



Pupil Premium Plan 2018-19

| Financial Year | Amount of Pupil Premium Funding |
|-----------------------|--|
| 2017-18 | £96,094 |
| 2018-19 | £81,160 (estimated) |

| | <u>17-18</u> | <u>18-19</u> |
|---|---------------------|---------------------|
| Number of disadvantaged pupils | 55 | 51 ** |
| Number of LAC eligible for PPG or children from Armed Services Families | 2 | 2 |

Disadvantaged children

Background

The Pupil Premium Grant is additional funding provided to schools by the Department for Education according to the number of children from low- income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. This also includes students eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure)

Schools are free to spend the Pupil Premium Grant as they see fit in order to maximise impact for the children and diminish any difference that exists.

At Nelson we currently have 51* disadvantaged children on roll.

Our overall aim is to raise attainment for these pupils and narrow the gap between their attainment and that of their peers and National outcomes. We aim to educate the whole child by raising ambitions and expectations of all our disadvantaged pupils, parents and staff.



Key Priority

To ensure that the disadvantaged gap remains closed by addressing inequalities and raising the attainment of those students in low-income families.

| Barriers to future attainment | |
|-------------------------------|---|
| In-school barriers | |
| A | Specific additional needs including those being supported as SEN or EAL |
| B | Weaknesses in learning behaviours e.g. independence or resilience |
| C | Social, emotional, mental health problems affecting wellbeing and progress |
| D | Working memory/processing speeds |
| External barriers | |
| E | Limited resources available outside school to provide out of hours learning support |
| F | Difficulties with finances and access to social housing causing disruption and mobility |
| G | Limited educational experience of some parents/carers affecting out of hours learning support |
| H | Poor attendance or punctuality |

The plan below details how the school will use the Pupil Premium Grant to address these barriers.

What do we expect to see:

Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to narrowing of any attainment gaps. Children who are currently working at the expected standard or above will also be targeted to make improved progress. Each child will be looked at as an individual to address barriers to learning and next steps to improve their progress.



Pupil Premium Funding Impact 2016-17 and 2017-18. *NB:[Disadvantaged means pupils eligible for Pupil Premium Grant]*

| EYFS | | | | | | | |
|---|------------|---------|--------|----------------------------------|-------------|---------|--------|
| Showing percentage of pupils achieving ELG | 2016- 2017 | | | | 2017 - 2018 | | |
| | Reading | Writing | Number | | Reading | Writing | Number |
| Disadvantaged Pupils (10) | 60% | 40% | 60% | Disadvantaged Pupils (5) | 40% | 40% | 40% |
| Other Pupils () | 85.4% | 77.1% | 85.4% | Other Pupils () | 68.6% | 65.5% | 70.9% |
| School PPG gap | -25.4% | -37.1% | -25.4% | School PPG gap | -28.6% | -25.5% | -30.9% |
| National PPG gap (2017) | -3 | -3 | -2 | National PPG gap (2018) | -3 | -3 | -2 |



| Phonics – proportion of pupils achieving the expected standard in the phonics screening test | | | |
|--|---------|---------------------------|---------|
| | 2016-17 | | 2017-18 |
| Year 1 | | | |
| Disadvantaged pupils () | 57.1% | Disadvantaged pupils (10) | 80% |
| Other pupils () | 86% | Other pupils () | 77.1% |
| School PPG gap | -28.9% | School PPG gap | +2.9% |
| National PPG gap (2016) | -13% | National PPG gap (2017) | -15% |
| | 2017 | | 2018 |
| Year 2 | | | |
| Disadvantaged pupils () | 83.3% | Disadvantaged pupils () | 85.7% |
| Other pupils () | 91.4% | Other pupils () | 90.2% |
| School PPG gap | -8.1% | School PPG gap | -4.5% |
| National PPG gap (2016) | -7% | National PPG gap (2017) | -9% |

Positives

- + the amount of PPG children passing the phonics test has improved by 22.9%
- +there is no PPG gap for phonics screening for Year 1 in 2017-18 – PPG children out performed non PPG children
- +the school PPG gap for Year 2 is smaller than the national and has reduced from the previous year



