

# Pupil premium strategy statement for Nettlestone Primary School 2017-2018



1. Summary information					
School	Nettlestone Primary School				
Academic Year	2017/2018	Total PP budget	£31,980	Date of most recent PP Review	June 2016
Total number of pupils	212	Number of pupils eligible for Ever 6/FSM	24	Date for next PP Strategy Review	September 2018
		Number of pupils eligible for Service premium	1		

2. Current attainment					
		Disadvantaged Pupils	All Pupils (School)	Disadvantaged Pupils	All Pupils (National)
% working at the expected standard or above in Reading	Yr2 2 Pupils	0%	77%	79%	76%
	Yr6 10 pupils	80%	69%	77%	71%
% working at the expected standard or above in Writing	Yr2 2 Pupils	0%	67%	72%	68%
	Yr6 10 pupils	60%	62%	81%	76%
% working at the expected standard or above in Maths	Yr2 2 pupils	0%	70%	79%	75%
	Yr6 10 pupils	60%	55%	80%	75%
% working at the expected standard or above in Reading, Writing and Maths	Yr2 2 pupils	0%	60%		64%

(combined)	Yr6 10 pupils	60%	55%	67%	61%
% working at the expected standard or above in EGPs 2016 (2 pupils)		50%	78%	56%	71%

### 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)*

<b>A.</b>	Spelling as a barrier to writing attainment - particularly boys performance in spelling element GPSV test
<b>B.</b>	Writing - particularly boys performance in writing
<b>C.</b>	Maths - gaps in basic mathematical skills and exposure to problem solving to use and apply

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

<b>D.</b>	<p>Low percentage of Pupil Premium children, therefore each child accounts for considerable percentage outcome when comparing statistics e.g. % of pupils known to be eligible for FSM is 14% compared to 24% Nationally.</p> <p>Due to the low cohort size within each year group, barriers are identified on an individual pupil level as part of termly pupil progress meetings. These barriers are exacerbated where pupils eligible for pupil premium also have identified SEND.</p> <p>Cohort for Year 6 2017-2018 is one of our largest cohorts of pupil premium (4) pupils, therefore each pupil is worth 25%. 1 pupil is identified as SEN and in receipt of an Education, Health and Care Plan for 20 hours of support a week.</p>
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4. Outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	<p>Spelling - Test level analysis identifies spelling as the area in which we still need to improve performance against National outcomes - Particularly the boys performance in spelling. If we develop spelling outcomes it will impact not only in writing outcomes but also the scores in the GPVS test.</p> <p>Standardised spelling test assessments will continue 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>A revised approach to book looks will monitor how National Curriculum and higher frequency spellings are applied into the children's writing.</p> <p>Continue Nessy online spelling programme to particularly appeal to boys. Reward incentive to motivate engagement and celebrate success.</p> <p>Embed No-Nonsense Spelling for Years 2 - 6</p> <p>Participation in spelling competitions e.g. IOW spelling bee</p> <p>Phonological awareness training for pupils exiting KS1 having not achieved the phonics test</p> <p>HIAS spelling twilight January 2018 with ongoing support from Jo Kenyon</p> <p>Further phase leader support to ensure bespoke approaches pertinent to each phase</p> <p><b>Desired Outcome - to see an increase in the percentage of boys spelling outcomes measured against individual targets.</b></p>	<p>Improve the outcomes of boys spelling.</p> <p>School data 2016-2017 shows year 6 GPVS results 66% of school pupils compared to 77% Nationally with 28% achieving a higher standard compared to 31% Nationally. 70% of disadvantaged achieved GPVS compared to 82% Nationally.</p> <p>67% of boys achieved GPVS compared to 64% of girls.</p> <p>We would like this to improve for 2017-2018 outcomes.</p>

