



### Nelson PPG Strategy Statement

#### Our Vision:

**‘Every child needs a champion’**

At Nelson Primary School, our Pupil Premium vision is to ensure all children, however financially disadvantaged, will have the support to be successful learners, achieve high expectations and leave primary school prepared for the next steps of their education and the future. We believe that the focus is on the needs of pupils, not labels and that each child should be supported as an individual. We focus on the improvement of learners over time through the emphasis on excellent teaching and learning, strong pastoral care and our PPG strategy being aligned with our school development plan.

Our PPG numbers and funding allocation can be broken down as follows:

Financial Year	Amount of Pupil Premium Funding
2017-18	£96,094
2018-19	£81,160
2019-2020	£66,640
2020-2021	£78,665

Current number on roll:	Percentage Pupil Premium
376	17.2%



	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>
Number of disadvantaged pupils	55	51	51	65
Number of LAC eligible for PPG or children from Armed Services Families	2	2	0	0

The term 'PPG' is used throughout this document to refer to children in the categories Ever 6 FSM, LAC and Post LAC, for whom the school receives funding through the Pupil Premium Grant. This includes children in Reception, Key Stage One or Key Stage Two. For our Nursery pupils they are allocated funding through the Early Years Pupil Premium Grant.

### What are the main approaches we use to ensure our disadvantaged children make progress and achieve?

As a school we recognise that each child who is entitled to PPG is an individual and a one size fits all model cannot be used. Their situation and needs will be unique and therefore the support provided by the school needs to be bespoke and appropriate for the child. Our overall aim in using PPG is to narrow the attainment gap with their non-disadvantaged peers nationally and to extend their opportunities and experiences. We recognise that several of our disadvantaged children experience similar barriers and therefore below are some of the main approaches we use to support future attainment.

<b>Approaches for future attainment</b>	
In-school	
A	Ensuring we have strategies in place to support children with specific additional needs including those being supported as SEN or EAL
B	Developing positive learning behaviours e.g. independence or resilience
C	Promote the development of language and vocabulary
D	Supporting positive social, emotional, mental health development which may affect wellbeing and progress
E	Ensuring we have strategies in place to develop working memory/processing speeds



External	
F	Providing support and resources outside of school to provide out of hours learning support – <b>including support with home learning when isolating</b>
G	Supporting families where possible who have difficulties with finances and access to social housing causing disruption and mobility
H	Providing support for families where parents have limited educational experience to enhance out of hours learning support
J	Ensuring we have strategies in place to ensure high attendance and punctuality

**Current attainment for July 2019 – due to COVID results for 2020 are not available.**

Year 6 SATs 2018-19 – based on 3 PPG children			
	Pupil Premium – Nelson Primary School	Pupils not eligible for PP (school)	Pupils not eligible for PP (national average)
% reaching age related expectations in reading, writing and maths	0% - based on 3 children only		71%
% meeting standard or above in reading	66%	71.6%	78%
% meeting standard or above in writing	66%	78%	83%
% meeting standard or above in maths	0%	67%	84%

Year 2 SATs 2018-19 – 10 children			
	Pupil Premium – Nelson Primary School	Pupils not eligible for PP (school)	Pupils not eligible for PP (national average)
% meeting standard or above in reading	70%	78.6%	78%
% meeting standard or above in writing	50%	73.8%	73%
% meeting standard or above in maths	60%	81%	79%



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%	National	84%
	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%

Showing percentage of pupils achieving ELG	2018-2019		
	Reading	Writing	Number
Disadvantaged Pupils (10)	33%	33%	33%
Other Pupils ( )	63%	61%	65.9%
School PPG gap	-30%	-28%	-32.9%
National PPG gap (2017)	79%	76%	82%



### Attendance

Group	2016-17	2017-18	2018-19	19-20 - COVID
PPG	94.39% (57)	94.14% (61)	93.97%	Due to COVID, attendance data is not available. However, 40% of our PPG children returned to school lockdown in the summer 2 term.
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%	



Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching (for example professional development, recruitment and retention, and support for early career teachers)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance)





**Pupil Premium Grant Allocation 2020/21:**

(estimated at £78,665 )

<u>Teaching</u>					Approx. contribution from Pupil Premium Grant: £20,938
Action	Implementation	Measuring impact	Approx cost	Impact	Evaluation notes
<p><b>Rationale:</b> As a school, we know quality teaching has the biggest impact on raising standards for all children but especially disadvantaged children and therefore investment and development of staff is incredibly important. We want to retain and train our staff so that they are continually developing and improving outcomes.</p> <p><b>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ – EEF</b></p>					
<i>What do we want to happen?</i>	<i>(how, who and when?)</i>	<i>(what data we are going to look at)</i>			
<b>Staffing &amp; recruitment:</b>					
To monitor the progress, attainment and wellbeing of PPG children	PPG lead to continue own professional development in PPG through training and own research  PPG lead to develop case study tracking system that enables easing monitoring without adding to teacher workload	Termly data analysis for core subjects  Pupil progress meetings to discuss PPG children and next steps of implantation  Regular analysis of impact of interventions  Liaising with SENCO and EAL lead for progress and FSW for well being	Leadership salary:  20,938		



