

Pupil premium strategy statement for Nettlestone Primary School 2018-2019



1. Summary information					
School	Nettlestone Primary School				
Academic Year	2018/2019	Total PP budget	£39,520	Date of most recent PP Review	January 2019
Total number of pupils	208	Number of pupils eligible for Ever 6/FSM	28	Date for next PP Strategy Review	January 2020
		Number of pupils eligible for Service premium	2		

2. Attainment 2018 (Based on Year 6 results)			
Nettlestone figures for pupils eligible for PP		National figures for pupils not eligible for PP	
% achieving expectations in reading	75%	% achieving expectations in reading	75%
% achieving expectations in writing	75%	% achieving expectations in writing	78%
% achieving expectations in Maths	75%	% achieving expectations in Maths	76%
Progress measure in reading	0.97	Progress measure in reading	0.3
Progress measure in Writing	-6.22	Progress measure in Writing	0.2
Progress measure in Maths	-3.23	Progress measure in Maths	0.3

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupils may have barriers in spelling, particularly transfer of skills from isolated spelling to independent writing
B.	Writing - particularly boys progress in writing, girls attainment in writing
C.	Maths - development of reasoning skills to accelerate progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

<p>D.</p>	<p>Low percentage of Pupil Premium children, therefore each child accounts for considerable percentage outcome when comparing statistics e.g. % of pupils known to be eligible for FSM is 9% which is much lower than the national figure.</p> <p>Due to the low cohort size within each year group, barriers are identified on an individual pupil level as part of termly pupil progress meetings. These barriers are exacerbated where pupils eligible for pupil premium also have identified SEND. Currently 23% of PP are also identified as SEN with a further 31% receiving targeted intervention support.</p> <p>Cohort for Year 6 2018-2019 is one of our largest cohorts of pupil premium (6) pupils, therefore each pupil is worth 19%. 2 pupils are identified as SEN support and 1 pupil CIC.</p>
<p>E.</p>	<p>In some cases, access to resources such as books, libraries and life experiences</p>
<p>F.</p>	<p>In some cases a lack of regular routine, home learning, regular reading, spellings and having the correct equipment in school</p>

4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
<p>A.</p>	<p>Spelling Standardised spelling test assessments will continue across the school and these are tracked thrice yearly with particular emphasis on the performance of Pupil Premium children (quantitative test scores, raw and standardised scores).</p> <p>A revised approach to book looks will monitor how National Curriculum and higher frequency spellings are applied into the children's writing.</p> <p>Review No-Nonsense Spelling for Years 2 - 6 - Further training for staff and ensure materials are used as intended.</p> <p>Refresh spelling made easy as a targeted intervention approach to support spelling accuracy in context.</p> <p>Further phase leader support to ensure bespoke approaches pertinent to each phase</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed) age related National expectations in writing. • All teaching staff will receive No nonsense spelling training and access to high quality resources to support the teaching of spelling. • Teachers will give pupils regular opportunities to consolidate key skills in phonics and spelling. • Pit stops will be introduced in KS2 to facilitate opportunities for children to review the technical accuracy of their written work. • Support staff will support learning effectively. • Additional intervention session will take place based on gaps/need.

