

Pupil Premium Grant Expenditure

Report: 2018-2019

Context of School

Nansen Primary is a very large four form entry Primary school. We have a nursery to cater for three and four year olds. We also offer a range of before school and after school facilities.

We have high aspirations and ambitions for our children and we believe no child should be left behind. We strongly believe that it is not about where you come from but ensuring that we develop passion and thirst for knowledge and provide you with the commitment and perseverance to learning that makes the difference between success and failures. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be low expectation and so are determined to create a climate that does not limit a child's potential in any way.

Key facts

- Our CORE values of Collaboration, Opportunity, Respect and Excellence underpins our belief that we are learners and therefore role models to our children.
- The school was awarded UNICEF Silver award for being a Rights Respecting school.
- The school work with a range of Partners to enhance the provision on offer to all learners.
- We are engaged in and committed to partnership working with a range of organisations which enhances our provision and supports our local community including Premier Active, LTA, Greet Teaching School Alliance
- Ofsted March 2016 said "pupil premium funding is used effectively to help disadvantaged pupils to do well in their academic and personal achievement".

Recent initiatives/ Improvement during 2017-2018

- Increased performance in KS2 and KS1
- Increased percentages of children working at or above age related levels
- Gap between key groups has been narrowed
- AHTs are in place for every year group and their role is in improving the quality of teaching and learning and ensuring greater consistency in practice and expectations thus reducing any within school variance
- Pastoral Support team work with the most vulnerable learners
- Full time Attendance Officer supporting families

Objectives of Pupil Premium Spending

When making decisions about using the pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for Pupil Premium children can be less support at home, weaker language and communication skills, lack of confidence, behaviour, attendance and punctuality issues. There can be more complex families situations that prevent children from 'flourishing'. The challenges are varied and there is no 'one size fits all'.

Our key objective in using the Pupil Premium Grant is to narrow the gap between different pupil groups. We aim to ensure that all pupils make good progress, historically those children in receipt of free school meals have achieved less well than their peers and it is this discrepancy, which we want to eradicate. The national data trend also shows that children in receipt of free school meals achieve less well. It is the intention of the Pupil Premium Grant to ensure that this is no longer the case and all children should achieve well despite their home circumstances. Through targeted interventions we are working rigorously to eliminate barriers to learning and progress. For children who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach or exceed age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research including Visible Learning, The Sutton Trust Toolkit, and good practice in using pupil premium to help inform our decision-making.

In addition to this we have identified some key principles (outlined below), which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a school culture where:

- Staff believe in ALL children
- There are 'no excuses' made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop 'growth' mindsets towards learning
- Staff support children to become resilient learners

Analysing data

We will ensure that:

- All staff (including support staff) are involved in the analysis of data so that they are fully aware of the strengths and weaknesses across the school
- Gap analysis of learning is used routinely to identify specific areas where learners are stuck in order that these can be addressed quickly and robustly
- We use research (such as The Sutton Trust Toolkit and the work of John Hattie) to support us in determining strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is identified and addressed (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if ...'

Improving Day to Day Teaching

We will continue to ensure that ALL children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Assistant Head's and Senior Teachers to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking, guided reading, classroom environment
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through the implementation of Year expectations and moderation both within-school and across our Challenge cluster group

Increasing Learning Time

We will maximise the time the children have to 'catch-up' through

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Early mornings and after school
 - Explore with parents half term holiday clubs
 - Year 6 Easter booster lessons

Individualising Learning Time

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identify their barriers to learning
- Ensuring additional support staff, class teachers and Senior Teachers communicate regularly
- Use Senior Teachers to provide high quality interventions across their year groups
- Match the skills of the support staff to the interventions they provide
- Working with other agencies to bring additional expertise
 - School counsellor
- Providing extensive support for parents
 - To support their children's learning within the curriculum
 - To manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. targeted RWI sounds work for struggling readers, maths revision following the main lesson)
- Recognising and building on children's strengths to further boost confidence (support for athletics clubs, dance exams etc.)

