

Pupil premium strategy statement 2019/20

1. Summary information					
School	Netherfield Primary School				
Academic Year	19/20	Total PP budget	£195,960	Date of most recent external PP Review	Jan 2016 (LA)
Total number of pupils	399	Number of pupils eligible for PP	169	Date for next internal review of this strategy	July 2020

Most recent attainment – Summer 2019 nationally reported assessments				
	Proportion of cohort eligible for Pupil Premium	Achievement of the whole cohort	Achievement of Pupil Premium pupils in school	In-school Pupil Premium gap
Early Years Foundation Stage (F2)	39%	61%	64%	3%
Phonics (Y1)	33%	79%	68%	-11%
KS1 reading TA (%EX+)	29%	73%	65%	-8%
KS1 writing TA (%EX+)		64%	53%	-11%
KS1 maths TA (%EX +)		75%	59%	-16%
KS1 Combined		61%	53%	-8%
KS2 reading test	45%	52%	37%	-15%
KS2 writing TA		72%	52%	-20%
KS2 maths test		68%	59%	-9%
KS2 combined		46%	29%	-17%

Attendance

Absence			Target
All		4.39%	<4%
Disadv		5.50%	<5%
PA	All	9.50%	
	Disadv	14.7%	

1. Review of expenditure 2018/19

Our strategy in 2018/19 has delivered the following successes:

- We have closed the progress gap for disadvantaged pupils (DPs) in the Foundation stage (2018 11% gap, 2019 –3%). There had been a legacy of underachievement and low baseline assessments, which has resulted in a significant number of DPs not achieving GLD, however this year the gap has got smaller, with a greater percentage of DP children achieving the national standard.

- Staff have continued to prioritise support and quality first teaching to improve and accelerate the progress of DPs in order to close that the attainment gap to zero. However, this is still an area for development for next year and is addressed in the 2019/2020 strategy, as assessments show the attainment gap is still in place.
- Reading fluency has been a large focus across school with staff in all year groups now trained to deliver the program effectively. Attainment and progress in reading evidences the measurable progress for those children accessing the intervention particularly in Years 1, 2 and 4 and supported children to access the SATs with greater fluency and confidence.
- DP children in year 6 have accessed a wide range of interventions (see Pupil Premium Intervention Evaluation) which have targeted specific areas across all subjects based on gap analysis carried out throughout the year. However, the success of these was not evidenced in the end of Key Stage results. These interventions will be reviewed and evaluated in order to ensure value for money in the coming year (e.g 1:1 tuition, maths essential elements, greater depth reading etc)
- Identified Pupil Premium personnel in KS1 have enabled the teaching team to track the small steps progress made by DPs and provide targeted support both in class and through 1:1 and small group interventions. This has proven successful as end of year assessment data shows attainment is in line with and exceeding FFT20.
- The Nurture/Base provision has been effective in supporting some of our most vulnerable DP children providing them with the support and environment in order to continue to access a personalised curriculum. This in turn has enabled class teachers to continue quality first teaching with the remaining cohort with reduce disruptions to learning, thus improving progress in each class.
- Improving the attendance of DPs so that their average attendance is becoming broadly in line with the national average for DPs, both in terms of the percentage of sessions attended and the proportion of children classified as persistent absentees.

Broadly, our strategy for 2019/20 is to maintain and build upon our narrow focus on using the Pupil Premium Grant solely to improve outcomes for DPs. Whilst we remain committed to providing enrichment activities, we feel these should be funded from other sources. Likewise, we will maintain high levels of staff development activities without drawing on the PPG.

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

In 2018/19 we aim to:

- Accelerate the progress of DP so that the attainment gap closes to zero.
- Improve the attendance of DPs so that their average attendance is broadly in line with the national average for DPs, both in terms of the percentage of sessions attended and the proportion of children classified as persistent absentees.

A: Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.

B: Many disadvantaged children, particularly in KS2, do not read enough outside of school

C: Social, emotional and behavioural issues for some children is having detrimental effect on their academic progress.

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

D. Attendance rates for pupils eligible for PP are lower than for others. The proportion of PP children who are persistent absentees is higher than for others. Punctuality is also an issue resulting learning being missed by those pupils who are persistently late. This reduces their school hours and causes them to fall behind on average.