<p>Introduction and development of phase leaders in supporting year group teams</p>	<p>Phase leaders in place to lead 2-year groups.</p> <p>Senior leadership team to support their development</p> <p>Phase leaders will support the teaching and learning in their year groups</p> <p>Phase leaders will check progress of PPG children and support with behavioural/wellbeing needs</p>	<p>Feedback from year teams</p> <p>Pupil Progress meetings</p> <p>Observations, book looks and pupil voice for teaching and learning across all year groups</p> <p>Case studies of PPG children</p>	<p>See above</p>		
<p><b>Quality teaching and professional development:</b></p>					
<p>whole school focus on assessment for learning will particularly look at increasing metacognition for PPG pupils</p>	<p>Part of SDP – development and use of assessment for learning to close the gap for all children especially in light of current situation</p> <p>Staff training sessions on AFL</p> <p>Support for staff from PPG lead with AFL strategies</p> <p>PPG lead to train teachers in metacognition</p>	<p>PPG data – looking at gaps closing and progress made</p> <p>PPM discussion of strategies used to support PPG children</p> <p>SLT learning walks focus on PPG pupils</p> <p>PPG book looks</p> <p>PPG pupil focus groups</p>	<p>No cost</p>		



<p>To close the gap by 5% for maths in Year 2 and Year 6</p>	<p>Review maths policy and audit current practice across the school</p> <p>PPM meetings to highlight progress and attainment in maths and develop next steps</p> <p>Observe maths teaching across the school and support teachers with professional development in this area</p> <p>Continue to professionally develop the 2 maths leads</p> <p>Maths small group interventions from DH/PPG lead for Year 6</p>	<p>Correct progression of skills seen across year groups</p> <p>Book looks</p> <p>PPM meetings – feedback and progress</p> <p>PPG data – closing the gap in maths</p> <p>Observations/ learning walks in maths</p> <p>Feedback from maths leads</p>	<p>No cost</p>		
<p>High profile of PPG for staff through PPM and PM– identify those making less than good progress or not achieving year group expectations</p>	<p>Regular monitoring and identification of progress of PPG children</p> <p>PPM meetings- discuss progress and support</p> <p>Quality first teaching and where appropriate smaller group teaching sizes to</p>	<p>Learning walks and book looks</p> <p>Pupil voice</p> <p>Assessment and progress data</p> <p>PPM meetings for all children – setting aspirational targets for PPG children</p>	<p>No cost</p>		



	support children in making progress				
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<b>Targeted Academic Support</b>					<b>Approx. contribution from Pupil Premium Grant:</b>
<p><b>Rationale:</b> As a school we know quality teaching in the classroom is the biggest driver for children’s progress. However, we also recognise that in some cases children’s gaps in understanding need to be addressed through targeted intervention and support. We recognise the positive impact teaching assistants can have on pupil progress particularly when they are specifically trained and work within the year group, therefore knowing the children very well. Interventions are bespoke to children’s needs, are short and sharp and monitored for impact.</p> <p><b>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’ EEF</b></p>					<p>£55,000</p>
<b>Action</b>	<b>Implementation</b>	<b>Measuring impact</b>	<b>Approx cost</b>	<b>Impact</b>	<b>Evaluation notes</b>
<i>What do we want to happen?</i>	<i>(how, what, who and when?)</i>	<i>(what data are we going to look at)</i>		<i>(How we will recognise success)</i>	
<b>Interventions:</b>					
<p><b>Catch up funding – every year group to offer small group tuition after school</b></p> <p><b>Small group tuition with DH</b></p> <p><b>Y6 booster sessions</b></p>	<p>Class teachers will monitor progress for the first half term through whole class teaching and AfL.</p> <p>Suitable candidates for tuition will be nominated by year groups at the end of the half term.</p> <p>Y6 Booster sessions taking place from Autumn 2 – 3x a week.</p>	<p>PPG data</p> <p>Y6 test data</p> <p>Pupil voice feedback</p>	<p>Use of catch up funding</p>		



