



Nine Acres Primary School

'Striving for Excellence'

Statement of Action 2018-19 Spring Term Update

Funding Priorities - 2018-19

This year our aim is to further increase the percentage of good to outstanding teaching across the school whilst continuing to further develop highly skilled leadership at all levels.

The initiatives implemented within the last academic year to address quality of teaching have shown impact and will continue to be developed to ensure consistency and improve outcomes further across the school. The work of the Teaching and Learning Coach (2 days a week) and reviewed roles and responsibilities of the leadership team will continue to focus on embedding this practise.

We want to continue to raise standards of Reading, Writing and Mathematics across school. We aim to cater for the whole child whilst continuing to increase our attainment and progress measures.

We are determined to ensure that the percentage of children working at and above age related expectations continues to rapidly increase. We will continue to focus on developing our Assessment for Learning practices so we can to intervene and support at the point of learning.

Number of pupils and pupil premium grant received	
Total number of pupils on roll	339
Total number of pupils eligible for PPG	126
Amount of PPG received per pupil	£1,320
Total Amount of PPG received	£166,320

Nature of Support from Funding

Aim: Accelerate progress of pupils in receipt of Pupil Premium		
Focus on Learning: Direct Impact on Standards	£81,700	43% of Actual Income
Focus on Learning: Developing Teaching Practice	£50,000	26% of Actual Income
Focus on Social, Emotional, Mental Health Development	£40,500	21% of Actual Income
Focus on Enrichment in/ beyond Curriculum	£ 11,720	6% of Actual Income
Focus on support for families/ community	£ 3,000	2% of Actual Income

How is the Pupil Premium being used?

Focus on Learning: Direct Impact on Standards							
How we intend to spend the 2018- 19 allocation	New of Continued Activity?	Allocation of Funding	Intended Outcomes	Monitoring	Impact		
Attendance focus	Continued	£6600	To improve whole school attendance to 96.2% and reduce persistent lateness.	Monitored by SLT/Governors on a termly basis. Half termly Attendance	Dec PP: 95.5% Non PP:	March Below National	July

				reports.	96.3% Persistent absence in being monitored on an individual pupil basis	figures but above Island. Targeted family support with multi agencies to remove barriers including lateness.	
'Excellence for All' leader release time	Continued	£8800	To improve the outcomes for disadvantaged pupils across the school to be in line or above national average figures for non-disadvantaged pupils through a focus on the quality of Teaching and Learning.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 Review of Target Cards and CPD for 1:1 conferencing	
EYFS/KS1 Booster Phonic/ reading sessions to embed skills	Continued	£2000	Children who enter EY with significant delays in communication & language acquire phonics skills through learning letter sounds, to blending, to reading at increased pace and success, leading to an increased proportion meeting and exceeding the Phonics standard at end of Y1.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 Assessments have taken place and re grouping are being created for Spring	 Booster session for Y1/2/3 taking place	
Booster Programme for Y6	Continued	£4000	Provide more teaching time for reading, writing and maths skills and opportunities to apply them. To accelerate progress and close gap on age related expectations in Year six Increase the % of pupils working at or above age related expectations in Reading and Writing and Maths at the end of KS2.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 Impact shown within in class outcomes % increases for children		
Pupil Conferencing release time	New			Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis	 Pupil conferencing completed by class teachers and used to inform planning within CPD sessions		
Challenge Programme	Continued	£800	Provide further opportunities for identified more able pupils to enrich and apply talents and knowledge in a variety of subjects.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Assessment materials PIRA/PUMA	Continued	£2000	Provide teachers with diagnostic tools to identify strengths and weaknesses	Monitored by SLT/Governors on a termly basis.			

			and personalise learning plans accordingly.	Evidenced through termly data analysis.		Introduction of GAPS tests informing teaching	
Intervention Programmes- Support Staff	Adapted	£54000	Accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning through the use of techniques including pre teaching, over-teaching i.e. repetition of less secure concepts and precision teaching. Support children to become increasingly secure in basic maths skills, and have the confidence to apply them, to accelerate progress and close the gap in Age Related Expectations.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Target Cards	New	£300	Support pupils in engaging in their own learning so they take responsibility and challenge themselves to achieve their next steps.	Monitored by PP leader/ SLT/governors on a termly basis. Evidenced through termly data analysis.		Under review due to 1:1 conference trialling	
Pupil Progress Meetings (Cover)	Continued	£800	Develop clear action plans of intervention to rapidly close gaps in knowledge, skills and understanding to accelerate progress of Pupil Premium pupils in reading/writing and mathematics in order to achieve Age Related Expectations. Increase the % of Pupil Premium pupils currently at Age Related Expectations to achieve Greater Depth in reading, writing and maths.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		Under review- Class Action Plans and strategy meetings in place	
Focus on Learning: Developing Teacher Practice							
CPD-Teaching Staff	Continued	£15000	Set high expectations Develop Teacher Practice Share good practice Improve on-going assessment Reshaping the learning Plan for interventions Delivery of interventions Good or better teaching in every lesson every day.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 Individual class teacher action plans set and CPD targets reviewed and new set. Staff led development with focussed training on different areas of the curriculum.		
CPD- Middle Leadership	Continued	£10000	Set high expectations Develop Teacher Practice Share good practice	Monitored by SLT/Governors on a termly basis.			

