



## Nyewood CE Junior School Pupil Premium Strategy statement 2017 – 2018



| 1. Summary Information |                   |                                  |          |  |       |
|------------------------|-------------------|----------------------------------|----------|--|-------|
| School                 | Nyewood CE Junior |                                  |          |  |       |
| Academic Year          | 2017 / 2018       | Total PP Budget                  | £99,460  | Date of most recent PP review                  | 03.17 |
| Total number of pupils | 320               | Number of Pupils eligible for PP | 78 (24%) | Date for next internal review of this strategy | 12.17 |

| 2a. Current Attainment (based on EKS2 results 2017) |                               |   |  |
|---|-------------------------------|---|--|
|   | Number of PP pupils in cohort | Pupils eligible for PP Attainment Score % reaching Age Related Expectations (ARE) | Pupils not eligible for PP Attainment Score % reaching ARE |
| % achieving in reading, writing and maths           | 22                            | 23 (5/22)   | 47   |
| % meeting expected standard in reading              | 22                            | 36 (8/22)   | 67   |
| % meeting expected standard in writing              | 22                            | 58 (13/22)  | 67   |
| % meeting expected standard in maths                | 22                            | 36 (8/22)   | 67   |
| % meeting expected standard in GPS                  | 22                            | 41 (9/22)   | 61   |

| <b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>                       |   |
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| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor language skills</i> )                |   |
| A  | Maths – Arithmetic – basic number skills, linking in to reasoning skills  |
| B  | Resilience - Metacognition – learning to learn (Learning styles, self-help strategies, positive learning attitudes) |
| C  | Literacy – receptive and expressive spoken language, spelling and writing   |
| <b>External barriers</b> ( <i>issues which might require action outside school, such as low attendance rates</i> ) |   |
| D  | Parenting skills – IPEH (Integrated Prevention and Earliest Help)   |
| E  | Attendance rates – PP group 91%, Non PP 96%   |
| F  | Academic support at home  |

| <b>4. Outcomes</b> |  |   |
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|                    | <i>Desired Outcomes</i>  | <i>Success Criteria</i>   |
| A                  | Improve arithmetic skills throughout the school by ensuring Quality First Teaching is embedded and good practice shared and additional support put in place to supplement QFT, including providing support for more able learners. | Pupils eligible for PP will achieve in line with school non-PP group.<br>Teachers will be confident in delivering appropriately differentiated lessons.   |
| B                  | Improve positive learning attitudes and resilience amongst all learners as part of QFT and additional targeted support.  | PP eligible children will demonstrate positive learning behaviours which will be evidenced by accelerated progress.<br>Teachers will know how to promote positive learning behaviours.  |
| C                  | Improve literacy skills – language, reading and writing (including targeting more able learners). All staff will have increased confidence and skills through engagement in Dyslexia Aware School Award.                           | Accelerated progress evident through in school testing and Teacher Assessment (eg end of year Salford and SPAR)<br>Teachers will have a variety of strategies to help them support all learners and will be confident to do so. |

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| D | Continue to develop positive and supportive relationships with parents, signposting to other agencies / accessing additional support when necessary. | Parental engagement will continue to be good and vulnerable parents will be encouraged to seek help and support. Parental confidence will remain high. (Evidence through questionnaires)  |
| E | Attendance rates for PP group and non-PP group will achieve parity.  | PP group attendance will improve through active interventions to engage parents and remove barriers to attendance.  |
| F | Parents will feel empowered to support their child's learning at home.   | Parents will be able to access support (eg school run workshops and website support).<br>Parents will seek advice from school staff and become active participants in the children's education.<br>Parental confidence will increase. (Evidence through questionnaires) |

| 5. Planned Expenditure   |   |   |   |                         |   |
|--|---|---|---|-------------------------|---|
| Quality First Teaching   |   |   |   |                         |   |
| Desired Outcome  | Actions   | Evidence and Rationale  | Ensuring effective implementation   | Staff Lead              | Review Date   |
| Improve arithmetic skills throughout the school (at all ability levels) by ensuring Quality First Teaching is embedded and good practice shared and additional support put in place to supplement QFT. | Ensure all teachers are confident in differentiating appropriately for the learners in their groups and able to identify barriers and monitor progress through Staff meeting training | Improved and accelerated progress as measured by Teacher Assessment (Target Tracker).<br>Children's confidence, teacher confidence. | Staff meeting input – using Beam Hierarchy materials to plan progression of skills.<br>Providing effective material to support development of skills. | Maths Leader, PP Leader | Interim; December 2017<br>March 2018.<br>End of year – July 2018 (full PP review) |

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|  |   |   |  |  |  |
| Improve positive learning attitudes and resilience amongst all learners as part of QFT.  | Staff meeting training to ensure all teachers are aware of ways to promote positive attitudes – including positive entrapment, praise, building self-confidence etc                       | Pupil conferencing (Pupil Voice) will show high and increasing levels of self-motivation and positive attitudes. Teachers will remain well-motivated, resilient and innovative.   | Education Endowment Foundation materials to be used in Staff Meeting training (Teachers and Teaching Assistants) alongside Mind Set materials. | PP Leader/ Head Teacher supported by School Counsellor   | Interim; December 2017<br>March 2018.<br>End of year – July 2018 (full PP review)  |
| Improve literacy skills – language, reading and writing (at all ability levels). All staff will have increased confidence and skills through engagement in Dyslexia Aware School Award training. | Inclusion Manager to undertake training with all staff on DASA.<br>All staff to engage with the programme actively and develop own skills.<br>Literacy Leads to present at Staff Meetings | Teacher and Teaching Assistant meeting notes.<br>Evidence collation for Portfolio.<br>Reading and Spelling journals.<br>Improved and accelerated progress as measured by Teacher Assessment (Target Tracker).<br>Children's confidence, teacher confidence. | Staff Meeting input from Literacy Leads and Inclusion Manager (DASA)   | Literacy leads and PP Leader.<br>All staff to collect and show evidence of development of skills and strategies. | Interim; December 2017<br>March 2018.<br>End of year – July 2018 (full PP review)<br>NB DASA submission May 2019 - ongoing |
| <b>Total Budgeted Cost Quality First Teaching (projected until March 2018)</b>   |   |   |  |  | <b>£51,337</b>   |