<p>B.</p>	<p>Writing Retain and share the aspirational target of 85% of the cohort to achieve expected standard.</p> <p>Refine approach to pupil progress meetings to target with more specific milestones those children that are 'close to' both the expected and higher standard.</p> <p>Ensure the child initiated approaches adopted in KS1 promote plentiful writing opportunities in all areas of the indoor and outdoor environment.</p> <p>Focus on writing across the curriculum and engagement with both rich quality texts and topic foci.</p> <p>Increase staff confidence in modelling of writing as studies show that boys benefit from explicit teaching about the structure of narrative and expository texts. Boys need greater access to models of simple structures, of different types of texts and greater expectations that they will complete extended pieces of work.</p> <p>Further promote writing non-negotiables in all classes, supported by consistent format to working walls.</p> <p>All new subject impact statements to reference writing across the curriculum as a target.</p> <p>Use lesson learned through accelerated progress in reading to further develop progress in writing e.g. 1:1 volunteer support.</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed) age related National expectations in writing. • Bespoke CPD will be provided to facilitate development and high quality teaching of writing. • Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils weekly opportunities to BIG WRITE to consolidate key skills. • Teachers will give pupils regular opportunities to consolidate key skills in phonics and spelling. • Pit stops will be introduced in KS2 to facilitate opportunities for children to review the technical accuracy of their written work. • Support staff will support learning effectively. • Additional intervention session will take place based on gaps/need. • Teachers will give pupils precise feedback that pupils will respond to. • Opportunities for writing will be flood filled across the provision in EYFS and KS1.
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<p>C.</p>	<p>Maths Retain aspirational target of 85% of cohort to achieve ARE.</p> <p>Greater emphasis on reasoning skills, as although children are more readily able to solve maths problems within 'real life' contexts, they can't always articulate how they have got to their answer.</p> <p>Greater modelling of approaches to reasoning as part of the wider CPA model and ensure all abilities continue to have greater access to problem solving and greater opportunities for reasoning/explanations.</p> <p>Ongoing support from HIAS ensuring that all staff are confident in moving from the use of concrete, pictorial representations to the teaching of abstract concepts.</p> <p>KS1 pupils need to be more secure in measure and direction and positional language. Whilst KS2 gap analysis identified fractions decimals and percentages as key domains requiring further support.</p> <p>Ensure that adequate concrete resources are available to support the teaching of maths in all year groups.</p> <p>Ensure working walls model and capture good examples of reasoning in Mathematics.</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed) age related National expectations in maths. • Bespoke CPD will be provided to facilitate development and high quality teaching of mathematics. • Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils regular access to problem solving and reasoning and high quality work and reasoning skills will be evident in pupil's books. • Support staff will support learning effectively. • Additional intervention session will take place based on gaps/need. • Teachers will give pupils precise feedback that pupils will respond to. • Opportunities for enhancing mathematical language will be evident within the EYFS/KS1 setting.
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D.	Ensure maximum Pupil premium engagement with all aspects of school life to promote good attendance.	<ul style="list-style-type: none"> • Information will be available to document Pupil Premium involvement in extra-curricular sports/music/clubs. • Mentoring meetings will provide increased opportunities for feedback and the chance to build self-esteem by building on successful results. • All PP pupils to be offered one free club every term. • Continue to provide bespoke financial support offered on case by case basis to promote enrichment access. • Continue to ensure positions of responsibility given to PP pupils in year 6 to promote prompt arrival and good attendance. • Sensory circuit offered before school to encourage prompt arrival and good attendance. • Pupil conferencing will identify further aspects that need improving on. • Attendance of disadvantaged pupils will match/exceed National averages for Non-disadvantaged pupils.
E.	School will deliver an engaging broad and varied curriculum.	<ul style="list-style-type: none"> • Each class will plan for pupils to experience exciting events to either begin topics or enhance learning. • Age appropriate subject skills will be taught within a thematic approach where relevant. • Specialist teachers will enhance curriculum delivery wherever possible. • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • Pupils will report that they feel confident and ready to access the next stage in their learning (eg, new class, new school etc).
F.	Pupils will have opportunities in school to read and complete home learning if necessary.	<ul style="list-style-type: none"> • Identified pupils will have daily reading opportunities. • School will provide free weekly home learning club. • Specialist support will be available in school (and via external agencies) for parenting advice.

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

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?
High quality inclusive teaching for all pupils.	High quality inclusive teaching for all. Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access and improve on school disadvantaged attainment in writing, spelling and maths outcomes. Continued use of responsive teaching model (split level inputs, flexible groupings, pre and post teaching) to ensure appropriate challenge and support for all. Induction for new and existing staff on flexible teaching model using HIAS materials.	DfE, Local Authority and research guidance on effective classroom practice. EEF making the best use of Teaching Assistants report published in November 2016 suggests that when TAs are well trained and used in structured settings with high-quality support, they can make a noticeable impact on pupil learning. External validation of responsive teaching model.	Lesson blinks focusing on the quality of targeted support delivery and the transferal of skills back to classroom learning. Lesson observation cycle with leadership team. Weekly monitoring of teaching and learning.	EK JH/LF/HW /AB Phase leads AJ, KJH	Termly pupil progress meetings to review progress against ARE outcomes.