<p><b>B.</b></p>	<p><b>Writing</b></p> <p>It was disappointing that only 62% of the cohort achieved the standard in writing compared to 76% Nationally. Only 56% of boys (10/18 pupils of which 6 were PP) achieved the standard whilst 73% of girls achieved the standard in writing. Therefore girls are out performing boys by 17%.</p> <p>Retain and share the aspirational target of 85% of the cohort to achieve expected standard.</p> <p>Refine approach to pupil progress meetings to target with more specific milestones those children that are 'close to'.</p> <p>Ensure EYFS/Year 1 have plentiful writing opportunities in all areas of the indoor and outdoor environment.</p> <p>Change class timetables to allow a session for extended writing every week.</p> <p>Focus on writing across the curriculum and engagement with both rich quality texts and topic foci.</p> <p>Increase staff confidence in modelling of writing as studies show that boys benefit from explicit teaching about the structure of narrative and expository texts. Boys need greater access to models of simple structures, of different types of texts and greater expectations that they will complete extended pieces of work.</p> <p>All subject action plan to reference writing across the curriculum as a target.</p> <p>Staff inset on 19<sup>th</sup> October 2017 will focus on these approaches to upskill staff to writing approaches across the curriculum.</p> <p>Senior staff to attend training on how to more effectively monitor outcomes in literacy.</p> <p>Investigate programmes to enable those with significant literacy based needs to still produce and publish written work.</p> <p>Whole school development of working walls and writing non-negotiables for each year group.</p> <p>Jo Kenyon to work alongside phase leaders to upskill them in terms of moderation and what ARE/GDS looks like.</p> <p>Training to ensure staff are well aware of impact of the changes to assessment of writing in national assessments.</p> <p>Twilight February 2018 on embedding grammar within writing rather than teaching it in isolation.</p> <p><b>Desired outcome - to see a reduction in gender gap in writing outcomes for 2017-2018 in all year groups.</b></p>	<p>Improve outcomes in writing and reduce the existing gender gap.</p> <p>2016-2017 Writing gender gap</p> <p>EYFS - girls outperform boys by 5%</p> <p>Year 1 - boys outperform girls by 6%</p> <p>Year 2 - girls outperform boys by 32%</p> <p>Year 3 - girls outperform boys by 29%</p> <p>Year 4 - girls outperform boys by 25%</p> <p>Year 5 - boys outperform girls by 5%</p> <p>Year 6 - girls outperform boys by 17%</p>
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<p><b>C.</b></p>	<p><b>Maths</b>  Retain aspirational target of 85% of cohort to achieve ARE.  Y4 cohort outcomes are lower than other year groups and it is important that the lower Key 2 curriculum is secure prior to accessing Year 5 work - additional maths lessons in the Autumn term of Year 5 to enable catch up.  Key staff also to engage in Maths Teaching for Mastery programme endorsed by National Centre for Excellence in Teaching of Mathematics during 17/18 supported by the Solent Maths Hub. This approach aims to further develop the idea of procedural fluency and conceptual understanding thereby challenging the notion that children 'just can't do Maths'.  Greater emphasis on problem solving across the whole curriculum to be able to solve maths problems within 'real life' contexts.  Senior staff to attend training on how provide additional support for in class intervention.  Purchase of practical resources for in class support e.g. Numicon, TTS problem solving cards, Nessy maths etc.  Ongoing support from HIAS ensuring that all staff are confident in moving from the use of concrete, pictorial representations to the teaching of abstract concepts.  Ensure that adequate concrete resources are available to support the teaching of maths in all year groups.  Review the appropriateness of Big Maths in teaching arithmetic.  Develop working walls to make the skills required to access a problem highly evident.  Ensure that all abilities have greater access to problem solving and greater opportunities for reasoning/explanations.</p> <p><b>Desired Outcome - to see 85% of each cohort achieving ARE inclusive of all PP not on SEN register.</b></p>	<p>Improve the outcomes of disadvantaged pupils achieving ARE in maths.</p> <p>2016-2017 Maths outcomes  EYFS - 82% disadvantaged 50%  Year 1 - 83% disadvantaged 75%  Year 2 - 70% disadvantaged 0%  Year 3 - 69% disadvantaged 33%  Year 4 - 70% disadvantaged 40%  Year 5 - 50% disadvantaged 20%  Year 6 - 55% disadvantaged 60%</p>
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<p><b>D.</b></p>	<p>Ensure maximum Pupil premium engagement with all aspects of school life to promote good attendance.          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.          All PP pupils to be offered one free club every term.          Bespoke financial support offered on case by case basis to promote enrichment access.          Positions of responsibility given to PP pupils in year 6 to promote prompt arrival and good attendance.          Sensory circuit offered before school to encourage prompt arrival and good attendance.          Pupil conferencing will identify further aspects that need improving on.</p> <p><b>Desired Outcome - Pupil Premium children will report that they feel engaged, involved and are participating in the wider life of the school.</b>  <b>Attendance for all PP children will match or exceed school target of 97%.</b></p>	<p>Qualitative feedback, monitoring and observation shows positive, active engagement in school life.          Attendance rates will exceed school target.</p>
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5. Planned expenditure						
Academic year	2017-2018 £31,980					
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?	

