



Nettleton Community Primary School

Pupil Premium Strategy

2017-2018

1. Summary information						
School	Nettleton Community Primary School		Pupil Premium Champions		Andrew Smith (Staff) Mike Eckersley (Governor)	
Academic Year	2017/18	Total PP budget	£38,280	Date of most recent PP Review	N/A	
Total number of pupils	76	Number of pupils eligible for PP	29	Date for next internal review of this strategy	December 2017	
2. Current attainment (2017 Year 6 Data)						
	<i>Pupils eligible for DPP (your school)</i>		<i>Pupils not eligible for PP (national average) 2016 Nationals (2017 not published yet)</i>		<i>Gap</i>	<i>Gap as a number of children</i>
% achieving expected + in reading, writing and maths	0%		60%		-60	2
% expected + in Reading	0%		71%		-71	2
% expected + in Writing	0%		79%		-79	3
% expected + in Maths	25%		75%		-50	2
% expected + in GAPS	0%		78%		-78	3

Due to cohort related issues, that cannot be disclosed here due to reasons of pupil confidentiality, we have listed on the next page the attainment of DPP children in the last two years to show that the 2017 data is not representative of usual outcomes of DPP children at Nettleton Community Primary School.

3. 2015 and 2016 DPP KS2 Figures

Due to cohort related issues that cannot be disclosed here, due to reasons of pupil confidentiality, we have listed below the attainment of DPP children in the last two years to show that the 2017 data is not representative of usual results.

Measure	2015 (6 Pupils)	2015 National Other	Gap	2016 (7 Pupils)	2016 National Other	GAP
% achieving expected + in reading, writing and maths	67%	85	-28%	57%	60%	-3%
% expected + in Reading	83%	92	-9%	71%	72%	-1%
% expected + in Writing	83%	90	-7%	86%	79%	+7%
% expected + in Maths	67%	90	-23%	71%	76%	-5%
% expected + in GAPS	83%	84	-1%	57%	78%	-21%

3. Current Attainment GAP in Federation APS AS of Term 1 2017-2018

Year Group	Reading	Writing	Maths
Year Two	+0.1	+0.1	+0.0
Year Three	+0.0	-0.1	+0.1
Year Four	-0.6	-0.3	-0.3
Year Five	+0.3	+0.8	+0.9
Year Six	-0.5	-0.1	-0.8

0.5 =0.5 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

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
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.	One third of our DPP children have Special Educational Needs which can make securing progress and attainment even more challenging.	
C.	The size of our school, which requires us to have a mixed age Reception, Year One and Year Two class, makes it hard to meet the needs of all children, especially DPP who need extra support, with the traditional staffing ratio of one teacher per 30 children.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance for the group of children eligible for the Deprivation Pupil Premium is always below that of Non DPP children.	
E.	Many parents who need support from our parental support advisor (PSA) are in the DPP group.	
F.	We have high levels of inward mobility. Very often the inwardly mobile children are eligible for DPP. In the past few years the DPP % of learners has increased dramatically due to this. (Eligible for DPP: 2013=30%, 2014=41%, 2015=50%, 2016=45%) Often these children also have SEND.	
5. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Evidence based interventions to be used on targeted children and groups to close the progress and attainment gap for the DPP group. Measured through APS progress.	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.
B.	Children who are SEND and DPP will make good progress. Measured through APS progress.	The progress rate of SEN DPP children will be good from own starting points.
C.	All children make good progress. The progress of DPP children is as good and non DPP children. DPP children do not fall behind. Measured through APS progress and end of Year National assessments GLD, Y1 Phonics Screen and Y2 Teacher Assessment.	All children will make at least 3 aps progress. The gap between DPP and Non DPP, as seen in table 3, will not open. No discernible gap between outcomes for DPP and not DPP in GLD, Y1 Phonics Screen and Y2 National Curriculum Test results.
D.	Attendance of the DPP group will increase. Measured through % attendance DPP VS Not DPP in school and National.	The gap between DPP and Not DPP in school will reduce to less than the 2017 Gap
E.	Additional Support for parents will be provided from our parent support advisor. Measured through % of DPP parents accessing PSA Support.	A significant % of DPP parents will have accessed our PSA.
F.	Additional SEND support in school Measured through APS progress of SEND DPP children.	Progress of SEND DPP children will accelerate on 2017 figures. SEND children who need access to SEN support will get it.

