

Pupil premium strategy statement for Nettlestone Primary School 2016-2017



1. Summary information

School	Nettlestone Primary School				
Academic Year	2016/2017	Total PP budget	£42,100	Date of most recent PP Review (internal)	June 2016
Total number of pupils	196	Number of pupils eligible for PP	30	Date for next internal review of this strategy	July 2017

2. Current attainment

<i>(data obtained from RAISE Nov 2016)</i>		<i>Disadvantaged Pupils (School)</i>	<i>All Pupils (School)</i>	<i>Disadvantaged Pupils (National)</i>	<i>All Pupils (National)</i>	
% working at the expected standard or above in Reading	Yr2 (4)	25%	67%	78%	74%	
	Yr6 (4)	40%	70%	60%	53%	
% working at the expected standard or above in Writing	Yr2 (4)	25%	59%	70%	65%	
	Yr6 (4)	80%	81%	79%	74%	
% working at the expected standard or above in Maths	Yr2 (4)	25%	70%	77%	73%	
	Yr6 (4)	40%	81%	75%	70%	
% working at the expected standard or above in Reading, Writing and Maths (combined)	Yr2 (4)	0%	58%			
	Yr6	40%	70%	60%	53%	
% working at the expected standard or above in EGPs 2015 (1 pupil)			100%	74%	52%	66%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Application of maths within problem solving contexts. |
| B. | In school tracking of the combined measure to ensure Pupil Premium children achieve ARE in all 3 subjects. |
| C. | Unfamiliarity with new testing regime and knowing what ARE/GDS looks like. |

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

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| D. | <p>Low percentage of Pupil Premium children, therefore each child accounts for considerable percentage outcome when comparing statistics e.g. Pupil Premium at Nettlestone 16.6% compared to 25.2% Nationally.</p> <p>Cohort for Year 6 2016-2017 is one of our largest cohorts of pupil premium (10) pupils, 1 pupil is LAC and in receipt of an EHC plan, 1 pupil has identified SpLD on SEN support, 2 pupils are receiving significant ELSA support and 1 pupil has a history of SEN needs.</p> <p>50% of this group are also prior lower attainers, therefore outcomes, despite our best efforts are likely to be comparable to 2015-2016.</p> |
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4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
<p>A.</p> <p>KS2 Maths</p> <p>It was disappointing that in the 2016 outcomes 0% of our disadvantage children achieved higher attainment. CPD will be provided to both maths lead and all staff via dissemination in the use of mastery materials do develop further challenge.</p> <p>Revised approaches to maths working walls in all classes with a key emphasis on the learning journey and use of concrete materials prior to abstract calculation.</p> <p>Maths master classes will be hosted for all pupils deemed to have the potential to achieve, Pupil Premium children will be signposted to attend.</p> <p>Easter revision pack using published revision guides will be issued to all Pupil Premium children free of charge with rewards purchased to motivate completion.</p> <p>Participation in competitions e.g. Maths challenge</p> <p>Desired Outcome - to see an increase in the percentage of disadvantaged pupils achieving higher than expected attainment in maths.</p>	<p>Improve the outcomes of disadvantaged pupils achieving higher than expected attainment in maths.</p> <p>The gap is currently -20, this needs to improve for 2016-2017 outcomes.</p>	
<p>B.</p> <p>KS1 Reading - Number of disadvantaged children achieving expected standard 25% compared to 78% Nationally for 2015-2016 outcomes with 0% at greater depth compared to 27% Nationally.</p> <p>A revised approach to pupil progress meetings will ensure that Pupil Premium capable of achieving highly are the focus with additional targeted support provided to address issues of phonics, sight word knowledge and reading fluency.</p> <p>Standardised reading test assessments have been more formalised across the school and these are tracked thrice yearly with particular emphasis on the performance of Pupil Premium children (quantitative test scores, raw and standardised scores).</p> <p>Whole school emphasis on reading for pleasure. All classes engage in the 10 minute reading pledge. Literacy lessons based on a class text.</p> <p>Desired Outcome - to see an increase in the percentage of disadvantaged pupils achieving higher than expected attainment in reading.</p>	<p>Improve the outcomes of disadvantaged pupils achieving expected standard in KS1 reading teacher assessment. The gap is currently -53, this needs to improve for 2016-2017 outcomes.</p> <p>Improve the outcomes of disadvantaged pupils achieving greater depth. The gap is currently -27, this needs to improve for 2016-2017 outcomes.</p>	

