



Nursted Community Primary School:

Pupil Premium Strategy 2019-2020

This report describes planned income and expenditure for the Pupil Premium Grant for the 2019-2020 academic year.

The Impact of this strategy for the academic year 2019-2020 has been evaluated at the end of July 2020 and all evaluations are shown in blue. Due to the partial closure of the school from 23rd March until the end of the academic year, it has not been possible to put in place all the actions that had been planned, nor to use the end of the year statutory and non statutory assessments to validate impact. Consequently, impact has been evaluated using internal data from the end of Term 3 and any other information available.

A new plan has been put in place from April 2020 and this will run until the end of the 2020-2021 academic year.

Reporting Period

Information in this report refers to the school year 2019-2020 (September 2019 – August 2020). The impact of spending during this period will be shown in pupil attainment data from summer 2020.

Income

During the financial year 2019-20 the school expects to receive funding for 21 children who were, or had been, eligible for free school meals, no children from service families and 4 children adopted from Local Authority care (partial funding for 2 Year 6 children leaving in July 2019). During the financial year 2020-21 the school expects to receive funding for 19 free school meal children, no service family children and 2 children who are looked after or adopted from care.

Nursted School will receive a total of £34,540 for the 2019-2020 financial year and an estimated income of £25,880 for the 2020-2021 financial year. Proportionate distribution of these funds gives an income of £30,932 for the reporting period.

Current Attainment

2019 Key Stage 2 Results	Pupils eligible for PPG (school, n=6)	Pupils not eligible for PPG (national)
% achieving expected standard in reading, writing and maths	50%	60%
% achieving expected standard in reading	83%	84%
% achieving expected standard in writing	67%	92%
% achieving expected standard in maths	67%	84%
Progress in reading	-0.03	+0.76
Progress in writing	-1.26	+1.07
Progress in maths	-1.03	-0.82

Last updated 24.07.2020

Barriers to Future Attainment (for pupils eligible for PPG, including high ability)

In-school barriers (issues to be addressed in school)	
A	Gaps in prior learning in maths
B	Gaps in prior learning in reading (or children slipping from greater depth to expected)
C	Gaps in prior learning in writing
D	Shortcomings in speech and language skills
E	Risk of children having limited opportunities to succeed/excel
External barriers (issues which also require action outside school)	
F	Emotional fragility/ shortcomings in resilience
G	Limited extra-curricular experiences

Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improve rates of progress in maths for children of all levels of attainment, filling gaps in prior learning, measured by summative attainment data plus ‘small steps’ records (e.g. ‘next steps’ cards, CM records)	2020 PPG KS1 and KS2 maths progress measures match national values and there is evidence that this is likely in future years
Impact by July 2020 By the mid-year point progress in Maths was not on target for our children eligible for this grant. Plans were put in place to accelerate the speed of progress for those individual not yet making expected progress, but due to the COVID partial closure of schools these actions were not fully put into place. This will continue to be a priority for the 2020-2021 academic year.		
B	Improve rates of progress in reading for children of all levels of attainment , filling gaps in prior learning, measured by summative attainment data plus CM records)	2020 PPG KS1 and KS2 reading progress measures match national values and there is evidence that this is likely in future years
Impact by July 2020 By the mid-year point progress in Reading was not on target for our children eligible for this grant. Plans were put in place to accelerate the speed of progress for those individual not yet making expected progress, but due to the COVID partial closure of schools these actions were not fully put into place. This will continue to be a priority for the 2020-2021 academic year.		
C	Improve rates of progress in writing for children attaining below the expected standard	2020 PPG KS1 and KS2 writing progress measures match national values and there is evidence that this is likely in future years
Impact by July 2020 By the mid year point progress in Writing was on target with only three children not yet being on target to make expected progress and two children making better than expected progress. Plans were put in place to accelerate the speed of progress for the three children not yet making expected progress, but due to the COVID partial closure of schools these actions were not fully put into place. This will continue to be a priority for the 2020-2021 academic year.		
D	Speaking and listening skills in all children are strengthened so they are able to access the curriculum independently, measured by teacher assessment	Teachers’ observations of clear progress by identified children. Children are observed accessing the curriculum well and speaking in well-formed, whole sentences
Impact by July 2020 Those children with speech and language targets have received regular support up to the partial closure and have largely achieved their targets. We will need to reassess these children in the Autumn term to see whether they have maintained their progress.		
E, G	All children have access to a wide range of in-school and extra-curricular learning opportunities in which they can succeed and excel, measured by positive attitudes and raised self-belief	Identified children participate in relevant curriculum activities PPG-eligible children are routinely involved in school and other after-school learning opportunities
Impact by July 2020 All children eligible for PPG attended class trips whether their parents were able to pay or not. Sports clubs were open to children at a subsidized rate and all those who wanted to attend did.		
F	Families and children gain the support required to reduce the anxiety and behaviour that prevents some children	Minimising of frequency and severity of emotional disturbances and off-task

	from focusing on learning, measured by the incidence and severity of emotional disturbances in school (e.g. 'Class Incident Logs')	behaviours in all classes. Parents and children are at ease in the school environment
<p>Impact by July 2020 Children eligible for PPG were prioritized for ELSA support, with six eligible children accessing it over the year. Anecdotal evidence from these children and their parents is that it was considered valuable and supportive and there was a waiting list all year for children wanting or needing to attend.</p>		

