



Pupil Premium Plan 2019-20

| Financial Year | Amount of Pupil Premium Funding |
|-----------------------|--|
| 2017-18 | £96,094 |
| 2018-19 | £81,160 |
| 2019-2020 | £66,640 |

| | <u>17-18</u> | <u>18-19</u> | <u>19-20</u> |
|---|---------------------|---------------------|---------------------|
| Number of disadvantaged pupils | 55 | 51 | 51 |
| Number of LAC eligible for PPG or children from Armed Services Families | 2 | 2 | 0 |

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, 2017-18, 2018-19 NB:[Disadvantaged means pupils eligible for Pupil Premium Grant]

| EYFS | | | | | | | | | | | |
|--|------------|---------|--------|-----------------------------------|-------------|---------|--------|-----------------------------------|-----------|---------|--------|
| Showing percentage of pupils achieving ELG | 2016- 2017 | | | | 2017 - 2018 | | | | 2018-2019 | | |
| | Reading | Writing | Number | | Reading | Writing | Number | | Reading | Writing | Number |
| Disadvantaged Pupils (10) | 60% | 40% | 60% | Disadvantaged Pupils (5) | 40% | 40% | 40% | Disadvantaged Pupils (3) | 33% | 33% | 33% |
| Other Pupils () | 85.4% | 77.1% | 85.4% | Other Pupils () | 68.6% | 65.5% | 70.9% | Other Pupils () | 63% | 61% | 65.9% |
| School PPG gap | -25.4% | -37.1% | -25.4% | School PPG gap | -28.6% | -25.5% | -30.9% | School PPG gap | -30% | -28% | -32.9% |
| National PPG gap (2017) | -3 | -3 | -2 | National PPG gap (2018) | -3 | -3 | -2 | National PPG gap (2018) | | | |

*data not reliable with only 3 PPG children – 1/3 reaching expected or higher.



| Phonics – proportion of pupils achieving the expected standard in the phonics screening test | | | | | |
|--|---------|---------------------------|-------|---------------------------|--------|
| | 2016-17 | 2017-18 | | 2018-19 | |
| | Year 1 | | | | |
| Disadvantaged pupils () | 57.1% | Disadvantaged pupils (10) | 80% | Disadvantaged pupils (7) | 28.6% |
| Other pupils () | 86% | Other pupils () | 77.1% | Other pupils () | 72.4% |
| School PPG gap | -28.9% | School PPG gap | +2.9% | School PPG gap | -43.8% |
| | 2016-17 | 2017 - 2018 | | 2018-19 | |
| | Year 2 | | | | |
| Disadvantaged pupils () | 83.3% | Disadvantaged pupils () | 85.7% | Disadvantaged pupils (10) | 100% |
| Other pupils () | 91.4% | Other pupils () | 90.2% | Other pupils () | 96.2% |
| School PPG gap | -8.1% | School PPG gap | -4.5% | School PPG gap | +3.8% |

Positives

+ all disadvantaged children in Year 2 passed the phonic screening (higher than non-PPG)



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% | |



| Key Stage 1 | | | | | | | | | | | | | |
|--|---------|------|---------|--------|-------|--------|--|--|--|--|--|--|--|
| Showing % of pupils attaining at expected standard of at greater depth | 2018-19 | | | | | | Showing % of pupils attaining at expected standard of at greater depth | | | | | | |
| | Reading | | Writing | | Maths | | | | | | | | |
| | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS | | | | | | | |
| Disadvantaged pupils (10) | 70% | 0% | 50% | 0% | 60% | 0% | Disadvantaged pupils (8) | | | | | | |
| Other pupils (42) | 78.6% | 31% | 73.8% | 14.3% | 81% | 26.2% | Other pupils () | | | | | | |
| School PPG gap | -8.6% | -31% | -23.8% | -14.3% | -21% | -26.2% | School PPG gap | | | | | | |

Positives

- + the amount of children reaching expected or above in reading has increased from 37.5% to 70% dropping the gap from -40% to -8.6%
- + the amount of children reaching expected or above in writing has doubled from 25% to 50% reducing the gap from -45% to -23%
- + the amount of children reaching expected or above in maths has increased from 12.5% to 60% reducing the gap from -69.9% to -21%



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% |



| Key Stage 2 | | | | | | | | | | | | | |
|--|---------|-----|---------|-----|--------|-----|--|---------|-----|---------|-----|-------|-----|
| Showing % of pupils attaining at expected standard of at greater depth | 2018-19 | | | | | | Showing % of pupils attaining at expected standard of at greater depth | | | | | | |
| | Reading | | Writing | | Maths | | | Reading | | Writing | | Maths | |
| | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS | | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS |
| Disadvantaged pupils (3) | 66% | 0% | 66% | 0% | 0% | 0% | Disadvantaged pupils () | | | | | | |
| Other pupils (74) | 71.6% | | 78.4% | | 67.6% | | Other pupils () | | | | | | |
| School PPG gap | -5.6% | | -12.4% | | -67.6% | | School PPG gap | | | | | | |

Positives

+Data is based on only 3 children. Percentage increases in reading and writing, reducing the gap in reading to -5.6% and -12.4% in writing.