6. Planned expenditure

Academic year

2017/18

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 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. £4735	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 RS HOS	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.															
To improve attainment and achievement of all DPP learners including the most able .	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. £17,500	We used this approach successfully last year. DPP children did very well. Reception GLD: 3/4 DPP children were GLD Year One Phonics Screen: 3/3 DPP children met the required standard Year Two Teacher Assessment: 3/5 children at expected combined R,W,M In Year Progress Gap between DPP and Not DPP <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>+0.0</td> <td>+0.2</td> <td>+0.0</td> <td>+0.1</td> </tr> <tr> <td>Y2</td> <td>+0.1</td> <td>-0.1</td> <td>+0.2</td> <td>+0.3</td> </tr> </tbody> </table>		R	W	M	G	Y1	+0.0	+0.2	+0.0	+0.1	Y2	+0.1	-0.1	+0.2	+0.3	Continual monitoring of teaching and data packs.	AS Ex HT KS1 Lead	Each half term with review of data packs.
	R	W	M	G																
Y1	+0.0	+0.2	+0.0	+0.1																
Y2	+0.1	-0.1	+0.2	+0.3																
Total budgeted cost					£22235															

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?
To enhanced 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 (More able too not just less able) on a weekly basis. (£3,420)	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.	RS	Termly; gap closure data and review of work books for CTB work now annotated.
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. (No cost-Partner school to fund)	Historically intervention sessions of this kind have been successful for us.	Termly review of upper KS2 DPP more able data.	GE (From partner school)	Termly
To deliver Easter Schools (4 days) for targeted DPP children. (More able and Less able)	Staff taught intervention schools outside of term time. (£1200)	Historically this has been successful in raising attainment. DPP outcomes are always better than DPP national and close to national other.	End of Year Data for participants.	RS	July 2018
Total budgeted cost					£4620
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?
Attendance of the DPP group will increase and the gap to our non DPP will close.	Breakfast club (£400)	Has historically raised attendance levels. EEF report 4/11/16 shows +2 months progress.	Termly checks of attendance for invited children.	AS	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. (£1416) Additional training for staff. Highlighting this vulnerable group to staff.	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	Termly through data packs.
To improve attendance, barriers to learning and improve wellbeing.	To employ a parent support advisor (PSA) to support DPP families with a range of barriers to improve learning; behaviour, attendance, routines, parenting etc. (£ pay as we go)	Many of our children and families require additional support.	High quality PSA employed. SENCo to review work on weekly basis.	LMG	April 2018
To raise attainment and achievement of SEND DPP children.	To employ a SENCo for 1 day per week to meet the high levels of SEND and DPP children. (£8287)	Around 30% of the school are on the SEND register and 1/3 rd of them are also DPP.	Review of termly data.	AS LMG/CB	Termly
Total budgeted cost					£10,103