KS1

| Key Stage 1 | | | | | | | | | | | | | |
|--|------------|--------|---------|-------|--------|-------|--|------------|-------|---------|-------|--------|-------|
| Showing % of pupils attaining at expected standard of at greater depth | 2016- 2017 | | | | | | Showing % of pupils attaining at expected standard of at greater depth | 2017- 2018 | | | | | |
| | Reading | | Writing | | Maths | | | Reading | | Writing | | Maths | |
| | EXP | GDS | EXP | GDS | EXP | GDS | | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS |
| Disadvantaged pupils (14) | 21.4% | 0% | 14.3% | 0% | 14.3% | 0% | Disadvantaged pupils (8) | 37.5% | 12.5% | 25% | 12.5% | 12.5% | 12.5% |
| Other pupils () | 64.5% | 17.7% | 51.6% | 12.9% | 62.9% | 17.7% | Other pupils () | 78.4% | 25.5% | 70.6% | 9.8% | 82.4% | 25.5% |
| School PPG gap | -43.1% | -17.7% | -37.3% | | -48.6% | | School PPG gap | -40.9% | | -45.6% | | -69.9% | |
| National PPG gap (2017) | -16% | | -18% | | -17% | | National PPG gap (2017) | -16% | | -18% | | -17% | |

Positives

- + the expected and above for PPG children has increased in reading and writing
- + the amount of PPG children achieving GDS has increased



KS2

| Key Stage 2 | | | | | | | | | | | | | |
|--|-------------|--------|---------|--------|-------|--------|--|-------------|--------|---------|--------|--------|--------|
| Showing % of pupils attaining at expected standard of at greater depth | 2016 - 2017 | | | | | | Showing % of pupils attaining at expected standard of at greater depth | 2017 - 2018 | | | | | |
| | Reading | | Writing | | Maths | | | Reading | | Writing | | Maths | |
| | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS | | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS |
| Disadvantaged pupils (13) | 53.8% | 7.7% | 38.5% | 7.7% | 23.1% | | Disadvantaged pupils (10) | 54.5% | 9.1% | 63.6% | 9.1% | 63.6% | 9.1% |
| Other pupils () | 75% | 40.9% | 77.3% | 27.3% | 72.7% | 36.4% | Other pupils () | 83.9% | 29% | 80.7% | 45.2% | 83.9% | 25.8% |
| School PPG gap | -21.2% | -33.2% | -38.8% | -19.6% | -49.6 | -36.4% | School PPG gap | -29.4% | -19.9% | -17.1% | -36.1% | -20.3% | -16.7% |
| National PPG gap (2017) | -5% | -4% | -5% | -3% | -5% | -4% | National PPG gap (2017) | -5% | -4% | -5% | -3% | -5% | -4% |

Positives

- +the amount of PPG children reaching the expected standard or above has increased over the last year
- +the amount of PPG children reaching greater depth has increased
- +the PPG gap has reduced across all subjects from the previous academic year



Attendance

| Group | 2016-17 | 2017-18 |
|--|--------------|--------------|
| PPG | 94.39% (57) | 94.14% (61) |
| Non PPG | 95.67% (491) | 95.68% (400) |
| School gap | -1.28% | -1.54% |
| Disadvantaged cohort comparison to National (16-17 data) | -1.3% | -1.3% |

| Review of expenditure | | | | |
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| Previous Academic Year | | 2017-2018 | | |
| Action | Intended outcome | 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 |
| i) Quality of teaching for all | | | | |
| Training and time for PPG lead to develop role and ensure needs of PPG children are met | PPG lead to develop role. Case studies set up for all PPG children and barriers to learning identified and strategies discussed to support . | Every PPG child has a case study – which identifies barriers to learning, strategies to work and current provision in place. Their progress is tracked and monitored by the PPG lead. She attends pupil progress meetings to support and challenge. | For 2018-19, plan do review documents (that are currently used for SEND) to be put in place to ensure continuous cycle of provision for PPG children. Case studies to be used in transition to ensure teacher knows barriers and strategies that work straight away. | PPG lead – assistant head salary £16,560 |
| All staff trained in best practice to support PPG children based on | PPG lead to run CPD sessions for all staff | 3 CPD sessions run – focus on quality first teaching and then | For 2018-19, research based evidence to be trialled to help | See above |



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| evidence and research with the emphasis on quality first teaching as the first form of intervention | | identifying key barriers and next steps bespoke to the child | improve rate of progress for PPG children | |
| ii) Targeted support | | | | |
| Interventions that are bespoke to the children's needs to improve progress in the core subjects | PPG children to make accelerated progress Interventions set up that are bespoke to the children | Key barriers discussed at start of the year to create targeted interventions | For 2018-19, year teams to monitor and track own interventions- should form part of PPA agendas to ensure provision is accurate Provide training and support for TAs running interventions to ensure they have the most impact | TA salaries - £37,490 |
| Support at nurture provision unit | Key children supported through the provision unit | Children accessed provision and no longer need to access it (see individual case studies) | | £19,690 |
| Play therapist to support emotional well being | Children to see play therapist weekly to support social and emotional health | Children identified termly – positive impact on wellbeing (see individual case studies) | - continue | £252 |
| iii)Other approaches | | | | |
| For children to have the same access to opportunities as their peers | All PPG children to attend at least one club a term or learn a musical instrument | Year 5 and 6 residential attended by all PPG children All children attended trips outside of school and workshops in school | How can we promote before or after school activities to help PPG children engage more with the wider school life? | £2144 on trips and workshops £3529 on clubs/instruments |



