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**Pupil Premium Strategy: 2018-19**

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| **1. Summary information** | | | | | |
| **School** | Nantwich Primary Academy | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget** | 92400 | **Date of most recent PP Review** | 20.6.2016 |
| **Total number of pupils** | 150 (as of 12.10.2018) | **Number of pupils eligible for PP** | 68 (as of 12.10.2018) | **Date for next internal review of this strategy** | July 2019 |

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| **2. Current attainment – July 2018** | | | |
|  | | **Pupils eligible for PP  (school)** | **Pupils not eligible for PP (national average)** |
| **% achieving expected standard or above in reading, writing & maths** | | 36 | 40 |
| **% making expected progress in reading (as measured in the school)** | | 52 | 50 |
| **% making expected progress in writing (as measured in the school)** | | 71 | 80 |
| **% making expected progress in mathematics (as measured in the school)** | | 50 | 70 |
| **3. Barriers to future attainment (for pupils eligible for PP)**  **Academic barriers (issues to be addressed in school, such as poor oral language skills)** | | | |
| **A** | Children entering school with poor Oracy and Communication skills. [As evidenced on DC Pro EYFS entry and exit data]  Majority have general language difficulties (delayed language development)  Some children with social communication difficulties or have speech/language difficulties | | |
| **B** | Reading gaps in learning:  EYFS – *from TA*  KS1 – TA informs that word-decoding, phonics skills and benchmarking basic reading skills are all identified weak areas for targeting.  KS2 – QLA reveals that ‘Summarising main ideas from more than one paragraph’ and ‘Making inferences from the text, explaining and justifying inferences with evidence from the text, are two weak areas for targeting. | | |
| **C** | Writing gaps in learning  EYFS – *from TA*  KS1 – TA informs that sentence level work and vocabulary are two weak areas for targeting, as well as some specific skills such as finger-spacing, counting out words in a sentence; cognitive difficulties impacting on progress/retention of learning.  KS2 – Awareness of audience and purpose, use of speech, stamina and pace of writing were three weakest areas identified by Stoke-on-Trent Moderators; In SPAG, combining words, phrases and clauses; verb forms, tense and consistency were two key areas identified via SPAG QLA. | | |
| **D** | Maths gaps in learning  EYFS – *from TA*  KS1 – TA informs that reasoning and problem-solving, independent use of learnt maths skills and facts are identified as weak areas for targeting.  KS2 – Measurement, ratio and proportion, algebra and fractions were four weakest areas identified by NQLA Mathematics SATs Analysis | | |
| **Additional barriers (including issues which also require action outside school, such as low attendance rates)** | | | |
| **E** | Emotional well-being of pupils – security and attachment, impulse control, resilience and determination, school readiness, value on placed on education (evidenced in observations, FSW case load, Boxall profiles). | | |
| **F** | Ability to support and consolidate learning outside of school (homework completion, frequency of reading) in conjunction with parental engagement; safeguarding factors. | | |
| **G** | Specific learning issues / medical needs. | | |

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| **4. Intended outcomes (specific outcomes and how they will be measured)** | | **Success criteria** |
| **A** | Disadvantaged pupils to achieve in line with other pupils nationally   * NPA PP 36% ARE combined (2018). * National PP 70% combined (2018). * Measured using termly / end of year data. | The % of PP pupils achieving combined ARE by the end of KS2 is in line with, or above, national for other pupils – target of 70% (in line with National 2018). |
| **B** | All PP pupils making excellent progress from their own starting points, to meeting personal targets. Measured and monitored termly using DCPro data and discussed in all Pupil Progress Meetings (PPMs) half-termly. | All PP pupils making at least expected progress from their own starting points, to meeting personal targets, and 30% of pupils making better than expected progress across their time in school. |
