

### Context of the School

- Nyewood CE Junior is an Voluntary Aided Church of England School.
- The school is a larger than average-sized Junior School (322 Pupils) and is growing.
- Two mobile classrooms have been added for 2016 onwards.
- The proportion of pupils supported by the pupil premium is average.
- Most pupils are White British. 52(16%) children speak 15 other first languages, the majority of these (25) being Polish.
- The proportion of disabled pupils and those who receive SEN Support (E,S and K) is higher than average (19%)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The majority of pupils join the school from Nyewood Church of England Infant School, which is on the same site.
- The pupils enter the school either in line with National Average(0.6 below) or Significantly Below Average(Academic Year 2014/15 Year 6 and Year 4 were both Sig-)

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" approach.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and Pupil Premium Children and All Pupils Nationally, especially the Higher Ability children.

As a school we have an excellent track record of ensuring that pupils make good progress and through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as good practice in using pupil premium funding, the Sutton Trust research on within school variance and the Sutton Trust toolkit, to inform our decision making. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

### **'A school for all children'**

## **Key Principles**

### **Believing in all children**

We will achieve this by:

- setting high expectations
- ensuring that a “no excuses” culture is adopted
- ensuring no limits are placed on what children can achieve
- overcoming barriers to learning
- building children’s confidence
- adopting a “solution-focused” approach to overcoming barriers
- creating a “no put down” school
- setting challenging learning opportunities

### **Identification of Pupils**

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”

### **Improving Day to Day Teaching**

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. feedback and guided reading

- Sharing good practice within the school and drawing on external expertise
- Providing high quality CPD
- Improving assessment through joint levelling and moderation

### **Increasing learning time**

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality

### **Individualising support**

We will ensure that the additional support we provide is tailored and effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents in order to support their children’s learning within the curriculum and helping them to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted Skill Groups such as Fine Motor, Phonics etc.)
- Recognising and building on children’s strengths to further boost confidence and self-esteem.

### **We will Seize the day by**

- keeping an eye open for new opportunities
- developing “possibilities thinking” having courage
- asking for help
- learning from others
- drawing on research/expertise
- daring to be different
- being open to new ideas
- learning from the past

### **Funding Priorities for 2015/16**

- **To further improve quality first learning for all pupil premium children in order to ensure that they achieve and attain at least in line with all pupils nationally, by delivering quality first teaching**
- **To focus on enrichment beyond the curriculum and Learning Outside the Classroom for all PP pupils regardless of ability**
- **To focus on social, emotional and mental health for both children and families**
- **To improve the attendance and punctuality of PPG Children**

Number of pupils and pupil premium grant (PPG) Nyewood CE Junior School received 2015/16	
Total number of pupils on roll	323
Total number of pupils eligible for PPG	80
Amount of PPG per pupil £1320 x 80	£105,600
Amount of PPG per Child Adopted From Care £1900 x 2	£3800
Increase in Pupil Premium Grant Funding	£1,794
Pupil Premium Plus Funding	£16,778
Total amount of PPG received	£127,972

**Please note that this funding is not per academic year but financial year. Our Priorities are for the Academic Year.**

Financial Commitment 2015/2016 (Academic Year)	
<b>To further improve quality first teaching from all teaching staff in order to ensure that PP children achieve and attain at least in line with all pupils nationally</b>	£99,585



