
Nelson Mandela Primary

Pupil Premium Report 17-18

Forward Plan 18-19

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 also.

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?
- Is there a trend?

Stage 3:

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

Where 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
- G&T
- SEN
- Certain subjects
- Accuracy of data and moderation
- Family issues
- Behaviour

- Specific areas within the subject
- Certain year groups
- Certain teachers
- Medical needs
- Attendance and punctuality

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?

What about all the long term measures we can put in place which might make a significant difference to a child's well being and attitudes?

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

Identifying Barriers

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.

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 we have identified are designed to support **all** children to achieve academically and develop pastorally and 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 to ensure 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 a related target as part of their performance management.

2017-18 Academic Year Report

Disadvantaged: 39%

2017-18 Amount of Pupil Premium received: £237,600 Spent £238,435

HOME STUDY

- Education City Licence (including homework licence for all disadvantaged children)- £2320
- Play and Stay sessions for new Nursery intake prior to September
- Athletics Licence - £2167
- Home Reading Diaries
- Online spelling programme - £400
- School Jotter account - £1350
- Curriculum Visions - £269
- Junior Language Link – £175
- **Total: £6,681**

SCHOOL STUDY SUPPORT/CURRICULUM

- 1:1 tutoring for PP children in Year 6 outside of school hours - £2000
- Pupil Premium Intervention Salaries - £176,058
- 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
- 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 - £10,000
- 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
- Music Services - £3000
- UNICEF RRSA Assessment - £475
- Accelerated Read programme - £2166

Total:£193,699

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
- 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
- EYFS Network Meetings
- Involvement in Moderation meetings at LA level and in smaller local groups

- Leadership Conference focussing on raising attainment in the Birmingham context - £470
- Mindfulness training for all support staff - £9000
- PATHS Training - £780
- Nurture group resources - £200
- First Aid course - £344
- Hippodrome Education Network membership - £1000
- Royal Shakespeare Company Lead Associate School - £1500
- NQT Induction and registration - £1660

Total:£17,189

BREAKING BARRIERS

- Lexia Licence - £1500
- Speech and Language Therapist - £17,152
- SALT training for TAs (included in SALT cost)
- Wellcom Screening tool used in EYFS to identify early difficulties in language
- Music Tuition for identified children who are talented but unlikely to participate in music outside of school - £1610
- EAL groups taught by qualified teachers to pre-teach vocabulary to allow full access to the curriculum – in staffing budget
- 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
- Listening and Attention Groups
- Cooking groups to foster good social skills and build self confidence
- Regular coffee mornings to engage parents with school and signpost additional services - £50
- Drop in sessions with School Nurse to address medical needs and issues that impact on learning
- My Concern subscription - £400
- Resources for Parenting Course - £154

Total £20,866

IMPACT REPORT 2017-18

EYFS

Reception ELG GLD

46.2% FSM eligible children

69.6% non FSM eligible children

Progress data:

Steps progress	C&L		PD		PSED		LIT		MATHS		UoW		A&D	
	FSM	Non	FSM	Non	FSM	Non	FSM	Non	FSM	Non	FSM	Non	FSM	Non
6+	82 %	87 %	100 %	87 %	100 %	89 %	91 %	80 %	91 %	48 %	91 %	91 %	100 %	89 %
5+	18 %	13 %				7%	9%	9%		26 %		7%		7%

FSM eligible children made better progress than non eligible children – due to targeted interventions and specialised Speech and Language programmes. Although fewer eligible children achieved GLD their progress is significantly better from much lower starting points.

Year 2 SATS

PP 20 children 33%	Towards		At		Greater		At +	
	PP	Non	PP	Non	PP	non		
Reading	4/20 20%	6/40 15%	8/20 40%	22/40 55%	8/20 40%	12/40 30%	16/20 80%	34/40 85%
Writing	5/20	7/40	9/20	22/40	6/20	11/40	15/20	33/40

	25%	18%	45%	55%	30%	28%	75%	83%
Maths	6/20 30%	7/40 18%	7/20 35%	19/40 48%	7/20 35%	14/40 35%	14/20 70%	33/40 83%
Combined			68%	85%	6/20 30%	10/40 25%		

National data

for context:

Reading at
76% above
26%

Writing at 70% above 16%
Maths at 76% above 22%

Gaps beginning to form across subjects at ARE although higher ability PP children are outperforming non PP children at greater depth

