

Pupil premium strategy statement: Nettlestone Primary School

School overview

Metric	Data
School name	Nettlestone Primary School
Pupils in school	208
Proportion of disadvantaged pupils	11.5%
Pupil premium allocation this academic year	£32,660
Academic year or years covered by statement	2019-2022
Publish date	January 2020
Review date	January 2020
Statement authorised by	Kirsty Howarth
Pupil premium lead	Emma Kelly
Governor lead	David Botell

Disadvantaged pupil progress scores for last academic year (2018-2019)

Measure	Score (6 pupils in Yr6)
Reading	-2.17
Writing	-2.73
Maths	-6.19
Meeting expectations at KS2	Reading - 57% Writing - 57% Maths - 43% GP&S - 57% Combined - 43%
Achieving high standard at KS2	Reading - 29% Writing - 14% Maths - 14% GP&S - 14% Combined - 14%

Strategy aims for disadvantaged pupils (5 Pupils – of which 2 pupils have a low cognitive profile, 1 pupil identified as SEN support and another pupil supported by EHCP)

Measure	Score
Meeting expected standard at KS2	40%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	<p>Strengthen outcomes for Reading across the school with a consistent approach for all cohort</p> <ul style="list-style-type: none"> • Ensure KS1 have access to phonically decodable books. • Provide additional workshops and materials to support parents with the development of early reading. • Audit the library provision and ensure all classes have regular access to support principal of reading for pleasure. • Provide staff new to school with professional development to support planning, based on whole class text, ensuring sufficient challenge for all. • Provide alternative strategies for reading for those pupils who continue to struggle with phonics.
Priority 2	<p>Continue to develop pedagogy so that, we can be sure, that the right kids are getting the right stuff at the right time, in the right way in all lessons.</p> <ul style="list-style-type: none"> • Effectively coach and support staff working in the new pre-school to be confident with 'in the moment planning' that is responsive to the needs, passions and interests of each individual child. • Further develop approach to teaching and learning in KS1 to incorporate new outdoor areas as part of 'cool time'. • Further develop the 'flexible teaching model' in KS2 to ensure that the right kids are getting the right stuff at the right time, in the right way in all lessons. • Support subject leaders to be able to confidently articulate the core skill, knowledge and assessment criteria for their subject area, ensuring sufficient challenge in all year groups. (Inset day January 2020)
Barriers to learning these priorities address	Ensuring that core skills are taught consistently and secured for all pupils.
Projected spending	£20,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Close the gap between the school progress score for disadvantaged pupils and the National average for non-disadvantaged pupils	July 2020
Progress in Writing	Close the gap between the school progress score for disadvantaged pupils and the National average for non-disadvantaged pupils	July 2020
Progress in Mathematics	Close the gap between the school progress score for disadvantaged pupils and the National average for non-disadvantaged pupils	July 2020
Phonics (2 pupils)	100% of disadvantaged pupils to pass the Year 1 National phonic screen	July 2020
Other	Improved attendance rates for disadvantaged pupils (94.91%) Target 97%	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish a forum to capture the voices of children supported by pupil premium, with access to a school Governor, to enable them to feel they have an impact on wider school life.
Priority 2	Promoting curriculum connectivity to ensure all learning undertaken in target support intervention, is built upon during routine classroom practice.
Barriers to learning these priorities address	Ensuring there is no disconnect between targeted intervention and usual classroom practice, thus promoting greater ownership and accountability of the class teacher. Further promotion and development of self-confidence and self-awareness for this proportionately small group of disadvantaged pupils in school. Impact to be captured and celebrated within the school community.
Projected spending	£8000

Wider strategies for current academic year

Measure	Activity
Priority 1	Establish pre-school provision, to include a breakfast club.
Priority 2	Ensure disadvantaged pupils continue to have access to a wide range of opportunities and experiences (Cultural Capital).
Barriers to learning these priorities address	Recognising individual pupil and their particular needs within this small group. It is hoped that by getting to know families early we can better identify the tailored support they need.
Projected spending	£17,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to staff for professional development.	Use of staff CPD/inset days and twilights. Targeted release time for subject leads and senior leaders to achieve consistent practice.
Targeted support	Building the individual knowledge of pupils and needs.	Staff meeting time dedicated to promoting curriculum connectivity.
Wider strategies	Continue to engage positively and effectively with the families facing the most challenges.	Ensuring that caseloads are shared effectively to support staff work/life balance.

Review: last year's aims and outcomes

Aim	Outcome
Improve KS2 Spelling outcomes.	Despite targeted support, worsening of the average spelling mark since last year due to contextual variation of the cohort.
Improve KS2 Writing outcomes.	1 more disadvantaged pupil achieved the expected standard than the previous year. 1 disadvantaged child also achieved a greater depth judgement.
Improve KS2 Maths outcomes.	School matched the previous year's outcomes with 3 pupils achieving the expected standard and 1 pupil achieving a greater depth judgement.
Ensure maximum Pupil premium engagement with all aspects of school life to promote good attendance.	Attendance figure of 94.91% for disadvantaged pupils. The target remains 97% and continued support from Education Welfare ongoing.