

Pupil Premium Support

What was the impact of last year's Pupil Premium spending?

Priority	Evaluation	Next Steps
1	Key Stage 2 children made 7.29 points progress in Reading. 100% of disadvantaged children attained the national expectation in Reading.	Increase the proportion of disadvantaged children who attain greater depth at the end of Key Stage 2.
2	100% of disadvantaged children reached the expected standard in science.	Continue to develop the teaching of science with a focus on metacognition.
3	100% of disadvantaged children in Y1 passed the phonics screening test. 100% of Y2 disadvantaged children passed the phonics screening retakes.	With a larger percentage of disadvantaged children in the 2017/18 cohort, continue to closely track all disadvantaged children and implement boosters and additional support where needed.
4	Attendance for disadvantaged children for last year was 94% this is compared to 95.4% for non-disadvantaged children.	To raise attendance of disadvantaged children to at least 95%.
5	Y4 did not make more progress than peers. Some impact Y3 but needs to be sustained.	Disadvantaged children in Y3 and Y4 make the same amount of progress of other year groups. Y3 disadvantaged children should be in line or better than Y2 progress, and Y4 should be in line or better than Y6 progress.

How much do we get?

£116,350

What are the barriers for Nether Edge disadvantaged children?

- 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. 50% of disadvantaged children in the Early Years met a Good Level of Development, and were 21% behind the national average.
2. Disadvantaged children's attainment by the end of Key Stage 1 is too variable, particularly in Writing and Maths.
3. 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.
4. Attendance for disadvantaged children is improving, but not at the rate of others. Currently at 94%

What are our priorities and desired outcomes?

1. Close the gap between national expectation and disadvantaged children in the Early Years by at least 10%.
2. Disadvantaged children in Key Stage 1 make more progress than their peers in every year group, resulting in attainment at least moving in line with national expectation.
3. Disadvantaged children in Y3 and Y4 make the same amount of progress of other year groups. Y3 disadvantaged children should be in line or better than Y2 progress, and Y4 should be in line or better than Y6 progress.
4. Attendance for disadvantaged children is above 95%

How we will reach our priorities

Priority	Strategy	Who	When
1	<p>EARLY YEARS</p> <p>Ensure early identification by checking all parents have completed a pupil premium form, especially those new to Nether Edge.</p> <p>Detailed tracking of DA children in both Nursery and Reception, with teachers and support staff having a high awareness of differing needs.</p>	<p>Miss Ahmed</p> <p>Mrs Featherstone/Miss Ahmed</p>	<p>Autumn Term</p> <p>Ongoing throughout the year</p>
2	<p>KS1</p> <p>Routine coaching and support given to Y2 teachers to ensure children are 'on track'.</p> <p>Detailed tracking of DA across the key stage with access to support and interventions where needed.</p> <p>New approaches to writing to be implemented in Y2 to support DA children, with a focus on individualised targets.</p> <p>Overlearning of basic number skills to form part of all KS1 maths lessons, in order to support retention of information for DA children.</p>	<p>Miss Ahmed</p> <p>Miss Bradshaw</p> <p>Miss Ahmed/Miss Boddy</p> <p>All KS1 teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term</p> <p>Autumn/Winter Term</p>
3	<p>Y3/Y4</p> <p>Target setting to be done at the start of the year with all Y3/Y4 teachers having a high awareness of expectations for all children but specifically for disadvantaged children.</p> <p>Coaching and mentoring for all teachers in Y3 and Y4 to improve writing outcomes with a specific focus on disadvantaged children.</p> <p>'KS1.5 test' where children are tested at the end of Y4 to check they are 'on track'.</p>	<p>Ms Ibrahim</p> <p>Miss Ahmed</p> <p>Y4 Teachers</p>	<p>Autumn Term</p> <p>Ongoing</p> <p>Summer Term</p>

4	<p>ATTENDANCE</p> <p>Detailed tracking of disadvantaged attendance during weekly attendance meetings.</p> <p>Ensure all disadvantaged children's parents are invited to a strategy meeting as soon as their child's attendance falls below 92%. Offer help and support where needed.</p> <p>Continue with positive attendance rewards, with a focus on most improved attendance for disadvantaged children.</p>	<p>Miss Ahmed/Mrs Doyle</p> <p>Miss Ahmed</p> <p>Mrs Doyle</p>	<p>Ongoing</p> <p>When needed</p> <p>Ongoing</p>
----------	--	--	--

How will we spend the money on these priorities?

Priority	Outcomes tracking	Professional development	Staffing
1	½ a day each cycle to track outcomes and set next steps (£250)	Coaching, mentoring and resourcing in EYFS (£13,000)	DHT focused on the progress of disadvantaged learners for 1 day per week (£10,000)
2	½ a day each cycle to track outcomes and set next steps (£250)	Coaching and mentoring (£3,000) 5 Star Writing development (£10,000)	TLR time to develop specific teaching and learning strategies in KS1 (£5,500) TLR time to develop maths in KS1 (£5,500)
3	½ a day each cycle to track outcomes and set next steps (£250)	Coaching and mentoring (£3000) KS1.5 test development (£6,000)	Teachers to develop, trial and analyse KS1.5 test (£12000)
4	½ a day each cycle to track outcomes and set next steps (£250)	Development of attendance trackers (£3,000) SIMs training and development (£10,000) Attendance development for disadvantaged families (£10,000)	Attendance Officer with a focus on disadvantaged children (£8,000) DHT focused on the progress of disadvantaged learners for 1 day per week (£10,000) Wider School Co-ordinator focusing on the attendance and engagement of disadvantaged children (£9,000)
Total	£1,000	£55,000	£60,000

Overall total cost = £116,000