

# Pupil Premium Strategy Statement



## School overview

Metric	Data
School name	<b>NUNNEY FIRST SCHOOL</b>
Pupils in school	45
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£10,560
Academic year or years covered by statement	2019 - 2022
Publish date	31 December 2019
Review date	31 November 2020
Statement authorised by	Local Governing Body (10 February 2020)
Pupil Premium lead	Sue Heal
Governor lead	Mary MacDonald Watson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	As a first school (YR – Y4) this figure is not available
Writing	As a first school (YR – Y4) this figure is not available
Maths	As a first school (YR – Y4) this figure is not available

## Strategy aims for disadvantaged pupils

Measure	Score
Achieving a Good Level of Development at the end of the EYFS	As a small school will low numbers of children in each cohort entitled to the PP, use of percentages to record attainment at the expected standard or above serves no purpose and is misleading. Instead, we focus on the progress made by each child from their starting point. Our aim is for all children, including those entitled to the PP, to demonstrate attainment that is at least in line with national benchmarks in all measures to the left. This often requires those entitled to the PP to make better than expected progress across the EYFS and KS1.
Meeting the phonics screening threshold	
Meeting the expected standard in reading at the end of KS1	
Meeting the expected standard in writing at the end of KS1	
Meeting the expected standard in mathematics at the end of KS1	
Being well-prepared for the next phase of their education on transition at the end of Y4	

<b>Measure</b>	<b>Activity</b>
Priority 1	Take active steps to ensure that the teaching of systematic synthetic phonics has the rigour, pace and rehearsal required to enable all children to confidently master early reading skills. Focus on the lowest 20%.
Priority 2	Ensure all class based staff (including new starters) have received high quality training in how to teach writing.
Priority 3	Work with the Boolean Maths Hub to strengthen maths teaching in mixed age classes.
Barriers to learning these priorities address	<p>Maintaining a consistent, whole school approach to the teaching of phonics, writing and maths when there is high teacher turnover.</p> <p>Ensuring the needs of each year group are met within mixed aged classes.</p> <p>Ensuring staff routinely use evidence-based, timeframed, whole-class and small group teaching interventions where these are needed to secure expected progress.</p>

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Attainment in Reading	All children entitled to the PP who are not on track to meet the expected standard in reading receive a minimum of 1 x20 hr Individual Literacy Intervention across the year and secure a ratio gain of at least 3.5.	July 2020
Attainment in Writing	<p>At least 50% of pupils entitled to the PP meet the end of year expected standard in writing.</p> <p>100% of pupils entitled to the PP who do not have co-occurring SEND needs achieve the expected standard in writing.</p>	July 2020
Attainment in Mathematics	At least 63% of pupils entitled to the PP meet the end of year expected standard in mathematics.	June 2020
Phonics	<p>Achieve an overall phonics screening percentage that exceeds the national.</p> <p>2/3 Y1 pupils (67%) entitled to the PP achieve the phonics screening threshold.</p>	June 2020

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	<p>Routinely monitor the teaching of phonics and provide point of impact improvement prompts as required.</p> <p>Three times per year, assess all pupils who are accessing the RWI scheme and implement tightly framed</p>

	interventions for those children failing to make expected progress.
Priority 2	Commission an English Specialist to lead training for all staff in how to effectively teach writing. Purchase subscription to the Somerset Literacy Network, its training and resources. Provide additional training and support for the teaching of writing for staff new to teaching and/or the school. Purchase a range of dictionaries and thesauruses.
Priority 3	This will be addressed in 2020-2021.
Barriers to learning these priorities address	Closing attainment gaps in early reading as soon as they appear. Holding <u>all</u> staff to account for precisely following the school's phonics scheme and delivering this with the knowledge, skill, understanding and pace required to enable <u>all</u> pupils to make expected progress. Developing staff subject knowledge and pedagogical understanding in relation to the teaching of writing.
Projected spending	£6,500

### Wider strategies for current academic year

Measure	Activity
Provide equitable access to before and after school clubs, sports provision and educational visits that sit outside statutory curriculum provision and incur a financial contribution from parents/carers.	Offer full remission for attendance at after school clubs including sports provision led by professional coaches that takes place on the school site. Where pupils are entitled to the PP afford 50% remission for all educational visits including the Y4 residential visit.
Ensure that pupils entitled to the PP have access to a healthy, balanced diet.	Provide a free school meal at lunchtime to pupils entitled to the PP.
Barriers to learning these priorities address	Improving pupils' physical and emotional wellbeing and health. Extending pupils' life experiences and building their cultural capital.
Projected spending	£3,500

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allocating the time necessary to secure the required professional development Having sufficient capacity to monitor implementation of agreed teaching approaches	Using INSET days Providing cover to allow teachers to visit other schools Streamlining developments to ensure allocated timeframes are realistic

	Maintaining a stable staff team	Taking active steps to manage unnecessary teacher workload
Targeted support	Ensuring that interventions are given the highest priority and time for these is ring-fenced	Providing dedicated time to complete summative assessments and map targeted support Encouraging staff to collectively hold each other to account for intervention delivery
Wider strategies	Engaging families facing most challenge	Maintaining an upbeat and positive approach to build trust Engaging regularly with families, providing positive messages/ feedback Supporting children to make health lifestyle choices Leading on Early Help and signposting outreach support as appropriate

### Review: 2019-2020's aims and outcomes

Aim	Outcome
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

### Review: 2020-2021's aims and outcomes

Aim	Outcome
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

### Review: 20219-2022's aims and outcomes

Aim	Outcome
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.