



Netherton C of E Primary Pupil premium strategy statement 2017-18

We believe that no child's dreams or ambitions should be limited by social injustice. We will give all of "God's Children" the skills they need as they journey towards their Super North Star.

1. Summary information					
School	Netherton C of E Primary School				
Academic Year	2017-18	Total PP budget	£193,500	Date of most recent PP Review	September 2018
Total number of pupils	311	Number of pupils eligible for PP	146	Date for next internal review of this strategy	January 2019

2. Current attainment		
40% of pupils eligible for PP achieved expected+ in reading, writing and maths at the end of KS2	49% of pupils eligible for PP in Y6	15% (national average)
Progress score in reading:	-0.7 (-3.8)	-1.7 (School non PP)
Progress score in writing:	-4.6 (-2.4)	-2.1 (School non PP)
Progress score in maths:	-1.9 (-1.5)	-2.2 (School non PP)
72% (66%) of pupils eligible for PP achieved expected+ in reading at the end of KS1	32% of pupils eligible for PP	64% School non PP*
67% (48%) of pupils eligible for PP achieved expected+ in writing at the end of KS1	32% of pupils eligible for PP	69% School non PP
44% (59%) of pupils eligible for PP achieved expected+ in Maths at the end of KS1	32% of pupils eligible for PP	61% School non PP

*National not available at time of writing. Will be updated when information is shared

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers

A.	Middle ability children who are eligible for PP make less progress than other middle ability pupils across KS2 in Reading, Writing and Maths. This impacts on their attainment at the end of KS2	
B.	In KS1 children who are eligible for PP make less progress than other pupils in writing and maths. This impacts on their attainment at the end of KS2	
C.	In Foundation children who are eligible for PP make less progress than other pupils in Literacy and Maths. This impacts on their attainment at the end of KS1	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Many pupils eligible for PP come from poor home learning environment sand also have SEN. Some are on child protection plans. Attendance rates for SEN/PP pupils are lower than non PP>	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Higher rates of progress of middle ability children who are eligible for PP in Reading and Writing across KS2	Pupils eligible for PP identified as middle ability make as much progress as “other” pupils identified as middle ability across KS2 in Reading and Writing. Measured in Y3, Y4, Y5 and Y6 half termly teacher assessments, termly and end of year tests and successful moderation practices.
B.	Higher rates of progress for children who are eligible for PP in Writing and Maths across KS1	Pupils who are eligible for PP in KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Writing and Maths
C.	Higher rates of progress for children who are eligible for PP in Literacy and Maths across Foundation	Pupils who are eligible for PP in Foundation make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Literacy and Maths
D.	To create a school environment that values and supports learning, including out of school support for homework.	Pupils who are eligible for PP have high rates of progress across the school and meet age related expectations.

