

# Pupil premium strategy statement 2017/18

*“Additional funding is used to excellent effect to secure improvements for disadvantaged pupils. Leaders unpick exactly what is holding pupils back and plan specifically to meet those needs, whether it is about attendance or accessing a broader range of cultural events. This is supported by detailed tracking of pupils’ progress and meticulous case notes, to which all adults have access and can contribute, creating a vivid picture of an individual pupil’s progress.”*

Ofsted, March 2017

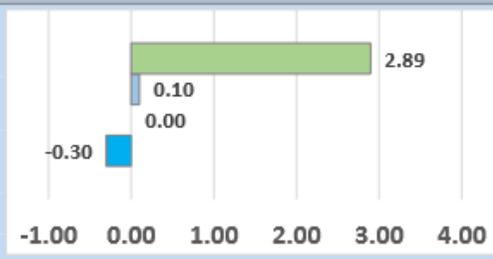
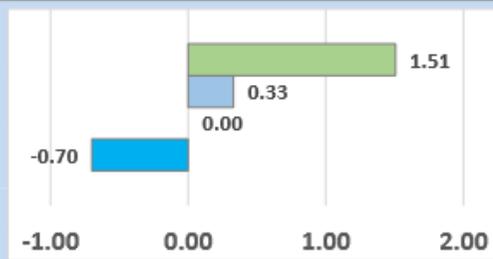
1. Summary information					
<b>School</b>	Nunthorpe Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£32,980	<b>Date of most recent PP Review</b>	Oct 17
<b>Total number of pupils</b>	212	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	Oct 18

# Performance Data 2016/17

PERFORMANCE DATA Progress Scores		2017		
		Boys	Girls	Total
No. of pupils		19	11	30
Pupil Premium	PP	7	5	12
Pupil Premium pupils characteristics:	SEN	2	1	3
	EAL	1	0	1
	LAC	0	0	0
READING TEST	School Disadvantage	0.49	2.94	1.51
	National Other	-0.10	0.70	0.33
	GAP School Dis vs National Other	0.59	2.24	1.18
	National All Pupils	-0.10	0.40	0.00
	National Dis	-1.00	-0.50	-0.70
WRITING TA	School Disadvantage	2.00	4.15	2.89
	National Other	-0.70	1.00	0.10
	GAP School Dis vs National Other	2.70	3.15	2.79
	National All Pupils	-0.80	0.80	0.00
	National Dis	-1.10	0.60	-0.30
MATHS TEST	School Disadvantage	5.77	8.59	6.95
	National Other	0.90	-0.40	0.20
	GAP School Dis vs National Other	4.87	8.99	6.75
	National All Pupils	0.60	-0.60	0.00
	National Dis	0.10	-1.10	-0.50

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

■ School Dis      ■ National Other  
■ National All      ■ National Dis



2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Expected Standard or above in reading, writing &amp; maths</b>	<b>50%</b>	<b>60%</b>
<b>Progress score in reading</b>	<b>1.51</b>	0.33
<b>Progress score in writing</b>	<b>2.89</b>	0.10
<b>Progress score in maths</b>	<b>6.95</b>	0.20
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	No large groups of children with specific matching barriers.	
<b>B.</b>	Weaker language and communication skills/ Difficulties in basic literacy and numeracy skills.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Low attendance rates	
<b>D.</b>	Complex home-lives	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Focused support for individual children using Vulnerable Pupil Files and personalised action plans.	Pupils eligible for PP have action plans for RWM and any extra support is recorded in the VPF. Specific targets set for individual children, monitored termly.
<b>B.</b>	Improved language and communication skills.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. All staff trained in BLAST 1&2; BLAST delivered to all pupils in EYFS

<b>C.</b>	Improved attendance (and attitudes towards). Attendance rates (2016/17) for pupils eligible for PP are 95.4% (below the target for all children of 96% and below non-PP of 96.5%). This reduces their school hours and causes them to fall behind on average.	Improve attendance for pupils eligible for PP from 95.4% to being in line with 'National Other' (non-PP) (96.5% – 2016/17).
<b>D.</b>	Address issues affecting PP pupils' home-lives.	Signpost vulnerable families to support networks (JB) so that support offered significantly improves outcomes for families and pupils. Prevents children from entering the care system.

<b>5. Planned expenditure</b>					
<b>Academic year 2017/18</b>					
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Focused support for individual children using Vulnerable Pupil Files and personalised action plans.	Focused and planned interventions.	High-quality teaching and feedback in small groups with 1 to 1 support, embedded across KS1 and KS2 to eliminate future gaps across school.	Frequent monitoring and feedback meetings with staff. Any intervention is recorded in the VPF with Action Plans adapted termly after review of impact.	AHT & DHT	Termly
C. Improved attendance (and attitudes towards). Attendance rates for pupils eligible for PP are 95.4% (below the target	Employment of Attendance Officer (once per week) to work with families falling below our targets.	High levels of attainment and progress can't be achieved if children aren't attending school. The AO will work with parents to ensure improved attendance.	Weekly reviews of attendance by AO. Half termly reviews of attendance by DHT.	HT AO Secretary DHT	Weekly/ Half termly

for all children of 96% and non-PP of 96.5%). This reduces their school hours and causes them to fall behind on average.					
<b>Total budgeted cost</b>					£2850

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Focused support for individual children using Vulnerable Pupil Files and personalised action plans.	1 to 1 support using Inference Intervention embedded across KS1 and BLAST in EYFS 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
<b>Total budgeted cost</b>					£500

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Address issues affecting PP pupils' home-lives.	Part time early intervention worker to support vulnerable families to ensure good attendance, emotional support, families are signposted to further help.	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
<b>Total Budgeted Cost</b>					£2850

6. Review of expenditure				
Previous Academic Year 2016/17				
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
Improve gross and fine motor skills. Improve memory and retention skills.	Focused, intensive interventions.	Yes. A success for all pupils throughout school. The KS2 PP pupils made 2.89 points progress (Nat other 0.10) due to targeted interventions. 71% KS1 PP pupils achieved standard in writing (90% other).	We will continue to target groups or individuals.	£2000
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
Improve gross and fine motor skills through focused interventions and specialist resources. Improve memory and retention skills.	Small group support using different teaching approaches.	The Reading Inference Intervention programme had a good impact. Reading progress at end of KS2 was 1.51 (Nat other 0.33) and maths was 6.95 (Nat other 0.20).	More targeted support this year for specific pupils, particularly in reading.	£1000

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Social and emotional barriers in lower-achieving KS2 pupils addressed. Address issues affecting PP pupils' home-lives.	Part time early intervention worker to support vulnerable families to ensure good attendance and emotional support.	Outcomes for these families improved. This is difficult to measure but many of the families now need less support.	We will continue to provide support through the EIW.	£4000