Funding Priorities

This year our aim is

- To increase the percentage of good and outstanding teaching across the school through the Senior Teacher model, which has placed an additional non-class, attached teacher across each year group. Their responsibility is to demonstrate, model and support the development of their teaching team and to raise standards of attainment and progress for all learners.
- To raise standards for the most able learners by providing them with stretch and challenge activities within their lessons and beyond.
- To embed the Language and Literacy scheme and combining the Big Write and Talk for Writing principals and developing real life opportunities for speaking and listening. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a learning conference with their teacher and parent once a term.

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially in EYFS and that the percentage of children who are secure in the age related expectations is 80% and above.

To increase parental engagement in learning, we are extending the support on offer for parents through curriculum sessions, Learning conferences with their children once a term and through providing targeted parents' meetings to support their children at home and in school.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	861
Total number of pupils eligible for PPG	408
Amount of PPG received per pupil	£1320
Total amount of PPG received	£538440

Nature of Support 2018/2019	
Focus on Learning in the curriculum	70%
Focus on social, emotional and behaviour	10%
Focus on enrichment beyond the curriculum	5%
Focus on families /community	5%
<p>Curriculum Focus:</p> <p>Increase % of children working at age related expectations in reading, writing and maths to at least 80% working securely within the Year expectations.</p>	
<p>Impact of PPG Grant spending 2017-2018 (see end of year evaluation available September 2018)</p>	

Detailed Action Plan 2018-2019

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Whole School	Social Inclusion and Mental Health Champion developing wrap around care	£41981	To work with identified children and co-ordinate whole school before and after school provision. Oversee the organisation and deployment of the pastoral team and report to Governors on impact of support. To organise and deliver mental health support across the whole school.	<ul style="list-style-type: none"> • 100% of Pastoral Staff trained in Thrive Approach • 100 children attending Breakfast club • Exclusion rate below 2% 	
	Pastoral Support Team	£85131	To work with individual and groups of children on short and long term projects dealing with a range of issues including managing their own behaviour, bereavement, anger management.	<ul style="list-style-type: none"> • Exclusion below 2% • Behaviour incidents for identified chn reduced by 50% 	
	Forest School – developing the curriculum beyond the classroom	£22065 – staffing £1000 – training £1000 – Resources	To provide a curriculum beyond the classroom which enthuses children in the development of their knowledge and skills of the environment. Raises self-esteem and develops physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner. To act as a platform to develop literacy and maths across the curriculum.	<ul style="list-style-type: none"> • ARE in writing across all years groups at least 70% • Lead attains Level 3 Forest School qualification 	
	Premier Active – increasing sport participation and developing healthy lifestyles across the school including before and after school provision	£27500	To ensure that children are given increased opportunities to attend a wide range of sports and physical activities that may not be available to them outside of school	<ul style="list-style-type: none"> • 2 hours a week quality PE for every child • 50% of children attend at least one before or after school club during the academic year 	
	Malachi – specialist counselling service for individual children	£8504	To target identified children at risk of being excluded from school and providing a proactive, structured programme to support both child and family in re-engagement with school	<ul style="list-style-type: none"> • 0 Permanent Exclusions • Reduction of fixed period exclusions to below 2% 	

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Whole School	Attendance Officer	£26798	To improve attendance for children who benefit from Pupil Premium funding. Worker to monitor and track attendance. Also to provide practical support in helping parents engage with school.	<ul style="list-style-type: none"> Attendance rate for PP is 95.5% There is less than 1% gap in attendance of PP and others 	
	Family Support Worker	£20318 £2000	To engage Parents and Carers in supporting their children's education through development of workshops for Parents, English as an Additional Language classes, providing Lexonit Leap training for parents (reading programme supporting children to support their children)	<ul style="list-style-type: none"> 3% of parents engage in at least one parent support group during the academic year 	
	COBS - Behaviour Outreach Support	£10000	To work with individual children at risk of fixed period exclusion due to their behaviour.	<ul style="list-style-type: none"> 0 Permanent exclusions Less than 2% exclusions during the academic year Less than 0.5% children subject to more than one fixed period exclusion 	
	Breakfast Club	£10000	To increase numbers attending breakfast club ensuring that children get a healthy breakfast before the start of lessons. To improve persistent nonattendance through targeted support at breakfast club To improve early morning provision	<ul style="list-style-type: none"> Reduce persistent absence to less than 10% 	
	Educational Visits	£6503	To support individual children to ensure that they are able to attend educational visits which promote curriculum development	<ul style="list-style-type: none"> 95% of children attend at least one off site educational learning experience during the academic year 	
	Exceptional Circumstances	£1000	To support individual children to deal with exceptional situations as and when they arise e.g. purchase uniform, club memberships, music lesson	<ul style="list-style-type: none"> Individual targets achieved 	

