

Humber Education Trust

St Nicholas Primary School



2018/2019

What is Pupil Premium additional funding?

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

- children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
- children who are looked after by the local authority
- children whose parents are currently serving in the armed forces.

Pupil Premium Strategy 2018-2019

1. Summary information					
School	St Nicholas Primary School				
Academic Year	2018/2019	Total PP Budget	£65.940	Date of most recent PP Review	July 2018
Total number of pupil	192	Number of pupils eligible for PP	39 (20%)	Date for next internal review of this strategy	Termly - Dec 2018

2. Current attainment End of Year Results 2017-2018									
	Reading			Writing			Maths		
	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)
% achieving ELG by end of FS2	50% (4)	69% (29)	80%	50%	62%	76%	50%	69%	81%
% achieving expected standard - end of Y2	100% (4)	70% (30)	79%	100%	67%	72%	100%	77%	79%
% achieving expected standard - end of Y6	100%(9)	88%(26)	77%	78%	81%	81%	100%	100%	80%

3. Barriers to future attainment (for pupils eligible for PP)		Priority			
Where high represents a significant impact on future attainment		Likely to affect <u>most</u> pupils (81%-100%)	Likely to affect the <u>majority</u> of pupils (51%-79%)	Likely to affect a <u>minority</u> of pupils (21-49%)	Likely to affect a <u>few</u> pupils (0%-20%)
A.	Poor language acquisition (English as an Additional Language, Speech & Language, Speaking & Listening skills)	x			
B.	Low starting points/attainment gaps	x			
C.	Attendance and punctuality	x			
D.	Personal, Social, Health and Emotional factors		x		
E.	Equality of opportunity to broaden horizons	x			

4. Desired Outcomes

Desired outcomes and how they will be measured		Success criteria
A	Improve outcomes in Basic Skills with a particular focus on early reading and writing.	<ul style="list-style-type: none">● 83% of disadvantaged pupils reach at least the Expected Standard by the end of Year 6 in combined reading, writing and maths.● Maintain well above average rates of progress for disadvantaged pupils by the end of key stage 2.● Reduce the gap between the percentage of school's stable, English speaking disadvantaged pupils and the national figure for reading in Years 1 and 2 at the expected level by at least 6% with a particular focus on boys and EAL.● Increase the proportion of current Year 2 pupils (8) reaching the expected standard by end of KS1:<ul style="list-style-type: none">○ Reading (end of EYFS to end of KS1) = 37% to 63%○ Writing (end of EYFS to end of KS1) = 37% to 63%○ Maths (end of EYFS to end of KS1) = 50% to 63%
B	To further improve the quality of teaching to ensure more children achieve Mastery and greater Depth in reading, writing and maths.	<ul style="list-style-type: none">● The gap between combined reading, writing and maths scores reduce to at least 10% between the school and national figures for greater depth.● 100% teaching deemed as good with increasing percentage to be outstanding (at least 30%)
C	Ensure attendance is at least at national average and further reduce persistent absence.	<ul style="list-style-type: none">● Persistent absence of disadvantaged pupils to reduce from 20% to approaching national (below 9%).
D	Ensure behaviour and attitudes to learning continue to improve.	<ul style="list-style-type: none">● Attitudes to learning and behaviour are judged to be outstanding.● Ensure children have effective strategies to deal with emotional events and make the right choices when dealing with challenging situations.
E	Ensure the curriculum is broad, balanced and provides rich opportunities to broaden horizons for children.	<ul style="list-style-type: none">● Outcomes at least match those seen nationally by the end of Key Stage 2.● HET Review identifies curriculum as key strength of the school's work.

5. Planned expenditure

A Improve outcomes in Basic Skills with a particular focus on early reading and writing.

