

# Pupil Premium 3-Year Strategy Statement



## School overview

| Metric                                      | Data   |             |             |
|---|--|-------------|-------------|
| School name                                 | <b>NUNNEY FIRST SCHOOL</b>                             |             |             |
|   | 2019 - 2020  | 2020 - 2021 | 2021 - 2022 |
| Pupils in school                            | 45   | 55          |             |
| Proportion of disadvantaged pupils          | 18%  | 22%         |             |
| Pupil premium allocation this academic year | £10,560  | £12,105     |             |
| Academic year or years covered by statement | 2019 - 2022  |             |             |
| Publish date                                | 31 December 2019                                       |             |             |
| Review date                                 | 12.10.20   |             |             |
| Statement authorised by                     | Local Governing Body 10.02.2020<br>Reviewed 29.03.2021 |             |             |
| 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

### Teaching priorities for 2019 – 2020 academic year

| Aim                       | Target  | Target date |
|---------------------------|---|-------------|
| 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     | At least 50% of pupils entitled to the PP meet the end of year expected standard in writing.<br>100% of pupils entitled to the PP who do not have co-occurring SEND needs achieve the expected standard in writing.   | 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                   | Achieve an overall phonics screening percentage that exceeds the national.<br>2/3 Y1 pupils (67%) entitled to the PP achieve the phonics screening threshold.   | June 2020   |

### Teaching priorities for 2020 – 2021 academic year

| Aim                       | Target  | Target date |
|---------------------------|---|-------------|
| Attainment in Reading     | 4/5 (80%) Reception pupils entitled to the PP make expected progress in their acquisition of early reading skills and meet or exceed the Reading Early Learning Goal by July 2021.                                  | July 2021   |
| Attainment in Writing     | At least 75% of pupils entitled to the PP meet the end of year expected standard in writing.<br>100% of pupils entitled to the PP who do not have co-occurring SEND needs achieve the expected standard in writing. | July 2021   |
| Attainment in Mathematics | At least 83% of pupils entitled to the PP meet or exceed the end of year expected standard in mathematics.  | July 2021   |
| Phonics                   | Achieve an overall phonics screening percentage that exceeds the national.<br>1/1 (100%) of pupils in Y1 who are entitled to the PP achieve the phonics screening threshold.  | June 2021   |

## Targeted academic support for 2019 – 2020 academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Routinely monitor the teaching of phonics and provide point of impact improvement prompts as required.<br>Three times per year, assess all pupils who are accessing the RWI scheme and implement tightly framed 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.<br>Purchase subscription to the Somerset Literacy Network, its training and resources.<br>Provide additional training and support for the teaching of writing for staff new to teaching and/or the school.<br>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.<br>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.<br>Developing staff subject knowledge and pedagogical understanding in relation to the teaching of writing. |
| Projected spending                            | £6,500  |

## Targeted academic support for 2020 – 2021 academic year

| Measure    | Activity  |
|------------|---|
| Priority 1 | <b>Strengthen the quality of phonics teaching for all staff</b><br>Purchase annual subscription to the Ruth Miskin Training, School Portal.<br>Routinely (every 6 weeks) assess pupils' phonics knowledge and application, and use assessment outcomes to inform teaching.<br>Provide high quality catch-up support (fast track tutoring) for pupils who are not making the expected progress.  |
| Priority 2 | <b>Implement a structured writing scheme of learning for KS1 and LKS2</b><br>Ensure all children have access to well-structured writing teaching sequences.<br>Provide training in modelled and guided writing for teachers in the early stages of their careers.<br>Consistently and cohesively build pupils' vocabulary, drawing on high quality texts used as a stimulus for writing units of work to support this process.<br>Capitalise on the Nuffield Early Language Intervention (NELI) resources and training and use these to improve |