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Whole School	Speech Therapy	£20010	To improve language and communication skills for targeted children so that they can reach their full potential.	<ul style="list-style-type: none"> EYFS attainment in Language and Communication is in line with National 75% of children targeted reach ARE in Speaking and Listening by the end of the academic year 	
EYFS	Communication and Language Development	£1000	Targeted support developing early speaking skills through developing knowledge of nursery rhymes, stories etc. Aim to increase pupil vocabulary by 1000 words from start to end of 8 week intervention introduced by word and families of words. E.g. carrot, broccoli, potatoes = vegetables Trumpet, triangle, tambourine = musical instruments.	<ul style="list-style-type: none"> EYFS attainment in Language and Communication is in line with National 75% of targeted pupils increase their working vocabulary by 1000 words 	
	Early Number recognition intervention	£1000	Targeted support developing maths skills in counting and number recognition using concrete apparatus Ensuring the principles of conservation of number are secure so that children can count on.	<ul style="list-style-type: none"> 80% of targeted children achieved ELG in number and shape and space 	
	Additional Staffing to support Pupil Premium	£19658	Support staff implement 50% of the interventions and cover the class teacher for the remaining 50% for her to undertake specialist interventions and assessments	<ul style="list-style-type: none"> ELG is in line with national at the end of the academic year 	
	ECAR	£500			

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Year 1	Additional staffing support 1 x LSA 0.5 x HLTA	£18960 £14521	Support staff implement 50% of the interventions and cover the class teacher for the remaining 50% for her to undertake specialist interventions and assessments	<ul style="list-style-type: none"> 85% of targeted children meet age related expectations 	
	Phonics Intervention	£200	Daily ten minute phonic input for individual children identified through the phonics screen as working below the expected standard.	<ul style="list-style-type: none"> 90% of targeted children make the expected standard in the phonics screen test in June 2019 	
	Early Maths intervention	£300	Targeted support developing maths skills in counting and number recognition using concrete apparatus Ensuring the principles of conservation of number are secure and basic addition and subtraction conceptual understanding.	<ul style="list-style-type: none"> 85% of targeted children meet age related expectations by the end of the academic year 	
	Reading Intervention following a 1:1 reading recovery model	£300	Targeted support for children making below expected progress in reading. Each child receives 30 minutes reading and writing support a day for a period of ten weeks. Baseline established at the beginning and progress measured at the end of the intervention	<ul style="list-style-type: none"> 90% of children undertaking the intervention reach age related expectation by the end of the academic year. 	
	Writing Intervention – Write Move fine motor control and handwriting support	£500	Hand/eye intervention programme designed to develop gross and fine motor control through the use of a range of apparatus. Teaches fluency and reduces reversals of letters.	<ul style="list-style-type: none"> 90% of children on the intervention are able to write cursively by the end of the year and have 0 reversal in their writing. Children are able to write for a sustained period of time e.g. 10 minutes 	