| **C** | To rapidly accelerate PP pupils’ vocabulary acquisition and application, via Whole School ‘Nick and Stick’ approach as well as investigate implementation of NELI, Word Aware and promising projects from EEF Toolkit, as well as targeted speech and language interventions. Monitor the progress of PP pupils against vocabulary objectives and discuss vocabulary objectives at PPMs. Assess also against Babcock No Nonsense and Spelling Assessment grids. | Baseline Meeting ARE September 2018:  End Reception – 33% (Speaking ELG | Reception July 2018)  End Year 2 – 50% [Combined ARE Y2 (2017-2018]]  Start Year 6 – 36% [Combined ARE Y6 (2018 KS2 SATs]]  Short Term Target – minimum 65% pupils at ARE in vocabulary objectives by July 2019.  Longer Term Target – minimum 75% pupils at ARE in vocabulary objectives by July 2020. |
| **D** | To increase the proportion of PP pupils achieving ARE at end of KS2 in reading to at least 70% (based on baseline 2018 DCPro data, pupil progress meetings, moderation), through use of Whole-School Reading Gems and reading interventions to target teaching of areas identified through QLA. | 70% of PP pupils achieving at least ARE in reading at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % of ARE at the end of each year group). |
| **E** | To increase the proportion of PP pupils achieving ARE in writing to 75% (measured through DCPro and KS2 Writing TA, pupil progress meetings, moderation), through investments in promising projects such as NELI, Word Aware and IPEEL (EEF Promising Projects). | 75% of PP pupils achieving at least ARE in writing at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % of ARE at the end of each year group). |
| **F** | To increase the proportion of PP pupils achieving ARE at end of KS2 in maths to at least 70% with aspirational target of 81% (based on baseline 2018 DCPro data, pupil progress meetings, moderation), through engaging in the SSIF Maths project and targeted teaching of areas identified through QLA. | 70% of PP pupils achieving ARE in mathematics at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % at ARE at the end of each year group). |

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| **5. Planned expenditure – Academic Year: 2018-19** | | | | | | | |
| **i. Quality of teaching for all** | | | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | | **Cost** |
| Word Aware | To rapidly accelerate PP pupils’ vocabulary acquisition and application. | Proven high impact. EEF early language intervention evidence. All staff to be trained, with positive feedback from staff. | CPD via SSIF Bid (JA)  Focus with PPMs and Lesson Observations.  Regular review within PDMs.  EYFS Word Aware training. | LB and JH | Termly | | SSIF project |
| Preparing for Literacy | To increase the proportion of PP pupils achieving ELG in reading and writing to at least 70% | EEF evidence-based guidance report | Initial audit and then monitor progress against each recommendation area. | SD and JH | Termly | | £0 |
| Metacognition and self-regulated learning | To increase the proportion of PP pupils achieving ARE in writing to at least 75% | EEF evidenced impact  EEF guidance report | Training and follow-on support from JC (SBMAT). | FM and JC | Termly | | £3500 |
| Guiding Maths project | To increase the proportion of PP pupils achieving ARE in maths to at least 75% | SSIF bid | Lead SSIF contact monitoring impact half-termly | KL | Termly | | SSIF project |
| Planning surgeries / subject lead coaching | To increase the proportion of PP pupils achieving ARE in reading, writing and maths to at least 75% | EEF guidance report | Subject lead monitoring to ensure that coaching for planning, assessment and provision takes place with all staff. | Subject leads | Termly | | £0 |
| QLA Targeted teaching plan | To increase the proportion of PP pupils achieving ARE in reading, EGPS and maths to at least 75% | QLA from ASP has identified gaps. | QLA used to form part of discussions in PPMs to enhance targeted teaching and monitor according to areas identified through QLA. | SLT | Termly | | £0 |
|  | | | | **Total Budgeted Cost:** | | £ 3500 | |

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| **ii. Targeted support (2018-19)** | | | | | | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | | | | **Cost** | |
| A to Z | To increase % of PP pupils achieving GLD by end of reception in reading and writing. | | GLD data 2017-2018  End of KS1/2 SATs results | | Planned in to the timetable. Discussed at PPMs. Targeted use of TA. | | JH | | Half-Termly | | | | £2250 | |
