

Pupil premium strategy statement 2016/17

1. Summary information					
School	Nunthorpe Primary Academy				
Academic Year	2016/17	Total PP budget	£43,840	Date of most recent PP Review	Oct 16
Total number of pupils	212	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Oct 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard or above in reading, writing & maths	60%	60%
Progress score in reading	1.12	3.47
Progress score in writing	-0.96	1.31
Progress score in maths	3.14	1.91

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.	Physical gross and fine motor skills in lower-achieving KS1 children are a barrier to achievement in writing.
B.	Poor auditory memory and retention skills in lower-achieving KS1 children.
C.	Social and emotional barriers in lower-achieving KS2 pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Complex home-lives

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve gross and fine motor skills through focused interventions and specialist resources.	Pupils eligible for PP in KS1 meet age related expectations by end of KS.

B.	Improve memory and retention skills in lower-achieving KS1 children.	Pupils eligible for PP in KS1 make similar amount of progress as non-PP pupils.
C.	Social and emotional barriers in lower-achieving KS2 pupils addressed	Effective use of early intervention and school counselling.
D.	Address issues affecting PP pupils' home-lives.	Signpost vulnerable families to support networks.

5. Planned expenditure

Academic year 2016/17

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?
A. Improve gross and fine motor skills	Focused, intensive interventions.	High quality teaching and feedback in small groups with 1 to 1 support, embedded across KS1 to eliminate future gaps across school.	Frequent monitoring and feedback meetings with staff.	AHT	Half-termly
B. Improve memory and retention skills	Small group support using different teaching approaches. Visual resources.	CPD for staff using 'Reading Inference Intervention'. Specific resources.	Use PD day to deliver training and plan implementation.	AHT	Half-termly
Total budgeted cost					£4000

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?
A. Improve gross and fine motor skills B. Improve memory and retention skills	1 to 1 support using Inference Intervention embedded across KS1 to eliminate future gaps across school. Visual resources.	Identified pupils need targeted support to meet individual needs. The Inference Intervention programme is recommended by Learning Support Services.	Provide quality training; timetabled programme; frequent progress checks.	AHT	Half-termly
Total budgeted cost					£500
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?
C. Social and emotional barriers in lower-achieving KS2 pupils addressed. D. Address issues affecting PP pupils' home-lives.	Part time early intervention worker to support vulnerable families to ensure good attendance and emotional support.	We can't teach the children if they are not emotionally-prepared. This is evident in results at the end of KS2. Parents cannot provide adequate/appropriate support to school and children if they are not equipped.	Thorough briefing of Early Intervention Practitioner about issues affecting PP families. PPCo, EIP and SENDCo collaborate to ensure effective processes.	AHT DHT	Ongoing

6. Review of expenditure

Previous Academic Year 2015/16

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
Attainment gaps narrowed by addressing gaps in prior learning.	CPD to embed Numicon throughout school.	Yes. A success for all pupils throughout school. The PP pupils made 3.14 points progress due to targeted interventions with Numicon.	We won't do whole school CPD again, but will ensure it remains embedded and targeted where it is needed most.	£1200

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
Improved Year 6 literacy results.	High quality teaching with more personalised support.	This intervention had a good impact on non-PP pupils in writing and excellent in reading. Progress was not as good for disadvantaged, but still positive.	More targeted support this year for specific pupils, particularly in writing.	£14000

iii. Other approaches

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

Remove barriers, improve confidence and increase participation.	Provide financial support and equal opportunity for Outdoor Ed residential and curriculum visits.	All children were given the opportunity to attend residential and curriculum visits. Most children attended. We believe this led to excellent engagement and motivation- particularly for children for who may not have opportunities like these.	Continue extra-curricular activity that engages children and provides quality, confidence-building, activities that develop resilience and independence.	£2000
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