

Nether Edge Pupil Premium Support – 2019/20

What was the impact of last year's Pupil Premium spending?

2018/19

Priority	Evaluation	Next Steps
1	66% met their target in reading; 64% met target in writing 72% met target in maths 42% made rapid progress in reading 27% made rapid progress in writing 29% made rapid progress in maths	Disadvantaged pupils need to make more progress in their writing, and continue to be supported in their reading.
2	Some middle and high attaining disadvantaged pupils achieved their end of KS2 targets.	More high attaining disadvantaged pupils needs to reach a higher standard.
3	100% of disadvantaged boys achieved the expected standard by the end of Year 5.	Feedback strategies were successful in this year group and should be shared elsewhere.
4	Disadvantaged pupils' attendance was 95.2% , better than other disadvantaged pupils nationally but still below other pupils.	A continued focus on attendance is needed and more support put in place for families.
5	Over 75% of disadvantaged pupils in KS1 achieved the expected standard.	Strategies in KS1 were successful for disadvantaged pupils and should be replicated.

How much do we get?

£121,440

What are the barriers for Nether Edge disadvantaged children?

- Their attendance is low and they are often late for school.
- Their home environment is without structure, routine and consistency.
- Their wider experiences are limited and this has an impact on their approach to learning.
- They show a lack of ability to organise themselves, either in the classroom or outside of it. This could also include self-help skills.
- They find rules and routine difficult and can begin to show this through negative behaviour (or they cannot display positive behaviour without rules and consistency.)

Which outcomes from last year, or historically, are preventing Nether Edge disadvantaged children from achieving well?

1. 40% of disadvantaged children in the Early Years met a Good Level of Development, and were 31% behind the national average.
2. 55% of disadvantaged pupils achieved a pass in the phonics screening check, which is 36% below all pupils nationally;
3. High attaining disadvantaged pupils are not making sufficient progress across KS2 and are therefore falling behind their peers and not attaining a higher standard at the end of KS2.
4. Not enough disadvantaged pupils achieve the expected standard in Reading and Writing in each year group. Many of these pupils are lower attaining.
5. Attendance for disadvantaged children is constantly improving, but not at the rate of others. Currently at 95.2%

What are our priorities and desired outcomes?

1. Close the gap between national expectation and disadvantaged children in the Early Years so at least 50% of them achieve it.
2. At least 75% of disadvantaged pupils in Year 1 achieve a pass in the phonics screening check and at least 80% of disadvantaged pupils in Reception are able to read and say each phoneme.
3. More disadvantaged pupils achieve a greater depth standard in Reading at the end of the year in each year group than started it. This means that at least 18% are at this standard across the year, compared with 12% last year.
4. More disadvantaged pupils reach the expected standard in Reading and Writing in each year group so that at least 75% are at the expected standard across school and no less than 65% in each year group, compared with 70% and 71% in Reading and Writing across school last year.
5. Attendance for disadvantaged children is above 96%.

How we will reach our priorities

Priority	Strategy	Who	When
1	<p>EARLY YEARS</p> <p>a) Ensure early identification by checking all parents have completed a pupil premium form, especially those new to Nether Edge.</p> <p>b) Detailed tracking of DA children in both Nursery and Reception, with teachers and support staff having a high awareness of differing needs.</p> <p>c) Introduction of new literacy programme (Launchpad to Literacy) to be run with a trained member of staff.</p> <p>d) New Maths curriculum to be written, staff to be trained and resources ordered.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-numeracy-approaches/</p>	<p>a) SA/HS</p> <p>b) All EYFS teachers</p> <p>c) HS</p> <p>d) CG</p>	<p>a) Initial drive on applying for existing children. Then to provide from to all IYA children to Reception and during January intake in Nursery.</p> <p>b) During data drops and appraisals</p> <p>c) ASAP</p> <p>d) ASAP</p>
2	<p>PHONICS</p> <p>a) Introduction of Read Write Inc as a whole school scheme. Resources to be ordered and staff to be trained.</p> <p>b) Detailed tracking of all children across YN-Y2</p> <p>c) One to one interventions by TAs</p>	<p>a) MN/NB</p> <p>b) NB</p> <p>c) NB</p>	<p>HT2 with a view to be fully set up in HT3</p>
3	<p>HIGH ATTAINING</p> <p>a) High ability disadvantaged homework 'club' to enable children be challenged.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</p> <p>b) Spread effective feedback from OR to rest of school. OR to be feedback champion.</p>	<p>a) SAH to look at staffing</p> <p>b) OR during PDMs</p>	<p>a) ASAP</p> <p>b) During next T&L PDM</p>
4	<p>READING AND WRITING</p> <p>a) New reading curriculum</p> <p>b) Creation of anthologies</p> <p>https://educationendowmentfoundation.org.uk/evidence-</p>	<p>a) Reading Team</p> <p>b) Reading Team</p> <p>c) NB/Class Teachers</p> <p>d) NB</p>	<p>a) ASAP</p> <p>b) Once curriculum is finalised</p> <p>c) Once RWI is established</p>