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?
Mastery Learning/Appropriate layers of challenge.	Ensure child initiated approaches adopted in Year 1 and 2 provide more focused support for individuals and small groups of pupils.	<p>Over time the school has not mirrored the excellent EYFS outcomes at the end of Year 2 indicating that provision may need review.</p> <p>We visited outstanding settings and researched through first hand evidence best practice.</p> <p>We have attended training from reputable EYFS experts.</p> <p>We have transferred what works well across into Key stage 1.</p>	<p>Continued monitoring, staff training and support.</p> <p>Staff coaching</p> <p>Further LLP validation</p>	KJH/AJ/EK JH/LF Phase leads	<p>Lesson observations to lead, to review/establish need for further CPD.</p> <p>Termly pupil progress meetings to review progress against ARE outcomes.</p> <p>Feedback from parents.</p>

<p>To develop Mathematical reasoning skills across the school.</p>	<p>Ensure that staff model effective approaches to reasoning, possible introduce the language of go APE (answer, prove, explain). Ensure that working walls act as a point of reference for children to refer to when reasoning. Daily opportunities to apply reasoning skills. Developing networks to schools to support with strategies, processes and moderation. Refine our approaches to teaching providing children with the answer rather than asking them to calculate to prove that the answer is right or wrong. Commissioned support from HIAS to embed and further develop reasoning approaches with a view to attaining GDS. Continued participation in SSIF project for Year 5 and 6 pupils.</p>	<p>SSIF project - This programme focuses on a small group of children who are 'stuck' in Mathematics, looking at their deeper mathematical blocks, wrapping a structure around addressing them that will help the school develop approaches that bring success.</p>	<p>10 weekly SSIF meetings Pupil conferencing Work scrutiny Learning walks Lesson observations Pupil progress meetings LLP visits</p>	<p>KJH/AJ/EK JH/LF/HW /AB Phase leads</p>	<p>Termly lesson observations Lesson 'blinks' Pupil progress meetings Observations of colleagues in other settings to observe and share best practice. Learning walks Book scrutiny Pupil conferencing Monitoring of standardised test scores termly</p>
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<p>To improve writing outcomes.</p>	<p>Retain aspirational target of 85% of cohort to achieve ARE. Refine approach to pupil progress meetings to target with more specific milestones those children that are 'close to' both the expected and higher standard. Ensure the child initiated approaches adopted in KS1 promote plentiful writing opportunities in all areas of the indoor and outdoor environment. Focus on writing across the curriculum and engagement with both rich quality texts and topic foci. Boys need greater access to models of simple structures, of different types of texts and greater expectations that they will complete extended pieces of work. Staff training 'no nonsense spelling and Grammar'.</p>	<p>EEF improving literacy guidance reports 2017, cite the teaching of writing should be through: Modelling and supporting practice Extensive practice of transcription and sentence construction High quality, structured targeted support to help pupils who are struggling with literacy.</p>	<p>Regular assessment and review of progress Regular review of targeted pupils.</p>	<p>KJH/AJ/EK JH/LF/HW /AB Phase leads</p>	<p>Lesson observations Lesson 'blinks' Pupil progress meetings Observations of colleagues in other settings to observe and share best practice. Learning walks Book scrutiny Pupil conferencing</p>
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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?
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<p>To improve technical accuracy in writing.</p>	<p>Use of spelling made easy resources to develop accuracy in basic spelling and grammar in KS2 Use of PAT resources to develop spelling and phonics in KS1. Developing and editing competency. Use of volunteer support to enhance basic writing skills alongside reading. Parent workshops and resources on Phonics, early writing, spelling.</p>	<p>We recognise that we need to focus on spelling within writing and not just in isolation. We have used schemes in the past which just focus on spelling but the skills have not been transferred into independent writing. The focus needs to be on dictation and using spelling within a sentence.</p>	<p>EK to remote access assessment data monthly to check progress. Communication with parents so they feel confident to use at home. PAT targeted support in small groups. Spelling made easy targeted support in small groups.</p>	<p>EK JH/LF/HW /AB Phase leads</p>	<p>Ongoing monitoring will feed into pupil progress meetings. Targeted reviewed termly. Monitoring of standardised test scores termly</p>
<p>Improve social and emotional wellbeing, participation and resilience.</p>	<p>Support for children and families through:</p> <ul style="list-style-type: none"> • Family liaison • ELSA support <p>Increased staff capacity to deliver ELSA (1 x staff member currently on certificated ELSA training).</p>	<p>EEF - Behaviour interventions +4 months progress Social and emotional learning +4 months progress</p> <p>We acknowledge that before we can accelerate progress there are other barriers that we need to address.</p>	<p>Family liaison to support pupils and families as required: attend meetings with external agencies and co-ordinate CAFs. ELSA sessions monitored through provision map.</p>	<p>EK CM</p>	<p>Termly review by SENCO Termly pupil progress meetings Feedback from staff and external agencies.</p>

