

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) 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 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 Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Assistant Head leading the development plan and a coordinated senior leadership approach to implementing plans.

Principles

At Nafferton Primary School:

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 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 18%.

There are currently three post looked after children 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 £63,240 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 PSW 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;
- SENCO & Safeguarding & Welfare Officer to review and further develop initiatives for children and parents in collaborative working with the school to ensure the children's potential is met

1. Summary information					
School	Nafferton Primary School				
Academic Year	2017/18	Total PP budget	£63,240	Date of most recent PP Review	Oct '17
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Jan '18

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	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.	Low self-esteem and lack of confidence in a range of settings and situations.	
C.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Family and home related issues – eg emotional and relationship difficulties, lower academic aspirations etc)	
E.	Little home reading taking place and the opportunity to complete homework with adult support.	
F.	Lack of parental engagement and support for some PP pupils.	
G.	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. Social disadvantage experienced by some pupils prevents their participation in extra-curricular activities, music tuition, school trips.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Low achieving children will be quickly identified so their needs can be catered for and enrichment activities provided. The difference between the disadvantaged pupils and others will be reduced. Teachers held to account at Pupil Progress Meetings Termly. Nafferton Trackers to be completed and used as a tool for planning, assessing and reviewing progress. Disadvantaged Champion to monitor books and hold conferences with children.	The percentage of identified pupils achieving ARE will rise. This is to be monitored during the next academic year and through each assessment period. Refer to table 1 for percentages at the end of 1718. The introduction of meetings at the start of the academic year ensured a clear focus was put on the E6 children and plans were created to ensure progress was made. The final reports and action steps have helped transition to 1819 and reviewing strategies used – these documents to be used at a mid-year point to review progress. Meetings to be held with SEND and PP Gov in Feb 19.
B.	Children with low self-esteem are identified quickly and action plans put in place to support development of the child identified. (Spreadsheet used to record interventions and impact interventions).	Number of disadvantaged children taking part in extra-curricular clubs will rise. Some improvement seen, and many children taking part, unfortunately some of these identified children do not enjoy attending

		<p>after school clubs – review in Feb 19. Survey children and continue to review clubs on offer. A range of clubs on offer to appeal to a wider audience range. Variety of clubs increased.</p> <p>ELSA will be ran in the school. ELSA training was completed by a member of staff and sessions ran throughout the year for identified children.</p>
C.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established.</p> <p>Refer to table 2 - review barriers to learning.</p>
D.	<p>Access to early intervention and support for vulnerable pupils and families.</p> <p>PSA to engage and work with identified families to overcome social and emotional barriers to a positive learning experience for pupils.</p> <p>PSA to liaise with multi agencies and families.</p> <p>Elsa team to help targeted pupils.</p>	<p>Pupils (vulnerable) and families feel supported. Support given to identified families through emotional support and advice, purchasing of uniform and kits, contributions to trips and residential etc. Several families supported through Help Assessments.</p>
E.	<p>In school reading intervention for identified pupils, including daily reading, reading to an adult, small group reading and Lexia programme. (Records kept and monitored).</p> <p>Reading workshops for Foundation, KS1 and KS2 to be held throughout the year to engage parents with reading at home. Parents invited by their children to attend. (Records to be kept of parents who attend- focus disadvantage).</p> <p>Support pupils in completing homework tasks.</p> <p>Homework club to be provided by Disadvantaged Champion (Records of attendance kept and monitored).</p>	<p>Reading ages increases for the targeted pupils during the period of the intervention. Refer to progress sheets.</p> <p>Reading profile raised and reading for pleasure heightened.</p> <p>Reading sheds and baskets on playgrounds and field. Reading areas in all classrooms. Get Caught Reading affective, however does need relaunching. Increase in story books and resources. Book Fair well attended. All classes visiting library. Recommended Reads worked exceptionally well. Reading Chart and book marks to be extended to 1819. Review of rewards by School Council.</p> <p>The percentage of identified pupils achieving ARE will rise.</p> <p>Refer to Table 2</p>
F.	<p>Increasing engagement of parents in learning.</p> <p>- Structured conversations with</p>	<p>The percentage of identified pupils achieving ARE will rise.</p> <p>Refer to Table 2</p>
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).	<p>Some improvement seen, and many children taking part, unfortunately some of these identified children do not enjoy attending after school clubs. Variety of clubs increased.</p>

The rate for the financial year 1st April 2017 to 31st March 2018 is expected to be £1,320 for Primary FSM Children, £300 for Service Children and £1,900 for Looked After Children.