<p>High quality inclusive teaching for all pupils.</p>	<p>High quality inclusive teaching for all.</p> <p>Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access and improve on school disadvantaged attainment in writing, spelling and maths outcomes.</p> <p>Continued use of responsive teaching model (split level inputs, flexible groupings, pre and post teaching).</p>	<p>DfE, Local Authority and research guidance on effective classroom practice.</p> <p>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.</p> <p>External validation of responsive teaching model.</p>	<p>Lesson blinks focusing on the quality of targeted support delivery and the transferal of skills back to classroom learning.</p> <p>Lesson observation cycle with leadership team.</p> <p>Weekly monitoring of teaching and learning.</p>	<p>EK LF/AC/AB Phase leads AJ, JP, KJH</p>	<p>Termly pupil progress meetings to review progress against ARE outcomes.</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>Mastery Learning/Appropriate layers of challenge.</p>	<p>Further whole school development of flexible teaching model in English and Maths lessons.</p>	<p>LLP feedback identified greater consistency required. LLP visit in April 2017 cited inconsistencies in the use of TA support in lessons. We need to further develop the role of the TA in order that pupils are not over reliant on support and that all TA's have the confidence to direct pupil learning. HIAS support based on the work of John Hattie, Dylan William and Shirley Clarke.</p>	<p>Continued monitoring, staff training and support. Staff coaching Further LLP support</p>	<p>KJH/AJ/EK LF/AC/AB Phase leads</p>	<p>Termly lesson observations to lead, to review/establish need for further CPD. Termly pupil progress meetings to review progress against ARE outcomes.</p>
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<p>To see 85% of each cohort achieving ARE inclusive of all disadvantaged pupils.</p>	<p>Retain aspirational target of 85% of cohort to achieve ARE. Y4 cohort outcomes are lower than other year groups and it is important that the lower Key 2 curriculum is secure prior to accessing Year 5 work - additional maths lessons in the Autumn term of Year 5 to enable catch up. Key staff also to engage in Maths Teaching for Mastery programme endorsed by National Centre for Excellence in Teaching of Mathematics during 17/18 supported by the Solent Maths Hub. Greater emphasis on problem solving across the whole curriculum to be able to solve maths problems within 'real life' contexts. Senior staff to attend training on how provide additional support for in class intervention. Purchase of practical resources for in class support e.g. Numicon, TTS problem solving cards, Nessy maths etc.</p>	<p>Research evidence in relation to Numicon as a tool to promote progress.</p> <p>Maths Teaching for Mastery approach aims to further develop the idea of procedural fluency and conceptual understanding thereby challenging the notion that children 'just can't do Maths'. Improving Mathematics in KS2 and KS3 recommends 'using manipulatives and representations, teaching pupils strategies for problem solving, using tasks and resources to challenge and support pupils and using structured interventions to provide additional support'.</p>	<p>Regular assessment and review of progress Regular review of targeted pupils.</p>	<p>KJH/AJ/EK LF/AC/AB Phase leads</p>	<p>Termly lesson observations Lesson 'blinks' Pupil progress meetings Observations of colleagues in other settings to observe and share best practice. Learning walks Book scrutiny Pupil conferencing Monitoring of standardised test scores termly</p>
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<p>To reduce the gender gap in writing outcomes.</p>	<p>Retain aspirational target of 85% of cohort to achieve ARE with no significant variation on gender outcomes +/- 10% either way.          Ensure EYFS/Year 1 have plentiful writing opportunities in all areas of the indoor and outdoor environment.          Change class timetables to allow a session for extended writing every week.          Focus on writing across the curriculum and engagement with both rich quality texts and topic foci.          Increase staff confidence in modelling of writing as studies show that boys benefit from explicit teaching about the structure of narrative and expository texts. Boys need greater access to models of simple structures, of different types of texts and greater expectations that they will complete extended pieces of work.</p>	<p>EEF improving literacy guidance reports 2017, cite the teaching of writing should be through:          Modelling and supporting practice          Extensive practice of transcription and sentence construction          High quality, structured targeted support to help pupils who are struggling with literacy.</p>	<p>Regular assessment and review of progress Regular review of targeted pupils.</p>	<p>KJH/AJ/EK          LF/AC/AB          Phase leads</p>	<p>Termly lesson observations          Lesson 'blinks'          Pupil progress meetings          Observations of colleagues in other settings to observe and share best practice.          Learning walks          Book scrutiny          Pupil conferencing</p>
<b>Total budgeted cost</b>					<b>£37,852.80</b>
<b>ii. Targeted support</b>					