<p>C.</p>	<p>KS1 Maths - Number of children achieving expected standard 25% compared to 77% Nationally for 2015-2016 outcomes with 0% at greater depth compared to 20% Nationally. CPD will be provided to both maths lead and all staff via dissemination in the use of mastery materials do develop further challenge. Revised approaches to maths working walls in all classes with a key emphasis on the learning journey and use of concrete materials prior to abstract calculation. Staff will attend practical training courses on practical maths using Numicon resources. Numicon resources purchased for use in class. Desired Outcome - to see an increase in the percentage of disadvantaged pupils achieving higher than expected attainment in maths.</p>	<p>Improve the outcomes of disadvantaged pupils achieving expected outcomes in KS1 maths teacher assessment. The gap is currently -52, this needs to improve for 2016-2017 outcomes.</p> <p>Improve the outcomes of disadvantaged pupils achieving better than expected outcomes in KS1 maths. The gap is currently -20. It would be good if this were reduced in 2016-2017 outcomes.</p>
<p>D.</p>	<p>Pupil Premium involvement in the wider life of the school. We are proud of the range of opportunities that are presented to the children at Nettlestone Primary School, however we are aware that we need to track and support more carefully Pupil Premium participation e.g. How do we support Pupil Premium children applying for in school leadership posts? Information will be available to document Pupil Premium involvement in extra-curricular sports/music/clubs. Mentoring meetings will provide increased opportunities for feedback and the chance to build self-esteem by building on successful results. Desired Outcome - Pupil Premium children will report that they feel engaged, involved and are participating in the wider life of the school.</p>	<p>Qualitative feedback, monitoring and observation shows positive, active engagement in school life.</p>

5. Planned expenditure

Academic year 2016-2017 £42,100

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?
High quality inclusive teaching for all pupils.	Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access and improve on school disadvantaged attainment in reading, writing and maths 2016-2017 outcomes.	EEF making the best use of Teaching Assistants report published in Spring 2015 suggests that when TAs are well trained and used in structured settings with high-quality support, they can make a noticeable impact on pupil learning.	Lesson blinks focusing on the quality of targeted support delivery and the transferal of skills back to classroom learning.	KJH/AJ/EK EB/LF/AB Phase leads	Termly pupil progress meetings to review progress against ARE outcomes.
Mastery Learning/Appropriate layers of challenge.	Whole school development of split level input in English and Maths lessons.	LLP feedback identified greater consistency required in effective use of time in lessons. HIAS support based on the work of John Hattie, Dylan William and Shirley Clarke.	Continued monitoring, staff training and support.	KJH/AJ/EK EB/LF/AB Phase leads	Termly lesson observations to lead, to review/establish need for further CPD. Termly pupil progress meetings to review progress against ARE outcomes.

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?
Reading outcomes improved for all.	Purchase of Nessy online reading programme.	Nessy is evidence based online learning tool. It is a reading and spelling programme developed by a team of specialists and Educational Psychologists. Nessy is a powerful teaching tool for pupils with a range of learning needs. Nessy endorses the Orton-Gillingham methods of language intervention because its multi-sensory applications engage kinaesthetic, auditory and visual cues.	EK to remote access assessment data monthly to check progress. Communication with parents so they feel confident to use at home.	EK EB/LF/AB Phase leads	Ongoing monitoring will feed into pupil progress meetings. Targeted reviewed termly.
Maths outcomes improved for all.	Maths CPD for KS1 in practical and kinaesthetic maths approaches. Purchase of Numicon resources.	Numicon is a multi-sensory approach to teaching Maths, designed to help children understand connections between numbers.		EK EB/LF/AB Phase leads	Ongoing monitoring will feed into pupil progress meetings. Targeted reviewed termly.