Year 6 SATS

National data for context:

Reading at 75% GPS at 76% Maths at 78 %
Combined 64%

PP 34 children 57%	<100		100+		Greater /110+	
	PP	Non	PP	Non	PP	non
Reading	2/34 6%	1/26 4%	32/34 94%	25/26 96%	16/34 47%	17/26 65%
GPS	3/34 9%	1/26 4%	31/34 91%	25/26 96%	20/34 59%	18/26 69%
Maths	1/34 3%	0	33/34 97%	26/26 100%	10/34 29%	13/26 50%

Writing TA	3/34 9%	2/26 8%	24/34 71%	24/26 92%	7/34 21%	11/26 42%
Combined	EXP PP 30/34 88%	GDS PP 3/34 9%				
	Non PP 24/26 92%	Non PP 8/26 31%				

Year 6 Pupil Premium children out performed all children nationally in all areas at age related and greater depth.

The following gaps appear between PP and NON – ARE

Year	Reading	Writing	Maths	Combined
	At+	At+	At+	At+
1 14 children	5%	20%	5%	16%
2 see SATS data				17%
3 21 children	35%	28%	15%	35%
4 20 children	15%	21%	6%	18%
5 29	7%	18%	8%	21%

children				
6 see SATS data				4%

Issues for 2018-19

- Greater depth in all areas for PP children
- Ensure tuition is also targeted at PP children who could make GD
- Pupil Premium boys – interventions needed to address lack of motivation and aspiration
- Review ways of working with TAs in light of changes to staffing and TAs being class based
- Closer monitoring of TA interventions at Early Bird, break and lunchtime. These have a strong impact which needs to be recorded and replicated.
- Ensure SEN PP children are monitored with SENCO and that interventions/support are put in place
- New Y4 are a priority as they have largest gaps and do not have 3rd teacher
- Ensure all teachers are differentiating and have high expectations of all children and particularly disadvantaged children

Forward Plan 2018-19:

Increased time with Speech and Language therapists as this has been proven to have a significant impact.

Continue to allocate specific staffing to smaller groups to enable accelerated progress of all pupils and specifically Pupil Premium children

Continue to subsidise educational visits and enrichment programmes to ensure depth of experience

Continue to train teaching and support staff to enhance teaching and learning

Continue to provide home support in the form of online subscriptions to learning platforms that have proven to have an impact, including Mathletics and Accelerated Read

Continuously monitor the progress, attainment and individual needs of Pupil Premium children to achieve at least as well as their peers.

Continue to set year groups for English and Maths with third teacher where possible to ensure disadvantaged children continue to benefit from smaller, focussed groups

Continue to fund and resource 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 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 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

The plan for Disadvantaged children is informed by the Whole School Development Plan. A summary of the main targets is below.

Whole School Targets: 2018/19

- Priority One: Putting Your Child at the Heart of Learning by ensuring that children are at the heart of our curriculum with skill development embedded across the curriculum.
- Priority Two: Putting Your Child at the Heart of Learning by developing our engagement with technologies to enhance learning and improve pupil outcomes across all areas.
- Priority Three: Putting Your Child at the Heart of Learning by improving pupils' physical health and mental health outcomes. (Including increasing activity and walking in trips).
- Priority Four: Putting Your Child at the Heart of Learning by ensuring that all Mandela's values of compassion and respect are demonstrated throughout the school
- Priority Five: Putting Your Child at the Heart of Learning by embedding the Convention of the Right of the Child and the Equalities Agenda across the school community
- Priority Six: Putting Your Child At the Heart of Learning by ensuring that the school is addressing safeguarding at all levels so that the school remains a safe, secure and diligent place;
- Priority Seven: Putting Your Child at the Heart of Learning to improve writing outcomes and increase the opportunities for children to write with a purpose.
- Priority Eight: Putting your child at the heart of learning by ensuring that disadvantaged children are attaining at national expectations or higher in line with school non disadvantaged.

- Priority Nine: Putting your child at the heart of learning by ensuring that assessment systems and procedures enable school to identify accurately and swiftly target children to secure rapid progress.
- Priority Ten: Putting Your child at the heart of learning by reviewing the needs of the school community

More detailed plans are available from the school.

This plan will be reviewed in April 2019.