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Year 2	Additional staffing support 1 x LSA 0.5 x HLTA	£18960 £14521	Support staff implement 50% of the interventions and cover the class teacher for the remaining 50% for her to undertake specialist interventions and assessments	<ul style="list-style-type: none"> 85% of children reach age related expectations 	
	Phonics Catch Up – target all children not meeting the required standard in Year 1	£200	Daily ten minute phonic input for individual children identified through the phonics screen as working below the expected standard.	<ul style="list-style-type: none"> 90% of targeted children make the expected standard in the phonics screen test in June 2019 	
	Maths intervention - focus on place value, addition and subtraction	£300	Targeted support developing maths skills in place value, addition and subtraction and the developing understanding of multiplication and division. Ensuring the principles of conservation of number are secure and basic addition and subtraction conceptual understanding.	<ul style="list-style-type: none"> 85% of targeted children meet age related expectations by the end of the academic year 	
	Reading Intervention Read, Write Inc	£300	Targeted support for groups of children making below expected progress. Using a synthetic phonics scheme to boost decoding skills and build confidence. 6-week intervention but individual children can access two rounds within the academic year. Daily 20 minute sessions	<ul style="list-style-type: none"> 80% of targeted children reach age related expectation 	
	Writing Intervention – Write Move fine motor control and handwriting support	£500	Hand/eye intervention programme designed to develop gross and fine motor control through the use of a range of apparatus. Teaches fluency and reduces reversals of letters.	<ul style="list-style-type: none"> 90% of children on the intervention are able to write cursively by the end of the year and have 0 reversal in their writing. Children are able to write for a sustained period of time e.g. 10 minutes 	

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Year 3	Additional staffing support	£18960	Support staff implement 50% of the interventions and cover the class teacher for the remaining 50% for her to undertake specialist interventions and assessments	<ul style="list-style-type: none"> 85% of children reach age related expectations 	
	Maths intervention - focus on place value, addition and subtraction	£300	Targeted support developing maths skills in place value, addition and subtraction and the developing understanding of multiplication and division. Ensuring the principles of conservation of number are secure and basic addition and subtraction conceptual understanding.	<ul style="list-style-type: none"> 80% of targeted children meet age related expectations by the end of the academic year 	
	Reading Intervention Read, Write Inc Comprehension	£300	Targeted support for groups of children making below expected progress. Using structured reading scheme and comprehension programme to develop understanding beyond the text, making inferences and author intent 12-week intervention. Daily 20 minute sessions	<ul style="list-style-type: none"> 80% of targeted children reach age related expectation 	
	Write for 10 – ten minute writing to a stimulus intervention. Followed by key spelling and punctuation input	£100	Daily 10-minute writing input to develop fluency in writing from a stimulus. Focus on use of interesting vocabulary and spelling of common exception words. Focused group activity three times a week 20 minute sessions to share the writing and correct the avoidable errors.	<ul style="list-style-type: none"> 80% of targeted children are writing at age related expectations by the end of the year 	

