



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Nyewood CE Junior School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£ 97,840	<b>Date of most recent PP Review</b>	5 <sup>th</sup> May 2016
<b>Total number of pupils</b>	322	<b>Number of pupils eligible for PP</b>	76	<b>Date for next internal review of this strategy</b>	March 2017

2. 2016 end of year 6 attainment		
	<i>Nyewood Pupils eligible for PP (Nyewood all pupils)</i>	<i>National Average all pupils</i>
<b>% achieving Age Related Expectations in Reading, writing and Maths</b>	28% (40%)	53%
<b>% Reading</b>	50% (57%)	66%
<b>% Maths</b>	61% (60%)	70%
<b>% EGPS</b>	56% (60%)	72%
<b>% Writing</b>	56% (65%)	74%

3. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Poor expressive and receptive language skills (including social communication skills) which effects progress in all areas of the Curriculum
<b>B.</b>	Lack of resilience when encountering challenge (metacognition) leading to poor progress rates.

External barriers	
<b>C.</b>	Attendance rates for pupil are eligible for PP Pupils is 92.89%, compared to Non PP pupils at 96.65%. This reduces their school hours and therefore learning time. Whole school target is 96%
<b>D.</b>	Vulnerability issues for a significant group of pupils eligible for PP is having a detrimental effect on their academic progress. (eg families with financial issues, housing needs, mental health problems)

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Improve expressive and receptive language skills (including social communication skills) for pupils eligible for PP	Pupils eligible for PP make rapid progress so that PP pupils achieve at least in line with all pupils nationally.
<b>B.</b>	Children to exhibit high motivation in approaching challenging situations both academic and social	Pupils engage fully in tasks, know where to seek advice and support and have a 'can do' attitude. Children are able to identify barriers to their learning and seek ways to overcome them. The gap in attainment closes between PP children and all children nationally.
<b>C.</b>	Increased attendance and punctuality rates for pupils eligible for PP	Overall PP attendance improves to be in line with non PP pupils (at least 96%)
<b>D.</b>	Improved home school links such as reporting on progress to parents and management of Early Help Plans and Pastoral Support Programmes	Parental engagement is improved and work in partnership to support their child's education and the children's progress are positive.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
<b>Quality of teaching for all (Quality First Teaching)</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>Evidence and Rationale</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date</b>
Improve expressive and receptive language skills(including social communication skills) for pupils eligible for PP	All teachers aware of the needs of their children and able to show provision has been made (by writing, implementing and reviewing IEPs). Appropriate intervention given.	IEPs will be reviewed and new targets set which clearly show how the individual's development is to be supported. Skills Group IEPs will be shared with Teaching Assistants and Teachers	Termly review meetings with Inclusion Manager to review progress, write new IEP and discuss impact of interventions. Progress meetings termly with Assessment Co-ordinator (including TAs)	E Vaughan	March 2017 (termly with pupil progress)
Children to exhibit high motivation in approaching challenging situations both academic and social and adopt a solution focused approach	All teachers to receive Growth Mindset training. Appropriate models to be shared with children. Attendance on courses /training – Inclusion Manager and teaching and non-teaching staff	Education Endowment Foundation (EEF) Toolkit suggests teaching metacognition is an effective way to accelerate progress. Training to focus on ways metacognition can become a natural part of everyday learning – eg children actively engaged in target setting and planning, being critical about their efforts and flexible in thought. Teachers' increased confidence and positive mindset.	EV to lead staff meetings – Growth Mindset and "Learning to Learn". Classroom observation will evidence a change in children's learning behaviour. Feedback session at staff meetings.	E Vaughan	March 2017 (termly with pupil progress)

<p>Improved home school links such as reporting on progress to parents and parental engagement in Early Help Plans and Pastoral Support Programmes</p>	<p>New reports - termly New SEN data collection forms including parent and child voices Breakfast club Class Teacher to be involved in PSP meetings.</p>	<p>Increased engagement from "hard to reach" parents resulting in eg homework being completed, parents' evenings being attended, children heard to read at home</p>	<p>Checks to be kept on homework return Notes to be kept from Parents' Evenings (in a similar way to the system in operation now for SEND) Staff to have proforma to complete</p>	<p>E Vaughan</p>	<p>March 2017</p>
<b>Total budgeted cost</b>					<p>£1,400</p>