3.Desired outcomes

<i>Desired outcome</i>	<i>Success Criteria</i>
A.1) Consolidate the culture of high expectations for DPs	Pupils eligible for PP in F2 class make accelerated progress. Measured from the GL EYFS baseline, which will be repeated in July so that progress may be measured empirically.
A.2) Ensure that we receive the PPG for all eligible pupils	All eligible families (including EYFS, F1 and F2) have been approached and supported to complete appropriate application forms to receive PPG.
B.1) Ensure that interventions are appropriately targeted, well planned and skilfully taught through close monitoring, evaluation and tracking	Pupils eligible for PP identified make as much progress as 'other' pupils, across Key Stage1 & 2 in maths, reading and writing. Measured at half-termly intervals using STEPS assessments.
B.2) Robust Assessment meetings – to ensure staff are accountable for achievement and progress data	Assessment data is triangulated against GL assessments for Y1,3, 4 and 5 and moderated both internally and externally in Y2 and Y6 evidencing clear ongoing improvements in both progress and attainment.
B.3) Maximise Teaching Assistant Impact	Assessment data for individual interventions evidence clear progress across the school. This will link to progress in all curriculum areas.

<p>B.4) Ensure all staff including volunteers are fully skilled to deliver 1:1 reading fluency</p>	<p>Learning walks, assessment data and individual fluency scores show measurable progress in individual reading abilities. Reading comprehension assessments, running records and phonics assessments evidence improved progress and attainment</p>
<p>C.1) Continue to concentrate TAs' energies on crafting individualised interventions specifically to meet pupils' identified learning needs rather than delivering branded, off the shelf interventions including SEMH</p> <p>Ensure provision is tailored to meet the social, emotional and behavioural needs of DPs</p>	<p>Boxall scores and B squared scores improve for vulnerable children over time (assessed half-termly).</p>
<p>D.1) Promote good attendance by toughening enforcement practice and sharing policy and resources with Carlton le Willows</p>	<p>% average attendance of PP children exceeds 95.1% Proportion of PP children who are classed as PA (<90%) <11%</p>

3. Planned expenditure

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Academic year	2019-2029					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Time scale	Costing
<p>A.1) Improve oral language skills in FS and ensure higher rates of progress across KS1 and KS2 for children eligible for the PP grant.</p>	<ul style="list-style-type: none"> Providing dedicated Pupil Premium personnel within each year group to deliver proven improvement strategies – including support in the classroom. Each year group team will have one PP member of staff working across the year group exclusively to improve the progress of PP children. 	<ul style="list-style-type: none"> This year identified support staff will focus their work on supporting PP children in mainstream classes and by delivering specific interventions. The full menu of activities is detailed in the PP provision map. Pupil premium personnel meet each half term with PP Lead to monitor and evaluated practice and provision. 	<ul style="list-style-type: none"> Pupil Premium Coordinator, Emma Tabreham-Henshaw, to identify the staffing for PP work. Phase leaders and class teachers to identify needs and target resource and interventions. Phase leaders to review interventions in terms of progress on a half termly basis using the Essential Elements Working with phase leaders, Pupil Premium Coordinator to evaluate interventions (RAG) on a half termly basis and redeploy resource accordingly. 	PP Coordinator and phase leaders.	Ongoing from Sept 3. First full evaluation of interventions Dec 2019.	TA hours each @ £17.4 (average) FS 37.5 pw KS1 65 pw KS2 97.5 pw Total cost: £135,736
<p>A.2) Early identification of PP children on entry into school F1 and F2 to ensure that the children are supported from the moment they enter school and the gap is monitored</p>	<ul style="list-style-type: none"> Identified adult in foundation stage to support parents in filling forms out PP staff to timetable interventions within the unit CL,BB 	<ul style="list-style-type: none"> To ensure that the children that arrive at school are identified and supported without any time being lost Feedback to staff regarding the progress of these children, deployment of staff needed if required 	<ul style="list-style-type: none"> Pupil Premium Coordinator, Emma Tabreham-Henshaw, to identify the staffing for PP work. Phase leaders and class teachers to identify needs and target resource and interventions. 	PP Coordinator and Foundation lead	Ongoing from Sept 3rd	

