



Market Rasen Church of England Primary School

Pupil Premium Strategy 2018-2019

Summary information					
School	Nettleton Community Primary School		Pupil Premium Champions		Andrew Smith (Staff) Mike Eckersley (Governor)
Academic Year	2019/20	Total PP budget	£31,680	Date of most recent PP Review	N/A
Total number of pupils	80	Number of pupils eligible for PP	24	Date for next internal review of this strategy	December 2019
1. Current attainment (2019 Year 6 Data) All children					
		Pupils eligible for DPP (4)	Our Pupils not DPP (5)	Gap	
% achieving expected + in reading, writing and maths		50%	80%	-30% (2 children difference)	
% expected + in Reading		75%	100%	-25% (2 children Difference)	
% expected + in Writing		75%	100%	-25% (2 children Difference)	
% expected + in Maths		50%	80%	-30% (2 children Difference)	
% expected + in GAPS		100%	80%	+20 % (0 child Difference)	
2. Current Attainment (2019 Year 6 Data) <u>Non Mobile</u> Children					
		Our Pupils Eligible for DPP (2)	Our Pupils Not Eligible for DPP (3)	Gap	
% achieving expected + in reading, writing and maths		100%	100%	No Gap%	
% expected + in Reading		100%	100%	No Gap%	
% expected + in Writing		100%	100%	No Gap%	
% expected + in Maths		100%	100%	No Gap%	
% expected + in GAPS		100%	100%	No Gap%	
<p><b>At Nettleton, as identified in our last Ofsted report, inward mobility has a big impact on outcomes. When inwardly mobile children from the last 2 years are removed there is no gap between DPP and non DPP learners.</b></p>					

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	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>B.</b>	Across the school children who are SEND and DPP tend to do worse than those who are just DPP.	
<b>C.</b>	We have significant levels of inward mobility. Many of our inwardly mobile children are DPP and come to us behind age related expectations.	
<b>D.</b>	It is a challenge getting children to Greater Depth by the end of KS2.	
<b>E.</b>	As a small school our Class One has Reception, Year One and Year Two in in. It is a challenge teaching two curriculums and this spread of learners with one teacher.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>F.</b>	Attendance for the group of children eligible for the Deprivation Pupil Premium is always below that of Non DPP children.	
<b>G.</b>	Many parents who need support from our parental support advisor (PSA) are in the DPP group.	
<b>H.</b>	Many of our DPP children need emotional, social and mental health support.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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>
<b>C.</b>	Children who are inwardly mobile will be assessed upon starting to ensure we understand their starting point and help them catch up quickly. <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. Provision maps will show provision needed.</i>
<b>D.</b>	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>
<b>E.</b>	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>
<b>F.</b>	Attendance of the FSM group will increase. <b>Measured through % attendance DPP VS Not DPP in school and National.</b>	<i>The gap between FSM and Not FSM in school will reduce to less than the 2019 Gap and certainly be above national FSM figures.</i>
<b>G.</b>	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>
<b>H.</b>	Additional support for children will be provided from ELSA trained teaching assistants. <b>Measured though the % of DPP children accessing this support.</b>	<i>A significant % of DPP children will have accessed ELSA support.</i>

#### 4. Planned expenditure

Academic year

2019/20

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. (Proportion of the total cost) (£4,763)	We have done this historically. EYFS and KS1 results are usually good.  LA supports this approach. Additional funding for this 2019-21.	Normal monitoring procedures Provision mapping to ensure DPP children get the support they need.	AS/CF	April 2020
To improve attainment and achievement of <b>all</b> 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 2 teachers in class. (£3920)	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>					£8683

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 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. (£3,380)	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 feedback	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. (£1200)	Historically this has been successful in raising attainment. Highly targeted lessons to close gaps. The Local Authority fund this approach in some schools so it is clear they feel it has impact.	End of Year Data for participants.	RM/AP	May 2020
Additional Support for parents for behaviour, emotional or attendance issues.	We will directly employ a Parent Support Advisor for 1 day of which will be funded through the pupil premium. (£3000)	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

<b>Total budgeted cost</b>	£7,580
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**iii. Other approaches**

<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 (£4910)  PSA to monitor attendance and work with the head of school to improve attendance.	Has historically raised attendance levels. EEF report shows +2 months progress.	Weekly review of attendance figures.	AS/RM/CF/NC	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. (£1512) Buyback of SENCO Support (£10560)  Additional training for staff. Highlighting this vulnerable group to staff. Tier 2 ASD training for the whole staff.	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.

To ensure emotional need are not a barrier to learning.	ELSA planning and delivery time (£400)	Many of our children need additional social and emotional support which is not available elsewhere.	Weekly safeguarding and vulnerable children meetings.	FW	April 2020
<b>Total budgeted cost</b>					£17,382

5. Review of expenditure			
Previous Academic Year		2018/2019	
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 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. (£12,734)	Outcomes in Class One were at least in line with National expectations.  GLD =71% Y1 Phonics=100% Y2 Reading=78 Y2 Writing=66 Y2 Maths=78	We will continue with this approach.