5. Planned expenditure					
Academic year	2018-19	Total PP budget: £223,300		Date of last review: September 2018	
Pupils : 380	Number of pupils eligible for PP	167	Date of next review: Termly		
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.					
i. Quality of teaching for all					
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?
A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 C- Higher rates of progress in Literacy and Maths across Foundation	Staff Training on: <ul style="list-style-type: none"> Using assessment for planning Teaching Guided Reading Coaching and mentoring programme to be put in place Continue to be part of EYFS Black Country Project 	We want to improve quality first teaching throughout the school. Evidence suggests that improving teaching for all is an effective way to improve pupil attainment and the aim will be to ensure that this is embedded across the school. Courses selected using evidence of effectiveness.	Lesson observations, learning walks, data analysis and monitoring of planning.	Deputy Head and Assistant Head	January 2019
A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 C- Higher rates of progress in Literacy and Maths across Foundation	<ul style="list-style-type: none"> HLTA's to ensure interventions are being carried out Targeted children identified following half termly pupil progress meetings All staff carrying out intervention groups are monitored for effectiveness 	To ensure that all intervention groups are working effectively and that the correct children have been identified and needs addressed	Learning walks and monitoring of planning.	Deputy Head	January 2019
Total budgeted cost					£79,379
ii. Targeted support					
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>A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 C- Higher rates of progress in Literacy and Maths across Foundation</p>	<p>1:1 and small group provision supporting pupils comprehension skills (60 levelled fiction and non-fiction per year group) 1:1 and small group provision supporting pupils Maths skills to solve real life problems 1:1 and small group provision supporting pupils speech and language acquisition in Foundation 1:1 and small group provision supporting pupils reading</p>	<p>Some of the students need targeted support to catch up. These are bespoke programmes that have been put into school to support individual pupil needs. Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie. We want to combine this additional provision with some “Aspiration” interventions such as “Compass for Life”.</p>	<p>Organise timetable to ensure that staff delivering provision have sufficient preparation and delivery time. Impact overseen by co-ordinators and SLT Data analysis and pupil progress meetings</p>	<p>Deputy Head</p>	<p>January 2019</p>
<p>A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 C- Higher rates of progress in Literacy and Maths across Foundation</p>	<p>Teachers setting specific targets for children aimed at closing the gap. These are based on Gap analysis of children’s needs. Pupils are then supported by Teaching Assistants to achieve these targets, with pupils being supported within class rather than being withdrawn</p>	<p>Some of the students need targeted support to catch up. These are bespoke programmes that have been put into school to support individual pupil needs. Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie. We want to combine this additional provision with some “Aspiration” interventions such as “Compass for Life”.</p>	<p>Organise timetable to ensure that staff delivering provision have sufficient preparation and delivery time. Impact overseen by co-ordinators and SLT Data analysis and pupil progress meetings</p>	<p>Deputy Head</p>	<p>January 2019</p>
Staffing Costs					£157,566
iii. Other approaches					
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>A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 C- Higher rates of progress in Literacy and Maths across Foundation</p>	<p>To use SPTO’s tracking systems to track rates of progress of identified groups including those pupils who are eligible for PP</p>	<p>Through the focused tracking of pupil’s progress and data analysis, including gap analysis to produce a bespoke support programme for pupils to accelerate progress. Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>SLT will carry out monitoring activities, the outcome of the tracking will be discussed at pupil progress meetings with individual teachers</p>	<p>Head Teacher</p>	<p>July 2019</p>

<p>A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 C- Higher rates of progress in Literacy and Maths across Foundation D- To create a school environment that values and supports learning, including out of school support for homework.</p>	<p>To continue to develop “Compass for Life” a value based “aspiration” intervention programme. To continue to develop Forest Schools</p>	<p>Through the development of this programme give children a “Super North Star” for them to work towards, giving them the strategies, values they need to achieve alongside the value of education, so raising aspirations. Early evidence is that this approach is impacting on children’s aspirations and improving attainment. Forest School gives the children the opportunity to thrive in the outdoor environment</p>	<p>Purchase of support materials and access to website for all pupils and staff</p>	<p>Head Teacher</p>	<p>July 2019</p>
<p>A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 D- To create a school environment that values and supports learning, including out of school support for homework.</p>	<p>Targeted, mainly pupils eligible for PP to be involved in Forest School sessions, led by an in school Forest School leader</p>	<p>Through a Forest Schools approach to engage pupils in learning and to create a more positive behaviour for learning. Increased pupil engagement then leading to higher rates of progress.</p>	<p>Monitoring of the groups of children who are the main focus</p>	<p>Head Teacher</p>	<p>Spring 2019</p>
<p>A- Higher rates of progress of middle ability children – KS2 B- Higher rates of progress in Writing and Maths across KS1 D- To create a school environment that values and supports learning, including out of school support for homework.</p>	<p>To investigate “Thrive” looking at the possibility of purchasing it to support pupils.</p>	<p>Other schools in the DoWMAT currently use it to support groups of children. Visits will be arranged to see the impact before any decision is made to purchase the scheme.</p>	<p>All training opportunities will be taken and working closely with schools within the DoWMAT who are currently using it.</p>	<p>Head Teacher</p>	<p>Spring 2019</p>

<p>D- To create a school environment that values and supports learning, including out of school support for homework.</p>	<p>A lunch time homework club has been set up to support those children who find it difficult to do homework at home. This operates at a lunchtime to give all children the opportunity to attend</p>	<p>Children are supported by a teacher who is able to give them individual support. Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>Pupil voice and the tracking of progress. The outcome of the tracking will be discussed at pupil progress meetings with individual teachers</p>	<p>Vulnerable child co-ordinator</p>	<p>Spring 2019</p>
<p>Total cost of all provision</p>					<p>£236,945</p>