Academic Year	2018-2019				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Improve outcomes in Basic Skills with a particular focus on early reading and writing.	EYFS will introduce stories for Talking to support our disadvantaged pupils with low vocabulary proficiency. Implement the Talk project throughout the school to enhance vocabulary including pre-teaching and post-teaching in tier 1, 2 and 3 vocabulary, sentence structure, grammar and punctuation. Ensure small phonic groups taught daily in FS2/Y1, Y2. Teaching phonics in spelling in Years 3 and 4.	The percentage of children leaving EYFS with GLD is lower than the national average. The percentage of children achieving the expected standard and greater depth in reading and writing at the end of KS1 is below national figures. Children enter school with poor communication skills and knowledge of vocabulary.	Training for all staff by HET and in school Visits to other schools Ensure evidence is in books and lessons. Environment reflects learning Parents and children informed of focus.	SL/HJ/DG	<ul style="list-style-type: none"> • Weekly book scrutinies • Specific observations • Learning walks • Termly pupil progress meetings • HET Trust review • Governors termly report

Total budgeted cost: £

£ including: Additional teaching capacity (x1 AHT)

B. To further improve the quality of teaching to ensure more children achieve Mastery and greater Depth in reading, writing and maths.

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?
To further improve the quality of teaching to ensure more children	Track progress in combined	The gap between combined reading, writing and maths scores is greater than the	Pre and post teaching Delivery of intervention programmes		<ul style="list-style-type: none"> • Termly pupil progress meetings • 6 weekly evaluations of interventions • Book scrutinies

achieve Mastery and greater Depth in reading, writing and maths.	reading/writing and maths Target children for intervention who are working below in 1 or more basic skills Training bespoke for teachers and support staff in basic skills	national average for greater depth.	CPD to improve quality of teaching of basic skills		
	Develop quality of teaching via coaching and modelling. Continue the school's journey in Maths Mastery, whole class guided reading and Talk project.	Staffing turbulence affected rapid progress made in lower key stage 2.	Training by CP TRGs by HET		<ul style="list-style-type: none"> • Weekly book scrutinies • Observations • Termly assessments and analyse

Total budgeted cost:

C. Ensure attendance is at least at national average and further reduce persistent absence.

Academic Year	2018-2019				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Ensure attendance is at least at national average and	<ul style="list-style-type: none"> • Report attendance regularly on newsletters and parent evenings. • To analyse discrete groups half termly. • First day call for absence. • To carry out weekly assemblies • To give out weekly attendance prizes for winning classes 	Attendance of disadvantaged pupils is lower than the overall national figure.	Attendance lead and admin officer ensure records are up to date, analysed and shared with children and staff. Promoted through school communications with parents	SL	<ul style="list-style-type: none"> • Weekly and Termly attendance analysis • Half-termly reviews of attendance data • Reports to governors.

	<ul style="list-style-type: none"> To give out weekly attendance prizes for 100% attendance Visit HET schools who have attendance at national levels to share good practice Take part in HET working party to improve attendance. 				
further reduce persistent absence.	<ul style="list-style-type: none"> Telephone and send out reports to parents of children who have absence below 90% regularly and no less than half-termly. Visit HET schools who have low persistent absenteeism especially of disadvantaged pupils to share good practice. Take part in HET working party to reduce persistent absence. 	Persistent absence of disadvantaged pupils is significantly higher than the national figure.	Attendance lead and admin officer ensure records are up to date, analysed and shared with children and staff. Promoted through school communications with parents Close working with EWO No authorised absences unless very special circumstances.	SL	<ul style="list-style-type: none"> Half-termly reviews of persistent absence. Reports to governors.

Total budgeted cost: £

£ including funding for 50% of all trips and 'top up' funding for Y6 Residential (£), 100% for in-school wider experience)

D. Ensure behaviour and attitudes to learning continue to improve.

Academic Year	2018-2019				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Ensure behaviour and attitudes to learning continue to improve.	<p>Majority funding for additional Well Being Worker</p> <p>Whole school delivery of JigSaw</p> <p>Assemblies which focus on PHSE</p>	Promoting children's mental health and overall well being lays the foundations for academic success and high aspirations.	<p>Headstart participation and training</p> <p>Purchase Jigsaw materials</p>	SL/HJ/GW/	<ul style="list-style-type: none"> • Analysis of records on Cpoms • Intervention analysis - see Well Being records

Total budgeted cost: £

£ including funding for 50% of all trips and 'top up' funding for Y6 Residential (£), 100% for in-school wider experience)

