Review                  | Jan '18 |
| Total number of pupils | 272                      | Number of pupils eligible for PP | 52 (19.1%) | Date for next internal review of this strategy | Jan '19 |

### Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

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| <b>A.</b> | Weak basic skills in maths, reading and writing leads to a greater gap between disadvantaged and non-disadvantaged pupils. This is particularly evident in writing for both KS1 and KS2. Spelling and basic punctuation |
| <b>B.</b> | Low self-esteem and lack of confidence in a range of settings and situations.   |
| <b>C.</b> | Lack of independence leads to an over-reliance on staff, an unwillingness to try new things and a lack of resilience to being unsuccessful.   |

#### External barriers (issues which also require action outside school, such as low attendance rates)

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| <b>D.</b> | Family and home related issues – e.g emotional and relationship difficulties, lower academic aspirations etc)   |
| <b>E.</b> | Little home reading taking place and the opportunity to complete homework with adult support.   |
| <b>F.</b> | Lack of parental engagement and support for some disadvantaged pupils.  |
| <b>G.</b> | Limited experiences of having extended time or day trips away from home. Taking less of an active part in school life – eg extra-curricular clubs.<br><br>Social disadvantage experienced by some pupils prevents their participation in extra-curricular activities, music tuition and school trips. |

#### Desired outcomes

| Barrier   | Desired outcomes and how they will be measured   | Success criteria (have they happened?)   |
|-----------|--|--|
| <b>A.</b> | <p>Diminishing gap in achievement between disadvantaged and non-disadvantaged children.</p> <p>All underachieving pupils (particularly disadvantaged pupils) quickly and accurately identified so that their needs can be clarified and addressed. Pupils identified (by scores) and appropriate provision set up. From this underachieving pupils' needs can be catered for and enrichment activities provided.</p> <p>DC will also follow up this work and identification process through conferences with children, discussing their school life and their pupil voice.</p> | <p>The percentage of identified pupils achieving Age Related Expectations (ARE) will rise.</p> <p>Children's needs and potential future actions (interventions) identified and raised with teachers through Pupil Progress notes.</p> <p>At termly pupil-progress meetings, disadvantaged children will be discussed and their provision identified.</p> <p>Nafferton Progress Trackers completed.</p> |

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|           |   | DC log records evidence of book monitoring and pupil interviews.   |
| <b>B.</b> | Children with low self-esteem are identified quickly through discussions between class teachers and Senior Leadership Team (particularly Head Teacher and DC). Action plans put in place to support development of the child identified. Pupils (DC log used to record interventions and impact interventions).   | Children's self-esteem improves and leads to happier children who make greater progress.   |
| <b>C.</b> | Increased opportunities for children to work independently, and with minimal adult support. Children become more independent in their work ethic and willing to 'have a go' for themselves. Adult support in class becomes more appropriate for guidance in challenging and extending, rather than helping children to 'get started'.   | 'Independent worker' posters (possibly designed by children) on display (monitored through learning walks)<br><br>Learning walks show children working independently and leading own work.   |
| <b>D.</b> | Vulnerable pupils and families identified and process / actions for a supportive approach built. Issues relating to child welfare and home-school needs identified between class teacher, PSA, SENCO and DC.<br><br>PSA to engage and work with identified families to overcome social and emotional barriers to a positive learning experience for pupils.<br>PSA to liaise with multi agencies and families.<br>Emotional Literacy Support Advice (ELSA) to help targeted pupils.<br><br>All of the above will lead to an increased level of support for the children in the school environment, leading to happier learners who make progress as or above expected.  | Vulnerable pupils and their families feel supported and confident to build better relationships between home and school.<br><br>The percentage of identified pupils achieving Age Related Expectations (ARE) and/or Expected Progress will rise.   |
| <b>E.</b> | Through new school reading scheme incentive system, English co-ordinator will develop a list of disadvantaged children who are not working towards the '50 reads' scheme in conjunction with input from class teachers.<br><br>In-school reading intervention for identified pupils, including reading to an adult and small group reading.<br>Reading workshops for Foundation, KS1 and KS2 to be held during the year to engage parents with reading at home. (Records to be kept of parents who attend)<br><br>Support pupils in completing homework tasks. - Y6 study club allows for children to read to an adult if they wish. (Homework policy adjusted to reduce homework tasks in non-SATs year groups to encourage and allow more time for reading at home) | Increased reading at home between disadvantaged children and their adults at home.<br><br>Reading ages increase<br><br>The profile of reading is raised and reading for pleasure heightened.<br>The percentage of identified pupils achieving ARE and/or making expected progress will increase.<br><br>Disadvantaged pupils' parents targeted to, and actually attend, reading workshops. |
| <b>F.</b> | Increasing engagement of parents in learning. Encouraging parents of disadvantaged children to engage in whole-school activities and events.<br>PSA to link with those parents who feel 'distanced' from school life.<br>Disadvantaged children's parents to attend parents' evening.   | Increased attendance of parents at whole school events and activities.<br>Percentage of disadvantaged children's parents attending parents' evening to increase.<br>The percentage of identified pupils achieving ARE will rise.   |