<p>A.2) Improve the quality of PP children including reading at home</p>	<ul style="list-style-type: none"> Identified parents of PP pupils to take part in a reading course to support reading at home 	<ul style="list-style-type: none"> Feedback from parents has shown that many still have a lack of understanding about how to support their child effectively at home and would value further support. A trial has been undertaken with a small number of parents where children have been identified as not on track to meet the expected standard in reading. They have then worked individually alongside AM and class teachers to evaluate current home reading practice and model new approaches. This has had a significant impact on the reading progress of these individuals. This will be extended further to invite identified PP parents to complete a personalised home reading training program. It is hoped that this will also lead to an increase in the number of parent volunteers trained to read with children throughout school. 	<ul style="list-style-type: none"> Pupil Premium Coordinator, AM and Reading Lead to work together to identify the PP pupil to access intervention. Reading lead to review progress on a half termly basis Working with AM, class teachers assess progress on a half termly basis and identify new PP parents accordingly. 	JM/AM	SEp 2019	TA 1 hr a wk for 6 weeks (x6) £678
<p>B.1) PP children read more, read independently and the texts they read are at an appropriately instructional level for their abilities.</p>	<ul style="list-style-type: none"> Accelerated Reader to promote independent reading and to improve reading assessment. 	<ul style="list-style-type: none"> Accelerated Reader is an online programme for assessing reading and signposting children to what to read next. It gives quizzes to promote comprehension and it provides a record of progress over time. We hope that it will enthuse our children and get them reading more. We will link it in to our rewards system to further motivate children to read This is now from Year 2 to Year 6 with some children accessing this from Year 1 	<ul style="list-style-type: none"> Half-termly Star reading assessment tests show individual and aggregate progress. KS2 phase leader to monitor. 	Reading subject leader (JM)	From September 2018 full implementation	£3000 pa
<p>B.1) PP children engage effectively in learning across the curriculum with particular focus on reading.</p>	<ul style="list-style-type: none"> Individual mentors for all PP pupils in year 6 	<ul style="list-style-type: none"> Evidence shows that having a personal mentor investing time and providing support has vast benefits for the mentee. These include: *Improved performance and productivity *Improved knowledge and skills *Greater confidence and wellbeing 	<ul style="list-style-type: none"> PP lead to review and evaluate each term Pupil interviews carried out by PP lead to also assess impact/effectiveness Attach individual profile to Bromcom 	PP lead	Ongoing form September 2019 embedded	No additional cost implications

		<ul style="list-style-type: none"> Every member of staff will be assigned a PP child from 6. They will meet 1:1 weekly (15-20mins) where they will discuss the pupils individual needs/support requirements, check on well-being, monitor progress, read together and provide support and encouragement in identified areas. 	<ul style="list-style-type: none"> Star on Goal implemented from first session with half termly review to assess progress and change. Individual DP Pupil Profile created, with mentor, for each child. 			
B.1) Reading 1:1 Fluency Intervention for PP	PP fluency intervention lead by allocated staff	<ul style="list-style-type: none"> Member of staff to be allocated to read 1:1 with PP children 	<ul style="list-style-type: none"> Trained in Fluency Timetabled across the school 	JM	Sep 2019	38 weeks of TA hours (32.5) £22,057
B.1) Increase early reading attainment across Key Stage One	<ul style="list-style-type: none"> Reading Recovery JM	<ul style="list-style-type: none"> There is a significant number of PP children reading below the expected standard in years 1 and 2. In order to close this gap intervention needs to be as early as possible. Reading Recovery has a proven record for accelerating reading progress and ensuring children remain on track Following assessments, identified PP pupils will access 1:1 structured daily reading session with our Reading Recovery teacher 	<ul style="list-style-type: none"> Pupil Premium Coordinator, Phase Lead and Reading Lead to work together to identify the PP pupil to access intervention. Reading Recovery Teacher to identify needs and plan individualised reading sessions. Reading Recovery teacher to review progress on a half termly basis Working with Reading Recovery teacher, class teachers assess progress on a half termly basis and identify new RR cohorts accordingly. 	JM	Sep 2019	21000
B.2) Purposeful pupil progress meetings (data review)	<ul style="list-style-type: none"> PT facilitates 	<ul style="list-style-type: none"> Teaching teams to ensure that data is constantly reviewed, children are identified weekly where they have made no progress and the what next for these children 	<ul style="list-style-type: none"> Data to show through half termly meetings where staff show impact and next steps for individual children regarding progress 	All staff Teaching staff to fill in relevant information for the meetings	Ongoing from Sept 2019	From main school budget
B.3) Maximise Teaching Assistant Impact	<ul style="list-style-type: none"> TAs attend Pupil progress meetings TAs identified on timetables and involved in planning to ensure 	<ul style="list-style-type: none"> Assessment data for individual interventions evidence clear progress across the school. This will link to progress in all curriculum areas. 	<ul style="list-style-type: none"> Planning to reflect involvement Data so show impact in half termly meetings 	All staff Teaching staff to fill in relevant	Ongoing from Sept 2019	From main school budget

