

2017-2018 Pupil Premium Grant (PPG) Strategy Statement

Nunney First School

1. Summary information					
School	Nunney First School				
Academic Year	2017-2018	Total PPG budget	£14, 520	Date of most recent internal PPG review	N/A
Total number of pupils	36	Number of pupils eligible for PP	8 (22.2%)	Date for next internal review of this strategy	April 2018

2. June 2017 Attainment							
	PPG Pupils Nunney		All Pupils Nunney		National Average (all pupils)	Number in Cohort	PPG Entitlement IN Cohort
EYFS Good Level of Development	0/1	0%	2/6	33%	70.7%	6	1
Year 1 Phonics	0/1	0%	3/9	33%	81%	9	1
KS1 % achieving in reading, writing and maths	0/2	0%	2/5	40%	Use KS2 61%+ as a guide	5	2
KS1 % meeting age related standards in reading	0/2	0%	3/5	60%	76%	5	2
KS1 % meeting age related standards in writing	0/2	0%	2/5	40%	68%	5	2
KS1 % meeting age related standards in maths	0/2	0%	3/5	60%	75%	5	2

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Oral language skills on entry to school are often lower for pupils eligible for PPG than for other pupils; this slows reading and writing progress in subsequent years.
B.	Some pupils entitled to the PPG have limited life experiences; this impacts on the knowledge, skills and understanding they bring to their learning.
C.	Many pupils entitled to the PPG do not receive support with homework from parents and carers; this impacts on their rate of progress from the outset.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The aspirations held by pupils and their families can be low. Many pupils entitled to the PPG do not like attending after school clubs nor can they be persuaded to engage in the residential visit or other life widening experiences offered by the school.

<p>B. Pupils regularly practise their maths skills using fun and motivational online activities linked to the National Curriculum. Through regular rehearsal, children's maths skills improve and their attainment increases.</p>	<p>Introduce and embed the use of cloud based Mathletics software, using this at school and home.</p>	<p>Parents of children on roll are not always keen to support children's learning at home. Pupils are competent and confident users of IT; many have devices with Internet access that they use at home. Therefore, the school has chosen to invest in software that provides each child with a secure login, which allows them access to a personalised bank of maths activities and games at the right level for them.</p>	<p>Charts that are part of the software show pupils their strengths and areas for improvement.</p> <p>Teachers will regularly (at least twice per week) monitor pupils' progress through the software and will set new tasks to support learning.</p> <p>Mathletics awards will be presented in assembly each week.</p>	<p>AH</p>	<p>£217.73</p>
<p>C. Pupils' receive the feedback and support they need at the point of impact; this, in partnership with quality first teaching, enables them to make expected progress in Literacy and maths.</p>	<p>Employ an additional TA for 3 mornings per week to provide support that enhances feedback during English and maths sessions.</p>	<p>Research provides evidence that feedback delivered closest to the point of action is the most powerful in moving learning forward.</p> <p>Children who receive high quality feedback at the point when they are working or immediately they finish are best placed to celebrate their successes, remember the key learning points and act on next step improvement prompts.</p>	<p>Monitoring of the work of all teachers and TAs using informal drop-ins, learning walks and formal lesson observations will take place across the year.</p> <p>Work scrutiny will enable the Leadership Team to assess the improvements pupils have made to their work following feedback.</p>	<p>SH / NMc</p>	<p>£3,907.50</p>
Anticipated cost					£6,842.23
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Pupils entitled to the PPG who are working significantly below age related standards in reading and writing receive personalised support to make catch-up progress.</p>	<p>Implementation of Individualised Literacy Interventions (ILIs)</p> <p>Participating pupils will receive 3 x 30 minute one-to-one sessions per week for a 10 week period, led by a TA trained to use ILI resources. Delivery and progress will be overseen by the SENCO.</p>	<p>The ability to read and write is a basic life skill. In preparing children for the next phase of their education, Nunney First School strives to ensure that all pupils have mastered the basics of reading and writing by the time they leave at the end of Year 4.</p> <p>An ILI is an intensive Wave 3 input specifically designed to meet the needs of pupils with significantly delayed literacy skills. It is an evidence based intervention suitable for pupils between Years 2 and 9.</p>	<p>Standardised assessments for reading and spelling are carried out at the start and end of the programme. These are returned to Somerset County Council's Learning Support Service.</p> <p>The SENCO will observe at least 2 sessions in any ILI programme led by a trained TA. Every 3 weeks the SENCO will review with the TA, the progress the pupil is making.</p>	<p>PA / AC</p>	<p>At the end of each 10 week block - December 2017 April 2018 July 2018</p> <p>£919.20 – 3 pupils with HLTA</p>
<p>upils' approach to reading and learning is transformed through weekly one-to-one reading support across a complete school year. In a 10 month period (Sept 2017 – June 2018), participating pupils secure a gain in their reading age that is greater than 24 months.</p>	<p>Engagement with the Beanstalk Reading Programme</p> <p>Participating pupils will receive 1 x 30 minute one-to-one reading session per week with a trained Beanstalk reading mentor across the school year.</p>	<p>The programme is targeted at children who have fallen behind with their reading, lack confidence, or struggle with their fluency, comprehension or vocabulary. The School will target KS2 pupils who are entitled to the PPG, do not read regularly at home and have the potential to be more fluent and engaged readers.</p> <p>Beanstalk aims to:</p> <ul style="list-style-type: none"> • Improve the child's reading ability • Inspire the child's confidence in their own ability • Increase the child's enjoyment of reading. 	<p>Salford reading and comprehension ages will be assessed and recorded at the beginning and end of the intervention.</p> <p>Discussion between the reading mentor and class teacher will take place at the end of each term.</p>	<p>NMc / CS</p>	<p>At the end of each term October 2017 December 2017 February 2018 March 2018 May 2018 July 2018</p> <p>£216 per pupil x 3 pupils 50% paid by Wells Literacy Festival £324</p>