	<p>summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>c) Checking reading levels and matching books appropriately</p> <p>d) Training and monitoring of come read with me and into my book. Filling cultural capital gaps.</p> <p>e) Continuation of vocabulary work and work on how to convert to writing</p>	e) AK	<p>d) NB to set time scale – before HT3</p> <p>e) AK to complete curriculum ASAP</p>
5	<p>ATTENDANCE</p> <p>a) BCL Consultancy to support Disadvantaged PA children</p> <p>b) Track DA attendance at ASC</p> <p>c) Use of Y5/Y6 SHAPE passports to engage learners – strong links to high attendance</p> <p>d) Detailed tracking of disadvantaged attendance</p> <p>e) Ensure all disadvantaged children’s parents are invited to a strategy meeting as soon as their child’s attendance falls below 92%.</p> <p>f) Offer help and support where needed.</p> <p>g) Continue with positive attendance rewards, with a focus on most improved attendance for disadvantaged children.</p>	<p>a) Ben Lewis</p> <p>b) SAh</p> <p>c) SAh/Y5 and Y6 Teachers</p> <p>d) SAh/AD</p> <p>e) SAh/AD</p> <p>f) SAh</p> <p>g) SAh/AD</p>	<p>a) To start ASAP</p> <p>b) Each HT</p> <p>c) To start after HT2</p> <p>d) Each HT</p> <p>e) Each HT</p> <p>f) When needed</p> <p>g) Each HT</p>

How will we spend the money on these priorities?

Priority	Outcomes tracking	Professional development	Staffing	Resources
1	½ a day each cycle to track outcomes and set next steps. (£250)	Training for EYFS staff (£2,000) Coaching, Monitoring and PDMs (£1,000) Launchpad to Literacy (£2,000) Resourcing EYFS (£7,500)	AHT and TLR - 10 days per year each (£8,000)	
2	½ a day each cycle to track outcomes and set next steps. (£250)	Read, Write, Inc, Staff Training (£5,000)	0.5 days per week exclusively dedicated from DHT (£5,000) 2 Tas carrying out afternoon interventions every day (£16,000)	Read Write Inc – full resources £10,000
3	½ a day each cycle to track outcomes and set next steps. (£250)	Coaching and mentoring Staffing of groups Research and development	AHT and TLR – 4 days per year to monitor and action plan (£3,200) Teacher to lead clubs, additional hours given (£2,000) Release time for OR, 20 days per year (£4,000)	Resources for clubs and trips (£15,000)
4	½ a day each cycle to track outcomes and set next steps (£250)	AHT monitoring and assessing impact of the curriculum, 5 days per year (£1,800)	AHT, DHT and Lead Teacher all spending 10 days per year on curriculum adaptation for disadvantaged (£14,000)	Books (£2,000) Production of anthologies in reading (£2,000)
5	½ a day each Half Term to track outcomes and set next steps	Consultancy Team (£8,000)	AHT 0.5 days per week tracking disadvantaged	Attendance rewards (£1,500)

	(£120)		attendance and following up on individuals (£2,000)	
Total	£1,120	£27,300	£52,200	£30,500

Overall total cost = £ 111,120

(Additional £10,000 to be allocated after mid-year review).