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| | All PPG children to attend school trips and workshops | | | |
| Access to family support worker to support social and emotional well being | PPG children’s social and emotional health to improve | FSW sees key children throughout the week but is also there for drop in sessions. FSW also supports key families | Continue | FSW salary - £29630 |
| Family support worker to track and monitor attendance | Attendance to improve and keep PPG gap in line/lower than national | Current attendance is good – gap only slightly larger than national | Attendance to be tracked by PPG lead, HT and FSW – key families to be supported | |

Action Plan – and planned expenditure

| SDP: 4.ensuring that pupil premium funding is well targeted to meet the range of different needs of disadvantaged pupils, and that outcomes for these pupils improve considerably and are carefully evaluated | | | | | | |
|--|--|--------------------|--|-----------------|---|--|
| Targets and term | Staff involved | Time schedule | Actions (steps) | Costs | Success criteria | Progress to target and next steps |
| To set up plan do review documents for all PPG children to monitor and track interventions and strategies to | SW Class teachers TAs | By Jan 2019 | <ul style="list-style-type: none"> Meet with all CT to discuss PPG children Look at the barriers of PPG children and set up plan do reviews to help overcome these Monitor the strategies put in place Track data over term to evaluate impact | PPG lead salary | <ul style="list-style-type: none"> Children’s barriers identified Specific support put in place to meet needs Progress to improve over 2 terms | <ul style="list-style-type: none"> Spring – PPG children are tracked and monitored. Interventions assessed by class teachers, looking into intervention impact forms to track progress. |



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| ensure they make progress | | | | | | Plan do review documents to be up and running by end of Summer 1 |
| To have all PPG children accessing at least one club or learning a musical instrument | SW Class teachers | Spring 2019 | <ul style="list-style-type: none"> • Survey clubs the children are currently part of • Speak with class teachers to build relationships with parents • Ensure PPG parents know they receive a free club per term | 1 Club per term funded | <ul style="list-style-type: none"> • All PPG children will be attending at least one club a week • | <ul style="list-style-type: none"> • Re-check children in clubs at start of summer term – teachers to promote those who are not to join one. |
| To improve relationships and communications with parents – to help them support their children at home. | SW CN HT DH Class teachers | Summer 2019 | <ul style="list-style-type: none"> • As a team, discuss areas parents need the most support with • Host curriculum meetings to support parents in supporting their children • Provide courses to support parents – bespoke to needs | FSW salary/PPG lead salary | <ul style="list-style-type: none"> • Parents feel able to support children at home • Children’s progress improves over 2 terms | <ul style="list-style-type: none"> • To develop and embed in 2019-20 |



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| | | | <ul style="list-style-type: none"> • FSW to work closely with families who require additional support • Class teachers to build good relationships with parents and discuss areas to support if needed • Parents to be invited in to attend key events where they see their children learning | | | |
| Close the gap by a further 5% across all subjects and year groups | CT SW HT and DH | By Summer 2019 - results | <ul style="list-style-type: none"> • Quality first teaching for all children • Barriers identified and strategies put in place for all children • Targeted support for specific needs | n/a | <ul style="list-style-type: none"> • Gap to close by a further 5% across all year groups and subjects • Greater depth to continue to increase | Refer to impact report – attainment has improved from previous year in all year groups except for Year 6 maths which has remained the same as last year however progress was 100%. |



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|---|-------------------------|-----------------------|---|------------|---|---|
| Improve attendance and punctuality for PPG children | SW CN HT/DH CT | By Summer 2019 | <ul style="list-style-type: none">• FSW and PPG lead to track attendance and punctuality• FSW and PPG lead to meet weekly to discuss current attendance and next steps• Clear procedures in place for attendance• Positive rewards for good attendance | FSW salary | <ul style="list-style-type: none">- Good attendance for all PPG children- Strategies in place to support and challenge | <ul style="list-style-type: none">- All in charts currently in place for some PPG children with positive progress- PPG lead and FSW meet weekly to look at PPG attendance and trends |
|---|-------------------------|-----------------------|---|------------|---|---|