



## Nettleton Community Primary School

### Pupil Premium Strategy 2018-2019

Summary information					
<b>School</b>	Nettleton Community Primary School		Pupil Premium Champions		Andrew Smith (Staff) Mike Eckersley (Governor)
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£42,240	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	83	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	December 2018
<b>1. Current attainment (2017 Year 6 Data)</b>					
	<i>Pupils eligible for all DPP (10)</i>		<i>Pupils not eligible for PP (national average)</i>		<i>Gap</i>
<b>% achieving expected + in reading, writing and maths</b>	40		70%		-30%
<b>% expected + in Reading</b>	50		80%		-30%
<b>% expected + in Writing</b>	80		83%		-3%
<b>% expected + in Maths</b>	60		81%		-21%
<b>% expected + in GAPS</b>	60		82%		-22%
<b>3. Current Attainment GAP in Federation APS as of Term 1 2018</b>					
<b>Year Group</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>
<b>Year One (current)</b>	-0.3		-0.3		-0.8
<b>Year Two (current)</b>	+0.4		+0.5		+0.5
<b>Year Three (current)</b>	+0.4		+0.2		+0.1
<b>Year Four (current )</b>	-0.5		+0.0		+0.0
<b>Year Five (current)</b>	+0.1		+0.4		+0.4
<b>Year Six (current)</b>	-0.6		-0.6		-0.2
0.5 =1/2 term gap   1.0 =1 term gap   1.5 =1.5 term gap   2.0=2 term gap   2.5 =2.5 term gap   3.0 = 1 year gap					

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Groups of PP children (identified on a termly basis) have gaps in their learning in reading, writing and maths, especially those identified with SEND.	
B.	Across the school children who are SEND and DPP tend to do worse than those who are just DPP.	
C.	We have significant levels of inward mobility. Many of our inwardly mobile children are DPP and come to us behind age related expectations.	
D.	Our DPP “greater depth” children at key points (end of Reception and End of KS1) are not always still “greater depth” further up the school.	
E.	As a small school out class one has Reception, Year One and Year Two within it. It is a challenge teaching two curriculums and this spread of learners with one teacher particularly with our high level of SEND and DPP learners.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
F.	Attendance for the group of children eligible for the Deprivation Pupil Premium is always below that of Non DPP children.	
G.	Many parents who need support from our parental support advisor (PSA) are in the DPP group.	
H.	Many of our DPP children need emotional, social and mental health support.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Evidence based interventions to be used on targeted children and groups to close the progress and attainment gap for the DPP group. <b>Measured through APS progress.</b>	<i>Data held on the evidence based intervention tracking will show that the packages used are having a positive impact of DPP learners. The APS gap between DPP and Not DPP will close.</i>
B.	Barriers to learning removed though SEND support <b>Measured through APS progress.</b>	<i>The APS gap between DPP SEND and DPP NOT SEND will diminish. This to be measured in termly datapacks..</i>
C.	<i>Children who are inwardly mobile will be assessed upon starting to ensure we understand their starting point and help them catch up quickly.</i> <b>Measured through the tracking sheet data.</b>	<i>Inwardly Mobile children to be assessed within 2 weeks of starting with us. Children to be intervention, if needed, within 2 weeks.</i>
D.	Improved amount of DPP children will be Greater Depth at KS1 and KS2 Children who are Greater Depth at Key Points (R/KS1) will still be GD as they move up the school. <b>Measured through % on track to the GD</b>	<i>The % of DPP children achieving GD will rise. The % of children who are still GD will increase above the end of 2018 figures.</i>
E.	For the child to adult ratio to be lower by employing a second teacher in this class. <b>Measured through adult to children ratio</b>	<i>Smaller adult to child ratio. Enhanced support for EYFS and KS1 DPP learners</i>
F.	Attendance of the DPP group will increase. <b>Measured through % attendance DPP VS Not DPP in school and National.</b>	<i>The gap between DPP and Not DPP in school will reduce to less than the 2018 Gap</i>
G.	Additional Support for parents will be provided from our parent support advisor. <b>Measured through % of DPP parents accessing PSA Support.</b>	<i>A significant % of DPP parents will have accessed our PSA.</i>
H.	Additional support for children will be provided from ELSA trained teaching assistants. <b>Measures though the % of DPP children accessing and benefitting from this support.</b>	<i>A significant % of DPP children will have accessed ELSA support.</i>

