

# Pupil premium report Warton Nethersole's CE Primary

## *Pupil premium spending 2019/2020*

SUMMARY INFORMATION			
Date of most recent pupil premium review:	January 2020	Date of next pupil premium review:	May 2020
Total number of pupils:	158	Total pupil premium budget:	£20,440
Number of pupils eligible for pupil premium:	12 PP and 3 CLA	Amount of pupil premium received per child:	£1,320

## STRATEGY STATEMENT

### Principles

The way in which we spend our pupil premium funding is influenced by current research and OFSTED guidance. We carry out a needs analysis for every child eligible for funding to ensure that spending is targeted to their needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

### Objectives

- To raise attainment in reading, writing and maths for pupil premium children
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

EYFS			
NB EYFS data is not published for this school as it is part of a national pilot for the revised Early Learning Goals	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)			
Reading			
Writing			
Number			
Shape			

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
50% (2 pupils)	75% (17 pupils)	82%

## END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP	
<b>No pupil premium children in Year 2</b>	<b>0</b>	School average	National average
% achieving expected standard or above in reading, writing and maths	N/A	75%	
% making expected standard in reading	N/A	83%	75%
% making expected standard in writing	N/A	79%	69%
% making expected standard in maths	N/A	79%	76%

## END OF KS2

	Pupils eligible for PP	Pupils not eligible for PP	
	<b>2 pupils</b>	School average	National average
% achieving expected standard or above in reading, writing and maths	100%	47%	65%
% making expected standard in reading	100%	58%	73%
% making expected standard in writing	100%	68%	78%
% making expected standard in maths	100%	79%	79%
% making at least expected progress in reading	100% more than expected progress		

END OF KS2			
% making at least expected progress in writing	100% more than expected progress		
% making at least expected progress in maths	100% more than expected progress		

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Many pupil premium children enter school with skills significantly behind that of non-pupil premium children in literacy and maths
B	Poor speaking skills of many pupil premium children
C	Social and emotional issues, including a lack of resilience, that negatively affect learning behaviours that support independent learning for some pupil premium children

## ADDITIONAL BARRIERS

### External barriers:

D	Lower attendance rate of pupil premium compared to non-pupil premium
E	Low levels of parental engagement, including not supporting homework
F	Lack of access to extra curricula activities at home (especially books)
G	Poor parenting skills from a small percentage of pupil premium children

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To increase the percentage of pupil premium pupils achieving expected standards in writing and maths in all year groups. Progress supported by intervention programs and resources as necessary and monitored by half-termly progress reviews.	PP pupils to be in line with 'all pupils' nationally.
B	For the percentage of pupils entering and leaving Reception with communication skills 'typical' for their age to be comparable between pupil premium and non-pupil premium. CPD for Nursery staff (Phonics, Time to Talk Tier 3). Progress supported by intervention programmes and resources as necessary and monitored by half-termly progress reviews.	PP pupils to achieve a GLD at least in line with national averages.
C	Pupil premium children at EYFS, KS1 and KS2 will develop 'learning power' and be more resilient and independent learners through targeted emotional support from Family Support Worker and nurture groups. Reviews of the impact on academic progress half-termly. Case studies of individual children.	PP children are more engaged with learning and are making accelerated progress.

D	<p>Improve the attendance of pupil premium children. Engage with parents (letters / newsletters / attendance reward assemblies). Track through SIMS attendance data.</p>	<p>Attendance of PP children is at least 97%.</p>
E	<p>Pupil premium parents engage in school learning and homework initiatives including on-line reading. Pupil premium pupils attend cooking club, 'Change Makers', and 'The Hub' (Homework Club) and parental engagement is promoted through these initiatives. Parents engage with Family Support Worker and are signposted to appropriate support around any family issues. Reviews of the impact on academic progress, attitudes to learning (teachers) and review of progress against social / emotional targets (FSW) half-termly.</p>	<p>The vast majority of PP children complete all homework, including regular reading at home.</p> <p>Parents engage with 'Change Makers'. Children receive better exercise and nutrition. At least 85% of PP children attend a block of cooking club, a sports club, and 'The Hub' over the course of the year and parents support their work at home.</p>

## Planned expenditure for current academic year 2019 - 2020

ACADEMIC YEAR 2019 - 2020					
Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Embed 'Power of Reading'. Invest in staff CPPD. Introduce more whole class reading to model effective analytical skills. Introduce quality texts and teach units of work from POR.	Attainment in reading is accelerated and the gap between PP and their peers is closing.	POR strategies have a proven impact on reading standards. PP children need to develop a love of reading and access high quality reading material. Improved pedagogy in reading will impact positively on all children in class lessons and intervention groups.	Subscription to the POR project with substantial CPD. Shared Consortia priority at all schools with subject leaders working together on this initiative. Staff CPD Half-termly monitoring and evaluation schedules for PPM, lesson observations and other monitoring activities, moderation.	HT and SLT	Reviewed at the end of each half term in pupil progress meetings. Review overall progress at the end of the academic year.
Whole school to engage with ongoing SEMH CPD as a result of successful bid for funding from the LA	Staff are able to use a wide range of strategies to identify and support children with SEMH issues.	Research shows that a better awareness of mental health issues will enable all staff to reduce emotional barriers to learning.	Twilight training sessions for attachment disorder. Ongoing CPD throughout the year for person-centered planning and mental health trauma.	HT and SENDCo	December 2019 April 2020 July 2020
Total budgeted cost:					£4,000
Targeted support					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pupils receive targeted interventions, within lessons and before / after school.	Selected pupils make accelerated learning.	Sutton Trust Research shows that targeted support is effective in accelerating progress School already uses First Class@Number and 'Better Reading Partners' which are both highly effective catch up programmes.	Level 3 TAs continue to receive training to deliver programmes with a proven track record of improving outcomes.  Formal observations of interventions.  Learning walks and book scrutinies to examine impact. Termly scrutiny of data. Half termly pupil progress meetings.	Head Teacher and SLT	December 2019 April 2020 July 2020
Increase participation of pupils in homework  2 hours @ £10.00 hour = £20.00 x 36 weeks £720.00	The Hub Homework club for PP pupils and provision of revision guides and breakfast club revision.	Evidence shows that PP pupils rarely complete homework, and parents do not buy revision guides.	Monitor attendance at the club and completion of homework.	SJB	December 2019 April 2020 July 2020