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?
Improve outcomes for those pupil premium children capable of achieving highly.	Revised approach to pupil progress meetings/tracking using Venn diagram. Focus on those capable of achieving GDS in reading, writing and maths.	Ofsted report July 2016 - unknown children destined for disadvantage identified a priority on more able disadvantaged children, commenting that their attainment should be encouraged.	Regular snapshots of teacher assessments and termly standardised tests. These are supplemented with standardised reading, spelling and maths assessments. Feedback from master classes, including the challenge programme.	KJH/AJ/EK EB/LF/AB Phase leads	Termly pupil progress meetings.

<p>Improved participation in the wider life of the school.</p>	<p>Extra-curricular participation as well as in school leadership posts.</p>	<p>EEF toolkit shows sports/arts participation as, although having a relatively low attainment impact overall, possibly increasing attendance, retention and a wide range of effects. Impact on younger children in arts has a greater impact on learning, and older pupils to become re-engaged with school.</p> <p>Despite research findings negating the impact of spending pupil premium funding on activities such as after school programmes and trips and visits, given the unique geographical isolation of the Isle of Wight this has demonstrated to have had a positive impact on pupil aspiration, improving their cultural capital and increasing their motivation to do well in school. This illustrates that when applying the findings of any external research particular reference should be paid prior to adopting the strategies wholeheartedly without considered thought to the context of the situation.</p>	<p>In depth discussions with Admin manager, Executive head teacher, Head teacher and class teachers to ensure offers are made personally, taken up, cost reductions applied and relevant beneficial resources purchased.</p> <p>Discussions with parents to obtain feedback on success/value and monitoring of participation.</p> <p>Pupil feedback also obtained.</p>	<p>KJH/AJ/EK EB/LF/AB Phase leads</p>	<p>Ongoing review/Termly reviews re spending/funding for clubs and activities.</p>
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6. Review of expenditure

Previous Academic Year		2015 - 2016 £																																																													
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)		Cost																																																								
High quality inclusive teaching for all pupils	Specialist teachers employed for Music, French and P.E	Pupils were taught by high quality specialist teachers for P.E., Music and French.			July 2016 100% of all lessons, taught by specialist teachers were judged to be good or better.		£15,163																																																								
Mastery Learning and appropriate layers of challenge	Challenge programme for more able pupils in KS2	<p>Pupils were able to participate in enrichment workshops for English, Maths, Science and P.E. Thus increasing awareness of higher/further education opportunities beyond the Isle of Wight.</p> <p>Year 6 Results: 2016 Attainment and Progress</p> <p>% Attainment</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>74%</td> <td>66%</td> <td>81%</td> <td>74%</td> <td>81%</td> <td>70%</td> </tr> <tr> <td>Disadvant aged</td> <td>40%</td> <td>71%</td> <td>80%</td> <td>79%</td> <td>40%</td> <td>75%</td> </tr> </tbody> </table> <p>KS2 2016 % High attainment</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>22%</td> <td>19%</td> <td>26%</td> <td>15%</td> <td>26%</td> <td>17%</td> </tr> <tr> <td>Disadvant aged</td> <td>20%</td> <td>23%</td> <td>20%</td> <td>18%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table>				Reading		Writing		Maths			Sch	Nat	Sch	Nat	Sch	Nat	All	74%	66%	81%	74%	81%	70%	Disadvant aged	40%	71%	80%	79%	40%	75%		Reading		Writing		Maths			Sch	Nat	Sch	Nat	Sch	Nat	All	22%	19%	26%	15%	26%	17%	Disadvant aged	20%	23%	20%	18%	0%	20%	<p><i>Although we have shared the data it is acknowledge that 2015-2016 was "chaotic year" for assessment and scores do not necessarily demonstrate the true capabilities of the children.</i></p>		£1,000
	Reading		Writing		Maths																																																										
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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)	Cost
Targeted pupils make accelerated progress and the attainment gap between eligible pupils and their peers closes.	Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access	Teaching assistants supported pupils in all English and Maths lessons. Pupils were taught as required, improving engagement in learning and accelerating pupil progress against their individual targets as documented on the school provision map.	322 targeted interventions have run this year <i>See above data for KS2 outcomes</i> For KS1 disadvantages pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils. Evidence suggests that pupils have made progress against their own personal targets.	£25,262
	Small group support Booster group support (Rapid writing, rapid maths) One-to-one support (Rapid reading) Interventions specialist employed to accelerate the progress of pupil premium	Evidence suggests that pupils have made progress against their own personal targets.	Pupils develop in all aspects of the curriculum. It is vital that targeted support continues. We now need to ensure that the benefits of these programmes translate into teacher assessment of pupils work in class.	£13,009
	Small group work with an experienced teacher focussed on overcoming gaps in learning	Teachers provided intensive support to pupils to extend or support learning thus accelerating progress.		