4. Planned expenditure					
Academic year	2018/19				
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?
To reduce to child to adult ratio in Class One (EYFS and KS1) To reduce the challenge of teaching two curriculums in one class by one teacher.	To employ a second teacher in this class. <b>(£12,734)</b>	We have done this historically. EYFS and KS1 results are usually good. LA supports this approach. Additional funding for this 2018-2012.	Normal monitoring procedures Provision mapping to ensure DPP children get the support they need.	AS/CF	Summer 2019
To improve attainment and achievement of <u>all</u> DPP learners including the <b>most able</b> .	Employ additional teaching assistants for in class support and after school support. This spending is primarily targeted at KS2 as KS1 have two teachers in class. <b>(£4,672)</b>	Teaching assistants provide valuable support in classrooms. Evidence of this comes from TA observations.  Although EEF only puts their added value at +1 month our TAs are used for evidence based intervention not just in class support.	Teaching assistants are well trained.  Teaching assistants have performance management targets that are set and reviewed.  Review of lesson observations, in year data and evidence based intervention data.  Initial September deployment will be based on need.	AS Ex HT RM HOS LMG Senco	Gap closure data (DPP Vs Not DPP and DPP NOT SEND VS DPP SEND) will be reviewed on a termly basis. Deployment can be fluid based on need.  Pupil Premium Champion governors to review data at regular meetings.
<b>Total budgeted cost</b>					£21,104

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To enhance attainment and achievement for DPP learners.	French coach employed to teach the class to enable class teacher to undertake "catch the bus" intervention with DPP children ( <b>More able</b> too not just less able) on a weekly basis. <b>(£3,450)</b>	EEF cites improvement of +8 months for enhanced feedback.  Analysis of staff questionnaire show they feel that it has a positive benefit.	Termly work scrutiny.  Review of DPP progress data.  Staff to be asked to annotate any CTB work so its impact can be monitored.	RM	Termly; gap closure data and review of work books for CTB work now annotated.
To deliver Easter Schools (4 days) for targeted DPP children. ( <b>More able</b> and Less able)	Staff taught intervention schools outside of term time. <b>(£1,200)</b>	Historically this has been successful in raising attainment.	End of Year Data for participants.	RM/AP	July 2019
Additional Support for parents for behaviour, emotional or attendance issues.	We will directly employ a Parent Support Advisor for 2 days a week, 1 day of which will be funded through the pupil premium. <b>(£1000)</b>	Our parent support advisor will pick up the pieces of work that would have been done in the past by LA employed Early Help workers/Family Support Workers. We have at least 10 families open to the PSA at present.	Weekly review in safeguarding meetings.	AS/RM/NC	Weekly
To increase the number of evidence based interventions open to us.	We will purchaser more EBIs to support a wider range of children. <b>(£1700)</b>	Evidence based interventions are shown to raise attainment and achievement.	Termly review of provision map data.	GE/RM	Termly
<b>Total budgeted cost</b>					£7,350

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance of the DPP group will increase and the gap to our non DPP will close.	Breakfast club <b>(£4925)</b>	Has historically raised attendance levels. EEF report shows +2 months progress.	Termly checks of attendance for invited children.	AS/RM/CF	Termly  Pupil Premium Governor to review in our regular meetings.
To explore ways to support our DPP children with Special Educational Needs	Buyback of Specialist teaching and applied psychology service. (£1464) Buyback of SENCO Support <b>(£8,370)</b>  Additional training for staff. Highlighting this vulnerable group to staff. Tier 2 ASD training for the whole staff. <b>(£0)</b>	37% DPP children also have SEND support profiles.  STAPS reports and interventions are very useful in ensuring individual SEN needs are met in DPP children. We know our DPP SEND children don't make as much progress as our DPP NOT SEND.	Termly review of data. SENCO monitoring	LMG   AS/LMG	Termly through data packs.
<b>Total budgeted cost</b>					£14759

## 5. Review of expenditure

Previous Academic Year

2017/2018

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve attainment and achievement of all DPP learners including the most able.	Employ an additional teaching assistant for in class support and evidence based interventions. Some of these hours are linked to vulnerable individuals	See Gap Closure Table 1  In some subjects and areas, gaps were closed.	We will continue with this approach.  We will focus more specifically on Reading next year across the school. This will be a Federation wide project where we change the way we teach reading with support from the consultant John Murray.  Our aim is for this to improve everyone's reading but also to close the gap between DPP and non DPP. Details of this project can be found in our SSDP.

