

## Pupil premium spending 2020 – 2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2021
Total number of pupils for 2020 - 2021:	128	Total pupil premium budget for 2020 2021:	Service Pupil Premium 5 x £300 Ever 6 Pupil Premium 0 x £1300 Free School Meals 16 x £1300 Post/Looked After Child 1 x £2300 Total <b><u>£24,600</u></b>
Number of pupils eligible for pupil premium 2019 2020:	Service Pupil Premium = 6 children Ever 6 Pupil Premium = 1 children Free School Meals = 13 children Post/Looked After Child = 1 child Total = 21		

### STRATEGY STATEMENT

At Nettlebed, we are passionately committed to ensure all children achieve the best and any barriers to learning are overcome to the best of the school's ability. We aim to use the funding for bespoke work per the individual's needs as well as other general resources to benefit all the children in receipt of the grant. Our school principles towards those in this group are the same as all children in the school. To ensure they continue to progress, they are tracked separately and discussed as individuals in key team meetings. We also recognise that there are other children who may not be eligible for the pupil premium grant but are as equally in need of support for example siblings of those on Ever 6.

We find that treating each child as an individual works best and try to personalise any support plan to tailor their needs. The school supports the enrichment of such pupils through whole school experiences but also through specific interventions such as a set amount of places in afterschool clubs for Pupil premium children. External providers are not expected to follow school policy on this and share our vision. Breakfast club has also been made free to some families as well as the aerobics and running club in the morning. Furthermore, the school has managed to negotiate a discounted rate for those pupil premium children who use the holiday club based in school.

### KEY AREAS TO DEVELOP LAST YEAR (PUPIL PREMIUM = 21/128 16% OF SCHOOL)

- Pupil Premium children tracked and monitored separately at all key assessment points
- Gap analysis to identify key areas to support in curriculum subjects
- Pupils to have 'softer' targets to boost personal development
- Ensuring wrap around care policy enshrines places for PP children as standard

## Assessment information – These page has not been updated due to the cancellation of all statutory testing due to Covid-19

Due to small cohort sizes in each year group, Nettlebed analyse Pupil Premium children as a whole cohort each term regardless of stage of education. Those in receipt of pupil premium are monitored and tracked individually on a personal level as well as academic. Their progress and attainment is taken into account.

ASSESSMENT SUMMARY (2018 2019 FIGURES USED DUE TO CANCELLATION OF 2020 SATS)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard at statutory assessment point (EYFS, phonics screening, KS1 and KS2)	7/9 78%	80%
% making expected progress in reading	13/16 81%	
% making <b>above</b> expected progress in reading	12/16 75%	
% making expected progress in writing	14/16 88%	
% making <b>above</b> expected progress in writing	11/16 69%	
% making expected progress in maths	13/16 81%	
% making <b>above</b> expected progress in maths	3/16 19%	


### Evaluation of Pupil Premium Spending 2018 2019

- Progress for Pupil Premium children across the school was outstanding as those making above expected progress demonstrates
- Academic success for Pupil Premium was in line with those not on in receipt of pupil premium therefore demonstrating no definitive gap
- Pupil premium champion had to be cut short early due to staffing needs. Due to be reinstated September 2019.
- 60% of ELSA and drawing and talking places given to Pupil premium children. All pupil premium children

