

Nine Acres Primary School

Pupil Premium Grant Report 2016-2017

The **pupil premium** is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged **pupils** and close the gap between them and their peers.

Nine Acres Primary School is a two form entry school on the Isle of Wight. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We passionately believe that any one of us is capable of anything we set our mind to!

Key facts

- Our school motto '**Striving for excellence**' reflects our high expectations of the whole school community.
- We are engaged in and committed to partnerships, working with a wide range of organisations which strongly enhances our provision and supports our local community.
- Accreditations reflecting our best practice include Sports Accreditation and Schools Financial Value Standard. We are currently working towards the Silver Mark for Science provision, Continuous Professional Development mark, Sustainable Travel Awards and Leading Parent Partnership Award.

Challenges our pupils face:

- Significant gaps in learning due to the legacy of underachievement.
- Speech and Language development and delay on entry
- Emotional wellbeing
- Attendance
- Low aspirations
- Poverty

Recent Initiatives / Improvements:

- The School is determined to create a positive culture in which everyone can reach their full potential
- Leadership intervention and a designated Teaching and Learning Coach established across phases to continue to improve quality of teaching, ensure greater consistency in practice and expectations thus reducing any within school variance as a result of data analysis 2015-16
- Earlier intervention in place in years 1/2 and EYFS
- Early intervention in Y5 to close the gap, including additional teacher
- Focus on Y3 PP in all areas – specifically 'Emerging' boys at EYFS
- Broader use of research to inform decision making and policy – Sutton Trust Toolkit
- Writing, with a focus on boys writing through the use of engaging core texts
- Focus on spelling through daily targeted teaching and use of No Nonsense Spelling
- Introduction of Philosophy 4 Children to develop children skills as independent thinkers
- Teacher conferencing

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 children in receipt of free school meals can be 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”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups but also to ensure that all children are high attaining.

As a school we are developing our provision to ensure that pupils make secure progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. 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 and 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.

Key Principles

Culture

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff including our Family Worker, 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. marking and learning objectives/success criteria
- Share good practice within the school and draw on external expertise
- Provide high quality CPD including a dedicated in school Teaching and Learning Coach
- Improve assessment through in-school and external moderation

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS) such as: Nurture provision and speech and language
- Extended learning out of school hours

Individualising support

We will ensure that the additional support we provide is 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 extensive support for parents
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence
- Providing Emotional Literacy Support

Funding Priorities – 2016-17

This year our aim is to further increase the percentage of good and outstanding teaching across the school whilst further developing highly skilled leadership at all levels. The quality of teaching over several years is being challenged and lack of basic skills practice addressed. We have appointed a Teaching and Learning Coach (2 days a week) and reviewed roles and responsibilities of the leadership team.

We want to raise standards of 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 and above continues to increase and our assessments, now without levels, are being altered to fit the new curriculum. Our focus is on developing our Assessment for Learning practices so we can intervene and support at the point of learning.
















Number of pupils and pupil premium grant received	
Total number of pupils on roll	357
Total number of pupils eligible for PPG	143
Amount of PPG received per pupil	£1300
Total Amount of PPG received	£185,900



















Nature of Support from Funding

Aim: Accelerate progress of those children who display/ exhibit delay in order to Close the Attainment Gap with Non-Pupil Premium Children		
Focus on Learning: Direct Impact on Standards	£70,800	38% of Actual Income
Focus on Learning: Developing Teaching Practice	£46,200	25% of Actual Income
Focus on Social, Emotional, Mental Health Development	£58,600	32% of Actual Income
Focus on Enrichment in/ beyond Curriculum	£ 7,400	4% of Actual Income
Focus on support for families/ community	£ 2,500	1% of Actual Income

How is the Pupil Premium being used?

Focus on Learning: Direct Impact on Standards

How we intend to spend the 2016-2017 allocation	New of Continued Activity?	Allocation of Funding	Intended Outcomes	Monitoring	Impact		
					Dec	March	July
Attendance Officer	Continued	£4800	To improve whole school attendance to 96.2% and reduce persistent lateness	Monitored by SLT/Governors on a termly basis. Half termly Attendance reports.		 % of lateness has reduced however absence still needs to be addressed	 % of lateness is continuing to be addressed on an individual pupil basis
Read Write Inc Resources	Continued	£200	Maintain the % of pupils meeting the expected standard in Year 1 Phonic Screening Check Increase the % of pupils working at or above age related expectations in Reading and Writing at the end of KS1	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 % of pupils on track exceed national	
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 the Phonics' standard at end of Y1	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 DH - successfully overseeing EYFS/KS1	 DH - successfully overseeing EYFS/KS1
English and Maths Booster Programme for Y6 (Jan 17)	New	£4000	Increase Pupil Premium children's reading, writing and maths skills and confidence 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.	Start Jan 17 	 Standardised scores within assessment periods have improved showing rapid in year progress	 SATs results have mirrored the improved' in year progress' from the assessment periods
Challenge Programme	Adapted	£800	Develop Pupil Premium children's English and Maths skills to support them to attain Beyond Age Related	Monitored by SLT/Governors on a termly basis. Evidenced		 Increase of targeted activities in	 Continued monitoring shows