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?
Spelling outcomes improved for all.	Continue to use Nessy spelling Embedding of 'no nonsense spelling across the school Phonological abilities training for children not achieving KS1 phonic retest	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. PAT targeted support in small groups	EK LF/AC/AB Phase leads	Ongoing monitoring will feed into pupil progress meetings. Targeted reviewed termly. Monitoring of standardised test scores termly
Improve social and emotional wellbeing, participation and resilience.	Support for children and families through: <ul style="list-style-type: none"> <li>Family liaison</li> <li>ELSA support</li> </ul>	EEF - Behaviour interventions +4 months progress Social and emotional learning +4 months progress  We acknowledge that before we can accelerate progress there are other barriers that we need to address.	Family liaison to support pupils and families as required: attend meetings with external agencies and co-ordinate CAFs. ELSA sessions monitored through provision map.	EK CM	Termly review by SENCO Termly pupil progress meetings Feedback from staff and external agencies.

<p>Further develop the role of the adult in Early years in order to move learning on.</p>	<p>To review the role of the adult to ensure that children are not missing the opportunities to read and write within their play. To consider adult interactions, such as questioning skills to scaffold children's deeper level of thinking and learning. To add increased challenge in areas by considering the next steps in children's development, through the observations, planning and assessment cycle.</p>	<p>A report "Reception a missed opportunity" commented that Reception teachers should focus on developing children's spoken language and reading skills.</p>	<p>Ongoing mentoring by class teacher. Cross Federation moderation. Lesson observations Lesson blinks focusing on the role of the adult (quality interaction) Data tracking Ensuring the percentage of children on track to achieve ELG in reading and writing is comparable to other outcomes.</p>	<p>JH EYFS Team EK AJ, KJH</p>	<p>Termly pupil progress meetings.</p>
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<p>Pastoral support for identified service children.</p>	<p>Support for children and families through:</p> <ul style="list-style-type: none"> <li>• Family liaison</li> <li>• ELSA support</li> </ul> <p>To offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children on family mobility or parental deployment.</p> <p>Provision of a named member of staff with whom pupils can talk to in confidence.</p> <p>Planning in advance for general issues that are likely to arise for individual children and their families.</p>	<p>EEF - Behaviour interventions +4 months progress Social and emotional learning +4 months progress</p> <p>We acknowledge that before we can accelerate progress there are other barriers that we need to address.</p>	<p>Family liaison to support pupils and families as required: liaison with external agencies such as CEAS.</p> <p>ELSA sessions monitored through provision map.</p>	<p>EK/CM AJ, KJH</p>	<p>Termly review by SENCO Termly pupil progress meetings Feedback from staff and external agencies.</p>
<b>Total budgeted cost</b>					<b>£7,817.00</b>

### 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?
<p>Pupil Premium children will report that they feel engaged, involved and are participating in the wider life of the school.</p> <p>Attendance for all PP children will match or exceed school target of 97%.</p>	<p>Ensure maximum PP engagement with all aspects of school life to promote good attendance.</p> <p>Information will be available to document PP involvement in extra-curricular sports, music and clubs.</p> <p>Mentoring meetings will provide increased opportunities for feedback and the chance to build self-esteem by building on successful results.</p> <p>All PP pupils to be offered one free club every term.</p> <p>Bespoke financial support offered on case by case basis to promote enrichment access.</p> <p>Positions of responsibility given to PP pupils in year 6 to promote prompt arrival and good attendance.</p> <p>Sensory circuit offered before school to encourage prompt arrival and good attendance.</p> <p>Pupil conferencing will identify further aspects that need improving on.</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>Lindner 2002, proved participation in extracurricular activities also has a positive effect on attainment.</p> <p>Public Health England, the link between pupil health and well-being and attainment, November 2014, pupils sense of belonging to a school is a key determinant of their wellbeing and therefore their attainment.</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 LF/AC/AB Phase leads</p>	<p>Termly pupil progress meetings.</p> <p>Ongoing review/Termly reviews re spending/funding for clubs and activities.</p>
<b>Total budgeted cost</b>					<b>£1,980.00</b>

