

Pupil premium strategy statement – Nettleham Church of England Aided Junior School

1. Summary information					
School	Nettleham CofE Aided Junior School				
Financial Year	2020/21	Total PP budget	£56245	Date of most recent PP Review	June 2019
Total number of pupils	231	Number of pupils eligible for PP	45	Date for next internal review of this strategy	April 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lower level of basic skills in numeracy and literacy	
B.	Self-esteem and emotional/ social issues	
C.	Lack of visibility of pupil premium children who are not on SEN register/ don't have specific needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Financial limitations on children attending clubs, trips and residential visits	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between disadvantaged children and non- disadvantaged children closes	KS2 assessment analysis demonstrates a year on year reduction in the gap both in terms of achievement and progress
B.	Interventions with regard to social and emotional aspects of learning have a positive impact on learning	Those children who receive interventions report increased positivity and staff working with them report improved engagement and accelerated progress
C.	Pupil premium children have their needs clearly identified and planned for in lessons.	Individual pupil premium targets are met on review and impact on progress
D.	All children access enrichment activities regardless of income/ financial background	All children receive the same quality and quantity of curriculum enrichment

4. Planned expenditure

Academic year

2020-2021

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?
All teachers are fully aware of individual learning needs of disadvantaged children and tailor learning appropriately	Creation of individual pupil premium profiles for all children Formal pupil premium champion role in school to lead and review provision	It was felt that those pupil premium children who did not have specific needs/ SEN were less likely to have their personal needs highlighted Specific monitoring role – when trialled – really heightened the profile of pupil premium children and allowed their voice to be heard	SLT will monitor profiles and their impact on teaching. This will be formally part of the monitoring and evaluation timetable	SH	Termly
Total budgeted cost					£2297

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?
Children demonstrate accelerated progress in Maths and English through focus on key skills	Provision of small group teaching throughout the week	Analysis of progress and results point to increased attainment as a result of small group work	Monitoring of teaching, planning and assessment	LN/ JW	Termly – pupil progress meetings
Children are positive and increasingly engaged in class and are able to pre-learn/ overlearn areas where they struggle	1:1 Learning Mentors	Impact of 1:1 tuition long term was positive however clear revision required to refocus/ support learning in the classroom	Monitoring of impact Pupil voice on perceptions	CS	Termly – pupil progress meetings
Interventions with regard to social and emotional aspects of learning have a positive impact on learning	SUMO / counselling work	Social/ emotional barriers has, in the past, clearly affected engagement and progress. SUMO has had a demonstrable positive impact.	Pupil voice and report to SLT	SH	Termly
Staff are fully up to date with current issues that research has identified and the resources that best support tackling underachievement	Resources	Evidence is constantly being revised and updated and we need to keep on top of this to ensure best practice and outcomes	Overview and report to SLT	SH	Termly

Service Children support – staff member with training and experience to monitor them and support their needs as and when necessary	Staff member	Experience and evidence tells us that our service children require swift response from known staff member	Monitoring of impact Pupil voice on perceptions	JS	Termly
Total budgeted cost					£1000+£26585+£8426 + £800 = £36811
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?
All children fully engage in the full curriculum despite stated barriers to learning	TA Classroom support across all year groups	Observations of learning and analysis of progress has highlighted that some groups and individuals sometime fail to fully engage in wider curriculum learning due to literacy/ numeracy deficits	Observations of support, pupil voice and progress analysis	DG	Termly – staffing and support reviews
All children access enrichment activities regardless of income/ financial background	After School Club Support	Clear evidence that wider experiences and involvement has positive impact of progress and wider engagement in learning. Missing out leads to deficits not witnessed with other children.	Analysis of attendance, pupil voice with regard to perceived benefits	DG/ PAS	Termly
Parents feel better equipped to engage with education and support children	Parental support / training	Evidence again is clear about the impact of parental education and motivation on the progress of their children. Particularly with regard to maths we see more parents struggling to support.	Attendance analysis, evaluation of training	SH	July 2021
All children access enrichment activities regardless of income/ financial background	Financial support (residential)	Clear evidence that wider experiences and involvement has positive impact of progress and wider engagement in learning. Missing out leads to deficits not witnessed with other children.	Analysis of attendance, pupil voice with regard to perceived benefits	DG	July 2021
Total budgeted cost					£14567+£1000+£1000+£750 = £17,317

5. Review of expenditure				
Previous Financial Year		2019-20 Total PP budget £41958		
i. 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
Children demonstrate accelerated progress in Maths and English through focus on key skills	Provision of small group teaching throughout the week	Positive impact in terms of progress data for PP children across the board with gap closing	To be continued with greater flexibility in terms of who joins/ leaves the groups based on more regular data capture	£21674
Children are positive and increasingly engaged in class and are able to pre-learn/ overlearn areas where they struggle	1:1 tuition	Mixed – generally very positive progress as a result with marked impact on progress and specific impact in regard to ‘secondary readiness’	Revision of tutoring programme to focus more on shorter interventions that focus more immediately at pre-learning and over-learning	£2000
Interventions with regard to social and emotional aspects of learning have a positive impact on learning	SUMO / counselling work	Social/ emotional barriers has, in the past, clearly affected engagement and progress. SUMO has had a demonstrable positive impact.	Pupil voice and report to SLT	SH £6479
All children fully engage in the full curriculum despite stated barriers to learning	TA support	Progress of pupil premium children across year groups was positive with increased engagement with wider curriculum despite identified barriers	Revise support and place newly implemented pupil premium profiles at centre of provision	£8160
All children access enrichment activities regardless of income/ financial background	Afterschool / club support	More disadvantaged children attended afterschool clubs with those who have SEN and behavioural issues able to fully engage.	Continue with clearer analysis of attendance and identify whether children would not have attended otherwise	£1607
ii. 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
All children access residential activities regardless of income/ financial background	Financial Support residential Trips	All pupil premium children attended residential trip – over 50% would not have attended without subsidy	Continue with this approach – clarity about the availability of the subsidy to be transparent. Analysis of value added by residential visit for pupil premium children to be undertaken.	£1000

Staff are fully up to date with current issues that research has identified and the resources that best support tackling underachievement	Resources	Relatively small amount spent however resources bought to feed into increased quality provision and ultimately outcomes.	Staff need to be more aware of this aspect of the strategy and be given time and information to assess new resources	
Parents feel better equipped to engage with education and support children	Parental support / training	Evaluation from parents training in terms of nurture, personality, trauma and effective support for learning was very positive indeed	Continue and expand this – this year looking at specific support for academic areas	
			TOTAL	£41958