



Pupil premium strategy statement: Netherfield Primary School 2016 2017

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	235,240	Date of most recent PP Review	January 2017
Total number of pupils	345	Number of pupils eligible for PP	151	Date for next internal review of this strategy	September 2017

2. Most recent attainment – Summer 2016 nationally reported assessments					
	Proportion of cohort eligible for Pupil Premium	Achievement of the whole cohort	Achievement of Non-Pupil Premium pupils	Achievement of Pupil Premium pupils in school	In-school Pupil Premium gap
Early Years Foundation Stage (F2)	27%	64% GLD	66%	59% GLD	7%
Phonics (Y1)	40%	86% passes	91% passed	78% passed	13%
KS1 reading TA (%EX+)	45%	80%	91%	66%	25%
KS1 writing TA (%EX+)		72%	88%	63%	25%
KS1 maths TA (%EX +)		80%	85%	74%	11%
KS2 reading test	55%	48%	79%	22%	57%
KS2 writing TA		70%	89%	53%	36%
KS2 maths test		50%	79%	25%	54%
KS2 combined		38%	70%	13%	57%

3. 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.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Many pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2.
C.	Social, emotional and behavioural issues for some children is having detrimental effect on their academic progress.
E.	Many disadvantaged children, particularly in KS2, do not read enough outside school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are lower than for others. The proportion of PP children who are persistent absentees is higher than for others. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in F2 class make accelerated progress. Measured from the GL EYFS baseline which will be repeated in July so that progress may be measured empirically.
B.	Higher rates of progress across KS1 and KS2 for children eligible for the PP grant.	Pupils eligible for PP identified make as much progress as 'other' pupils, across Key Stage1 & 2 in maths, reading and writing. Measured at half-termly intervals using STEPS assessments. Triangulated against GL assessments for Y1,3,4 and 5 and moderated both internally and externally in Y2 and Y6.
C.	Needs of children with Social, emotional and behavioural issues met. Improved rates of progress against Boxall profiles.	Boxall scores improve for Nurture children over time (assessed half-termly). Most Nurture children reintegrated fully into mainstream classes within 12 months.
D.	Increased attendance rates for pupils eligible for PP.	% average attendance of PP children exceeds 95% Proportion of PP children who are classed as PA (<85%) <10%

5. Planned expenditure

Academic year

2016/17

The 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. 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	Timeline
Needs of children with Social, emotional and behavioural issues are met. They continue to be included in a mainstream setting.	Continuing to provide Nurture provision for SEMH children across the school.	In the past, children were admitted to NPS following managed moves/exclusions from other schools in the borough because, at the time, we offered alternative provision. Some such children are still on roll and we continue to meet their needs in our nurture groups – along with other children who have only ever attended NPS. Our Nurture provision has a track record of successful inclusion and reintegration. It also ensures that disruption to mainstream classrooms from challenging behaviour is minimised.	Regular boxall assessments to monitor progress in terms of SEMH objectives. Children to be reviewed on a half-termly basis and reintegration strategies to be considered.	Nurture team overseen by my SENCo	Ongoing throughout the year
Improve oral language skills in FS and ensure higher rates of progress across KS1 and KS2 for children eligible for the PP grant.	Providing dedicated personnel to deliver proven improvement strategies – including support in the classroom - exclusively for PP children.	In the past the PP grant was not sufficiently targeted at the children for whom it was intended. Much was spent on enrichment activities and general support staff. This year identified support staff will focus their work on supporting PP children in mainstream classes and by delivering specific interventions. The full menu of activities is detailed in the PP provision map.	Pupil Premium Coordinator, Paula Taylor, to identify the staffing for PP work. Phase leaders and class teachers to identify needs and target resource and interventions. Phase leaders to review interventions in terms of progress on a half termly basis using the STEPS assessments and the Interventions module of ScholarPack. Working with phase leaders, Pupil Premium Coordinator to evaluate interventions (RAG) on a half termly basis and redeploy resource accordingly.	PP Coordinator and phase leaders.	Ongoing from Sept 2016. First full evaluation of interventions Jan 17.