**Total planned expenditure**

£47,649.80

## 6. 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)	Cost																																																															
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.	<p>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.</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>Year group</th> <th>All</th> <th>Disad</th> <th>All</th> <th>Disad</th> <th>All</th> <th>Disad</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>82%</td> <td>50%</td> <td>78%</td> <td>50%</td> <td>82%</td> <td>50%</td> </tr> <tr> <td>1</td> <td>83%</td> <td>75%</td> <td>77%</td> <td>75%</td> <td>83%</td> <td>75%</td> </tr> <tr> <td>2</td> <td>77%</td> <td>0%</td> <td>67%</td> <td>0%</td> <td>70%</td> <td>0%</td> </tr> <tr> <td>3</td> <td>73%</td> <td>33%</td> <td>58%</td> <td>33%</td> <td>69%</td> <td>33%</td> </tr> <tr> <td>4</td> <td>87%</td> <td>60%</td> <td>73%</td> <td>40%</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>5</td> <td>82%</td> <td>60%</td> <td>61%</td> <td>60%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>6</td> <td>69%</td> <td>80%</td> <td>62%</td> <td>60%</td> <td>55%</td> <td>60%</td> </tr> </tbody> </table>					Reading		Writing		Maths		Year group	All	Disad	All	Disad	All	Disad	EYFS	82%	50%	78%	50%	82%	50%	1	83%	75%	77%	75%	83%	75%	2	77%	0%	67%	0%	70%	0%	3	73%	33%	58%	33%	69%	33%	4	87%	60%	73%	40%	70%	40%	5	82%	60%	61%	60%	50%	20%	6	69%	80%	62%	60%	55%	60%	<p>Teaching assistants will continue to support the delivery of all English and Maths lessons. However, we need to ensure that they are leading the learning rather than just task management. LLP visit March 2017 cited inconsistencies in the use of TA support in lessons. We need to improve the confidence and competence of staff to execute timely intervention to move learning on when children have clearly grasped concepts e.g. responsible for the learning and not just task delivery.</p>	£34904.90
	Reading		Writing		Maths																																																																	
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<p>Mastery Learning/Appropriate layers of challenge.</p>	<p>Whole school development of split level input in English and Maths lessons.</p>	<p>Further embedded a culture teaching 'the right kids, the right stuff, at the right time and in the right way'. This has been validated by our LLP visit in March 2017 who noticed that lessons demonstrated a variety of challenge and in the best lessons, teachers regularly used AFL within the lesson to ensure a good pace of learning. We need to continue to develop challenge for lower and higher attaining pupils.</p> <p>20% of PP pupils in year 6 achieved a scaled score of 110+ in reading (2/10) against a National of 29%. The average scaled score for disadvantaged is 105.1 against National 105.4</p> <p>33% of PP pupils in year 6 achieved a scaled score of 110+ in maths (3/10) against a National of 27%. The average scaled score for disadvantaged is 103.5 against National 105.3</p> <p>40% of PP pupils in year 6 achieved a scaled score of 110+ in GPVS (4/10) against a National of 36%. The average scaled score for disadvantage is 105.4 against National 107</p> <p>10% of PP pupils in year 6 achieved GDS in writing (1/10) against a National of 21%</p> <p>17% achieved R/W/M combined at a scaled score of 110+ compared to 11% Nationally.</p> <p>This shows an increase in performance in maths and we have sustained our performance in reading, GPVS and writing.</p>	<p>We will continue to develop the flexible teaching model to ensure consistency across the whole school in terms of pace and expectation.</p> <p>We recognise we need to develop writing stamina and accuracy in order to improve outcomes as well as greater access to problem solving opportunities in maths.</p>	<p>£34904.90</p>
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**ii. Targeted support**