<p>Pastoral support for identified service children.</p>	<p>Support for children and families through:</p> <ul style="list-style-type: none"> • Family liaison • ELSA support <p>To offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children on family mobility or parental deployment.</p> <p>Provision of a named member of staff with whom pupils can talk to in confidence.</p> <p>Planning in advance for general issues that are likely to arise for individual children and their families.</p>	<p>EEF - Behaviour interventions +4 months progress Social and emotional learning +4 months progress</p> <p>We acknowledge that before we can accelerate progress there are other barriers that we need to address.</p>	<p>Family liaison to support pupils and families as required: liaison with external agencies such as CEAS.</p> <p>ELSA sessions monitored through provision map.</p>	<p>EK/CM AJ, KJH</p>	<p>Termly review by SENCO Termly pupil progress meetings Feedback from staff and external agencies.</p>
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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?
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<p>Pupil Premium children will report that they feel engaged, involved and are participating in the wider life of the school.</p> <p>Attendance for all PP children will match or exceed school target of 97%.</p>	<p>Ensure maximum PP engagement with all aspects of school life to promote good attendance.</p> <p>Information will be available to document PP involvement in extra-curricular sports, music and clubs.</p> <p>Mentoring meetings will provide increased opportunities for feedback and the chance to build self-esteem by building on successful results.</p> <p>All PP pupils to be offered one free club every term.</p> <p>Bespoke financial support offered on case by case basis to promote enrichment access.</p> <p>Positions of responsibility given to PP pupils in year 6 to promote prompt arrival and good attendance.</p> <p>Sensory circuit offered before school to encourage prompt arrival and good attendance.</p> <p>Pupil conferencing will identify further aspects that need improving on.</p>	<p>EEF toolkit shows sports/arts participation as, although having a relatively low attainment impact overall, possibly increasing attendance, retention and a wide range of effects. Impact on younger children in arts has a greater impact on learning, and older pupils to become re-engaged with school.</p> <p>Lindner 2002, proved participation in extracurricular activities also has a positive effect on attainment.</p> <p>Public Health England, the link between pupil health and well-being and attainment, November 2014, pupils sense of belonging to a school is a key determinant of their wellbeing and therefore their attainment.</p>	<p>In depth discussions with Admin manager, Executive head teacher, Head teacher and class teachers to ensure offers are made personally, taken up, cost reductions applied and relevant beneficial resources purchased.</p> <p>Discussions with parents to obtain feedback on success/value and monitoring of participation.</p> <p>Pupil feedback also obtained.</p>	<p>KJH/AJ/EK JH/LF/HW /AB Phase leads</p>	<p>Termly pupil progress meetings.</p> <p>Ongoing review/Termly reviews re spending/funding for clubs and activities.</p>
Total planned expenditure					£48,274.80