E. Ensure the curriculum is broad, balanced and provides rich opportunities to broaden horizons for children.

Academic Year	2018-2019				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Ensure the curriculum is broad, balanced and provides rich opportunities to broaden horizons for children.	Provide funding to ensure cost is not a barrier to accessing rich and varied experiences in and out of school.	Access to an outstanding curriculum broadens horizons, secures excellence and develops 'the whole child'.	<p>Ensuring trips/experiences link well to curriculum long term plan.</p> <p>Produce written, verbal, photographic evidence etc. including use of Twitter, website, learning</p>	SL / subject leaders	<p>Track and analyse attendance of disadvantaged pupils at clubs, visits etc.</p> <p>Regular book scrutinies and learning walks</p>

	<p>Ensure all elements of national curriculum are being delivered.</p> <p>Ensure PHSE /P4C / Enterprise skills are taught showing progression across the school.</p>		<p>environment, theme books and homework</p> <p>Parental and pupil feedback</p> <p>Develop quality writing and displays linked to cross-curricular themes, subjects and experiences etc.</p>	<p>Regular reviews of Twitter and website show our disadvantaged pupils have access to high quality experiences including visits and visitors etc.</p> <p>Annual questionnaires from parents and pupils</p>
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Total budgeted cost: £

£ including funding for 50% of all trips and 'top up' funding for Y6 Residential (£), 100% for in-school wider experience)

Pupil Premium Review - £56,760

Allocation	Success Criteria	Annual review
<p>Increased management time for senior leaders</p> <p>Teachers trained in rehearsal techniques</p> <p>School part of ERASMUS programme</p>	<p>Narrow attainment gap for disadvantaged pupils by ensuring all teaching is never less than good and the majority is outstanding</p> <p>Disadvantaged pupils' standardised scores in SPAG and reading increase rapidly</p> <p>Quality of peer and self-assessment is of high quality</p>	<ul style="list-style-type: none"> Internal and external moderation including OFSTED (June 2018) judged teaching and learning to be at least good. The percentage of good teaching = 43% and outstanding teaching = 43% Disadvantaged pupils' standardised score in SPAG has increased by 64% from 2017 to 2018. Disadvantaged pupils' standardised score in reading has increased by 22% from 2017 to 2018. Book scrutinies show that children are using self and peer assessment increasingly well. This can be seen by evidence showing that the vast majority of written work of disadvantaged pupils is improving in all core subjects.
<p>SLT paired with teacher in same phase for PPA time</p>	<p>Increase the proportion of disadvantaged children making better than expected progress by 10%</p>	<p>The difference in the percentage of disadvantaged pupils making better than expected progress in reading compared with the school figure in 2018 = 11.4% in percentage from 2017 to 2018</p> <p>The difference in the percentage of disadvantaged pupils making better than expected progress in writing compared with the school figure in 2018 = 4.0% in percentage from 2017 to 2018</p> <p>The difference in the percentage of disadvantaged pupils making better than expected progress in maths compared with the school figure in 2018 = 8.4% in percentage from 2017 to 2018</p>
<p>Lower ratios in FS2 from 1:13 to 1:10 (1.OFTE teacher - 4 days teaching by SLT member with TLR)</p> <p>2.OFTE support staff 1 is Senior Achievement Support Officer Grade7)</p>	<p>To increase the proportion of disadvantaged pupils reaching GLD by the end of FS2 to 60%+</p>	<p>The proportion of disadvantaged pupils reaching GLD by the end of FS2 =50%</p>

