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**Pupil Premium Strategy: 2017-2018**

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| **1. Summary information** | | | | | |
| **School** | Nantwich Primary Academy | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | 104280 | **Date of most recent PP Review** | 20.6.2016 |
| **Total number of pupils** | 164 (as of 18.10.2017) | **Number of pupils eligible for PP** | 62 | **Date for next internal review of this strategy** | July 2019 |

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| **This key will be of use in referring to outcomes (taken from previous 2017-2018 format):** | | | | | |
| Desired Outcomes | | | Success Criteria | | |
| 1. Improving disadvantaged pupils’ attainment | | | To increase trend of value added for disadvantaged children. | | |
| 1. Diminishing differences | | | To diminish the difference between disadvantaged pupils and others at the end of KS2 in writing.  To diminish the differences between the disadvantaged pupils and national non-disadvantaged. | | |
| 1. Accelerating progress | | | To ensure all pupil premium children make at least good progress. | | |
| 1. Improving attendance | | | To improve the attendance % of all pupil premium children. | | |
| 1. Reducing exclusions | | | To reduce temporary exclusions in line with national non-disadvantaged. | | |
| 1. Improving engagement with families | | | To increase the attendance at school events and ensure parents of pupil premium children receive targeted invitations | | |
| 1. Developing skills and personal qualities | | | For pupil interviews during M&E to demonstrate skills and personal qualities developed | | |
| 1. Extending opportunities | | | All pupil premium children to be invited to attend extra-curricular/out of school activities and to attend at least one each week. | | |
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| **2. Review of expenditure – Previous Academic Year: 2017-18:** | | | | | |
| **i. Quality of teaching for all** | | | | | |
| **Action** | **Intended outcome** | **Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)** | | **Lessons learned (and whether you will continue with this approach)** | **Cost** |
| Growth Mindset | To improve PP pupils’ ability to manage their own behaviour and aspects of their learning. | Outcomes: ALL  Helpless orientation improved by an average of 12 points across Y1-6; Celebration of mistakes improved by an average of 10 points across Y1-6; Challenge Avoidance improved by an average of 12 points across Y1-6; Mastery Orientation improved by an average of 12 points across Y1-6 [Evidenced by Growth Mindset analysis (FM)] | | Continue. Adapt Growth Mindset project from first phase, to include ‘bolted on’ supplementary projects e.g. Self-love, Mindfulness. Continue to monitor EEF Toolkit and promising projects for ideas to further impact in this area. | £2500 |
| High Quality Resources | To purchase high quality resources to ensure all children receive a high-quality education. | Outcomes: 1,2,3,8   |  |  |  |  | | --- | --- | --- | --- | | Class | R | W | M | | Year 1 | 67% | 67% | 67% | | Year 2 | 52% | 56% | 56% | | Year 3 | 79% | 74% | 79% | | Year 4 | 71% | 71% | 79% | | Year 5 | 67% | 72% | 84% | | Year 6 | 52% | 76% | 56% | | | Continue, with subject leaders engaging staff in discussion about needs, and by engaging pupils via pupil voice (including school council and pupil parliament). | £430 |
| Improve assessment of reading across school / additional phonics sessions | To improve PP pupils’ phonics knowledge and ability to decode and comprehend a wide variety of texts | Continue, but use QLA to create more effective targeting of groups to improve number of pupils, including disadvantaged, achieving ELG and ARE at end of Key Stages.  Continue to discuss best practice across other Trust schools via English lead attending Core4 meetings. | £300 |
|  |  |  | | Total | £3230 |

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| **ii. Targeted support: (2017-2018)** | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)** | | **Lessons learned (and whether you will continue with this approach)** | | **Cost** | |
| A to Z | Reception pupils show higher progress and attainment in reading and writing. | | GLD data 2017-2018 End of KS1/2 SATs results 63% of reception pupils ELG emerging or higher (33% PP / 80% non-PP) | | Continue. However, the gap needs to close for PP pupils in comparison to non-PP pupils in school, with clear barriers identified and appropriate interventions used and reviewed. | | £2250 | |
