



This report describes income and expenditure for the Pupil Premium Grant.

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.

Nursteed 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

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
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
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
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
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
F	Families and children gain the support required to reduce the anxiety and behaviour that prevents some children from focusing on learning, measured by the incidence and severity of emotional disturbances in school (e.g. ‘Class Incident Logs’)	Minimising of frequency and severity of emotional disturbances and off-task behaviours in all classes. Parents and children are at ease in the school environment

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.

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.

Review of Expenditure (2018-2019)

Quality of teaching for all				
Desired outcome	Action	Estimated impact	Lessons learned	Cost
To match or exceed national average attainment for reading and maths, and exceed national average attainment in writing (SIP §§1, 2, 3)	Provide adequate teaching assistant support in all classes to: - Release teachers for regular in-class focus groups - Provide 'pre-teaching' activities (e.g. familiarization with vocabulary/ concepts)	2019 end of year attainment data (statutory and internal) will evidence the impact of the whole of the school's provision on standards in reading, writing and maths. This will be available in autumn 2019. It will not be possible to itemize the impact of any <i>single</i> aspect of this provision.	Total cost of teaching assistant support is ~£160, 000 pa. A fraction of this is for named pupils but most is general support (providing the range of activities listed (<i>left</i>) and more besides). The proportion directed specifically at PPG-eligible pupils is not possible to state precisely, but it certainly exceeds the notional worth of the notional cost (<i>right</i>). We intend to maintain this level of support, continuing to review the effectiveness of individual elements regularly (e.g. introducing pre-teaching activities).	£38,638
To maintain and improve school practices for learning in reading, writing and maths, with an unequivocal focus on the needs of vulnerable learners (contributing to standards as described above)	Provide adequate non-contact time for senior leaders to lead English and maths skillfully	The teaching of English and maths is led very effectively. Weekly reports of activity provide clear evidence of improvements in school practice. Regular monitoring holds colleagues to account, and includes explicit attention to the needs and performance of PPG-eligible children. Careful leadership of explicit PPG-linked activities is incorporated within this time.	The introduction of the current level of leadership time was originally afforded in part by the introduction of the Pupil Premium Grant. PPG income remains a significant component of the funding for this activity. We plan to maintain this level of support, not least to maintain the standard of PPG-linked activities.	£3,975

Targeted support				
Desired outcome	Action	Estimated impact	Lessons learned	Cost
To match or exceed national average results for reading and maths, and exceed national average results in writing (SIP §§1, 2, 3)	Provide adequate teaching assistant support in all classes to: - Provide TA-led bespoke support for individuals - Provide equivalent-to home-learning backup where home support is inconsistent or lacking (e.g. regular reading/ spelling practice)	See statements regarding in-class teaching assistant support (<i>above</i>).		£2391

To ensure all children can focus on learning, undistracted (as far as possible) by social/ emotional difficulties	Provide planned programmes of Emotional Literacy support	This provision has well supported emotionally and behaviorally vulnerable children, allowing them to be more settled in lessons and better access the curriculum	It is not possible to indicate through data the impact of ELSA sessions. Observations of lessons including children receiving ELSA have demonstrated their increased stability and ability to access learning. Children will need further support.	£3,250
To 'fill the gaps' in individuals' skills and knowledge in English	Provide bespoke 1:1 and small group intervention activities: AD deployed with Y6 EG deployed with Y5 and Y2	Scrutiny of individuals' attainment, plus teachers' observations and informal records (inc. 'Classroom Monitor' assessments, test outcomes and 'next steps' cards), attest to a positive influence as a result of this activity (see end-of-year PPG report and individual Pupil Progress Meeting records)	In-class collaboration with class teachers has evolved as a smart response to identified needs. This complements small group activities. Deployment to support younger children (Y2) has been an effective development in practice. Careful collaboration with class teachers is important for the success of this activity	£4,600
To 'fill the gaps' in individuals' skills and knowledge in maths	Provide bespoke 1:1 and small group intervention activities: PT deployed with Y5 and Y2		Bespoke small-group support has continued to evolve from earlier formal 'Numbers Count' programmes. Deployment with younger children (Y2 and 3) has been highly worthwhile, with notable improvement for some children. Careful management of the programme, with regular review of the children who are involved, is important for the success of this activity	£6,432

Other approaches				
Desired outcome	Action	Estimated impact	Lessons learned	Cost
Improve social and life skills of PPG-eligible Y6 pupils, through the application of skills in a collaborative, practical activity	Provide 'Cookery School' programme	Manifest improvements in resilience and teamwork, plus clear consolidation of basic skills (measuring, communicating) through regular application (see session reports)	The format for cookery school has been reformed since last year. It now runs solely over the course of one week. Once again the course provided consolidation and growth of key life skills.	£1,000
Improve social and life skills of pupils, through developing practical skills in a setting that complements that of the classroom	Provide 'Forest School' lessons	Many children (in Y3-5) gain considerably by participating in extended courses of practical outdoor activity. These provide the opportunity for some children to excel and gain self-confidence	The PPG-funded element of this provision is a modest one, but justified as it helps maintain the broad and balanced curriculum that allow all children to experience success while encouraging them to develop key life skills such as teamwork and resilience.	£1,423
To ensure all children can focus on learning, undistracted (as far as possible) by social/ emotional difficulties	Provide Parent Support Adviser service	The impact of this service is mostly limited to a handful of families, but where it is required it has been a significant, stabilizing help	This valued service will continue, fully funded by the Pupil Premium Grant	£1,500
To support full inclusion of PPG-eligible children	Provide funding for specific activities	No child has been excluded from a school activity because their family could not afford. In addition children have gained by taking part in extra-curricular activities (e.g. music lessons, not provided by school)	An estimated sum will be set aside for similar needs in 2019-2020	£900