<p>1.0FTE Senior Achievement Support Assistant</p> <p>2 morning Achievement support in Y1 and Y2</p>	<p>2018 - KS1 ARE gap between disadvantaged pupils to 'other pupils nationally' to be below 10%</p>	<p>In 2018 our KS1 disadvantaged pupils, not only closed the gap, but exceeded the ARE scores of other pupils nationally in reading, writing and maths.</p> <p>Disadvantaged Pupils (4 pupils)</p> <table border="1" data-bbox="1312 220 1861 320"> <thead> <tr> <th></th> <th>Writing</th> <th>Mathematics</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>St Nicholas</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>National (2017)</td> <td>79</td> <td>72</td> <td>79</td> </tr> </tbody> </table> <p>The increase in reading = +21%: writing = +28% : maths = +21%</p>		Writing	Mathematics	Reading	St Nicholas	100	100	100	National (2017)	79	72	79
	Writing	Mathematics	Reading											
St Nicholas	100	100	100											
National (2017)	79	72	79											
<p>1.0FTE Senior Achievement Support Assistant</p> <p>1 0.5FTE morning Achievement support Assistant in Year 3 and 4</p>	<p>2018 - Targets for expected progress to be closer to NA by at least 2 children in each class</p>	<p>Targets were set to show expected progress to be closer to NA by at least 2 children</p> <p>In Year 4 in 2018 there was an increase in reading of 18% of pupils achieving ARE. This equates to 4 children.</p> <p>In Year 4 in 2018 there was an increase in writing of 4% of pupils achieving ARE. This equates to 1 child.</p> <p>In Year 4 in 2018 there was an increase in maths of 18% of pupils achieving ARE. This equates to 4 children.</p> <p>In Year 3 in 2018 the target was nearly achieved but was hampered by staffing turbulence.</p>												
<p>Additional teaching capacity in Upper Key Stage 2 (5 hours per week for guided reading QTS)</p> <p>Additional teaching capacity in Upper Key Stage 2 (4 hours per week for guided maths QTS spring term)</p> <p>0.5FTE achievement support assistant in Y5</p> <p>1.0 Senior achievement support Officer in Y6</p>	<p>2018 - KS2 ARE gap between disadvantaged pupils to 'other pupils nationally' to improve further</p>	<p>In 2018 our KS2 disadvantaged pupils, not only closed the gap, but matched the writing ARE national scores and exceeded the ARE scores of other pupils nationally in reading, and maths.</p> <p>Disadvantaged Pupils (9 pupils)</p> <table border="1" data-bbox="1312 927 1861 1027"> <thead> <tr> <th></th> <th>Writing</th> <th>Mathematics</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>St Nicholas</td> <td>78</td> <td>100</td> <td>100</td> </tr> <tr> <td>National (2017)</td> <td>78</td> <td>76</td> <td>75</td> </tr> </tbody> </table> <p>The increase in reading = +25%: writing = same % : maths = +24%</p>		Writing	Mathematics	Reading	St Nicholas	78	100	100	National (2017)	78	76	75
	Writing	Mathematics	Reading											
St Nicholas	78	100	100											
National (2017)	78	76	75											
<p>Work closely with specialist EWO services</p> <p>Staffing for Breakfast club</p> <p>Employ additional part time child</p>	<p>Persistent absence (below 90%) to be below 8% for disadvantaged pupils (over 10% nationally for all other pupils)</p> <p>At least 96% average attendance for disadvantaged</p>	<p>In 2018 Disadvantaged pupils' attendance was below the national overall figure by 2.95%</p> <p>In 2018 Disadvantaged pupils persistent absence was higher than the national overall figure by 11.3%. However further analysis reduced this increase to 2.3%.</p> <p>There were 2 fixed term exclusions this year.</p>												

<p>protection and Well Being assistant, (trained in Coaching and life skills)</p> <p>Employ school nurse to be in school every Friday morning</p> <p>Attendance Rewards.</p> <p>Increased communication with parents of children's rewards</p>	<p>pupils (95.2% in 2017 for whole school)</p> <p>No Exclusions</p> <p>Behaviour continues to be outstanding at all times of the school day.</p> <p>As above attendance increases and Persistent absence numbers decrease.</p>	<p>.</p> <p>Internal and external judgements including OFSTED (June 2018) of behaviour is at least good.</p> <p>OFSTED Quote: "Leaders ensure that the care and welfare of pupils are paramount. This results in a harmonious school community. Pupils behave well, feel safe and are valued as individuals."</p>
<p>Proportional funding of all trips/in-school enrichment activities.</p>	<p>All children to attend at least two trips/in school experiences to enrich the curriculum.</p>	<p>All children who were in school attended at least two trips and in school experiences to enrich the curriculum.</p>
<p>Proportional funding for Y6 Residential Visit.</p>	<p>All pupils to attend Y6 Residential Visit.</p>	<p>89% of children attended the Year 6 residential, including 10 out of the 11 disadvantaged pupils.</p>

6. Review of expenditure – Actual Pupil Premium funding received

Previous Academic Year	2017-18		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
		Cost	
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