| Early Talk Boost | Reception pupils show same or higher progress and attainment in communication and language. | | Development matters EYFS QLA / End of KS1&2 SATs results LA: PP 100% / non-PP 90% Under: PP 83% / non-PP 80% Speak: PP 67% / non-PP 90% | | Continue, but with awareness of trying to close the gap in speaking between PP pupils and non-disadvantaged. | | £2250 | |
| Wellcomm (S&L) | £2250 | |
| SALT Care Plans | Speech and language therapy outcomes identified on care plans | | SALT team assessment PIVATS Half-Termly Assessments Impact identified in SALT Care Plan review | | Review of care plans will suggest appropriate next steps. | | £250 | |
| Phonics Intervention | To pass the Year 1 phonics check. | | Phonics assessments. End of KS1/2 SATs results. PIVATS Half-Termly Assessments. In 2018, score of 85.2% achieved. Target of 88.2% in 2019 | | Continue. New aspirational targets set. | | £1200 | |
| Bespoke Y1 (Maths/Writing) and Y2 (Writing) Targeted Small Group Interventions | Pupils move forwards on their pathways, with increased impact on combined score. | | DCPro Data (Baseline Sept. 2018) PIVATS Half-Termly Assessments Sandwell Test  79% working at ARE or above in reading (100% expected or better progress) / 74% in writing (89% expected or better progress) / 79% in mathematics (89% expected or better progress) | | Continue. Results show that most pupils are working at expected or better levels of attainment and/or progress. In writing and mathematics, monitor those pupils working below expected progress with relevant case studies as required. | | £2400 | |
| BRP | Pupils in Y3 and Y4 will move forward on their pathways.  To increase % of pupils achieving ARE or GDS at end of LKS2 (RWM) | | Phonics assessments. Termly Assessments. End of KS2 SATs results. PIVATS Half-Termly Assessments. WB to B: 3% WB to WTS: 3% WB to EXS: 3% B to WTS: 6% WTS to EXS: 6% EXS to GDS: 6% Improved Pathway: 27% Pathway Maintained: 72.7% | | Continue but ensure that teachers have clear understanding of the barriers to learning for their new cohort, and are rigorously questioned in PPMs about pupil progress and attainment, and the appropriateness of whole-class/personalised interventions. | | £350 | |
| Pre/Post School Booster Groups | To increase % of pupils achieving ARE or GDS at end of each year group (RWM) | | End of Term Assessments / PPMs End of KS1/2 SATs results PIVATS Half-Termly Assessments Spelling analysis KS2 EGPS assessment   |  |  |  |  | | --- | --- | --- | --- | | Class | R | W | M | | Year 1 | 67% | 67% | 67% | | Year 2 | 52% | 56% | 56% | | Year 3 | 79% | 74% | 79% | | Year 4 | 71% | 71% | 79% | | Year 5 | 67% | 72% | 84% | | Year 6 | 52% | 76% | 56% | | | Areas of poor performance at the end of KS2 need to be identified through QLA and scrutiny of approaches to teaching and learning, teacher assessment and how personal interventions and booster classes target the gaps in learning.  Continue but with evidence-backed QLA and rigorous tracking and review via PDMs, and SBMAT support program / SSIF support package. | | £0 | |
| Personal Interventions (Individual) | To increase % of pupils achieving ARE or GDS at end of each year group (RWM) | | £0 | |
| Babcock No-nonsense spelling | To increase % of pupils achieving ARE or GDS in writing/EGPS at end of KS2 | | Acquired prior to 2017 | |
| Readtheory.org comprehension | To increase the % of PP pupils achieving ARE in reading at end of KS2. | | £0 | |
| Volcano in my Tummy | Management of Anger by pupils is improved. | | Reduction in violent outbursts | | How is this tracked? Are other staff aware of how this is tracked? Approach to continue, with opportunity for discussion with PP lead and colleagues. | | £600 | |
| Three Houses | Child voice and emotional well-being is improved for pupils | | Pupils are more emotionally stable and show raised self-esteem | | £200 | |
| Talking & Drawing Therapy | Outlet to process and resolve trauma prevention, early intervention and recovery of mental health issues is effective | | Pupils have an improved state of their emotional well-being | | Continue. Identify other avenues of support for those pupils who do not respond to these sessions. | | £150 | |
| Feelings Tree | Outlet to explore feelings and resolve difficulties | | Anxiety is relieved and escalated incidents are prevented. | | Continue.  How is this tracked? Are other staff aware of how this is tracked? Approach to continue, with opportunity for discussion with PP lead and colleagues. | | £180 | |
| Weekly Check Ins | £30 | |
| Daily Check Ins | £300 | |
| Daily Meet and Greet | £75 | |
| Games Club / Social Lunch | Social interactions model positive behaviour / reflect on negative behaviour | | Reduction in negative behaviour, positive social interactions, emotional well-being | | £1200 | |
