

Pupil Premium Support

How much do we get?

In the year 2016/2017, the Pupil Premium entitlement is £125,400. This means there are 95 children receiving Pupil Premium, equating to 27.9% of the school.

What are the barriers for Nether Edge disadvantaged children?

Nether Edge children who are disadvantaged will have some or all of the following barriers:

- *Their attendance is low and they are often late for school.*
- *Their home environment is without structure, routine and consistency.*
- *Their wider experiences are limited and this has an impact on their approach to learning.*
- *They show a lack of ability to organise themselves, either in the classroom or outside of it. This could also include self-help skills.*
- *They find rules and routine difficult and can begin to show this through negative behaviour (or they cannot display positive behaviour without rules and consistency.)*

Which outcomes from last year, or historically, are preventing Nether Edge disadvantaged children from achieving well?

1. No low ability disadvantaged readers achieved the expected standard at the end of Y6 and therefore they were 18% lower than the expected number nationally.
2. Disadvantaged children were the only group who achieved less than the national average in Science at the end of KS2.
3. Disadvantaged children's attainment is too variable in the Y1 phonics screening and last year the difference with other children nationally was 33%. Also, disadvantaged children were the only group below the national average in EGPS at the end of Y6.
4. Attendance for disadvantaged children has improved each year for five years but is still well below national average at 93.2%.
5. In year progress last year and historically shows that disadvantaged children's progress in Y3 and Y4 is too slow, particularly in Reading and Writing.

What are our priorities and desired outcomes?

1. More than 50% of lower ability disadvantaged readers achieve the expected standard at the end of KS2, and in each year group at least 75% of the lowest ability disadvantaged readers achieve Secure in each year group.
2. Disadvantaged children achieve better than other children nationally in Science and all teacher checks by Wider Curriculum team are good.
3. Disadvantaged children's phonics attainment is within 15% of other children nationally and children in Y2 and Y3 continue phonics development through structure quality first teaching



so that disadvantaged children both achieve better in Reading (1) and achieve above the national average in EGPS.

4. Attendance for disadvantaged children is above 95% for 2016/17 and above 97% for 2017/18.
5. Progress in Y3 is as strong as progress in Y2 and in Y4 as strong as in Y6.

DRAFT



How we will use research to inform how to reach our priorities?

Priority	EEF Research	Strategy	Who	When
1	Mastery learning (+5 months)	Introduce a better quality of text to all learners and ensure that they master each element of the text as well as becoming Secure in their national curriculum year group. Disadvantaged children receive specific contextual input so they understand each text (or chapter) better before they start it.	Miss Ahmed	October
			Mrs Hall	November
2	Meta-cognition (+8 months)	Ensure Science coverage is happening in all classrooms each week and all disadvantaged children are in each lesson. Research and implement outstanding meta-cognitive plenary sessions in every Science lesson.	Mrs Hall	November
			Mrs Hall/Ms Ibrahim	February
3	Phonics (+4 months)	Phonics boosters in Reception Phonics booster in Y1 Phonics continuance in Y2 Phonics continuance for disadvantaged in Y3 and Y4 Full review of learning in Phonics and how well disadvantaged children are taught and the progress they are making	Mrs Featherstone Miss Bradshaw Miss Ahmed Miss Bradshaw	November November November November
			Mrs Hall	January
4	Attendance (Tutoring +5 months)	AHT responsibility for attendance across school Designated Attendance Officer to monitor attendance Walking Bus for disadvantaged Persistent absentees	Miss Ahmed Miss Ahmed/Mrs Doyle Miss Ahmed	
5	Feedback (+ 8 months)	Intensive coaching and mentoring to improve feedback for all teachers in Y3 and Y4 with a specific focus on disadvantaged children.	Mrs Hall	November
			Mrs Hall	November



		Look at 'disadvantaged friendly classrooms; in Y4 to identify a range of strategies which help those with two or more barriers. 'KS1.5 test' where children are tested at the end of Y4 to check they are 'on track'.	Mr Knox	April
--	--	--	---------	-------

DRAFT



How will we spend the money on these priorities?

Priority	Outcomes tracking	Professional development	Staffing
1	½ day each term to track outcomes and set next steps (£100)	Reading development resources including books to provide a range of stimulating texts (£6,000)	AHT focused on the progress of disadvantaged learners 1 day per week (£8,800) Contextual input leader to pre-teach across the school (£20,000)
2	½ day each term to track outcomes and set next steps (£100)	New Science equipment (£10,000) CPD sessions half termly (£2,000)	TLR time to improve Science curriculum (£2,000)
3	½ day each term to track outcomes and set next steps (£100)	Phonics development (£20,000)	
4	½ day each term to track outcomes and set next steps (£100)		Attendance Officer with a focus on disadvantaged children (£15,000) AHT focused on the progress of disadvantaged learners 1 day per week (£8,800) Walking bus staffing (£3,000)
5	½ day each term to track outcomes and set next steps (£100)	Coaching and mentoring development and resourcing (£18,000)	Development of KS1.5 test, reviewing and implementing (£9,000)
Total			

Overall total cost = £123,100



What are the suggesting next steps (populated as evaluations occur)?

Priority	Evaluation	Next Steps
1		
2		
3		
4		
5		

DRAFT