Desired outcomes	Use of Funding	Actions	Intended Outcomes	Anticipated Cost £
A	To review and enhance provision for those children in Key Stage 1 and Key Stage 2 who are being supported by intervention programmes.	<p>To review provision to ensure all current needs are being met with up to date interventions and best practice.</p> <p>Review of interventions and the impact of transferable skills.</p> <p>Identified high quality interventions that are currently taking place across the school to be implemented in other year groups.</p> <p>Audit of resources.</p> <p>Audit of skills.</p> <p>Identified need to provide emotional support for children through:</p> <p>ELSA training to begin and sessions to run in the Spring Term.</p> <p>Mentoring programmes focusing on practical skills.</p> <p>To implement numicon and lexia across the school.</p>	Children have access to high quality interventions that support children to make better than expected progress.	
A	To enhance reading and writing provision	<p>Explore T4W for KS1.</p> <p>Reading cafe to be introduced.</p> <p>Book Fairs to be ran in school.</p> <p>Homework clubs or provision to be arranged for identified children.</p> <p>Recommend reads to be established to support a wider range of reading genres to encourage</p>		

		<p>reluctant readers.</p> <p>Development of practical learning in both KS1 & KS2</p> <p>Review curriculum.</p> <p>SATs and Reading workshops – target invitations.</p> <p>Reviewing spelling development across the school.</p> <p>Reading initiative across the school- 50 reads challenge.</p>														
A B	<p>Higher Adult / Pupil ratio in Y5&6</p> <table border="1"> <thead> <tr> <th></th> <th>Yr</th> <th>Dis</th> <th>Dis 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>38</td> <td>34%</td> <td>69%</td> </tr> </tbody> </table> <p>High percentage of children in these groups who are working well below national ARE.</p>		Yr	Dis	Dis with SEND	5	38	24%	56%	6	38	34%	69%	<p>Enable those children to make at better than expected progress.</p>	<p>To increase pupil achievement and narrow the achievement gap.</p>	
	Yr	Dis	Dis with SEND													
5	38	24%	56%													
6	38	34%	69%													
A B	<p>Teacher time for Able Gifted and Talented including collaborative workshops focusing on maths primarily</p>	<p>Enhance and provide challenging learning opportunities working with similar ability children including peers from local schools.</p>	<p>Children extend their understanding and abilities above current attainment levels.</p>													
A, B, E, F, G	<p>Appointment of Disadvantage Champion</p> <p>SENCo and Safeguarding & Welfare Officer release time</p>	<p>Training for DC.</p> <p>Regular meetings with HT and Gov.</p> <p>Formation of Cluster Disadvantage Group to share good practice and collaboration.</p> <p>Review SEND Policy.</p> <p>To establish a range of mentoring programmes to</p>	<p>Policy agreed by governors.</p> <p>Identified groups make expected progress and raise attainment.</p> <p>Provide active and inspirational learning opportunities for all and ensuring vulnerable groups</p>													

		<p>support vulnerable children of all abilities.</p> <p>Development of Friendship groups.</p> <p>To enhance parental involvement in their children's learning.</p>	<p>achieve.</p> <p>Parental support is increased in their child's learning – eg reading at home.</p>	
G	<p>Curriculum Enrichment & Residential Trip subsidies</p> <p>KS2 Outdoor Play</p> <p>General outdoor learning provisions</p> <p>Extra Activities</p>	<p>To provide opportunities that are full of learning, adventure and challenge, focused on individual and group needs, linked to progress.</p> <p>Range Of clubs to be reviewed to ensure Disadvantaged children are attending and their interests are catered for.</p>	<p>Provide active and inspirational learning opportunities for all.</p>	
A,B,C,	Investors in Pupils	<p>To continue to provide a wide range of activities and initiatives to raise the aspirations of the pupils linked to Pupil Voice.</p>	<p>Children are able to talk about their targets and aspirations in life enabling them to become responsible adults.</p>	
B,	Individual needs	<p>To aid those children in attending music session, after school clubs, purchasing of resources.</p>	<p>To enable identified children to meet their individual potential and give them a personal achievement goals.</p>	