<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)	<b>Cost</b>																																																																																																
Spelling outcomes improved for all.	Purchase of Nessy online spelling programme. Introduction of 'no nonsense spelling' across the school Phonological abilities training for children not achieving KS1 phonic retest	<p>Nessy has been used successfully with pupils. The pupils are engaged and motivated to learn. 90% of pupils in receipt of Nessy have made double ratio gains in reading progress. The results below show the number of words learnt to read, spell and the number of targets achieved.</p> <table border="1" data-bbox="734 571 1151 1361"> <thead> <tr> <th>Child</th> <th>Read</th> <th>Spell</th> <th>Targets</th> </tr> </thead> <tbody> <tr><td>1</td><td>233</td><td>16</td><td>3</td></tr> <tr><td>2</td><td>133</td><td>30</td><td>1</td></tr> <tr><td>3</td><td>150</td><td>81</td><td>5</td></tr> <tr><td>4</td><td>157</td><td>161</td><td>3</td></tr> <tr><td>5</td><td>267</td><td>130</td><td>9</td></tr> <tr><td>6</td><td>242</td><td>111</td><td>11</td></tr> <tr><td>7</td><td>528</td><td>271</td><td>27</td></tr> <tr><td>8</td><td>626</td><td>424</td><td>6</td></tr> <tr><td>9</td><td>1444</td><td>1153</td><td>6</td></tr> <tr><td>10</td><td>796</td><td>491</td><td>16</td></tr> <tr><td>11</td><td>360</td><td>51</td><td>8</td></tr> <tr><td>12</td><td>365</td><td>135</td><td>15</td></tr> <tr><td>13</td><td>145</td><td>90</td><td>5</td></tr> <tr><td>14</td><td>660</td><td>356</td><td>22</td></tr> <tr><td>15</td><td>359</td><td>216</td><td>6</td></tr> <tr><td>16</td><td>1249</td><td>984</td><td>20</td></tr> <tr><td>17</td><td>280</td><td>96</td><td>4</td></tr> <tr><td>18</td><td>319</td><td>190</td><td>10</td></tr> <tr><td>19</td><td>241</td><td>112</td><td>3</td></tr> <tr><td>20</td><td>217</td><td>184</td><td>1</td></tr> <tr><td>21</td><td>131</td><td>42</td><td>1</td></tr> <tr><td>22</td><td>279</td><td>190</td><td>9</td></tr> <tr><td>23</td><td>171</td><td>96</td><td>2</td></tr> </tbody> </table>	Child	Read	Spell	Targets	1	233	16	3	2	133	30	1	3	150	81	5	4	157	161	3	5	267	130	9	6	242	111	11	7	528	271	27	8	626	424	6	9	1444	1153	6	10	796	491	16	11	360	51	8	12	365	135	15	13	145	90	5	14	660	356	22	15	359	216	6	16	1249	984	20	17	280	96	4	18	319	190	10	19	241	112	3	20	217	184	1	21	131	42	1	22	279	190	9	23	171	96	2	<p>We will continue to use Nessy across the school to develop reading and spelling. The pupils are engaged and motivated to learn using this resource and are making good progress and keen to use it at home too.</p> <p>We are going to look at purchasing other Nessy products to support writing and maths across the school.</p>	£625.00
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**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)	<b>Cost</b>
<p>Improve outcomes for those pupil premium children capable of achieving highly.</p>	<p>Revised approach to pupil progress meetings/tracking using Venn diagram. Focus on those capable of achieving GDS in reading, writing and maths.</p>	<p>Pupil progress meetings held termly. Venn diagrams were produced and updated in readiness for the meeting highlighting those children that were on track to achieve ARE. For those pupils not on track, additional interventions were planned and put into place. Greater professional dialogue around key stage exit points and expectation of GDS. Additional intervention planned and delivered to support higher attainment and address gaps in learning.</p> <p>20% of PP pupils in year 6 achieved a scaled score of 110+ in reading (2/10) against a National of 29%. The average scaled score for disadvantaged is 105.1 against National 105.4</p> <p>33% of PP pupils in year 6 achieved a scaled score of 110+ in maths (3/10) against a National of 27%. The average scaled score for disadvantaged is 103.5 against National 105.3</p> <p>40% of PP pupils in year 6 achieved a scaled score of 110+ in GPVS (4/10) against a National of 36%. The average scaled score for disadvantage is 105.4 against National 107</p>	<p>Further refine pupil progress meetings to give concrete milestones for children that are 'close to' ARE or GDS.</p>	<p>£% of salary of members of staff involved</p>

Improved participation in the wider life of the school.	Extra-curricular participation as well as in school leadership posts.	<p>100% of PP children benefitted from free access to at least 1 extra-curricular activity, with many opting to participate in more.</p> <p>25/31 PP children have represented the school in at least 1 sporting event.</p> <p>3 PP children have been sports captains.</p> <p>1 PP child was a Deputy Head boy for the school.</p>	We recognise that although we have made significant improvements in this area we still need to do more to ensure wider representation of vulnerable groups.	£1,980.00
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## 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 14% compared to 24% nationally.

### Overall Aims of the School

- To provide a broad and balanced curriculum with high expectations
- To provide outstanding opportunities across the curriculum
- 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'.