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|   | <p>Reception pupils' spoken language and vocabulary so that they well placed to access the KS1 writing programmes of study on transition to the National Curriculum.</p> <p>Ensure that pupils entitled to the PP routinely receive small group support when writing is being taught.</p>   |
| Priority 3                                    | <p><b>Strengthen the impact of the teaching of mathematics</b></p> <p>Provide training for all teachers to enable them to gain maximum benefit from the DfE Mathematics Guidance: key stages 1 and 2 (June 2020).</p> <p>Ensure that teachers prioritise the teaching of core mathematics knowledge identified in the DfE Mathematics Guidance.</p> <p>Monitor the teaching of mathematics, providing developmental feedback that hones teachers' skills in the use of high quality direct instruction in mathematics.</p> <p>Embed the use of tables containing DfE 'ready to progress criteria' and their associated assessment questions.</p> <p>Use the DfE Guidance to systematically and progressively introduce a core set of mathematical representations and language structures that draw children's attention to key mathematical relationships.</p> |
| Barriers to learning these priorities address | <p>Closing attainment gaps in early reading as soon as they appear.</p> <p>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.</p> <p>Developing staff subject knowledge and pedagogical understanding in relation to the teaching of writing.</p> <p>Improving <u>all</u> children's chances of success by supporting them to sequentially develop a deep and lasting understanding of mathematical concepts, relationships and procedures.</p>  |
| Projected spending                            | £6,855  |

### Wider strategies for September 2019 – July 2021

| 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. | <p>Offer full remission for attendance at after school clubs including sports provision led by professional coaches that takes place on the school site.</p> <p>Where pupils are entitled to the PP afford 50% remission for all educational visits.</p> |
| 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.  |

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| Barriers to learning these priorities address | Improving pupils' physical and emotional wellbeing and health.<br>Extending pupils' life experiences and building their cultural capital. |             |             |
|   | 2019 - 2020   | 2020 - 2021 | 2021 - 2022 |
| Projected spending                            | £3,500  | £5,250      |             |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action  |
|------------------|--|--|
| Teaching         | Allocating the time necessary to secure the required professional development<br>Having sufficient capacity to monitor implementation of agreed teaching approaches<br>Maintaining a stable staff team | Using INSET days<br>Providing cover to allow teachers to visit other schools<br>Streamlining developments to ensure allocated timeframes are realistic<br>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<br>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<br>Engaging regularly with families, providing positive messages/ feedback<br>Supporting children to make health lifestyle choices<br>Leading on Early Help and signposting outreach support as appropriate |

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

| Aim  | Outcome   |
|--|---|
| <p><b>Attainment in Reading</b></p> <p>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 (ILI) across the year and secure a ratio gain of at least 3.5.</p> | <ul style="list-style-type: none"> <li>• Across the autumn term 2019-2020 3 of 4 (75%) PP entitled children who were not on track to reach the expected standard in reading accessed bespoke one-to-one reading support in the form of an ILI.</li> <li>• All made accelerated progress, achieving ratio gains of 4.0, 3.6 and 3.2 (average 3.6).</li> <li>• There was notable improvement in pupils' confidence to read and their engagement with reading materials.</li> <li>• In parallel with the ILI, all three children received reading support from a Coram Life Education</li> </ul> |

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|  | <p>Beanstalk reading tutor – 2 x 25 minute sessions per week.</p> <ul style="list-style-type: none"> <li>• Attitudes to reading as measured by a Coram Beanstalk questionnaire, showed notable improvement across this twelve week block of focused support.</li> <li>• The fourth pupil was due to receive the above package of support in the spring term. Although this started well, seven weeks in, the intervention ceased due to the first national Coronavirus lockdown (March – June 2020). Whilst we know that progress was made, impact measures are not available.</li> </ul> <p><u>2020 - 2021 next steps</u></p> <ul style="list-style-type: none"> <li>➤ Strengthen the teaching and assessment of systematic synthetic phonics to ensure that pupils in the lowest 20% are supported to make accelerated progress in reading from the outset.</li> </ul>  |
| <p><b>Attainment in Writing</b></p> <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> | <ul style="list-style-type: none"> <li>• PP entitled pupils received guided group and individual support in most writing lessons. This improved their motivation and confidence to write.</li> <li>• In the spring term of 2020, the NQT accessed a full day's training on how to teach writing. On the back of this, they also received bespoke support from an external English SLE to plan the term 4 writing unit. This training had notable impact.</li> <li>• In April 2020, teachers unpicked and distilled the barriers to pupils making expected progress in writing. These provided clarity and have fed into developments for 2020-2021.</li> <li>• April 2020 summative attainment data indicated that 4/8 (50%) of pupils entitled to the PP were on track to meet the expected standard in writing at the end of the year.</li> <li>• The PSA kindly purchased dictionaries and thesauruses totalling £207 for pupils in the KS2 class.</li> </ul> <p><u>2020 - 2021 next steps</u></p> <ul style="list-style-type: none"> <li>➤ Implement a structured scheme of learning for writing.</li> <li>➤ Build children's vocabulary.</li> <li>➤ Across the Reception year, support all pupils to acquire the oral language skills needed to access the Y1 English programmes of study.</li> <li>➤ Ensure that children entitled to the PP and those in the lowest 20% have regular access to modelled and guided writing sessions led by the teacher.</li> </ul> |
| <p><b>Attainment in Mathematics</b></p> <p>At least 63% of pupils entitled to the PP meet the end of year expected standard in mathematics.</p>  | <ul style="list-style-type: none"> <li>• Observation identified that overreliance on WRM resources results in insufficient attention being given to essential (core) maths knowledge that many children entitled to the PP need to overlearn.</li> <li>• Observation of maths teaching and scrutiny of pupils' books provided evidence that too often, one</li> </ul>   |