### Identified barriers to learning and future attainment

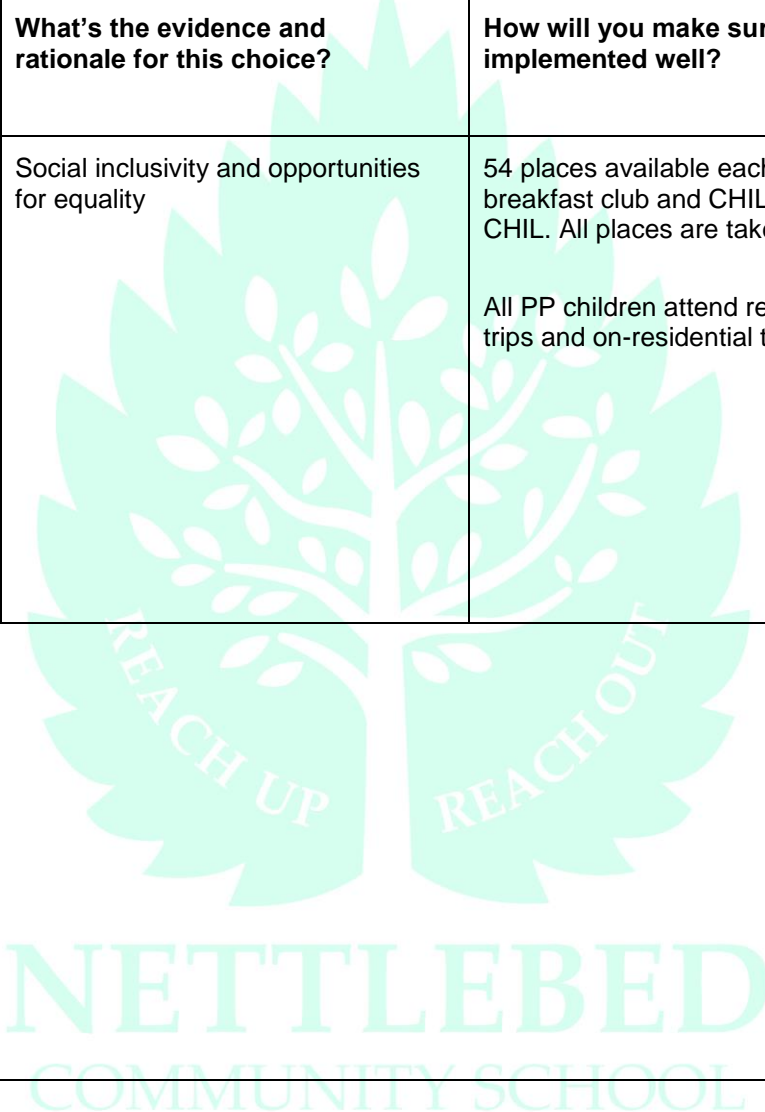
- A lower starting point in basic skills when they enter school – this is seen most clearly in phonological awareness and writing skills (phonic screening check and reading levels)
- A smaller range of vocabulary (reading levels and comprehension)
- Insecurities around school and social settings (anecdotal of settling in)
- Possible other factors limiting parental involvement in school life – rural transport, parents on active duty or tours
- Lower ability to be emotional independent and resilient to learning (numbers of PP on ELSA or draw and talk)

## Planned expenditure for current academic year

Quality of teaching for all and specific programmes					
Specific Outcome: Ensure all pupils receive good or better levels of teaching and maintain levels of attainment			Success Criteria: All pupils continue to make expected or better than expected progress The gap between PP and non-PP at statutory assessment points remains as close to 0% taking in to account SEND		
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Teacher/TA observations</p> <p>Phonics groups focus and audit of teaching</p> <p>KS2 support for maths</p> <p>Use of IT to support learning</p> <p>More robust reading assessment</p>	<p>Children receive good or better teaching</p> <p>PP children make Progress and attainment gap remains close to 0% at statutory assessment points</p> <p>Maths attainment for all including more able – accelerated progress</p>	<p>Good teachers improve learning</p> <p>Baseline evidenced maths plans and programmes</p> <p>Standardized reading assessments to accurately measure progress</p>	<p>Phonics assessments and interventions – baseline evidence, observations, regular meetings about progress</p> <p>Pupil progress monitoring meetings</p> <p>Head teacher and peer observations</p> <p>Individual trackers for PP children</p> <p>PP champion monitoring arrangements</p> <p>Subject monitoring</p> <p>Maths and literacy partnership meetings and plans</p> <p>Book scrutinies</p>	<p>SR/GL phonics</p> <p>CC – IT provision for those SEND and PP</p> <p>BG/whole staff reading assessment</p>	<p>Termly and as appropriate</p> <p>INSETs throughout term</p>
					<b>Budgeted cost: £3000</b>