Planned Expenditure (2019-2020)

Quality of teaching for all				
Outcome	Action	Evidence/ Rationale	Staff lead	Review Date
A	Provide adequate teaching assistant support in all classes to: - Release teachers for regular in-class focus groups - Provide 'pre-teaching' activities	The presence of carefully deployed teaching assistants to support the expert work of each teacher is a significant contributor to meeting all children's needs appropriately	AC/B B	Oct. 2019 Feb. 2020 Jun. 2020
B and C			AD	
A, B and C	Provide adequate leadership time to core subject leaders to allow skillful oversight of teaching and learning with an unequivocal focus on the needs of disadvantaged learners	This provision ensures the performance of disadvantaged learners is monitored and evaluated, that provision for their needs is reviewed and adjusted and programmes are managed actively	KV	Mar. 2020

E	Incorporate 'Forest School' learning in Y3, Y4, Y5 curriculum	Valued opportunities for children to excel practically in contrasting learning contexts with positive impact on attitude and self-esteem. (N.B. Sports activities are funded by Sports Premium Grant, not PPG income)	PT	Mar. 2020
	Provide frequent opportunities for all children to succeed in sports activities, including competitions, musical learning and performances		BB AC	
Total cost				£50,937

Desired outcome	Action	Evidence/ Rationale	Staff lead	Review Date
A	Provide expert 1:1/small group interventions for maths (teacher-led)	Bespoke 'Numbers Count'-style withdrawal lessons for identified children have helped fill gaps	AC/B B	Oct. 2019 Feb. 2020 Jun. 2020
A	Enable teachers to be released at least once per week to pre-teach new concepts and vocabulary for maths	Pre-teach sessions this year have assigned confidence to children, improving their self-esteem on entry to maths lessons and have increased their probability of making progress and achieving well in lessons.	AC/B B	

B	Provide focused, expert, in-class support for English skills (teacher-led)	Withdrawal activities may be appropriate in some instances, in-class support has typically proven more effective	AD	
A, B	Provide targeted support for bespoke programmes in all classes (teaching assistant-led)	A portion of teaching assistant time is not class-based but deployed to respond to needs identified by teachers (1:1 and small group)	AD BB AC	
C	Incorporate 'Talk Boost' programme in EYFS/Y1 as necessary	This programme has helpfully strengthened children's speaking and listening skills	K-MC	Oct. 2019
C	Use staff meeting time, coaching/mentoring and team planning to embed sentence stems and structures into all curriculum areas (using Tower Hamlets document).	Using and practising structures has given children more confidence in speaking with whole sentences which are well formed. They find it easier to explain what they are learning, how and why things work and understand explanations that are given to them.	AC AD BB	Oct 2019 Feb 2020 Jun 2020
D	Incorporate 'Cookery School' programme in Y6 curriculum (PPG-eligible pupils only)	Valued opportunity for children to apply basic skills and excel practically in contrasting learning environments with positive impact on attitude and self-esteem	PS	Mar. 2020
Total cost				£11,715

Desired outcome	Action	Evidence/ Rationale	Staff lead	Review Date
E	Provide bespoke emotional literacy support for identified individuals. Deploy trained TA for 2 afternoons per week to provide bespoke programmes	Providing emotional support is essential to maintain children's focus on learning. N.B. some support is informal and immediate, provided by in-class TA's	CW	Mar. 2020
E	Provide Parent Support Adviser service to support families	This service has proven invaluable for some families	KV	Mar. 2020
F	Provide financial support for eligible families for school trips (including residential visits) and out-of-school extra-curricular activities	Children have participated in activities that their families might otherwise not be able to afford	KV	Mar. 2020
Total cost:				£4,961

Measuring Impact

Periodic review of progress allows us to modify provision for individuals and groups, responding to need wherever possible.

Last updated 24.07.2020

The overall impact of spending during this period will be shown in pupil attainment data from summer 2020.

Expenditure

The total cost of expenditure is £67,613 which is only partly covered by the PPG funding. The rest of the cost is budgeted for from school funds. The total cost allows all children vulnerable to underachievement (not just PPG and LAC children) to be adequately supported.