| Early Talk Boost | To increase % of PP pupils having GLD in speech and language. | | Development matters  EYFS QLA  End of KS1/2 SATs results | | Planned in to the timetable. Discussed at PPMs. Targeted use of TA. | | JM | | Half-Termly | | | | £2250 | |
| Wellcomm (S&L) | To decrease % of PP pupils scoring below the expected chronological age of development. | | Development matters  EYFS QLA  End of KS1/2 SATs results | | Planned in to the timetable. Discussed at PPMs. Targeted use of TA. | | JM | | Half-Termly | | | | £2250 | |
| SALT Care Plans | Speech and language therapy outcomes identified on care plans | | SALT team assessment | | Review of care plans will suggest appropriate next steps. | | JM | | Half-Termly | | | | £250 | |
| Phonics Intervention | To pass the Year 1 phonics check. (85.2% in 2018) Target of 88.2% in 2019. | | Phonics assessments.  End of KS1/2 SATs results. | | Planned in to the timetable. Discussed at PPMs. Use of learning mentor and TA. | | JM | | Half-Termly | | | | £1200 | |
| Bespoke Y1 (Maths/Writing) and Y2 (Writing) Targeted Small Group Interventions | To increase % of PP pupils achieving ARE or GDS by end of Year 2. | | DCPro Data (Baseline Sept. 2018) / End of KS1 SATs data / Sandwell Test | | Planned in to the timetable. Discussed at PPMs. Use of learning mentor and TA. | | KL | | Half-Termly | | | | £2400 | |
| Helicopter Stories | To increase the proportion of PP pupils achieving ARE in writing to at least 75%.  To rapidly accelerate PP pupils’ vocabulary acquisition and application. | | Proven high impact – EEF early language intervention evidence.  All staff trained with positive feedback from staff. | | Additional staff trained within the EYFS team.  Support available from ES (maternity leave). | | JH (and ES) | | Termly | | | | £350 | |
| Pie Corbett English | To increase the proportion of PP pupils achieving ARE in writing to at least 75% and increase GD to \*\*% (from \*%) of the whole cohort. | | Previous evidence gathered across the MAT, and nationally, of high impact. | | Focus within PPMs and Lesson Observations.  Coaching during planning as needed.  Book monitoring.  Trust/NEP moderation. | | SD | | Termly | | | | TBC if continuing | |
| BRP (1-to-1) | Pupils in Y3 and Y4 will move forward on their pathways.  To increase % of pupils in Y3 and Y4 achieving ARE in reading by end of KS2. | | Phonics assessments.  End of KS2 SATs results.  PIVATs assessments. | | Planned in to the timetable. Discussed at PPMs. Targeted use of TA. | | JM | | Every 4 to 6 weeks | | | | £350 | |
| Pre/Post School Booster Groups | To increase % of pupils achieving ARE or GDS at end of each year group | | End of KS2 data  Teacher assessment | | DC pro data and teacher assessments used to inform choices of targeted pupils | | SSp/LB/JM | | Half-Termly | | | | £0 | |
| Personal Interventions (Individual) | To increase % of pupils achieving ARE or GDS at end of each year group | | End of KS2 data  Teacher assessment  PIVATs data | | DC pro data and teacher assessments used to inform choices of targeted pupils | | JM | | Half-Termly | | | | £0 | |
| Spelling ½ termly assessments and focus | To increase % of pupils achieving ARE or GDS in writing/EGPS at end of KS2 | | Spelling analysis  KS2 EGPS assessment  PIVATs data | | DC pro data and teacher assessments used to inform choices of targeted pupils | | JM/SD | | Half-Termly | | | | £0 | |
| Readtheory.org comprehension | To increase the % of PP pupils achieving ARE in reading at end of KS2. | | Online reading comprehension tracker links to whole-school reading gems | | VP to lead on training staff how to use rt.org to track pupils reading skills | | LB | | Half-Termly | | | | £0 | |
| Volcano in my Tummy | Management of Anger by pupils is improved. | | Reduction in violent outbursts | | Planned in to the timetable.  Led by learning mentor. | | JLB | | Half-Termly | | | | £600 | |
| Three Houses | Child voice emotional well-being | | Emotionally stable  Raised self-esteem | | Planned in to the timetable.  Led by learning mentor. | | JLB | | Half-Termly | | | | £200 | |
| Talking & Drawing Therapy | Outlet to process and resolve trauma prevention, early intervention and recovery of mental health issues | | Emotional well-being | | Planned in to the timetable.  Led by learning mentor. | | JLB | | Half-Termly | | | | £150 | |
| Feelings Tree | Outlet to explore feelings and resolve difficulties | | Anxiety is relieved and escalated incidents are prevented. | | Planned in to the timetable.  Led by learning mentor. | | JLB | | Half-Termly | | | | £180 | |