			Expectations by the end of KS2	through termly data analysis		other curriculum areas for MA pupils	targeted challenge for MA pupils
Assessment materials PIRA/PUMA	Continued	£2000	Increase the % of pupils working at or above age related expectations in Reading and Maths	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Intervention Programmes- Support Staff (x3)	Adapted	£54000	Accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning by over-teaching i.e. repetition of less secure concepts 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 Expectation	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 Evidence of rapid progress achieved through targeted and rigorous interventions.	 Evidence of rapid progress achieved through targeted and rigorous interventions.
Philosophy for Kids (P4C)	New	£2000	Develop skills of listening, responsibility and independence. Experience tolerance and respect. Develop ability to reason	Monitored by SLT/Governors on a termly basis.		 Time constraints within this half term – higher provision within summer term	 To be re-established from November
No Nonsense Spelling	New	£200	Increase the % of pupils working at or above age related expectations in SPAG	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			 Thorough monitoring of spelling books show good provision and teaching of spelling across the school
Pupil Progress Meetings (Cover)	Continued	£800	Maintain focus on Pupil Premium Pupils outcomes for Reading/Writing and Mathematics	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Focus on Learning: Developing Teacher Practice							
CPD-Teaching Staff	Continued	£15000	Set high expectations Develop Teacher Practice Share good practice	Monitored by SLT/Governors on a termly basis.			

			Improve on-going assessment Reshaping the learning Plan for interventions Delivery of interventions Good or better teaching in every lesson every day	Evidenced through termly data analysis.			
CPD- Middle Leadership	New	£10000	Set high expectations Develop Teacher Practice Share good practice Improve assessment Good or better teaching in every lesson every day	Monitored by SLT/Governors on a termly basis. 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.			
Teaching and Learning Coach-Release time (2 days a week)	Continued	£13200	To improve the quality of Teaching and Learning to at least consistently Good across school	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 EYFS KS1 KS2	 EYFS KS1 KS2	 EYFS KS1 KS2
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.			
Nurture Provision (EYFS/KS1)	Continued	£16700	To raise personal, social and emotional development in order to remove the barriers	Monitored by SLT/Governors on a termly basis.			

			to accessing the curriculum	Evidenced through termly data analysis.			
ELSA and Play Therapist	Continued	£17000	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.			
Focus on Enrichment in/ beyond the Curriculum							
Forest School	New	£4000	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.			
Global Rock	New	£3000	Develop skills of perseverance, responsibility and teamwork to improve access to learning	Monitored by SLT/Governors on a termly basis.			Not relevant to the summer term
First Access Music	New	£400	Develop skills of perseverance and teamwork through playing instruments and experiencing enrichment through live music	Monitored by SLT/Governors on a termly basis.			Programme finished in the summer to be reinstated in September 2017
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.			
Total Planned Expenditure: £185,500							

Percentage of PP children who are at ARE (Age Related Expectation) compared to non PP July 2017 (Unvalidated data)

EYFS	Good Level of Development GLD
Pupil Premium (15 children)	58%
Non Pupil Premium	76%

Year 1	Phonics	Reading	Writing	Maths
Pupil Premium (15 children, 2 of which are SEND)	94%	75%	68%	74%
Non Pupil Premium	81%	77%	73%	73%

Year 2 (Unvalidated)	Reading	Writing	Maths
Pupil Premium (20 children, 3 of which are SEND)	89%	79%	79%
Non Pupil Premium	69%	69%	59%

Year 3	Reading	Writing	Maths
Pupil Premium (12 children, 4 of which are SEND)	71%	86%	57%
Non Pupil Premium	84%	78%	78%

Year 5	Reading	Writing	Maths
Pupil Premium (25 children, 7 of which are SEND)	65%	54%	68%
Non Pupil Premium	71%	75%	75%

Year 6 (Unvalidated)	Reading	Writing	Maths	SPaG
Pupil Premium (29 children, 7 of which are SEND)	66%	62%	86%	69%
Non Pupil Premium	79%	86%	89%	85%

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 RAISEOnline, KS, KS1, Phonics, as well as whole school data to evaluate impact in terms of attainment and progress.