<b>Specific Outcome:</b> Ensure disadvantaged pupils receive any 'catch up' programmes they may need in a timely and efficient method			<b>Success Criteria:</b> Interventions are proven to be effective from baseline data Children make up any 'lost' learning		
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Evaluate use of reading interventions Create Reading flowchart at Nettlebed and options for different learners Evaluate use of phonic interventions – precision teaching Involve parents in the knowledge and support them to support their child Pupil Premium Champion Staff training	Clarity over best catch up progs  Staff knowledge and training  Dedicated 'nurture time' with the PP children and a key adult	Precision teaching is evidenced based from the educational psychologist as proven to work  Decoded books have been shown to support phonics best  Parental support can make a huge difference to the child  Key adult for safety	Parental involvement in reading and supporting spellings/homework  Use of baseline data compared to progress data	BG  All staff for training	Termly in line with catch up programmes
<b>Budgeted cost: £9000</b>					



<b>Specific Outcome:</b> Pupil Premium children receive an enriched curriculum within which learning is contextualized and applicable to real life			<b>Success Criteria:</b> Disadvantaged children have greater cultural capital and see greater links between school learning and real life		
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
<p>Each new topic has a trip or visitor</p> <p>Children experience a wide range of different adults and experiences</p> <p>All children experience a residential trip</p> <p>All children have access to extra-curricular clubs</p>	<p>Pupil Premium children have a wide experience</p> <p>Pupil Premium children develop cultural capital</p> <p>Pupil premium children have same opportunities as non-PP children</p>	<p>Social inclusivity and opportunities for equality</p>	<p>54 places available each week plus breakfast club and CHIL/extended CHIL. All places are taken up.</p> <p>All PP children attend residential trips and on-residential trips</p>	<p>TS/LB</p> <p>BG</p>	<p>Termly and trip dependent</p>
 <p><b>Budgeted cost: £8000</b></p>					

<b>Specific Outcome:</b> Pupil Premium Children receive an education in character curriculum and support to strengthen emotional regulation			<b>Success Criteria:</b> Disadvantaged children are able to access the full range of classroom life and have fewer behavior related disruptions to their learning.		
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>All children have 2 years of Forest School throughout their time at Nettlebed</p> <p>Children have access to external support</p> <p>Explicit lessons are given in emotional resilience – purchase book and whole school scheme</p> <p>ELSA supervision and time</p> <p>Drawing and Talking</p> <p>Specific coaches eg Louis/relax kids</p> <p>All children are dressed in correct uniform</p>	<p>Children learn co-operation and a greater range of social skills for the community as well as receive health benefits of being outside.</p>	<p>Outdoor learning and connectivity to nature is well documented to have incredible benefits for the children.</p> <p>Agencies are used for specialist areas to support children and TAs</p> <p>C and I team to support implementation of whole school scheme as good practice for all learners</p> <p>ELSA is supervised by educational psychologists and Drawing and Talking has supervisions</p>	<p>Observations</p> <p>Forest School reflections</p> <p>Pupil behavior records</p> <p>Meetings with parent records</p>	<p>BG</p> <p>C and I team</p>	<p>Termly</p>
				<b>Budgeted cost:£4000</b>	

<b>Specific Outcome:</b> Administrative time is guaranteed to create opportunities for the disadvantaged children			<b>Success Criteria:</b> PP children have access to a wide range of extra-curricular clubs and experiences. PP children are offered places before they request them.		
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
TAs and office staff target Pupil Premium children for club spaces  Office staff adjust ParentPay items  Office staff liaise with holiday providers as to places	All Pupil Premium children have access to extra-curricular clubs which support them to develop and socialize  Parents are supported during holidays at a reduced rate and the children are safe in a familiar setting	Children are able to gain wider experiences of different activities and enrich their learning.  Children are more positive about school and able to have common experiences as others leading to a greater social	Club attendance Parental feedback	TS/LB  BG	Every term with new club bookings
<b>Total budgeted cost: £600</b>					