Gap closure Table 1

	Reading			Writing			Maths		
	T1 Gap	T1 Gap	VA	T1 GAP	T1 GAP	VA	T1 Gap	T1 GAP	VA
Year One (4)	+0.2	+0.4	+0.2	+0.1	+0.0	-0.1	+0.2	+0.3	+0.1
Year Two (2)	+0.1	-0.2	-0.3	+0.1	-0.2	-0.3	+0.0	-0.1	-0.1
Year Three (5)	+0.0	-0.1	-0.1	-0.2	+0.4	+0.6	+0.2	+0.2	+0.0
Year Four (4)	-0.6	-0.2	+0.4	-0.8	-0.3	+0.5	+0.1	+0.1	+0.0
Year Five (4)	+0.3	-0.3	-0.6	+0.5	-0.3	-0.8	+0.9	+0.1	-0.8
Year Six (9)	+0.2	-1.0	-0.8	-0.7	-0.5	+0.2	-0.5	-0.5	+0.0

<p><b>Desired outcome</b></p> <p>To improve attainment and achievement of all DPP learners including the most able.</p>	<p><b>Chosen action/approach</b></p> <p>To employ an additional teacher to work in Class One (R,Y1,Y2) to ensure that the needs of all of the children are met, particularly children eligible for DPP. To ensure gaps do not open early on in school life.</p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> <p>In EYFS 70% of children were assessed at a good level of development which is around the National Average.</p> <p>More of our KS1 learners we at the expected level in R,W,M than the National and Local Average.</p> <p>In Phonics we were in line with National Averages.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p> <p>We will continue on with this approach as we know giving the children a good start in EYFS and KS1 ensures gaps don't open up early on.</p>
<p><b>ii. Targeted support</b></p>			
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
<p>To enhanced attainment and achievement for DPP learners.</p>	<p>French coach employed to teach the class to enable class teacher to undertake "catch the bus" intervention with DPP children (More able too not just less able) on a</p>	<p>See Gap Closure Table</p> <p>Feedback from teachers indicated that this was very useful and supported them in closing the gap at the point the child was falling behind.</p>	<p>We will continue this into the next academic year however due to funding it may be that we cannot continue this beyond that.</p>

Raise the attainment and progress of DPP children in upper KS2	Weekly support for experienced KS2 teacher to increase the number of DPP children at Expected Levels and higher Level.	Some of our DPP children achieved greater depth due to this work:  Combined 1/10=10% Reading 1/10=10% Writing 3/10=30% Maths 2/10=20%  This is an improvement on previous years.	We will continue with interventions to get DPP children to greater depth at the end of KS2 but we will use internal support rather than support from the partner school, Market Rasen C of E Primary.  Our Head of School who has historically been our Y6 teacher will move to Year 3 but will be the intervention manager for our Y6 learners and will oversee this work.
To deliver Easter Schools (4 days) for targeted DPP children. (More able and Less able)	Staff taught intervention schools outside of term time.	This went ahead and all of the DPP children attended. This gave an additional 4 days of learning to help close the gap.	Historically this has been successful and we will continue with this approach.

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Attendance of the DPP group will increase and the gap to our non DPP will close.	Breakfast club	Attendance of DPP children fell in 2017/18 to 95.1 which was a gap of 1.3% to whole school.	We will continue with breakfast club but we will also be doing the following to improve the attendance of DPP learners. <ul style="list-style-type: none"> <li>• A weekly meeting with our PSA to highlight attendance issues.</li> <li>• Attendance panel meetings every 6 weeks for children we are worried about</li> <li>• Early intervention for any child we have attendance concerns about delivered by our parent support advisor.</li> <li>• A new tracking system to see trends in attendance at a granular level.</li> </ul>



<p>To explore ways to support our DPP children with Special Educational Needs</p>	<p>Buyback of Specialist teaching and applied psychology service. (£1416) Additional training for staff. Highlighting this vulnerable group to staff.</p>	<p>STAPS saw a number of our DPP children. This information fed into pupil profiles for the SEND DPP children.</p>	<p>We will continue with this approach.</p>
<p>To improve attendance, barriers to learning and improve wellbeing.</p>	<p>To employ a parent support advisor (PSA) to support DPP families with a range of barriers to improve learning; behaviour, attendance, routines, parenting</p>	<p>Our PSA worked with a number of families last year overcoming barriers to learning and attendance.</p>	<p>This is a very important role in school and will continue.</p>
<p>To raise attainment and achievement of SEND DPP children.</p>	<p>To employ a SENCo for 1 day per week to meet the high levels of SEND and DPP children.</p>	<p>Our SENCO worked one day per week supporting SEN children. A number of our SEND children are also DPP and we know these are our most vulnerable group.</p>	<p>We will continue this approach.</p> <p>Historically we have had a lot of inward mobility and a high number of those children have been DPP and SEND.</p> <p>As the intakes become more stable at the bottom of the school the number of DPP and SEND children are dropping so in the future we will support this using a different funding stream.</p>