| Individual Classroom / Small Group work raising Self-Esteem | Supporting positive behaviour, resolving conflict, identifying and resolving barriers to learning, developing individual targeted support | | Improved behaviour and more confident learners | | £150 | |
| Bespoke Interventions Across Year Groups | To increase % of pupils achieving ARE or GDS at end of each year group (RWM) | | Impact seen in teacher assessments but did not correlate with pupil performance during end of KS2 testing. | | Identify why this discrepancy between teacher assessment and actual assessment has occurred via QLA and PPMs, and review of targeted groups. | | £66600 | |
|  |  | |  | | Total | | £80435 | |
| **iii. Other approaches: (2017-2018)** | | **Intended outcome** | | **Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)** | | **Lessons learned (and whether you will continue with this approach)** | | **Cost** | |
| Safeguarding | | To ensure SENCO and Learning Mentor attend level 2 and 3 safeguarding; Safeguarding lead to attend updates; all staff to continue to complete level 1 on a 3-year cycle; updates to be given to all staff during each PDM; Governors to attend Governor safeguarding training. | | Outcomes: 1,4,5,6.  Safeguarding lead attended all updates. Staff compliant with level 1. Updates given each PDM. Governors have attended safeguarding training. Attendance for PP in 2016-2017 was 96% and in 2017-2018 95.9% / Non-PP in 2016-2017 was 96.1% and in 2017-2018 Non-PP was 95.8% | | Continue with SENCO and learning mentor safeguarding training as refresher/upgrade needed;  Continue with safeguard lead attending all updates; all staff continue on 1 to 3 –year cycle;  PDMs continue to update on safeguarding;  Governors (and new Governors) continue to attend safeguarding training as required. | | £6000 | |
| Development of Teaching Assistants | | To ensure TA’s are continually trained and supported in their specialist areas – impact of this will be improved delivery of interventions; TA’s will have improved knowledge of language to use, how to move children on and the expectations required for progress. | | Outcomes: 1,2,3,7  In KS1 progress for PP increased within 1% of National (Non-PP 25% above National); KS1 progress for PP grew from 5% to 10% in 2017-2018 (awaiting latest KS1 data release); KS1 progress for disadvantaged has overtaken national in rwm combined in 2017, being 10% above national, with non-PP 28% above (awaiting 2018 results). | | Review targeted support in line with EEF’s ‘effective use of teaching assistants’ recommendations;  Review CPD of teaching assistants and set targets in performance management;  Teaching assistants to review and evaluate CPD attended.  Teaching assistants to attend all SBMAT Year Group Networking Meetings (x3 annually) | | £7600 | |
| CPD for Inclusion Team and TA support (on-going programme with up-to-date training in place) | Team Teach | | To ensure Inclusion Team and TA support receive the latest training to improve inclusion for all pupils. | | Outcomes: 1,2,3,8  Staff feel more secure in situations requiring strategies learnt during Team Teach training; safety of pupils improved by up-skilling of staff. | | Continue to update/review team teach CPD as needed. | | £320 | |
| ICT training for all staff | | To ensure staff are confident in the use of DCPro data tracking software; to ensure the smooth transition for staff from SIMS to Arbor. | | Outcomes: ALL  All staff received DCPro training within school and Arbor training; Staff received training on GDPR within school and computing lead completed GDPR CPD via Flick training (online). | | Create opportunities for revisit sessions, but provide new opportunities for greater familiarity with specific software, and opportunities for CPD supporting the curriculum e.g. via Barefoot computing  Computing lead to attend all Core4 Computing CPD provided by SBMAT. | | PDM Time Only | |
| Early Years SLE support; Development of the Early Years outdoor provision and curriculum | | To improve provision for all pupils. | | Outcomes: ALL  Staff feel more confident in delivering effective learning for all pupils due to improved outdoor provision and curriculum and SLE support. | | Maintain and continue. Ensure indoor and outdoor provision reach and maintain at least equal impact on ELG/GLD data. | | Part of SBMAT support package | |
| Wider Opportunities  (Love Music Trust) | Y5 Brass Band; Schoolsfest; Nantwich Show; School Choir  (Theatre Workshop) | | To improve pupil confidence, memory and performance skills. | | Outcomes: ALL  Pupils trained to play brass instruments; Pupils performed at the Hallé Orchestra and were commended. Pupils performed at Schoolsfest/Nantwich Show and were commended.  Helpless orientation improved by an average of 12 points across Y1-6; Celebration of mistakes improved by an average of 10 points across Y1-6; Challenge Avoidance improved by an average of 12 points across Y1-6; Mastery Orientation improved by an average of 12 points across Y1-6 [Evidenced by Growth Mindset analysis (FM)] | | Continue. However, a key part of the success for this opportunity is parental support. Commitment of practising at home needs to be positively reinforced to maintain momentum.  Also, monitor opportunities for future involvement or similar workshops. | | £1627 | |