<p><b>High quality interventions specific to needs to children, rapid and effective. (in school)</b></p>	<p>Children who are not making expected progress or working below expected are quickly identified (focus booklet) and strategies/interventions are planned in to support.</p> <p>Liaising with SENCO to identify specific barriers to learning and strategies that can be used</p> <p>Interventions will be monitored and tracked for impact</p> <p>Interventions will fit within the curriculum, meaning children do not miss learning in class where possible.</p>	<p>Pupil progress data</p> <p>Data measuring impact of interventions</p> <p>Feedback from children and staff</p>	<p><b>TA salaries:</b></p> <p>51,462</p> <p><b>SENCO salary:</b></p> <p>6,858</p>		
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<u>Wider Strategies</u>					<b>Approx. contribution from Pupil Premium Grant:</b>
<p><b>Rationale:</b> As a school, we believe all children should be provided with the same opportunities as their peers and therefore one way we use the pupil premium is to ensure they have this. Many non-academic barriers for our children include attendance and punctuality, social and emotional support and support at home. We hope by supporting children in these areas, that they will be coming to school ready to learn and feel supported in doing so.</p>					<p>£10,000</p>
<b>Action</b>	<b>Implementation</b>	<b>Measuring impact</b>	<b>Approx cost</b>	<b>Impact</b>	<b>Evaluation notes</b>
<i>What do we want to happen?</i>	<i>(how, what, who and when?)</i>	<i>(what we are going to look at)</i>		<i>(How we will recognise success)</i>	
<b>Enrichment:</b>					
<p>For children to have the same access to opportunities as their peers</p>	<p>All PPG children to attend at least one club a term or learn a musical instrument</p> <p>All PPG children to attend school trips and workshops</p>	<p>Children have a broad and balanced opportunity similar to their peers</p> <p>Children are engaged in their activities</p> <p>Register of clubs</p> <p>Improvement in children's social and emotional well being</p>	<p>n/a due to COVID currently – review spending when clubs/workshops continue</p>		



Equal access to learning in the event of another lockdown/bubble closure	<p>Provide technology where possible for home use</p> <p>Provide home learning packs and stationary</p> <p>Ensure food vouchers are available, provide food bank boxes and deliver lunch packages from the kitchen</p> <p>Ensure contact maintained with school</p>	<p>Children are able to access and complete work in line with peers</p> <p>Children have all the resources they require</p> <p>Families feel supported at home</p>	Technology support from government		
<b>Wellbeing:</b>					
Ensure that all PPG pupils settle back into school and needs for emotional support are identified swiftly.	<p>ELSAs and class teachers observe pupils identified as potentially vulnerable in class for first 2 weeks.</p> <p>Small group or one to one-time bound intervention planned by SENCO and ELSAs in response to individual needs. Referrals to EP where appropriate</p>	<p>teacher and ELSA observations of identified pupils before, during and after intervention-captured in regular feedback meetings</p> <p>pupil voice</p> <p>parent feedback</p> <p>outcomes of referrals to EP</p>	TA/SENCO salary – see above		
Play therapist to be used to support emotional well	Children to see play therapist weekly to	Children identified termly – positive impact	Funded through play		



being	support social and emotional health	on wellbeing (see individual case studies)	therapy charity		
<b>Attendance:</b>					
To improve the attendance of PPG pupils	<p>Punctuality and attendance closely monitored by FSW, HT and PPG lead</p> <p>Secure systems and procedures in place to monitor attendance</p> <p>Support for families</p> <p>Weekly class attendance announced and promoted in assemblies and newsletter – winning class receives extra time on the ship and winning class at the end of term receive an attendance cake</p> <p>Attendance certificates termly for individuals and termly raffle for voucher</p> <p>Attendance charts introduced for children with poorer attendance</p> <p>Breakfast club available to support families who</p>	<p>Attendance to be in line with non-PPG children</p> <p>Attendance records</p>	<p>FSW salary – see below</p> <p>Funded places at breakfast club</p>		



	struggle to come in on time				
<b>Family Support:</b>					
Access to family support worker to support social and emotional well being	<p>FSW sees key children throughout the week but is also there for drop in sessions. FSW also supports key families</p> <p>FSW organises ELSA sessions, play therapy sessions and liaises with families regarding attendance and safeguarding</p>	<p>Improvement in social and emotional well being</p> <p>Family feedback – feeling supported</p> <p>Smooth running of ELSA and play therapy sessions</p>	<p><b>FSW salary:</b></p> <p>10,000</p>		
To improve relationships and communications with parents – to help them support their children at home.	<p>As a team, discuss areas parents need the most support with</p> <p>Host curriculum meetings to support parents in supporting their children</p> <p>Provide courses to support parents – bespoke to needs</p> <p>FSW to work closely with families who require additional support</p>	<p>Parents feel able to support children at home</p> <p>Children’s progress improves over time</p> <p>Feedback from families</p>	<p><b>No costs currently</b></p>		



	<p>Class teachers to build good relationships with parents and discuss areas to support if needed</p> <p>Parents to be invited in to attend key events where they see their children learning</p>				
<p><b>Total expenditure: £89,258 + clubs/trips/workshops spending</b></p>					