<p>HLTA hours for intervention strategies 18 hours per week @ £12.00 hour = £216 x 30 weeks £6,480 Resources to support £2,000</p>	<p><u>Maths</u> Continue with Numicon 'Breaking Barriers'. Purchase extra Numicon sets and other manipulatives. Continue First Class@ Number. <u>Reading</u> Increase reading sessions in school for PP pupils including access to BRP (outside of school timetable)</p>				
					<p style="text-align: right;">Total budgeted cost £9,200</p>

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pupil premium children to enter school with higher basic skills.	School to expand nursery provision, and continue to invest in QFT for pre-school pupils.	<p>Although outcomes have improved our baseline shows that some pupils continue to enter school without the required skills to access the curriculum.</p> <p>Implementing a quality, school led, Nursery provision was at least a 2 year strategy for HT and Governors. Improved outcomes in 2017-2018 need to be sustained.</p>	<p>HT and Governors to monitor impact of Nursery provision.</p> <p>Nursery staff to access CPD.</p> <p>Monitoring activities and supervision to be carried out by EYFS Leader. Performance Management to be carried out by HT.</p>	Head Teacher EYFS Leader	Half-termly reviews to examine the impact of provision.
<p>Better support for families in order that they can develop more appropriate parenting.</p> <p>Pastoral support for pupils to improve emotional resilience.</p> <p>£2,000 contribution towards salary (funded by Nethersole Trust).</p>	<p>Appointment of Family Support Worker partly supported by the Nethersole's Trust.</p> <p>To: engage with parents, chase attendance issues, attend Early Support meetings, provide counselling and small group support eg. SULP</p>	Apathy from some of our PP families, and poor parenting skills.	Measure the impact of the work of the FSW on attainment of PP children supported.	SJB	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>

<p>Pupils to have wider experiences £650 subsidy for residential £1,800 music x 2</p>	<p>To fund PP year 6 residential to Culmington Manor. Whole class music tuition for Maple and Rowan. Subsidise school trips for PP as appropriate.</p>	<p>History shows that at our school it is often PP who miss out on extra-curricular experiences and music tuition.</p>	<p>All pupils who wish to attend an event will have an opportunity.  Quality music tuition from County Music Service, including provision of instruments.</p>	<p>HT</p>	<p>On-going</p>
<p>Total budgeted cost:</p>				<p>£6,250</p>	

## Review of expenditure from previous academic year 2017-2018

### PREVIOUS ACADEMIC YEAR

**Total amount: £15,840**

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
<p>CPD in writing External support (Michelle Pickering) Staff pedagogy to meet increased demands of curriculum and new ways of working including CPD for TAs . Consortia CPD and support from Ruth Leisk.</p>	<p>Improve writing and maths outcomes across the school.</p>	<p>Improved outcomes for all children. All teaching securely good or better, Improved questioning techniques and teaching for mastery observed. Children more aware of the raised expectations in maths. PP pupils 100% expected progress in RWM <b>Criteria met</b></p>	<p>We will continue to fund whole school CPD (POR) as this raises attainment for all pupils.</p>	<p>£4,285</p>

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Additional TA hours to run interventions before school, breakfast and booster classes and homework club.	<p>Pupils have accelerated learning through targeted interventions.</p> <p>Increase number of pupils who extend their learning at home.</p>	<p>Intervention programs (First Class @ Number and Better Reading Partners) were effective in closing the gap:</p> <p>In years1-6 70% of pupil premium pupils achieved expected or better in maths and writing, 90% in reading. Progress in all subjects was +10 reading +11 writing and +10 maths – this was in line with non-PP pupils in school.</p> <p><b>Criteria met</b></p>	Running the interventions before and after school was effective and will continue next year.	£8,150

Other approaches

Action	Intended outcome	Impact	Lessons learned	Cost
<p>Pupil premium children to enter school with higher basic skills.</p> <p>Pupils to have wider experiences.</p>	<p>Establish a school nursery providing a high quality EYFS curriculum.</p> <p>Music lessons, cooking club, subsidised residential trip.</p>	<p>School Nursery provision is now well established. Baseline of children entering school was higher than in previous years. Children's language skills are improving. <b>Criteria met</b></p> <p>Improved learning behaviours and better attendance. Higher levels of parental engagement. <b>Criteria met</b></p>	<p>School will continue to run Nursery provision and hope to expand our existing premises to accommodate more children.</p> <p>This is valuable provision which offers long term support to parents and children and will continue next year.</p>	<p>£3,420</p>