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| G. | All pupils who wish to attend after-school or lunch time clubs are able to, and those who are less than keen are encouraged/ invited to do so. (Club registers monitored).<br>Disadvantaged children attend trips, including optional additional trips. Financial support in place if required. | As many pupils as possible to attend at least one extra-curricular activity or club.<br>Disadvantaged children attend trips. |
|----|---|--|

| Planned Expenditure |  |  |  |  |  |
|---------------------|--|--|--|--|--|
| Academic Year       |  | 2017 / 18 (estimated costs)  |  |  |  |
| Barrier             | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead   | Review   |
| A / D               | <p><b>Available staff to enhance provision by leading small group interventions to support quality first teaching. Intervention groups built from target groups of children to develop basic skills.</b></p> <ul style="list-style-type: none"> <li>- review results,</li> <li>- identify needs,</li> <li>- audit and replenish resources (including ICT) [£9000 for resources, ICT licences and IT support]</li> <li>- identify available staff [£8000 TA support]</li> <li>- build appropriate intervention group timetable (Spelling, Maths, Reading, ELSA, Socially Speaking, Phonics)</li> <li>- ongoing review by lead staff [1 afternoon release for DC]</li> </ul> | <p>Under-achieving children identified through Nafferton Progress Trackers and cross referenced against End of Year targets. Smaller groups, including 1:1 allow children to receive teaching appropriate to their ability and needs.<br/>Evidence from Y6 results 2016/17 show this was effective last year.</p>  | <p>Head Teacher, SENCo to monitor intervention groups.<br/>DC to recognise disadvantaged children receiving intervention groups <i>where appropriate</i>.</p>  | <p>Head Teacher &amp; DC.<br/><br/>(Involving available staff AB, TG &amp; HW when not teaching, NB in new role until March 2018, and all available TAs through cross-phrased co-ordinated approach)</p> | <p>March 2018<br/>(End of term through termly Pupil Progress Meetings)</p>                                   |
| A / E               | <p><b>Introduce a range of new and interesting routes into reading and writing to inspire under-achieving eligible pupils.</b></p> <ul style="list-style-type: none"> <li>- Reading café</li> <li>- Get Caught Reading scheme</li> <li>- Use of Book Fair(s)</li> <li>- World Book Day</li> <li>- Introduction and encouragement of Recommended Reads</li> <li>- SATs and Reading workshops for EYFS, KS1 &amp; KS2</li> <li>- Reading initiative across the school (50 reads)</li> </ul>  | <p>By reviewing and renewing approaches to reading and writing, we hope to inspire children in their work and find new and interesting ways to explore these key areas of the curriculum. Past experience with these shows children work that little bit harder and better when they are inspired by something new and different.<br/>Support for these areas at home will also hopefully increase as the children share their interest and enthusiasm when they go home</p> | <p>English co-ordinator will notice an increase in standard of written work through book scrutiny. Class teachers will notice an increase in standard of written work through daily class work.<br/>Head Teacher and English Co-ordinator will notice an increase in the number of recorded incidences of reading at home.<br/>Class teachers should</p> | <p>English Co-ordinator.<br/><br/>(Involving DC and PSA in concerns and successes of disadvantaged children.</p>   | <p>July 2018<br/>(end of academic year and setting diary for following year - which events worked well?)</p> |