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|  | <p>mathematical representation was not embedded before a new one was introduced.</p> <ul style="list-style-type: none"> <li>• Language structures used by adults did not consistently draw children’s attention to key mathematical relationships.</li> <li>• April 2020 summative attainment data indicated that 4/8 (50%) of children entitled to the PP were on track to achieve the expected standard in mathematics by the July 2020.</li> </ul> <p><u>2020 - 2021 next steps</u></p> <ul style="list-style-type: none"> <li>➤ Use the Coronavirus Catch-Up Grant to provide bespoke mathematical support for children entitled to the PP. This support will focus on mastery of core mathematical knowledge and mathematical relationships.</li> <li>➤ Provide training for all teachers in how to plan and deliver effective maths teaching sequences.</li> </ul>  |
| <p><b>Attainment in Phonics</b></p> <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>                                     | <ul style="list-style-type: none"> <li>• Despite the educational disruption caused by the first Coronavirus national lockdown, 10/12 (83%) Y2 pupils met the phonics screening threshold when they were assessed in November 2020. 2/3 (67%) PP entitled children met the threshold.</li> <li>• Whilst many pupils made expected progress as a result of the phonics teaching they received, the attention devoted to the most vulnerable learners is not yet robust enough.</li> </ul> <p><u>2020 - 2021 next steps</u></p> <ul style="list-style-type: none"> <li>➤ Provide training for all teachers and TAs in how to maximise the impact of the RWI phonics scheme of learning.</li> <li>➤ Implement a rigorous phonics assessment regime.</li> <li>➤ Promptly introduce fast track phonics tutoring for all pupils who are not making expected progress.</li> </ul>   |
| <p><b>Wider strategies</b></p> <p>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.</p> | <ul style="list-style-type: none"> <li>• 5/8 (63%) children entitled to the PP attended Breakfast Club each weekday. This provided them with a healthy breakfast, purposeful before school physical activity. It also resulted in good attendance across periods of the year when the school was open.</li> <li>• 7/8 (88%) children entitled to the PP attended at least one after school sports club each week across the first three terms of the 2019 – 2020 academic year. 4/8 (50%) attended at least 3 after school clubs each week. This contributed to good physical and mental health.</li> <li>• As a result of targeted encouragement and open communication with parents of children entitled to the PP, percentage attendance at breakfast as well as after school sports clubs was considerably higher for children entitled to the PP than it was for those not in receipt of the Grant.</li> </ul> |

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|---|---|
| <p>Ensure that pupils entitled to the PP have access to a healthy, balanced diet.</p> | <p><u>2020 - 2021 next steps</u></p> <ul style="list-style-type: none"> <li>➤ Continue to use the PP Grant to provide full remission for attendance at before and after school clubs for children entitled to the PP Grant.</li> <li>• 8/8 (100%) children entitled to the PP had a FSM each school day across the 2019 – 2020 academic year. During the lockdown, through consultation with families, a mixture of food vouchers, daily packed lunches and food parcels were provided. All met DfE standards for school food in England. Parents were very appreciative of this support.</li> </ul> <p><u>2020 - 2021 next steps</u></p> <ul style="list-style-type: none"> <li>➤ Use a proportion (£2.30 per pupil per day) of the PP Grant to cover the cost of a FSM for all pupils entitled to the PP Grant across the academic year.</li> </ul> |
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### Review: 2020-2021's aims and outcomes

| Aim                              | Outcome                          |
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### Review: 2021-2022's aims and outcomes

| Aim                              | Outcome                          |
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