6. Review of expenditure

Previous Academic Year		2017-2018																																																																			
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																																																														
High quality inclusive teaching for all pupils.	<p>High quality inclusive teaching for all.</p> <p>Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access and improve on school disadvantaged attainment in writing, spelling and maths outcomes.</p> <p>Continued use of responsive teaching model (split level inputs, flexible groupings, pre and post teaching).</p>	<p>Teaching assistants supported pupils in all English and Maths lessons through the flexible teaching model. Pupils were taught as required, improving engagement in learning and accelerating pupil progress against their individual targets as documented on the school provision map.</p> <p>Pupils achieving expected standard or higher</p> <table border="1"> <thead> <tr> <th rowspan="2">Year group</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>All</th> <th>Disad</th> <th>All</th> <th>Disad</th> <th>All</th> <th>Disad</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>89%</td> <td>50%</td> <td>82%</td> <td>25%</td> <td>85%</td> <td>25%</td> </tr> <tr> <td>1</td> <td>86%</td> <td>50%</td> <td>75%</td> <td>50%</td> <td>79%</td> <td>50%</td> </tr> <tr> <td>2</td> <td>75%</td> <td>25%</td> <td>57%</td> <td>0%</td> <td>79%</td> <td>75%</td> </tr> <tr> <td>3</td> <td>91%</td> <td>0%</td> <td>88%</td> <td>0%</td> <td>94%</td> <td>100%</td> </tr> <tr> <td>4</td> <td>83%</td> <td>50%</td> <td>57%</td> <td>25%</td> <td>63%</td> <td>25%</td> </tr> <tr> <td>5</td> <td>88%</td> <td>67%</td> <td>78%</td> <td>50%</td> <td>69%</td> <td>17%</td> </tr> <tr> <td>6</td> <td>83%</td> <td>75%</td> <td>70%</td> <td>75%</td> <td>80%</td> <td>75%</td> </tr> </tbody> </table>				Year group	Reading		Writing		Maths		All	Disad	All	Disad	All	Disad	EYFS	89%	50%	82%	25%	85%	25%	1	86%	50%	75%	50%	79%	50%	2	75%	25%	57%	0%	79%	75%	3	91%	0%	88%	0%	94%	100%	4	83%	50%	57%	25%	63%	25%	5	88%	67%	78%	50%	69%	17%	6	83%	75%	70%	75%	80%	75%	<p>Teaching assistants will continue to support the delivery of all English and Maths lessons. LLP visit 2017 "There has been a sustained focus on developing a more flexible approach towards teaching and learning. Inset has been provided for teachers and TA's, from the schools LLP, and senior leaders maintain a shared vision of effective practice."</p> <p>"Teaching assistants routinely teach small groups of pupils and there is a flexible approach towards pupils grouping, informed by ongoing assessment of learning."</p>	£37,852.80
Year group	Reading		Writing		Maths																																																																
	All	Disad	All	Disad	All	Disad																																																															
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<p>Mastery Learning/Appropriate layers of challenge.</p>	<p>Further whole school development of split level input in English and Maths lessons.</p>	<p>Further embedded a culture teaching 'the right kids, the right stuff, at the right time and in the right way'. This has been validated by our LLP visit.</p> <p>25% of PP pupils in year 6 achieved a scaled score of 110+ in reading (1/4) against a National of 33%. The average scaled score for disadvantaged is 110 against National 106.1</p> <p>25% of PP pupils in year 6 achieved a scaled score of 110+ in maths (1/4) against a National of 28%. The average scaled score for disadvantaged is 105.7 against National 105.4</p> <p>75% of PP pupils in year 6 achieved a scaled score of 110+ in GPVS (3/4) against a National of 82%. The average scaled score for disadvantage is 107 against National 107.2</p> <p>75% of PP pupils in year 6 achieved the expected standard in writing (3/4) against a National of 83%.</p> <p>75% achieved R/W/M combined the expected standard compared to 70% Nationally.</p> <p>All the children entered for KS2 assessments achieved the expected standard in all subjects.</p>	<p>We will continue to develop the flexible teaching model to ensure consistency across the whole school in terms of pace and expectation.</p> <p>We recognise we need to develop writing technical accuracy in order to improve outcomes as well as Mathematical reasoning.</p>	
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<p>To see 85% of each cohort achieving ARE in Maths inclusive of all disadvantaged pupils.</p>	<p>Retain aspirational target of 85% of cohort to achieve ARE. Y4 cohort outcomes are lower than other year groups and it is important that the lower Key 2 curriculum is secure prior to accessing Year 5 work - additional maths lessons in the Autumn term of Year 5 to enable catch up. Key staff also to engage in Maths Teaching for Mastery programme endorsed by National Centre for Excellence in Teaching of Mathematics during 17/18 supported by the Solent Maths Hub. Greater emphasis on problem solving across the whole curriculum to be able to solve maths problems within 'real life' contexts. Senior staff to attend training on how provide additional support for in class intervention. Purchase of practical resources for in class support e.g. Numicon, TTS problem solving</p>	<p>Following our programme of support from the HIAS Maths team, the feedback was "The use of rich problem solving tasks, the concrete, pictorial, abstract approach, and the consistent approach being used for working walls throughout the school was evident."</p> <p>Year 6 Maths outcomes increased by 25% from 55% in 2017 outcomes to 80% for 2018 outcomes.</p>	<p>Further analysis has identified lack of competency in Mathematical reasoning to be a barrier to achieving ARE in KS2.</p>	
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<p>To reduce the gender gap in writing outcomes.</p>	<p>Retain aspirational target of 85% of cohort to achieve ARE with no significant variation on gender outcomes +/- 10% either way. Ensure EYFS/Year 1 have plentiful writing opportunities in all areas of the indoor and outdoor environment. Change class timetables to allow a session for extended writing every week. Focus on writing across the curriculum and engagement with both rich quality texts and topic foci. Increase staff confidence in modelling of writing as studies show that boys benefit from explicit teaching about the structure of narrative and expository texts. Boys need greater access to models of simple structures, of different types of texts and greater expectations that they will complete extended pieces of work.</p>	<p>2017-2018 Writing gender gap EYFS - boys outperform girls by 15% Year 1 - boys outperform girls by 14% Year 2 - girls outperform boys by 4% Year 3 - no gap Year 4 - girls outperform boys by 3% Year 5 - girls outperform boys by 15% Year 6 - girls outperform boys by 7%</p> <p>2016-2017 Writing gender gap EYFS - girls outperform boys by 5% Year 1 - boys outperform girls by 6% Year 2 - girls outperform boys by 32% Year 3 - girls outperform boys by 29% Year 4 - girls outperform boys by 25% Year 5 - boys outperform girls by 5% Year 6 - girls outperform boys by 17%</p> <p>Data shows that there is no gender dominance and in the large majority of classes the gap has closed significantly. We recognise that boys progress in writing remains an issue across the school.</p>	<p>Further analysis has identified technical accuracy and further development of self help strategies for editing are required to further improve writing outcomes across the school.</p>	
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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
Spelling outcomes improved for all.	Continue to use Nessy spelling Embedding of 'no nonsense spelling across the school Phonological abilities training for children not achieving KS1 phonic retest	Spelling in isolation has improved across the school, however this skills is not being transferred into independent writing. Nessy has improved children's self-motivation and self-confidence to believe that they can spell, the challenge remains the transfer of skills back into lessons.	Nessy was an excellent time limited intervention, however the children are becoming tired of the resource so an alternative needs to be investigated.	£625.00
Improve social and emotional wellbeing, participation and resilience.	Support for children and families through: <ul style="list-style-type: none"> • Family liaison • ELSA support 	Qualitative data suggests that ELSA support is highly valued by children and their wider family networks. We have discussed looking at a process through which children can self-refer for support, which would help to prioritise the need for intervention. We are mindful that lengthy ELSA support can promote dependency and therefore we are keen that it is a time limited intervention in order to promote resilience and self-help strategies.	More children are drawing on emotional support. We are directed to provide support through EHCP, CP, CIN, LAC action plans. It is quite apparent we need to increase staffing capacity to be able to deliver support to all with identified need. Another member of staff to undertake ELSA training 2018-2019.	£7,817.00