	all TAS are up to speed with individual children			information for the meetings		
B.4) Ensure all staff including volunteers are fully skilled to deliver 1:1 reading fluency	<ul style="list-style-type: none"> Learning walks, assessment data and individual fluency scores show measurable progress in individual reading abilities. 	<ul style="list-style-type: none"> Reading comprehension assessments, running records and phonics assessments evidence improved progress and attainment 	<ul style="list-style-type: none"> Monitoring to evidence impact 	SLT GW AD	Sept 2019	
C.1) Increase pupil well-being and ensure a positive mental health for children eligible for the Pupil Premium Grant across Key Stage 2	<ul style="list-style-type: none"> Additional Health and Well-Being Group/Club for KS2 children eligible for PP. Extra-curricular PP club to develop confidence/self-esteem inc brain training, opportunities to have additional support with areas of difficulty. 	<ul style="list-style-type: none"> Pupil Premium children to access additional session/club focusing on physical and mental well-being and self-esteem in order to improve self-worth and self-motivation, in turn resulting in greater engagement and improved progress and attainment. 	<ul style="list-style-type: none"> Pupil Premium lead to monitor progress of cohort half termly. IR to work with PE lead and class teachers to identify specific PP children and plan personalised provision. ETH to provide additional club for identified PP chn and plan personalised provision. 	PH overseen by Pupil Premium Lead	From Sept mber 2019	Feasibility study by ETH Consider after-school club. Consider staffing costs (IR)
C.1) Needs of children with Social, emotional and behavioural issues are met. They continue to be included in a mainstream setting.	<ul style="list-style-type: none"> Continuing to provide Nurture provision for SEMH children across the school. 	<ul style="list-style-type: none"> Our Nurture provision has a track record of successful inclusion and reintegration. It also ensures that disruption to mainstream classrooms from challenging behaviour is minimised. Our morning Nurture provision has seen significant changes over the last year. This has now been organised into 2 separate provisions. AM sessions, three children need 1:2 support in order to access their learning in the lodge. This is an individualised curriculum for these children (from below National expectations to high achiever) to support them The afternoon, Nurture Group, offers support to up to 6 children from Key Stage 1 focusing on team work, social interaction and developing positive interactions with adults and children. 	<ul style="list-style-type: none"> Half termly Boxall assessments to monitor progress in terms of SEMH objectives. B squared assessments also used to track progress of the individual children. These are to be reviewed on a half-termly basis and reintegration strategies to be considered. Needs are assessed to ensure appropriate provision is offered. Ranging from full days to individual hours. 	Nurture team overseen my SENCo	Ongoi ng through out the year	32.5 TA hours per week. £22,450 pa

		Thus equipping them for greater success in their mainstream classes.				
D.1) Increased attendance rates for children eligible for Pupil Premium	<ul style="list-style-type: none"> Daily monitoring of registers. Calls home, home visits, removal of barrier to attendance and referrals to outside agencies. 	<ul style="list-style-type: none"> Part-funding our Home-School Liaison provision. Attendance data justifies this because PP children are over-represented amongst the persistent absentee group and those with social care involvement. Home-School Liaison staff to receive calls from parents reporting absence in the morning rather than use of 	<ul style="list-style-type: none"> Weekly meetings with the HT and home/school liaison staff to discuss strategy on a child-by-child basis. 	Home/sc hool liaison team overseen by the HT	Ongoi ng from Septe mber 2018	32.5 hours Home School Liaison pw £22,057
Total						£204,921
Contingency/reserve						-£8,961