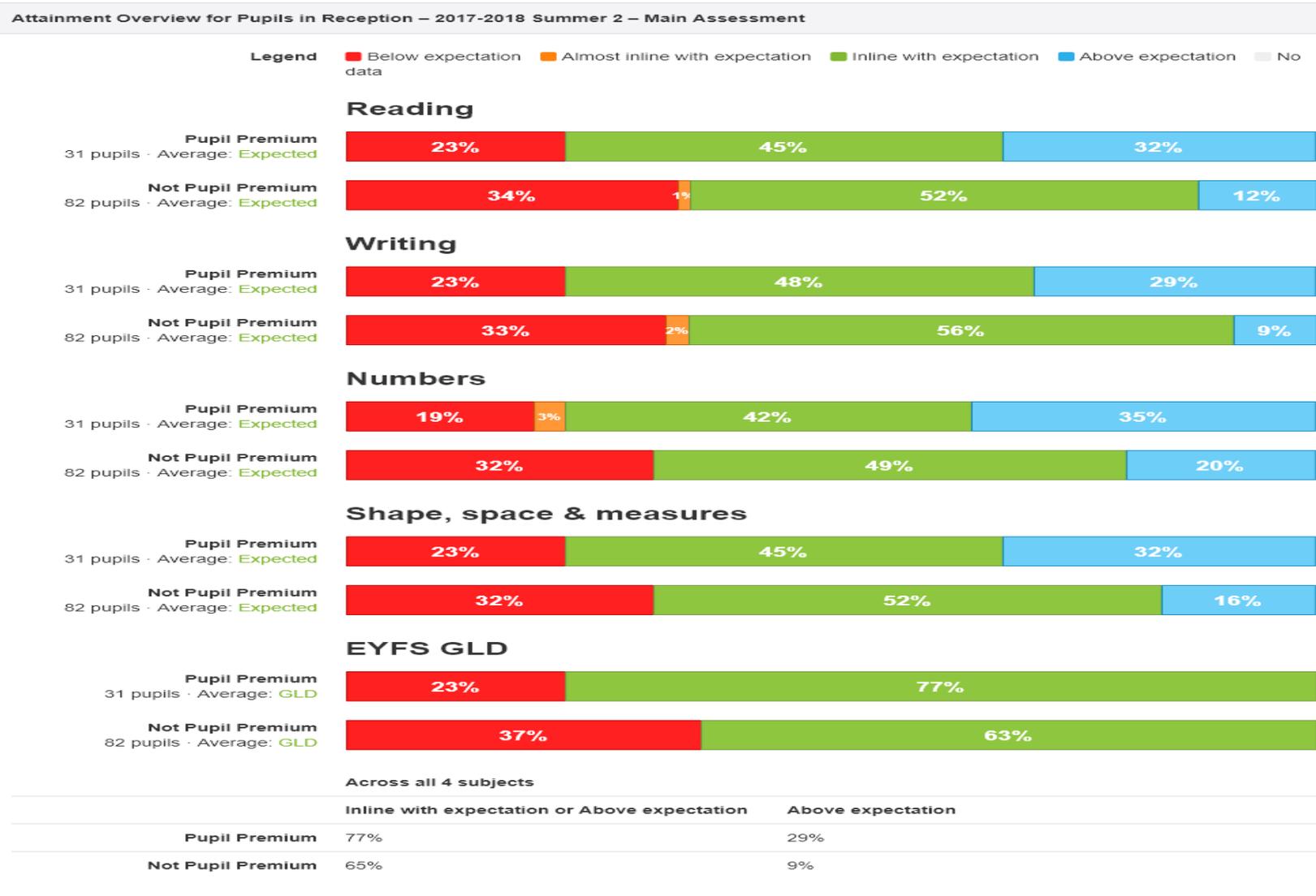
Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Year 4	Additional staffing support	£18960	Support staff implement 50% of the interventions and cover the class teacher for the remaining 50% for her to undertake specialist interventions and assessments	<ul style="list-style-type: none"> 85% of children reach age related expectation 	
	Fast maths – focus on times tables quick recall	£100	10 minute daily input on multiplication tables encouraging quick recall of multiplication and division facts. By end of intervention there should be quick recall of all multiplication facts to 12x12.	<ul style="list-style-type: none"> 90% of children can recall multiplication and division facts to 12x12 	
	Maths intervention - focus on place value, addition and subtraction, multiplication and division	£300	Targeted support developing maths skills in place value, addition and subtraction and the developing understanding of multiplication and division. Ensuring the principles of conservation of number are secure and basic addition and subtraction conceptual understanding.	80% of targeted children meet age related expectations by the end of the academic year	
	Reading Intervention Read, Write Inc comprehension	£300	Targeted support for groups of children making below expected progress. Using structured reading scheme and comprehension programme to develop understanding beyond the text, making inferences and author intent 12-week intervention. Daily 20 minute sessions	80% of targeted children reach age related expectation	
	Write for 10 – ten minute writing to a stimulus intervention. Followed by key spelling and punctuation input	£100	Daily 10-minute writing input to develop fluency in writing from a stimulus. Focus on use of interesting vocabulary and spelling of common exception words. Focused group activity three times a week 20 minute sessions to share the writing and correct the avoidable errors.	80% of targeted children are writing at age related expectations by the end of the year	