<p>Targeted pupils have access to the required support for educational requirements.</p>	<p>Access to specialist support services where necessary e.g. Educational psychology, Behaviour support etc</p> <p>Support to remove barriers to pupil learning (CAF/TAF)</p>	<p>Pupils accessed the required support/diagnoses for their educational requirements. Support recommendations/strategies were put in place in school to facilitate learning.</p> <p>The CAF process was started for one family and regular TAF meetings were held to facilitate support.</p>	<p>27 pupils have had individual assessments with 23 referred to outside agencies</p> <p>This strategy is set to continue so we can continue to support pupils with the correct strategies.</p>	<p>£3,200</p> <p>£224</p>
<p>Targeted pupils have raised self-esteem and confidence and are able to deal with their feeling appropriately.</p>	<p>Social skills group</p> <p>Individual Counselling</p> <p>Emotional literacy</p> <p>Support for secondary transition for vulnerable pupils.</p>	<p>Evidence documents that, as a result of provision, pupils self confidence and self-esteem were raised.</p> <p>Raised emotional wellbeing of pupils. Pupils self-esteem was raised and pupils were able to manage their feelings appropriately.</p> <p>Pupils have the strategies they need to manage their feelings and can do so appropriately Success is measured by the amount of pupils who no longer require support, after completing bespoke programme. Reduced number of playtime conflicts.</p> <p>Practical and emotional support was offered to vulnerable pupils during transition period. Pupil feedback highlights the importance of supported visits during process of change</p>	<p>It is vital that these strategies continue. If pupils are not emotionally well then their motivation for learning could be low.</p> <p>ELSA work will continue in order to provide support, advice and guidance to pupils and families in need.</p>	<p>£199</p> <p>£227</p> <p>£540</p> <p>£120</p>

iii. Other approaches				
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)	Cost
All pupils have access to the required support for educational requirements.	To provide some financial support to some children on school trips and enrichment activities	All pupils had access to half termly school visits/enrichment to enrich their curriculum, increased first hand experiences and the potential cost barrier was removed. Feedback from the pupils wholly positive about the experiences and how they changed their aspirations and learning.	This approach will continue to develop the children as a whole. The impact on such enrichment activities is positive in raising self-esteem and confidence which supports an increase in their motivation and attitude to learning.	£1,000
	Workshop and theatre performances	All pupils were exposed to a rich bank of experiences to support their ideas for writing. Drama workshops showed pupils extremely confident in speaking and listening and developing their own writing of scripts within English lessons.		£500
	To provide financial support to some children for the provision of uniform	Pupil had correct school uniform. Money was never a barrier		£200
Pupils are introduced to new experiences and are able to pursue them.	To provide financial support to some children attending after school clubs To provide financial support for some children to access Music tuition.	Pupils have been introduced to new experiences and feel enabled to pursue them Money was never a barrier to equality of access 70% of our pupils identified as Pupil Premium access after school provision with 81% accessing regular sports activity. 62.5% of our pupils identified as Pupil Premium represented the school in sporting fixtures against other schools.	Access to extra-curricular provision has had a positive impact on well-being, self-esteem and promoted motivation to learn. This will continue as to have pupils performing in events is crucial in keeping them from becoming disaffected.	£2,000