| <b>Targeted Support</b>  |  |   |   |                                  |  |
|--|--|---|---|----------------------------------|--|
| <b>Desired Outcome</b>   | <b>Actions</b>   | <b>Evidence and Rationale</b>   | <b>Ensuring effective implementation</b>  | <b>Staff Lead</b>                | <b>Review Date</b>   |
| Improve arithmetic skills throughout the school by ensuring Quality First Teaching is embedded and good practice shared and additional support put in place to supplement QFT. | First Class at Numbers – TA currently running programme to train another TA  | Target children will make accelerated progress (evident on Target Tracker TA)   | Monitor programme and select children on needs basis (year 3 and 4)   | PP Leader, FCsN TA + new FCaN TA | In place by December 2017, review March 2018                     |
| Improve positive learning attitudes and resilience amongst all learners as part of additional targeted support.  | Multi skills groups in all years.  | Pupils in groups to be reviewed. Progress tracked by session.   | All staff to be aware of input and re-inforce positives – eg improved language responses, better Social communication skills etc. | PP Leader / TA Leader            | Interim; December 2017<br>March 2018.<br>End of year – July 2018 |
| Improve literacy skills – language, reading and writing.   | Training for DASA, learning styles, reading and spelling journals. Assessment of identified individuals. Frequent, short interventions, time limited and reviewed. | Reading and Spelling journals and logs. Improved and accelerated progress as measured by Teacher Assessment (Target Tracker). | DASA input for all staff over the year. EV to support any staff member requiring it.  | PP Leader                        | Interim; December 2017<br>March 2018.<br>End of year – July 2018 |

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| Greater depth learning to be promoted for more able children.  | More able PP children to be identified / targeted and learning goals discussed with staff, parents and children.                                       | More able PP learners achieve greater depth in line with non PP group.  | More Able Pupils Leader to monitor (termly progress meetings) and discuss grouping / teaching strategies.   | More Able Pupil Leader / PP Leader.                           | At Progress Meetings with individual staff (termly). Monitor December 2017. |
| <b>Total Budgeted Cost Targeted Support (projected until March 2018)</b>   |  |   |   |   | <b>£28,447</b>  |
| <b>Other Approaches / Involvement of Outside Agencies</b>  |  |   |   |   |   |
| <b>Desired Outcome</b>   | <b>Actions</b>   | <b>Evidence and Rationale</b>   | <b>Ensuring effective implementation</b>  | <b>Staff Lead</b>   | <b>Review Date</b>  |
| Continue to develop positive and supportive relationships with parents, signposting to other agencies / accessing additional support when necessary. | Co-production with parents and outside agencies.<br>EV to attend appropriate training offered by outside agencies.                                     | Parental confidence and trust will remain high.<br>Families will receive appropriate support from outside agencies. | Inclusion Manager to attend appropriate training.<br>All staff to be aware of issues that need to be flagged with Inclusion Manager.<br>Inclusion Manager to liaise with IPEH and other outside agencies (LBAT etc) | PP Leader, supported by Lead TA and School Counsellor.        | Interim; December 2017<br>March 2018.<br>End of year – July 2018            |
| Attendance rates for PP group and non-PP group will achieve parity.  | Identify children concerned.<br>Put in a programme of support, including meetings with parents to discuss how to remove barriers to school attendance. | Evidence of parental engagement and input from other agencies as necessary (eg IPEH /School Nurse)                  | Attendance levels to be monitored weekly.<br>Admin staff to keep records and inform Inclusion Manager as necessary.<br>Meetings with parents of children causing concern.   | PP Leader with support from Admin Assistant and Head Teacher. | Interim; December 2017<br>March 2018.<br>End of year – July 2018            |

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| Parents will feel empowered to support their child's learning at home and understand how school can support them. | Co-production with parents. Staff run workshops to advise parents on various areas of school life / working methods etc   | Parent questionnaires / meetings with staff (parent evening logs / additional meeting logs show high level of parental confidence and engagement.    | Attendees to be recorded. Individual parents to be invited – eg hearing reading, homework. | PP Leader – all staff to keep records of meetings with parents. | Interim; December 2017<br>March 2018.<br>End of year – July 2018 |
| Full and fair access to all areas of the curriculum.  | Continue to provide access to music lessons, educational visits, residential visits and provide (on individual needs basis) such services as counselling. Outside Agencies to be engaged where necessary. | All children to be offered Music Lesson support through WS Music Service. Other needs (eg transport, clothing) to be dealt with on individual basis. | Co-production with parents – monitor index of need and react appropriately.                | PP Leader and School Business Manager.                          | Interim; December 2017<br>March 2018.<br>End of year – July 2018 |
| <b>Total budgeted cost / Other Approaches (projected until March 2018)</b>  |   |  |  |   | <b>£19,676</b>   |
| <b>Total PP budget (projected until March 2018)</b>   |   |  |  |   | <b>£99,460</b>   |