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Year 5	Additional staffing support 1 x LSA 0.5 HLTA	£18960 £15658	Support staff implement 50% of the interventions and cover the class teacher for the remaining 50% for her to undertake specialist interventions and assessments	<ul style="list-style-type: none"> 85% of children reach age related expectations 	
	Lexonit – Sound training	£500 – training £100 - resources	20 minute daily sound intervention programme combining reading and spelling strategies. Programme runs for 8 week and children are in groups of 4 at a time.	<ul style="list-style-type: none"> 90% of children are able to work at age related expectations for spelling and reading by the end of the 8 week intervention. 	
	Fast Maths – quick recall of multiplication and division facts	£100	10 minute daily input on multiplication tables encouraging quick recall of multiplication and division facts. By end of intervention there should be quick recall of all multiplication facts to 12x12.	<ul style="list-style-type: none"> 90% of children can recall multiplication and division facts to 12x12 	
	Rapid Maths intervention	£300	Small group (6) targeted maths support using a published maths intervention scheme. Targeted group are low attainers unlikely to meet ARE but will ensure positive progress from KS1 attainment	<ul style="list-style-type: none"> 90% progress rate from KS1 – KS1 1.0 	
	Rapid Reading intervention	£500	Small group (6) targeted reading support using a published reading intervention scheme. Targeted group are low attainers unlikely to meet ARE but will ensure positive progress from KS1 attainment	<ul style="list-style-type: none"> 90% progress rate from KS1 – KS1 1.0 	
	Write for 10 – 10 minutes unaided writing, self-assessed with focus on avoidable errors and Year 5/6 spellings	£100	Daily 10-minute writing input to develop fluency in writing from a stimulus. Focus on use of interesting vocabulary and spelling of common exception words. Focused group activity three times a week 20 minute sessions to share the writing and correct the avoidable errors.	<ul style="list-style-type: none"> 80% of targeted children meet age related expectations by the end of the academic year 	

Year Group	Project/Intervention	Cost	Objective	Success Criteria	Outcome
Year 6	Additional staffing support 1 x LSA 0.5 HLTA	£18960 £15658	Support staff implement 50% of the interventions and cover the class teacher for the remaining 50% for her to undertake specialist interventions and assessments	<ul style="list-style-type: none"> 85% of children reach age related expectations 	
	Lexonit – Sound training	£500 – training £100 - resources	20 minute daily sound intervention programme combining reading and spelling strategies. Programme runs for 8 week and children are in groups of 4 at a time.	<ul style="list-style-type: none"> 90% of children are able to work at age related expectations for spelling and reading by the end of the 8 week intervention. 	
	Fast Maths – quick recall of multiplication and division facts	£100	10 minute daily input on multiplication tables encouraging quick recall of multiplication and division facts. By end of intervention there should be quick recall of all multiplication facts to 12x12.	<ul style="list-style-type: none"> 90% of children can recall multiplication and division facts to 12x12 	
	Rapid Maths intervention	£300	Small group (6) targeted maths support using a published maths intervention scheme. Targeted group are low attainers unlikely to meet ARE but will ensure positive progress from KS1 attainment	<ul style="list-style-type: none"> 90% progress rate from KS1 – KS1 1.0 	
	Rapid Reading intervention	£500	Small group (6) targeted reading support using a published reading intervention scheme. Targeted group are low attainers unlikely to meet ARE but will ensure positive progress from KS1 attainment	<ul style="list-style-type: none"> 90% progress rate from KS1 – KS1 1.0 	
	Write for 10 – 10 minutes unaided writing, self-assessed with focus on avoidable errors and Year 5/6 spellings	£100	Daily 10-minute writing input to develop fluency in writing from a stimulus. Focus on use of interesting vocabulary and spelling of common exception words. Focused group activity three times a week 20 minute sessions to share the writing and correct the avoidable errors.	<ul style="list-style-type: none"> 80% of targeted children meet age related expectations by the end of the academic year 	