<p>C. Pupils' gain fluency in the fundamentals of mathematics, developing the conceptual understanding that enables them to recall and apply age appropriate maths knowledge, skills and understanding in a range of contexts.</p>	<p>Use of the 5 Minute Number Box resource</p> <p>Participating pupils will receive 5 x 10 minute one-to-one sessions per week for a 10 week period, led by a TA.</p> <p>Delivery and progress will be overseen by the class teachers.</p>	<p>The 5 Minute Number Box provides 10 minutes of one-to-one teaching <u>every</u> day for pupils accessing the programme and affords the over learning some pupils benefit from.</p> <p>Use of multi-sensory teaching methods, as well as systematic progression through concrete, pictorial then abstract sequences for all new learning, which are built into the programme, fill gaps in pupils' understanding. The pace of the programme is dictated by the child, with time provided to rehearse key skills until they are secure.</p>	<p>An initial assessment provided as part of the intervention resources, identifies gaps in each child's maths knowledge, skillset and understanding. Precision teaching then takes place as directed by the programme, to fill identified gaps.</p> <p>Sessions will be timetabled and led by a named TA who is familiar with the programme and the delivery style it uses.</p> <p>Class teachers will monitor children's progress through the programme, reassessing each child after a 5 week period.</p>	<p>AG BB / CS</p>	<p>At the end of each 10 week block - December 2017 April 2018 July 2018</p> <p>£296.06 – 3 pupils with TA</p>
Anticipated cost					£1,539.26
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. The attendance of pupils entitled to the PPG is at least in line with the national (96.1%).</p>	<p>Employ an Education Welfare Officer for 6 x ½ days per year to work in partnership with the Headteacher to address poor attendance where this exists. Families entitled to the PPG have priority access to this support.</p>	<p>Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p>	<p>Termly attendance monitoring with swift action taken where concerns arise.</p> <p>Regular contact with target families to ensure a consistent message, hold parents/carers to account, celebrate successes and address concerns.</p>	<p>SH</p>	<p>October 2017 December 2017 February 2018 April 2018 May 2018 July 2018</p> <p>£1,080</p>