<p>Staff understand barriers to learning and how to adapt strategies to support individual needs.</p>	<p>Regular staff training with bespoke commissioned support e.g. Simon Cooper-Hind, Writing, Dyslexia, Bereavement, Mental health, Safeguarding, Mindfulness</p> <p>ELSA training</p>	<p>All staff understand barriers to learning and how to adapt strategies to support individual needs. Teachers employ different strategies for individual groups of children based on their need. Evidence shows improved quality of teaching and learning and by July 2016 100% of lessons observed were good or better. Identified/keen staff were supported through 8 week mindfulness programme to support own mental health and that of others, including children.</p> <p>School now have a trained ELSA and 14 pupils have been supported regularly throughout the year through a bespoke support programme.</p>	<p>Ongoing commitment to work with staff 2016-2017 calendar has been planned. SEN updates are provided at half termly staff meetings.</p>	<p>£3,000</p> <p>£450</p>
<p>To support parents to understand their children and offer strategies to support at home.</p>	<p>SEND parent support sessions on a half termly basis</p> <p>Focused family support</p> <p>Internet safety workshops</p>	<p>Parents have been provided with support sessions to help them understand their child and offer strategies for use at home</p> <p>Parents are able to support their children at school</p> <p>Positive relationships have been fostered with the school community</p>	<p>112 parent meetings have taken place</p> <p>It is vital that work with parents and families continues.</p>	<p>£420</p> <p>£2,550</p> <p>£0</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Nettlestone Primary School is a smaller than average primary school with one class in each year group. The school is set in a rural village. Our percentage of pupils eligible for free school meals is lower than the national average at 16.6% compared to 25.2% nationally.

Overall Aims of the School

- To provide a broad and balanced curriculum with high expectations
- To provide outstanding opportunities in English, Maths, Science, P.E. and Music
- To create an interesting and stimulating environment, which reflects our values and promotes a sense of community as well as an individual sense of self worth
- To provide learning experiences that allow pupils equal opportunities
- To promote social, cultural, moral and spiritual development, preparing pupils to be responsible citizens
- To develop a community of life-long learners

Nettlestone Primary School ensures that all staff develop the skills to meet the needs of pupils and families whose circumstances may make them vulnerable. This, coupled with excellent partnership with external agencies and the Local Authority helps the school to minimise any barriers and gaps to learning potential.

The school works very effectively in partnership with the parents and carers of potentially vulnerable pupils to help break down barriers to learning and progress the pupils may encounter.

We believe that all pupils are entitled to high quality, inclusive teaching. Our principle is simple; we teach the right stuff, to the right children, in the right way at the right time with a focus on impact rather than input! Specialist staff are deployed carefully and the all classes adopt a policy of children 'keeping up' rather than 'catching up' ensuring that support is offered at a time when it will be most impactful. We ensure that all pupils have access to the appropriate layer of challenge and ensure that more able pupils, supported by Pupil Premium have opportunities to excel.

Crucial to our success is the meeting of the individual needs of pupils with tailored support across the curriculum. At the heart of this is the on-going, open and honest professional dialogue about the individual pupils with all involved in their education. In addition the school ensures effective use of the Pupil Premium funding by drawing on evidence of what works e.g. findings taken from Education Endowment Foundation, Sutton Trust and case studies taken from Pupil premium award winners.

The school is data rich, both qualitative and quantitative and embedded school systems for progress review ensure that underperformance is quickly addressed. We consistently evaluate how well children in receipt of pupil premium are doing compared to both national and school norms and through professional dialogue, thoughts and suggestion review and adapt provision where necessary. It is our view that any additional intervention is time limited and specific and does not become

a way of life. It has clear success criteria which does not have a negative impact on pupils learning in any other area of the curriculum because the time when it takes place is carefully planned.

Achievements

OFSTED judged Nettlestone Primary School 'Good' in its last inspection in November 2014. The report stated that 'pupils' behaviour is good. Pupils have positive attitudes towards learning'.

'Pupils eligible for support via additional government funding do well because their progress is carefully tracked and they have improved support'.