| Wider Opportunities (PE Coaches) / Extra-curricular activities | | To improve pupil activity levels, health awareness, coordination. | | Outcomes: 2,4,5,6,7,8  Pupils encouraged to attend more than one club; staff monitor to check that PP pupils are accessing ECA; record of attendance.  Sports coaches in school providing expert coaching in school-time or after-school.  Helpless orientation improved by an average of 12 points across Y1-6; Celebration of mistakes improved by an average of 10 points across Y1-6; Challenge Avoidance improved by an average of 12 points across Y1-6; Mastery Orientation improved by an average of 12 points across Y1-6 [Evidenced by Growth Mindset analysis (FM)] | | Sports Premium Lead to report back on lessons learned. | | See Sports Premium information. | |
| Wider Opportunities  (Visits/Visitors) | | To improve pupil confidence, memory and performance skills. | | Outcomes: 1,7,8  Helpless orientation improved by an average of 12 points across Y1-6; Celebration of mistakes improved by an average of 10 points across Y1-6; Challenge Avoidance improved by an average of 12 points across Y1-6; Mastery Orientation improved by an average of 12 points across Y1-6 [Evidenced by Growth Mindset analysis (FM)] | | Continue, but visits to particularly focus on the use of our local area in supporting a Nantwich-orientated curriculum. | | £1226 Subsidised trips | |
| Learning Mentor lead on Attendance | | To continue to improve all children’s attendance including disadvantaged children. | | Outcomes: 1,2,3,4,6  Attendance 2016-17 : 96.1%  Attendance 2017-2018: 96.1%\* (\*comparatively better due to 2 reduced timetable pupils) | | Continue as strategies are having a positive impact on our attendance to meet targets; data from 2018-2019 so far indicates attendance c.97% | | £3500 | |
| Data Tracking  -DC Pro  - Pupil Progress Meetings  - Online software supporting specific curriculum areas e.g. times-tables, comprehension | | To ensure staff are aware of pupils’ progress and attainment, and areas for narrowing the gap; to ensure appropriate next steps for learning are in place. | | Outcomes; 1,2,3  All pupils engaging with TTRS showing increased average speeds on multiplication and division facts recall from their baseline.  Further detailed statistics available via secure school log-in statistics add-ons. | | Continue, but supplement with the purchasing of access to FFT Aspire, and principal to work with Sean Thomson to ensure data is used effectively. | | £142 | |
| ‘My World’ project  (Raising Aspirations)  Circle time  Entrepreneurs  Visitors  Visits  ‘Compass for Life’ project  ‘Y4 Enterprise’ project  Develop links with Cheshire College. | | To ensure that pupils involved in raising aspirations are keyed in to understanding the skills | | Outcomes: 2,7,8  Helpless orientation improved by an average of 12 points across Y1-6; Celebration of mistakes improved by an average of 10 points across Y1-6; Challenge Avoidance improved by an average of 12 points across Y1-6; Mastery Orientation improved by an average of 12 points across Y1-6 [Evidenced by Growth Mindset analysis (FM)] | | Review impact of My World.  Continue Compass for Life and Enterprise.  Continue to develop links with Cheshire College, and also Reaseheath College. | | £200 | |
| School Council and Pupil Parliament | | To ensure that all pupils, including disadvantaged, have a greater say in their learning and school life, feel valued, feel safe, celebrate our heritage and work alongside similar pupils in our MAT. | | Outcomes: 6,7,8  Helpless orientation improved by an average of 12 points across Y1-6; Celebration of mistakes improved by an average of 10 points across Y1-6; Challenge Avoidance improved by an average of 12 points across Y1-6; Mastery Orientation improved by an average of 12 points across Y1-6 [Evidenced by Growth Mindset analysis (FM)] | | Continue. Pupils feel further valued and responsible for the improvement of their school, purchasing of equipment, and benefit hugely from engaging with pupils from other SBMAT schools in similar roles. Pupils also benefit from experience of seeing a variety of other-school environments. | | Part of SBMAT support package | |
|  | |  | |  | | Total | | £20615 | |
|  | |  | |  | | Overall Total | | £104138 | |