<p><b>ensure that PP children achieve and attain at least in line with all pupils nationally(Closing the Gap)</b></p>	<p>£51,072 Higher Level Teaching assistants-£ 13,266  1:1 Tutor - £ 7,392 1:1 TA- £ 7,178</p>	<p>materials ✓ Parental Engagement/Communication Project</p>	<p>Improve basic developmental skills for targeted children. Improve liaison with parents and co-production, building a mutually supportive environment.</p>
<p><b>To focus on enrichment beyond the curriculum and Learning Outside of the Classroom for all PP pupils regardless of ability.</b></p>	<p><b>Proportional contribution-</b> Staff members-£2,062 Bug Club-£200 Author Visits-£100 Enrichment days-£2,000 Environment- £1,262</p>	<ul style="list-style-type: none"> <li>✓ Identification of relevant activities</li> <li>✓ Bug Club- Maths, spelling and Reading(All Abilities)</li> <li>✓ Author Visits(All abilities)</li> <li>✓ English and RE Writing Day ( Higher Ability)</li> <li>✓ History in Action Day</li> <li>✓ Development of Outside Learning Environment</li> </ul>	<p>Enhance opportunities for target group and allow them to undertake chosen activities at reduced, or no, cost. Enrich learning opportunities for more able PPG Be able to enjoy a stimulating and educational outdoor setting. Improve academic performance.</p>
<p><b>To focus on social, emotional and mental health for both children and families (Removing Barriers to Learning)</b></p>	<p><b>Proportional contribution-</b> Counsellor and their Training Salary-£9,703 Training-£2,080 Educational Psychologist-£300</p>	<ul style="list-style-type: none"> <li>✓ Purchase of school Uniform and sports wear</li> <li>✓ Subsidies for residential visits and other school trips</li> <li>✓ Extracurricular activities, clubs and music tuition</li> <li>✓ Working with others Lunchtime Supervisors Training</li> <li>✓ Trained Counsellor address the mental Health issues of the children</li> </ul>	<p>Reduce financial burden on parents in order that pupils can fully engage and feel part of the school. Enrich curriculum (e.g. music lessons, sports activities etc.) Develop skills of co-</p>

	Play Therapist-£1,400 Uniform - £200 Subsidies-£4,599 Extra-Curricular- £2,276		operation and resilience. Improve academic performance.
<b>To improve the attendance and punctuality of PPG Children</b>	<b>Proportional contribution-</b> Equipping and resourcing the Breakfast Club-£300 Two members of Staff to Lead-£ 2,370 Travel costs-£ 780	<ul style="list-style-type: none"> <li>✓ Breakfast Club</li> <li>✓ Parental Engagement/Communication Project</li> <li>✓ Subsidies for travel to school</li> </ul>	Ensure children have enough breakfast before the school day. Provide a setting for children to further develop social skills. Improved performance during the school day. Improve academic performance.

**The Governors of the school will monitor the impact of these objectives.**

### **Measuring the impact of PPG funding for 2014/2015**

The school evaluates the impact on each pupil at the end of each half term. Evaluation focuses on academic gains and how the pupils' self-confidence has developed as a consequence of the intervention. Academic achievement is measured and monitored through the use of School Data Tracking, Average Point Score Progress and Baseline/progress Tests. Class Teacher/Year Group Leaders/Assessment Leader hold review meetings where all the significant groups (PPG- Disadvantaged Children Looked After /Free School Meals/Ever 6-Gender/English as Additional Language etc.) are discussed. Individual Educational Plans are drawn up where necessary to help meet targets and the individual needs of the child.

The impact of the targeted support has ensured that our PPG cohort has left the school attaining and achieving at least in line with PPG children Nationally in Reading, Writing, English Grammar, Punctuation and Spelling and Maths. This level of attainment has been achieved in 2013, 2014 and 2105. Our Valued Added Measure for the Year 6 cohort has been significantly above the National Average for these three years. Progress for the PPG cohort in Year 6 leavers 2015 was above National Average in Reading and in line for Writing and Maths.

In Reading 100% of the disadvantaged pupils made their expected progress from Key Stage 1. In Writing the figure was 96% and for Maths 84%. For more than expected progress these figures were 48%, 28% and 20% respectively. Maths is therefore a clear area for improvement during the Academic Year 2015/16. The school is constantly working to close the gap between the PPG/Disadvantaged pupils and All Pupils Nationally.

Progress of PPG group 2014/2015

Year Group	Reading	Writing	Maths
3	Good progress	Good progress	Good progress
4	Good progress	Expected progress	Good progress
5	Good progress	Good progress	Good progress
6	Good progress	Good progress	Good progress

There were no exclusions during the academic Year 2014/15.

This demonstrates that the initial area for progress improvement is Writing in Year 4. These groups will be closely monitored in Year 4 in the academic year 2015/2016. The school is constantly working to close the attainment gap between the PPG/Disadvantaged pupils and All Pupils Nationally. Maths Attainment at the End of Key Stage 2 is a whole school priority for improvement.