PP children read more, read independently and the texts they read are at an appropriately instructional level for their abilities.	Introducing Accelerated Reader for upper KS2 (in the first instance) to promote independent reading and to improve reading assessment.	Accelerated Reader is an online programme for assessing reading and signposting children to what to read next. It gives quizzes to promote comprehension and it provides a record of progress over time. We hope that it will enthuse our children and get them reading more. We will link it in to our rewards system to further motivate children to read and	Implementation strategy to be led by KS2 phase leader and reading subject leader. Staff to be trained, books to be catalogued (admin and TA overtime here) and new stock bought. Half-termly Star reading assessment tests show individual and aggregate progress. KS2 phase leader to monitor.	KS2 phase leader (ETH) and reading subject leader (JM).	From October '16. Full implementation in UKS2 from Jan '17.
Higher rates of progress in reading for low attaining children in Y1 and Y2 (prioritised at PP children).	Continue to provided Reading Recovery	Reading Recovery is a structured intervention of one-to-one teaching with a qualified teacher. Whilst it is expensive, results justify the cost. Our RR teacher has won many awards for excellence.	Rigorous external monitoring from the RR network and continual CPD ensures quality.	RR teacher, JM, working with phase leader to identify children. External QA from the LA RR network.	Ongoing throughout the year.
Higher rates of progress for PP children in Y5 and Y6 - especially in reading.	Assign learning mentors to PP children in Y5 and Y6.	Each teacher and TA in the school to serve as a mentor to one child. Mentors to act as advocates to overcome barriers to learning, to support with homework and to lead children's reading.	Pupil Premium Coordinator to oversee the programme, share good practice and collate evidence of progress from individual testimonies and by overviewing the progress on PP children in Y5 and Y6 from STEPS assessment data.	All staff – overseen by PP coordinator.	From September 2016
Higher rates of progress for identified PP children in Y6	One-to-one tuition	Children judged to have the potential but to be at risk of not being secondary-ready (combined RWM) by the end of Y6 to be given one-to-one tuition in the barrier subject(s).	Success judged in relation to specific, precise objectives identified by teachers and assessed through practice SAT style assessment questions.	Children identified from Sp1 data by phase leader and Y6 teachers.	From February half-term 2017

6. 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?
Increased attendance rates for children eligible for the Pupil Premium Grant.	Daily monitoring of registers. Calls home, home visits, removal of barrier to attendance and referrals to outside agencies. Liaison with secondary school.	Part-funding our Home-School Liaison provision. Attendance data justifies this because PP children are over-represented amongst the persistent absentee group and those with social care involvement.	Weekly meetings with the HT and home/school liaison staff to discuss strategy on a child-by-child basis.	Home/school liaison team overseen by the HT	Ongoing from September 2016

8. Expenditure breakdown			
	Days per week FTE staffing		
Foundation Stage interventions and support TA	3	£ 15,240	
KSI Interventions and support for TA and teacher	8.5	£ 57,790	
KS2	12	£ 73,124	
Nurture	10	£ 59,616	
Home/School liaison	0.4	£ 10,556	
One-to-one from teachers (20 pupils at £650 each)		£ 13,000	
One-to-one from TA (overtime)		£ 6,000	
Accelerated Reader		£2,142	
		Total	£ 237,468

9. Review of expenditure for 2015/16

It is clear that the gap between the achievement of PP children and others grows wider as they progress through the school. Notwithstanding the fact that a high proportions of the Y6 PP children had additional needs, the PP gaps are too large and a new strategy is called for. Previously, little expenditure was targeted specifically at those eligible for the Pupil Premium grant; for example, whilst the Breakfast Club undoubtedly improves attendance, it is open to all and so does not have proportionally more impact on PP children. Consequently, it does not serve to close the Pupil Premium gap.

The 2015/16 Year 6 cohort had a disproportionately high level of SEND – particularly SEMH. Historically, the school provided alternative provision for children from across the district who had been excluded from other schools or who were considered at risk of exclusion. As a consequence, the school earned a reputation for excellence in respect of providing for children with SEMH needs. Even though we no longer provide alternative provision, we still have a number of children on roll who joined us following exclusions, grey exclusions and managed moves from elsewhere and the overwhelming majority of such children are eligible for the Pupil Premium. Many of these children benefited from the school's nurture provision up to and including in Year 5. In September 2015 it was judged appropriate to strengthen the Y6 team to meet their needs by adding an additional teacher – funded from the Pupil Premium Grant. Further Teaching Assistant capacity was also deployed to meet the needs of these children across the school – again, funded from the PPG. Whilst the school has been enormously successful in keeping these children in mainstream education, their performance in the new Y6 National Curriculum tests has been weak. In the narrow terms of closing the Pupil Premium gap, the school's strategy has net delivered but, in terms of inclusion and improving the life chances of individuals, it has, in the school's view, been highly effective.