<p>Further develop the role of the adult in Early years in order to move learning on.</p>	<p>To review the role of the adult to ensure that children are not missing the opportunities to read and write within their play. To consider adult interactions, such as questioning skills to scaffold children's deeper level of thinking and learning. To add increased challenge in areas by considering the next steps in children's development, through the observations, planning and assessment cycle.</p>	<p>Our GLD remains above the National average indicating that children are receiving sufficient level of challenge and timely intervention to move their learning on. By increasing the staffing ratio there were further opportunities for positive adult interaction and protected time for the team to meet has enabled professional dialogue to take place around planning and assessment in early years.</p>	<p>As a result we will further increase staffing for 2018-2019 to facilitate smaller key groups to promote further language development and learning opportunities.</p>	
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<p>Pastoral support for identified service children.</p>	<p>Support for children and families through:</p> <ul style="list-style-type: none"> • Family liaison • ELSA support <p>To offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children on family mobility or parental deployment. Provision of a named member of staff with whom pupils can talk to in confidence. Planning in advance for general issues that are likely to arise for individual children and their families.</p>	<p>One child has a parent on active deployment. School the supports by tracking the service on a world map and making a scrap book of memories to share with the parent upon return. Regular ELSA sessions have promoted and supported emotional resilience.</p>	<p>We have to respond to the wishes and needs of the parents and children of identified service families.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Pupil Premium children will report that they feel engaged, involved and are participating in the wider life of the school. Attendance for all PP children will match or exceed school target of 97%.</p>	<p>Ensure maximum PP engagement with all aspects of school life to promote good attendance. Information will be available to document PP involvement in extra-curricular sports, music and clubs. Mentoring meetings will provide increased opportunities for feedback and the chance to build self-esteem by building on successful results. All PP pupils to be offered one free club every term. Bespoke financial support offered on case by case basis to promote enrichment access. Positions of responsibility given to PP pupils in year 6 to promote prompt arrival and good attendance. Sensory circuit offered before school to encourage prompt arrival and good attendance. Pupil conferencing will identify further aspects that need improving on.</p>	<p>100% of PP children benefitted from free access to at least 1 extra-curricular activity, with many opting to participate in more. 8/26 PP children have represented the school in at least 1 sporting event. 1 PP child was a House captain for the school.</p>	<p>We recognise that although we have made significant improvements in this area we still need to do more to ensure wider representation of vulnerable groups.</p>	<p>£1,980.00</p>
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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.