|                   | - Writing from new and inspiring visits (Forest School, Hidden Horizons and Living Seas all new for 2017/18)  | after school.   | notice improved support from parents through completed homework and reading efforts in reading record.                               |   |  |                    |   |    |     |     |   |    |       |     |  |  |   |
|-------------------|---|---|--|---|--|--------------------|---|----|-----|-----|---|----|-------|-----|--|--|---|
| A / B / C         | <p><b>Smaller adult / pupil ratio in Y5 and 6 with large numbers of disadvantaged children.</b></p> <p>- 2 x Teacher (A percentage of DM and JB pay supported through Pupil Premium budget)</p> <p>- Plus a Teaching Assistant per year group.</p> <p>- Plus support of additional adults available during the year such as volunteer reading support and GPS support</p> | <table border="1"> <thead> <tr> <th>Year</th> <th>Children</th> <th>% Disadv</th> <th>% Disadv with SEND</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>38</td> <td>24%</td> <td>56%</td> </tr> <tr> <td>6</td> <td>39</td> <td>33.3%</td> <td>62%</td> </tr> </tbody> </table> <p>Evidence shows that smaller groups allow for children to have their individual needs catered for more readily. Smaller groups can make children feel more valued, less '1 of the crowd' and promote better levels of interaction.</p> | Year   | Children  | % Disadv   | % Disadv with SEND | 5 | 38 | 24% | 56% | 6 | 39 | 33.3% | 62% | Head Teacher will monitor the work undertaken by the staff in these year groups and ensure that adults are well-managed, planned for and included in development of the whole child, including social and emotional issues.<br>DC will ensure that class teachers have identified and provided for children with identified needs too. | Head Teacher and Chair of Governors with overview of staffing and setting class structure. | June 2018<br><i>(towards end of academic year and setting class structure for following year)</i> |
| Year              | Children  | % Disadv  | % Disadv with SEND   |   |  |                    |   |    |     |     |   |    |       |     |  |  |   |
| 5                 | 38  | 24%   | 56%  |   |  |                    |   |    |     |     |   |    |       |     |  |  |   |
| 6                 | 39  | 33.3%   | 62%  |   |  |                    |   |    |     |     |   |    |       |     |  |  |   |
| A / B / E / F / G | <p><b>Appointment of Disadvantaged Champion</b></p> <p>- Appoint DC</p> <p>- Training and release time for DC (regular pm release time)</p>   | A disadvantaged children's champion takes on the role of overseeing and supporting the progress made by those children identified as disadvantaged (either through Free School Meals, Service Children and a Child Looked After, or having been so within the last 6 years). By having an allocated member of staff to this role, other adults in the school have a port of call to raise, share and discuss their concerns regarding these children. There is also now a requirement for all schools to appoint a DC.    | DC will be appointed by and be held accountable to the Head Teacher and Chair of Governors on behalf of the school's governing body. | Head Teacher  | September 2018<br><i>(1 year after appointment)</i>                              |                    |   |    |     |     |   |    |       |     |  |  |   |
| B / G             | <p><b>Use of Pupil Premium, Sports Premium and School Funds to subsidise school trips and events for eligible pupils.</b></p> <p>- Residential trip (£500 + £900 Sports</p>   | Disadvantaged children often miss out on these opportunities outside of school as they are not available at home. If there is a chance to provide these opportunities to these  | School Business Manager will ensure funding balances effectively and correctly.<br>Class teachers will                               | School Business Manager (Involving class teachers and ) | July 2018<br><i>(end of academic year and setting diary for following year -</i> |                    |   |    |     |     |   |    |       |     |  |  |   |

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|               | Premium)<br>- KS1 Outdoor Play<br>- Outdoor learning provision<br>- Additional activities<br>- Forest Schools   | children within the school environment then funding should be made available to support this. Also, as school trips are payable by a 'voluntary contribution' then parents of disadvantaged children who choose not to make this contribution can be accounted for in funding.  | complete trips and visits funding and costing sheet. Head Teacher will be informed if there is a funding shortfall when trips are organised and paid for. DC to check record of disadvantaged children who attend clubs and to encourage those who don't to explore possibilities.                           |  | <i>which events worked well?</i>                                       |
| A / B / C / D | <b>Development of and work towards Investors in Pupils award.</b><br>- Ongoing over the last few years<br>- Children set their own targets<br>- Children encouraged to work on their targets at home as well as at school<br>- Targets include reading time at home, Key Instant Recall Facts (KIRFs) and practising spellings. | This nationally recognised award has many aspects to it which encourage and develop children in their education; however it is through the personal target setting, responsibility for learning and independence in making progress that we wish to utilise to develop independence in disadvantaged children.                                  | Deputy and Head Teacher check, termly, on the achievement of children towards their targets. Class teachers work regularly with the children in their classes to track pupils' progress towards their targets.   | Deputy Head Teacher is responsible for overseeing the implementation of the school's Investors in Pupils initiative. Head Teacher has overarching responsibility for daily classroom practice. | March 2018<br>(End of term at target review time)                      |
| D / E / F     | <b>Development of Home / School relationships and communication.</b><br>- '50 reads' incentive (including letter home to parents)<br>- Weekly and termly newsletters (year group appropriate)<br>- Parents' evenings<br>- 1:1 contact through PSA and DC as necessary (release time for PSA and DC)                             | Improved communication between home and school will improve relationships and encourage parents to support children in their school work. Through this, disadvantaged children will begin to make links between their school life and the work they complete at home, resulting in more children achieving ARE and/or making expected progress. | Head Teacher, DC, SENCo and PSA will work together to ensure that parents, particularly those of disadvantaged children, receive the communication they need from school. DC will ensure that those parents of disadvantaged children who fail to attend parents' evening will be followed up to re-arrange. | Head Teacher to lead but other identified adults will also take responsibility for following up where appointments are missed.   | March 2 <sup>nd</sup> 2018<br>(Following Spring term Parents' Evening) |