Attendance

| Group | 2016-17 | 2017-18 | 2018-19 |
|--|--------------|--------------|---------|
| PPG | 94.39% (57) | 94.14% (61) | 93.97% |
| Non PPG | 95.67% (491) | 95.68% (400) | 95.83% |
| School gap | -1.28% | -1.54% | -1.86% |
| Disadvantaged cohort comparison to National (16-17 data) | -1.3% | -1.3% | -1.3% |

| Review of expenditure | | | | |
|---|--|--|--|--|
| Previous Academic Year | | 2018-19 | | |
| 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/time out of class to focus on PPG | PPG lead to develop role. Case studies set up for all PPG children and barriers to learning identified and strategies discussed to support. Progress and attainment of PPG children to improve | 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. Case studies have been used in transition to ensure a smooth transition and the new teachers now barriers and strategies that have worked previously | For 2019-20, to develop a system to monitor the impact of strategies put in place for PPG children that does not add to teacher workload | PPG lead – assistant head salary £15,460 |



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| All staff trained in best practice to support PPG children based on evidence and research with the emphasis on quality first teaching as the first form of intervention | PPG lead to run CPD sessions for all staff | 3 CPD sessions run – focus on quality first teaching and then identifying key barriers and next steps bespoke to the child | For 2019-20, continue to update on new research and trial new strategies. PPG lead to continue NPQSL, training staff to lead 1:1 tuition sessions | See above |
| 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 Most year teams successfully set up interventions that were beneficial to children in their year group. | For 2019-20, PPG lead and SENCO to support TAs and run training to support interventions that have the most impact PPG lead to attend all PPA sessions to keep PPG children high profile and ensure provision is accurate | TA salaries - £45,000 |
| Occupational Therapist support | Children to be supported by OT – developing motor skills and having a positive impact on academic and social/emotional progress | Key children identified OT improved motor skills | PPG lead to liaise with SENCO to decide level of need and who requires OT support | £2800 |
| 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 | n/a |



| 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 All PPG children to attend school trips and workshops | Year 5 and 6 residential attended by all PPG children All children attended trips outside of school and workshops in school Year 4 Harlequins rugby session | How can we promote before or after school activities to help PPG children engage more with the wider school life? | £2100 on trips and workshops £5800 on clubs/instruments |
| 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 - £10,000 |
| 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 All in attendance charts introduced for children with poorer attendance – all children using charts have increased their attendance | Attendance to be tracked by PPG lead, HT and FSW – key families to be supported | See above |



Action Plan – and planned expenditure

| Previous 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 a format to monitor strategies for PPG children that is effective and not adding to teacher workload | SW Class teachers TAs | By Jan 2019 | <ul style="list-style-type: none"> • PPG lead to research effective methods • PPG lead to trial method for success before implantation • Staff to be trained in strategies available • PPG lead to set up and monitor regularly through data tracking and attending PPA meetings/pupil progress meetings | PPG lead salary | <ul style="list-style-type: none"> • Effective method in place that does not add to teacher workload • Children’s barriers identified • Specific support put in place to meet needs • Progress to improve over 2 terms | • |
| To keep PPG high profile through weekly PPA meetings ensuring their provision is accurate and | SW Class teachers | Autumn 1 - ongoing | <ul style="list-style-type: none"> • PPG lead to attend PPA sessions to discuss strategies used and next steps regularly • Class teachers to show they know barriers and next steps at PPA sessions • | Dependent on strategies used PPG lead salary | <ul style="list-style-type: none"> • PPG children high profile • PPG children provision is bespoke to needs • Progress improves over 2 terms | • |



| | | | | | | |
|---|---|---------------------|--|--|--|---|
| enables progress | | | | | | |
| To have all PPG children accessing at least one club or learning a musical instrument | SW Class teachers | October 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 • | • |
| To improve relationships and communications with parents – to help them support their children at home. | SW CN HT DH Class teachers | Spring 2020 | <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 to work closely with families who require additional support | FSW salary/PPG lead salary Resources to support parents | <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"> • 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 – key focus on maths for KS2 | <p>CT</p> <p>SW</p> <p>HT and DH</p> | By Summer 2020 - 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 | Dependent on strategies used for needs | <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 | |
| Continue to improve attendance and punctuality for PPG children | <p>SW</p> <p>CN</p> <p>HT/DH</p> <p>CT</p> | By Spring 2020 | <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 | - |