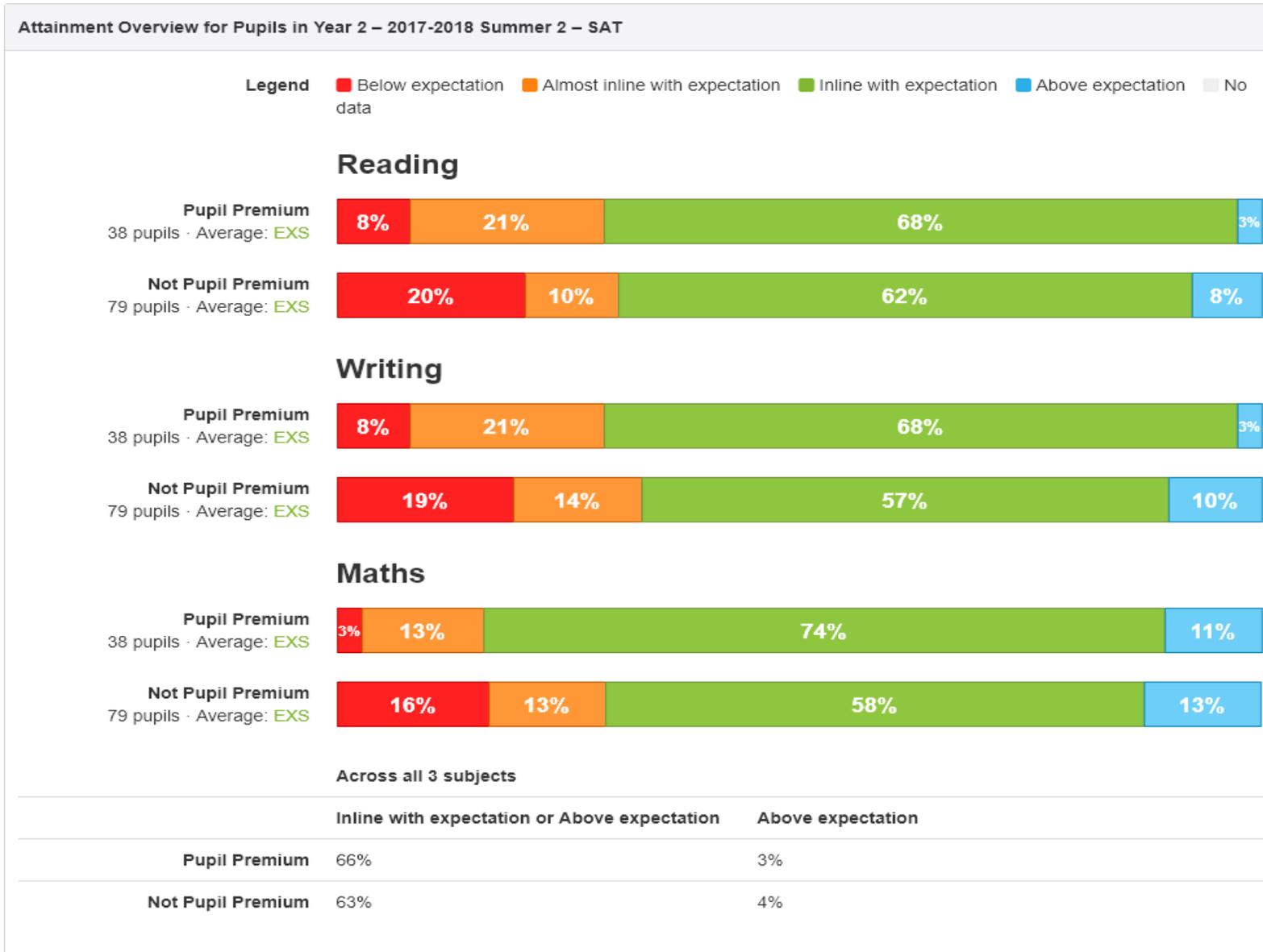
Evaluation of 2017-2018 Strategy

Early Years



In EYFS the children in receipt of additional pupil premium finding performed better than those who did not. This is a trend that needs to be built on but to also ensure that all children reach their potential.

Year 2



There is not a significant gap in attainment between children eligible for pupil premium funding and those who are not. This gap demonstrates that barriers to learning are being overcome with effective use of the additional funding and that targeted support is having a positive outcome on pupil performance.

Legend ■ Not achieved expected standard ■ Achieved expected standard ■ A/B/M/T

Reading



Writing

Maths



GPVS



Across all 4 subjects

Achieved expected standard

Pupil Premium 0%

Not Pupil Premium 0%

Year 6

In reading and GPVS Pupil Premium children outperformed others however the gap was not significant and in maths the reverse was true.

The focus on KS2 interventions and support for Pupil Premium needs to be more focused on individuals and their needs to ensure that the gap does not widen any further and indeed it closes.