To improve attainment and achievement of <b>all</b> 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 2 teacher in class. (£4,672)	Attainment in most year groups and subjects is the similar to or better for DPP children. See table below.	We will continue with this approach.  We will sharpen the focus on marking and feedback to ensure we are giving high quality feedback to all children but particularly DPP and more able DPP. This will be monitored through lesson observations.
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**Attainment DPP Vs Non DPP Mean % at Expected Level (Orange/Green/Purple)**

	Reading		Writing		Maths		GAPS	
	DPP	Not DPP	DPP	Not DPP	DPP	Not DPP	DPP	Not DPP
<b>Year One (1)</b>	-	-	-	-	-	-	-	-
<b>Year Two (4)</b>	100	60	100	40	100	80	100	80
<b>Year Three (2)</b>	100	80	100	90	100	100	100	100
<b>Year Four (5)</b>	60	100	80	89	100	100	80	89
<b>Year Five (6)</b>	83	90	67	80	100	90	100	90
<b>Year Six (5)</b>	100	100	100	100	100	100	100	100

**ii. Targeted support**

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 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. (£3,450)	Staff feedback shows they feel this is a valuable to close gaps on a weekly basis.  Each class have around 39 hours of extra support or feedback as a result.  A good by-product of this approach is that all children are better at French than they otherwise would have been.	We will continue with this approach for as long as funding allows us to.

<p>To deliver Easter Schools (4 days) for targeted DPP children. (<b>More able</b> and Less able)</p>	<p>Staff taught intervention schools outside of term time. (£1,200)</p>	<p>Easter school was well attended by PP and non PP.</p> <p>We cannot measure the exact impact however we believe four days of high quality, carefully targeted, additional teaching cannot but accelerate progress.</p> <p>The Local Authority fund this approach in some schools so it is clear they feel it has impact.</p>	<p>We will continue with this approach for as long as we have teachers who are willing to spend some of their holidays delivering Easter School. This approach, due to workload reduction, is purely voluntary.</p>
<p>Additional Support for parents for behaviour, emotional or attendance issues.</p>	<p>We will directly employ a Parent Support Advisor for 2 days a week, 1 day of which will be funded through the pupil premium. (£1000)</p>	<p>Our parent support advisor is invaluable. At present she is working with a number of families, some of which are DPP. With cuts in many services the support she gives children and families, without comprising teaching and learning capacity, is very important.</p>	<p>We will certainly continue with this approach. Consideration needs to be given in the future to increase our capacity to 3 days as her availability exceeds capacity.</p>

<p>To increase the number of evidence based interventions open to us.</p>	<p>We will purchase more EBIs to support a wider range of children. (£1700)</p>	<p>Further packages and training were purchased. See EBI tracking.</p>	<p>We now have all of the packages we feel we need to support learners. We may need to train more staff depending on staff retention and capacity.</p>
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**iii. Other approaches**

<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>
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<p>Attendance of the DPP group will increase and the gap to our non DPP will close.</p>	<p>Breakfast club (£4925)</p>	<p>Whole School Attendance Sept to July was 96.3% which is above the last <a href="#">DFE national release</a>* (2017/18) of 95.8%</p> <p>FSM attendance was 92.8% which is below the last DFE national release* (2017/18) of 93.7%</p> <p>Our 2017/18 gap between all and FSM was 3.2% Our 2018/19 gap between all and FSM was 3.5%</p> <p>In addition to attendance breakfast club has ensured that some children do not learn when they are hungry, has allowed us to settle children with emotional issues more carefully into the school day and has given children the opportunity to learn before school; reading, TTRS, games. These are not measurable but certainly beneficial.</p>	<p>We have continued to have better attendance for our FSM children compared to FSM children.</p> <p>We were not able to close our gap between FSM and Not FSM.</p> <p>We are going to use our PSA to work more closely with the Head of School and families to improve attendance.</p>
<p>To explore ways to support our DPP children with Special Educational Needs</p>	<p>Buyback of Specialist teaching and applied psychology service. (£1464) Buyback of SENCO Support (£8,370)</p> <p>Additional training for staff. Highlighting this vulnerable group to staff. Tier 2 ASD training for the whole staff.</p>	<p>Many children were screened last year by the STAPS team.</p> <p>This has given staff understanding of how to support best in class. Evidence of this can be seen in pupil profiles.</p>	<p>We will continue to use the STAPS service to support us with SEND children with priority given to SEND DPP learners.</p> <p>In addition to this we want to do a specific piece of work on reading. We would like to screen all DPP children who are not expected in reading to find out the barrier to progress to enable us to remove the barrier and accelerate progress.</p> <p>We need to do addition tier 2 training for those staff who were not with us when it was delivered.</p>