| Weekly Check Ins | £30 | |
| Daily Check Ins | £300 | |
| Games Club / Social Lunch | Planned in to the timetable.  Led by learning mentor.  Supported by staff member. | | Weekly | | | | £1200 | |
| 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 | | Planned in to the timetable.  Led by learning mentor. | | £1000 | |
| 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 | | DC pro data and teacher assessments used to inform choices of targeted pupils  Planned in to the timetable.  Supported by learning mentor. | | JLB | | Half-Termly | | | | £150 | |
| Social snack | Raises self-esteem, builds friendships and models positive behaviour | | Reduction in negative behaviour, positive social interactions, emotional well-being | | Led by learning mentor.  Supported by staff member. | | JLB | | Half-Termly | | | | £100 | |
| Bespoke Interventions Across Year Groups | To increase % of pupils achieving ARE or GDS at end of each year group (RWM) | | End of KS data  Teacher assessment  PIVATs data | | DC pro data and teacher assessments used to inform choices of targeted pupils  Planned in to the timetable.  Supported by learning mentor. | | JLB | | Half-Termly | | | | £66000 | |
| Social stories | Supporting ASC children, to emotionally manage change / behaviour | | Emotional well-being  Improved positive behaviour | | Led by learning mentor.  Supported by staff member. | | JLB | | Half-Termly | | | | £100 | |
|  | | | | | | | **Total Budgeted Cost:** | | | | £ 77868 | | | |
| **iii. Other approaches (2018-2019)** | | | | | | | | | | | | | | |
| **Action** | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | | | | **Cost** |
| Attendance intervention / Family Support workers/ Learning Mentors / SENCO | | To ensure that PP pupils attendance rises above and remains above 96%. | | 2016-2017 Whole School PP + N 95.5% Whole School PP – N 96%  2017-2018  Whole School PP + N 95.2%  Whole School PP – N 95.9% | | Attendance lead monitoring weekly. | | JLB | | Weekly. | | | | £10400 |
| Wider Opportunities (music) – LMT Brass Band / Choir / various | | To improve pupil confidence, memory and performance skills. | | Previous pupil voice evidences impact. | | Pupil voice. | | LB and LH | | Termly | | | | £1690 |
| SMSC opportunities (trips/visits) – various | | To broaden the life experiences of PP pupils and provide memorable experiences on which to base writing (improve proportion at ARE in writing). | | Previous school level data evidences very high impact.  Previous pupil voice evidences impact. | | Pupil voice.  Moderated pupil writing (NEP, SBMAT, Stoke-on-Trent) | | KL (and ES) | | Termly | | | | £1210 subsidised trips |
| Enrichment after school clubs | | To broaden the life experiences of PP pupils and provide memorable experiences on which to base writing (improve proportion at ARE in writing). | | Pupil voice, best value for money. Sports lead will also provide evidence and rationale. | | Pupil voice.  Moderated pupil writing (NEP, SBMAT, Stoke-on-Trent) | | FM | | Termly | | | | Sport Premium Funding |
| Booster clubs – Teacher and TA led. | | To offer support for learning beyond the school day for targeted pupils in all year groups. To increase % of pupils achieving ARE or GDS at end of each year group (RWM | | Outcomes at end of KS2 and combined ARE. Teacher assessments fall more in line with outcomes due to rigorous tracking and analysis. | | Data tracking.  Monitoring records.  PPMs. | | Teachers and TA’s | | Half-termly | | | | £0 |
| Computing CPD for all staff / DC Pro / FFT | | To ensure staff are confident in the planning and assessment of the computing and ICT curriculum | | Assessment of computing across the year groups will be tracked and staff will feel more confident in the delivery of this subject area. | | Staff voice  Questionnaires  Assessment tracker | | Teachers and TA’s | | Spring Term (then on-going as needed) | | | | PDM time + £150 |
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| **7. Additional detail** |
| In this section you can annex or refer to additional information which you have used to support the sections above.  Four NPA teachers lead, support and develop staff in other schools across the SBMAT as network leads, increasing sharing of outstanding practice across the Trust and within school. School leaders and management attending SBMAT training, in conjunction with outside agencies such as University of Worcester and Chrysalis Leadership. |