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>Evidence and Rationale</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead/Cost</b>	<b>Review date</b>
Improve expressive and receptive language skills (including social communication skills) for pupils eligible for PP	Multi skills group All TAs trained to take skills back into classrooms	Speech and Language and Social Communication skills identified as a weakness. Multi-skills group allows more TAs to develop skills and more children to be targeted without missing out on too much curriculum time.	TAs review each session and use IEPs as working documents. IEPs reviewed termly at each half term (ie October, February, May)	E Vaughan / S-A Baker	February half term (termly mid-term in line with IEP reviews / re-writes)
Children to exhibit high motivation in approaching challenging situations both academic and social	TAs to undertake training on Growth Mindset and use same strategies as Teachers TA to target year 3 and 4 PP children – all abilities Teacher to target children for 1:1 tutoring	Skills Groups session comments Teaching Assistants skilled in delivering high quality interventions Teaching Assistants trained in Lego Therapy Accelerated progress for children receiving 1:1 and teaching Assistant support.	Monitor rates of progress – including using IEP and Skills Group session notes “Anecdotal” evidence – parents evening (teachers to keep notes – similar to SEND)	E Vaughan / S-A Baker	February half term (termly mid-term in line with IEP reviews / re-writes)
Increased attendance and punctuality rates for pupils eligible for PP	Breakfast club PP children identified and invited	Targeted children will have the chance to attend Breakfast club. This will ensure they have a meal before starting the school day and have some time to socialize.	Children initially to be selected and invited. Attendance to be monitored Progress to be monitored – both in terms of academic and social improvement.	J Williams	July 2017

Boost academic achievement of disadvantaged pupils	1:1 tuition in maths / literacy provided by Agency Teacher (qualified counsellor)	Targeted children will make accelerated progress. Children receiving this support will be reviewed half termly.	Inclusion Manager and Tutor to liaise on progress of children. Half termly progress review will provide evidence of accelerated progress.	E Vaughan / K Lehmann	Half termly with progress reviews
Improved home school links such as reporting on progress to parents and management of Early Help Plans and Pastoral Support Programmes	Pastoral Support Programmes, Early Help Plans put in place where necessary Outside Agencies involved in supporting school (eg Learning and Behaviour Advisory Team, Family Support Network, Think Family, Health Services	Termly Reports indicate accelerated progress (throughout ability levels) Parents meeting showing parental satisfaction and engagement Outside Agency engagement and support can be evidenced through Early Help Plans / Learning and Behaviour Advisory Team input / reports	Everyone involved will know expectations and have a clear picture of ways to support the child / family. Strategy Sheets (reviewed) and evidence of Outside Agency advice being implemented and impact on progress (through half termly assessments) Early Help Plans in place with regular Team Around the family meetings.	E Vaughan	July 2017 (but
<b>Total budgeted cost</b>					<b>£92, 556</b>
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date</b>

<p>Increased well-being. Provision of equal opportunities</p>	<p>Music lessons School Uniform Visit and Residential Visit grants / payments One-off payments / grants</p>	<p>Disadvantage should be no barrier to opportunities. Music lessons can enhance enjoyment and social engagement and improve academic skills and concentration. Having smart, clean uniform removes a social barrier Children should be able to engage and participate fully in school activities.  Any "disadvantage" deemed to be creating a barrier to learning should be investigated and efforts made to remove it.</p>	<p>Children identified as disadvantaged will have the same opportunities as other children. All staff to know who the children in receipt of Pupil Premium grant are.  All staff to understand how to identify and remove barriers to learning.</p>	<p>E Vaughan</p>	<p>July 2017</p>
					<p style="text-align: right;"><b>Total budgeted cost £5,000</b></p>