			Improve assessment Good or better teaching in every lesson every day.	Evidenced through termly data analysis.			
CPD- Support staff	Continued	£8000	Set high expectations Develop LSA Practice Improve on-going assessment Reshaping the learning Delivery of interventions Good or better teaching in every lesson every day.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 Cross school LSA network meeting. LSA's visited other schools to share and develop practice.	 All LSAs have visited another school to see practice	
Teaching and Learning Coach- Release time (2 days a week)	Continued	£17000	To improve the quality of Teaching so there is an increase in the percentage of outstanding.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Focus on Social, Emotional, Mental Health Development							
Children and Family Support Worker. Focus on prevention as a targeted approach.	Continued	£24900	Engage with families who are encountering emotional, financial and domestic challenges to develop confidence in parenting and improve outcomes for their children, including support in attendance for children and self-help skills to impact parenting skills.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 Deputy Head covering maternity leave	
ELSA and Play Therapist	Continued	£15350	Support for vulnerable pupils with social and emotional difficulties to prepare them for learning and help them cope in school or with their home situation.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 Limited ELSA due to funding	
Citizen to Citizen-Mentoring Project	Continued	£250	Support for identified vulnerable boys within Year 6 with social/emotional/attendance/learning behaviours/difficulties through mentoring by veteran volunteers.	Monitored by SLT/Governors on a termly basis.			
Focus on Enrichment in/ beyond the Curriculum							
Forest School	Continued	£5850	Raise skills of perseverance, independence and responsibility to improve access to learning.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Dance Competition	Continued	£3000	Develop skills of perseverance, responsibility and teamwork to improve access to learning.	Monitored by SLT/Governors on a termly basis.			
First Access Music	Continued	£800	Develop skills of perseverance and teamwork through playing instruments and experiencing enrichment through live music.	Monitored by SLT/Governors on a termly basis.			

Explosion club	Continued	£2070	Develop skills of perseverance and teamwork through playing a variety of physical activities during recreation times.	Monitored by SLT/Governors on a termly basis.		 Pupil feedback is positive	
Reading Challenge	New	£1000	Whole school initiative to promote and develop reading across the school and at home independently	Monitored by Excellence for All leader/ SLT/Governors on a termly basis			
Reading bookshop	New	£1000	Whole school initiative to promote reading across the school and at home - to make personal reading material available at a minimal cost to pupils	Monitored by SLT/Governors on a termly basis		Under review for Summer Term	
Nine Acres £1.00	New		Develop pupils understanding of economic aspects of society and develop life skills.	Monitored by SLT/Governors on a termly basis			
Focus on support for families/ community							
General Financial Support	Continued	£2500	Subsidy for trips, enrichments activities, uniform etc. The children will be able to fully participate in enrichment activities.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Parent curriculum support groups/meetings	New	£500	Developing parents and carers understanding of the curriculum and help provide opportunities and skills to continue and develop learning at home.	Monitored by SLT/Governors on a termly basis.	 Year 3&4 maths strategies event Year 2 parent's information event.		
LPPA award	New	£2500	Developing our links with our community in order to achieve the LPPA award	Monitored by SLT/Governors on a termly basis		 Action plan on track	
Total Planned Expenditure: £186,920							

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- ✓ A wide range of data is used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- ✓ Assessment Data is collected 6 weekly so that the impact of interventions can be monitored regularly
- ✓ Assessments are closely moderated to ensure they are accurate
- ✓ Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed during PGMs
- ✓ Regular feedback about performance is given to children and parents
- ✓ Interventions are adapted or changed if they are not working

- ✓ Case studies are used to evaluate the impact of pastoral interventions, such as of attendance and therapy
- ✓ A designated member of the SLT maintains an overview of pupil premium spending.
- ✓ A governor is given responsibility for pupil premium

We will use ASP, KS2, KS1, EYFS, Phonics, as well as whole school data to evaluate impact in terms of attainment and progress.