<p>B. Y4 pupils entitled to the PPG participate in the residential visit.</p>	<p>Strong encouragement for pupils to attend</p>	<p>Equal opportunities - no child will be excluded from extra-curricular activities on the grounds of cost.</p> <p>Children's life experiences are enriched and their aspirations are raised.</p> <p>Growth in self-belief and self-confidence supports Y4 pupils' move to middle school in September 2018.</p>	<p>The messages about PPG being used to cover the cost of the visit for pupils entitled to the Grant is made clear in residential visit communication.</p> <p>Headteacher/class teachers will communicate with parents and pupils who are reticent about attending.</p>	<p>SH</p>	<p>January 2018 March 2018</p> <p>£254</p>
<p>C. Pupils from low-income households have equitable access to after school clubs and sports provision that sits outside statutory curriculum provision and incurs a financial contribution from parents/carers.</p>	<p>Teachers and TAs engage with parents of pupils entitled to the PPG encouraging them to sign their children up to a club/s of their choice.</p>	<p>Pupils in receipt of the PPG have priority and unpaid access to after school clubs including sports provision led by professional coaches that takes place on the school site. This improves their physical and emotional wellbeing and extends their life experiences.</p> <p>Pupils entitled to the PPG participate in weekly swimming lessons organised by the school at a cost of £1 per child per week (50% reduction). Pupils enjoy swimming and are well positioned to participate in the statutory swimming provision provided in Upper Key Stage 2.</p>	<p>Regular monitoring of participation in clubs to ensure eligible pupils are accessing this provision.</p> <p>Targeting of families not making use of this provision.</p>	<p>NMc</p>	<p>December 2017 March 2018 June 2018</p> <p>After school Clubs - £1,248 Swimming - £240</p>
<p>D. Provide a free school meal at lunchtime to pupils entitled to the Pupil Premium Grant.</p>	<p>Free School Meal scheme</p>	<p>As a result of access to a balanced diet, pupils are better able to concentrate and make expected academic progress.</p> <p>Pupils from low income families receive a hot, nutritionally balanced meal at school each day.</p>	<p>School wide promotion of the benefits to parents and children of taking up free school meals where they meet the criteria for this.</p>	<p>SH</p>	<p>October 2017 - Census January 2018 - Census May 2018 – Census</p> <p>£3,666</p>
Anticipated cost					£6,488

(2017-2018) TOTAL BUDGETED COST	£14,869.49
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6. Review of expenditure in 2017 – 2018 October 2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
<p>A. By June 2018, the school's attainment in phonics as measured by the statutory Y1 phonics screening check is in line with the national.</p>	<p>Provide timely, focused phonics tutoring using the Read Write Inc. (RWI) phonics resources and the 1:1 Phonics Tutoring Kit for pupils who despite access to daily, quality first teaching, fail to make expected progress in phonics and reading.</p>			
<p>B. Pupils regularly practise their maths skills using fun and motivational online activities linked to the National Curriculum. Through regular rehearsal, children's maths skills improve and their attainment increases.</p>	<p>Introduce and embed the use of cloud based Mathletics software, using this at school and home.</p>			
<p>C. Pupils' receive the feedback and support they need at the point of impact; this, in partnership with quality first teaching, enables them to make expected progress in Literacy and maths.</p>	<p>Employ an additional TA for 3 mornings per week to provide support that enhances feedback during English and maths sessions.</p>			

ii. Targeted support				
Desired outcome	Chosen action/approach	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. Pupils entitled to the PPG who are working significantly below age related standards in reading and writing receive personalised support to make catch-up progress.	Implementation of Individualised Literacy Interventions (ILIs) Participating pupils will receive 3 x 30 minute one-to-one sessions per week for a 10 week period, led by a TA trained to use ILI resources. Delivery and progress will be overseen by the SENCO.			
B. Pupils' approach to reading and learning is transformed through weekly one-to-one reading support across a complete school year. In a 10 month period (Sept 2017 – June 2018), participating pupils secure a gain in their reading age that is greater than 24 months.	Engagement with the Beanstalk Reading Programme Participating pupils will receive 1 x 30 minute one-to-one reading session per week with a trained Beanstalk reading mentor across the school year.			

<p>C. Pupils' gain fluency in the fundamentals of mathematics, developing the conceptual understanding that enables them to recall and apply age appropriate maths knowledge, skills and understanding in a range of contexts.</p>	<p>Use of the 5 Minute Number Box resource</p> <p>Participating pupils will receive 5 x 10 minute one-to-one sessions per week for a 10 week period, led by a TA.</p> <p>Delivery and progress will be overseen by the class teachers.</p>			
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iii. Other approaches

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<p>A. The attendance of pupils entitled to the PPG is at least in line with the national (96.1%).</p>	<p>Employ an Education Welfare Officer for 6 x ½ days per year to work in partnership with the Headteacher to address poor attendance where this exists. Families entitled to the PPG have priority access to this support.</p>			
<p>B. Y4 pupils entitled to the PPG participate in the residential visit.</p>	<p>Strong encouragement for pupils to attend</p>			

<p>C. Pupils from low-income households have equitable access to after school clubs and sports provision that sits outside statutory curriculum provision and incurs a financial contribution from parents/carers.</p>	<p>Teachers and TAs engage with parents of pupils entitled to the PPG encouraging them to sign their children up to a club/s of their choice.</p>			
<p>D. Provide a free school meal at lunchtime to pupils entitled to the Pupil Premium Grant.</p>	<p>Free School Meal scheme</p>			