Nettlestone Primary School is a smaller than average primary school with one class in each year group. The school is set in a rural village. Our percentage of pupils eligible for free school meals is lower than the national average at 9%.

Overall Aims of the School

- To provide a broad and balanced curriculum with high expectations
- To provide outstanding opportunities across the curriculum
- To create an interesting and stimulating environment, which reflects our values and promotes a sense of community as well as an individual sense of self worth
- To provide learning experiences that allow pupils equal opportunities
- To promote social, cultural, moral and spiritual development, preparing pupils to be responsible citizens
- To develop a community of life-long learners

Nettlestone Primary School ensures that all staff develop the skills to meet the needs of pupils and families whose circumstances may make them vulnerable. This, coupled with excellent partnership with external agencies and the Local Authority helps the school to minimise any barriers and gaps to learning potential.

The school works very effectively in partnership with the parents and carers of potentially vulnerable pupils to help break down barriers to learning and progress the pupils may encounter.

We believe that all pupils are entitled to high quality, inclusive teaching. Our principle is simple; we teach the right stuff, to the right children, in the right way at the right time with a focus on impact rather than input! Specialist staff are deployed carefully and the all classes adopt a policy of children 'keeping up' rather than 'catching up' ensuring that support is offered at a time when it will be most impactful. We ensure that all pupils have access to the appropriate layer of challenge and ensure that more able pupils, supported by Pupil Premium have opportunities to excel.

Crucial to our success is the meeting of the individual needs of pupils with tailored support across the curriculum. At the heart of this is the on-going, open and honest professional dialogue about the individual pupils with all involved in their education. In addition the school ensures effective use of the Pupil Premium funding by drawing on evidence of what works e.g. findings taken from Education Endowment Foundation, Sutton Trust and case studies taken from Pupil premium award winners.

The school is data rich, both qualitative and quantitative and embedded school systems for progress review ensure that underperformance is quickly addressed. We consistently evaluate how well children in receipt of pupil premium are doing compared to both national and school norms and through professional dialogue, thoughts and suggestion review and adapt provision where necessary. It is our view that any additional intervention is time limited and specific and does not become a way of life. It has clear success criteria which does not have a negative impact on pupils learning in any other area of the curriculum because the time

when it takes place is carefully planned.

Achievements

OFSTED judged Nettlestone Primary School 'Good' in its last inspection in December 2018. The report stated that 'leaders, governors and staff know pupils and their families very well. You have a clear and accurate view about what the school does well and what could be even better. You have successfully shaped a calm and happy school where pupils enjoy their learning.'

'Skilful additional support enables most disadvantaged pupils to achieve well. Pupils' individual needs are well understood. Judicious use of additional funding ensures that extra help is carefully tailored to each pupil's personal needs. Additional adults are used effectively to support pupils' learning when required. Leaders keep a close eye on disadvantaged pupils' progress and swiftly adapt support if needed. As a result, pupils' workbooks include many examples of pupils making strong progress from their starting points.'