7. Review of expenditure

Previous Academic Year

2016/2017

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 close the gaps in reading, writing and maths. (£21,584)	Employ staff (teacher and teaching assistants) for in class support, to deliver evidence based interventions and 1-2-1 sessions.	<p>Additional teacher was very positive in Class One.</p> <p>Reception GLD: 3/4 DPP children were GLD</p> <p>Year One Phonics Screen: 3/3 DPP children met the required standard</p> <p>Year Two Teacher Assessment: 3/5 children at expected combined R,W,M</p> <p>In Year Attainment Gap between DPP and Not DPP</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>+0.0</td> <td>+0.2</td> <td>+0.0</td> <td>+0.1</td> </tr> <tr> <td>Y2</td> <td>+0.1</td> <td>-0.1</td> <td>+0.2</td> <td>+0.3</td> </tr> </tbody> </table> <p>In Year Progress Gap between DPP and Not DPP</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>+0.0</td> <td>-0.1</td> <td>+0.0</td> <td>-0.3</td> </tr> <tr> <td>Y2</td> <td>-0.1</td> <td>+0.1</td> <td>+0.0</td> <td>+0.0</td> </tr> </tbody> </table>		R	W	M	G	Y1	+0.0	+0.2	+0.0	+0.1	Y2	+0.1	-0.1	+0.2	+0.3		R	W	M	G	Y1	+0.0	-0.1	+0.0	-0.3	Y2	-0.1	+0.1	+0.0	+0.0	Continue with this approach with a renewed focus on targeting the most able DPP children.
	R	W	M	G																													
Y1	+0.0	+0.2	+0.0	+0.1																													
Y2	+0.1	-0.1	+0.2	+0.3																													
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Y2	-0.1	+0.1	+0.0	+0.0																													
Enhanced attainment and achievement for DPP learners. (£3,420)	French coach employed to teach the class to enable class teacher to undertake "catch the bus" intervention with DPP.	<p>Information gathered from staff through questionnaire show they feel it is a positive approach that accelerates progress for DPP children.</p> <p>Data shows some gap closure.</p>	Reminder to staff to use CTB for the most able DPP not just the least able. Continue with this approach.																														

	Reading			Writing			Maths		
	T1 Gap	T6 Gap	VA	T1 GAP	T6 GAP	VA	T1 Gap	T6 GAP	VA
Year One (9)	+0.1	+0.1	+0.0	+0.1	+0.1	+0.0	0.0	+0.0	+0.0
Year Two (12)	-0.1	+0.0	-0.1	-0.0	-0.1	+0.1	-0.1	+0.1	-0.2
Year Three (10)	-0.2	-0.6	+0.4	-0.4	-0.3	-0.1	-0.1	-0.3	+0.2
Year Four (6)	-0.7	+0.3	-1.0	-0.9	+0.8	-1.7	+0.1	+0.9	-0.8
Year Five (13)	-0.0	-0.5	+0.5	+0.6	-0.1	+0.7	-1.0	-0.8	-0.2
Year Six (12)*	-4.2	-6.8	+2.6	-5.2	-4.2	-1.0	-2.5	-2.6	+0.1

*Gap opening due to inward mobility

To explore ways to support our DPP children with Special Educational Needs (£1824)	Buyback of Specialist teaching and applied psychology service.	Resource well utilised. STAPS reports seen feeding into support profiles. See data two boxes below.	Continue with this approach.
To support DPP children with Special Educational Needs (£9735)	To employ an experienced SENCo one day a week.	SEN children as a group broadly speaking made expected progress in all year groups and subjects from starting points. See below.	Continue with this approach.

	Expected	Reading	Writing	Maths	GAPS
Year One (1)	2.5	2.5	2.5	2.5	3.5
Year Two (3)	3.0	3.0	3.1	3.1	3.0
Year Three (5)*	3.0	2.6	2.8	2.8	3.1
Year Four (3)	3.0	2.8	2.7	2.7	3.0
Year Five (2)	3.0	2.3	3.0	3.0	3.0
Year Six (5)	3.0	4.8	3.6	3.2	4.5

Green Expected Progress Made, Orange within 0.5 of expected progress, Red More than 0.5 from expected progress

* Below expected progress due to inward mobility.

To deliver Easter and summer Schools (4 days each) for targeted DPP children. (£1,200)	Staff taught intervention school outside of term time.	Easter school took place. Summer school did not due to staffing constraints. Easter school was well attended. DPP children did not do as well as we would have liked due to reasons that cannot be disclosed here due to confidentiality reasons.	We will hold another Easter School this year. All DPP children will be invited to attend.
Closure of gap between DPP and PP (£400)	Breakfast Club for targeted PP	The Gap between DPP and All closed last year. 2015/16 – Gap 0.86% 2016/17- Gap 0.60% However the gap between all and FSM is still bigger than we'd like at 1.14% although it closed from 3% the previous year.	Continue with this approach however ensure DPP still FSM are targeted.