

## Nine Acres Primary School

### **Pupil Premium Grant Report 2015-2016**

The **pupil premium** is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged **pupils** and close the gap between them and their peers.

Nine Acres Primary School is a two form entry school on the Isle of Wight. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We passionately believe that any one of us is capable of anything we set our mind to!

#### **Key facts**

- Our school motto 'Learning to be your best' reflects our high expectations of the whole school community.
- We are engaged in and committed to partnerships, working with a wide range of organisations which strongly enhances our provision and supports our local community.
- Accreditations reflecting our best practice include the Gold sports Accreditation and Schools Financial Value Standard. We are currently working towards the Silver Mark for Science provision, Continuous Professional Development mark, Sustainable Travel Awards and British Council International award.

#### **Recent Initiatives / Improvements:**

- The School is determined to create a positive culture in which everyone can reach their full potential
- Leadership intervention and a designated Teaching and Learning Coach established across phases to continue to improve quality of teaching, ensure greater consistency in practice and expectations thus reducing any within school variance
- Earlier intervention in place in years 1/2 and EYFS
- Broader use of research to inform decision making and policy – Sutton Trust Toolkit
- Focus on Carol Dweck's Mind-sets developing pupils self-confidence and perseverance skills

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for children in receipt of free school meals can be weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups but also to ensure that all children are high attaining.

As a school we are developing our provision to ensure that pupils make secure progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the Sutton trust research on within school variance and the Sutton Trust toolkit, to inform our decision making.

## **Key Principles**

### ***Culture***

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

### ***Identification of Pupils***

We will ensure that:

- ALL teaching staff and support staff including our Family Worker, are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking and learning objectives/success criteria
- Share good practice within the school and draw on external expertise
- Provide high quality CPD including a dedicated in school Teaching and Learning Coach
- Improve assessment through in-school and external moderation

### ***Increasing learning time***

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS) such as: Nurture provision and speech and language
- Extended learning out of school hours

### ***Individualising support***

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

- Providing extensive support for parents
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence
- Providing Emotional Literacy Support




### **Funding Priorities – 2015-16**






















This year our aim is to further increase the percentage of good and outstanding teaching across the school whilst further developing highly skilled leadership at all levels. We have appointed a Teaching and Learning Coach (2 days a week) and reviewed roles and responsibilities of the leadership team.













We want to raise standards of Writing and Mathematics across school. We aim to cater for the whole child whilst continuing to increase our attainment and progress measures.




We are determined to ensure that the percentage of children working at and above age related expectations and above continues to increase and our assessments, now without levels, are being altered to fit the new curriculum. Our focus is on developing our Assessment for Learning practices so we can intervene and support at the point of learning.

<b>Number of pupils and pupil premium grant received</b>	
Total number of pupils on roll	376
Total number of pupils eligible for PPG	148
Amount of PPG received per pupil	£1300
<b>Total Amount of PPG received</b>	<b>£192400</b>

<b>How we intend to spend the 2015-2016 allocation</b>	<b>New or Continued Activity?</b>	<b>Allocation of Funding</b>	<b>Intended Outcomes</b>	<b>Monitoring</b>	<b>Impact</b>		
Family Support Worker Attendance Officer	Continued	£22611 £4827	To support children and their families to overcome barriers to success. Working with other professionals from a range of organisations to deliver a range of services within a multi-disciplinary team. To improve whole school attendance to 96.2% and reduce persistent lateness	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis. Half termly Attendance reports.	Dec  Improved % of attendance of PP group	March  Improved % of attendance of PP group	July  Improved % of attendance of PP group

Nurture Provision (EYFS/KS1)	Adapted to KS1	£16713	To raise personal, social and emotional development in order to remove the barriers to accessing the curriculum	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 4 children reintegrated into classes	 Evidence of improved social development of selected pupils	
Read Write Inc Resources	Continued	£2000	Increase the % of pupils meeting the expected standard in Year 1 Phonic Screening Check Increase the % of pupils working at or above age related expectations in Reading and Writing at the end of KS1	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 Improved % of children achieving age related phonics	 Improved % of children achieving age related phonics	 Improved % of children achieving age related phonics
Intervention Programmes-Support Staff (x5)	Adapted	£80640	To improve S&L targeted pupils, leading to improvements in Reading and Writing. To enable accelerated progress in Writing and Mathematics for targeted pupils	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 	 Improved progress in key year groups in writing and maths	
ELSA and Play Therapist	New	£15000	Emotional support to enable pupils to access learning	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 Pupil conferencing demonstrates children's improved emotional wellbeing	 5 pupils attended Island Equus Programme  Pupil conferencing demonstrates children's improved emotional wellbeing	 6 pupils attended Island Equus Programme
CPD-Teaching Staff	New	£15000	Set high expectations Develop Teacher Practice Share good practice Improve on-going assessment Reshaping the learning	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 EYFS  KS1  KS2  % improved good or better	 EYFS  KS1  KS2  % improved good or better	 EYFS  KS1  KS2  % improved good or better teaching

			Plan for interventions Delivery of interventions Good or better teaching in every lesson every day		teaching	teaching	Change of staffing
CPD- Middle Leadership	New	£10000	Set high expectations Develop Teacher Practice Share good practice Improve assessment Good or better teaching in every lesson every day	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 New maths leader in place  Middle leaders focused on key areas  Improved % of quality of teaching and progress of identified groups	 Middle leaders focused on key areas  Improved % of quality of teaching and progress of identified groups	 Middle leaders focused on key areas
CPD- Support staff	New	£8000	Set high expectations Develop LSA Practice Improve on-going assessment Reshaping the learning Delivery of interventions Good or better teaching in every lesson every day	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 Appraisal cycle in place	 Evidence of improved progress through LSA targeted intervention
Pupil Progress Meetings (Cover)	New	£800	Maintain focus on Pupil Premium Pupils outcomes for Reading/Writing and Mathematics	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 Bespoke intervention for children identified as under-achieving  85% targeted made progress in writing and maths	
Teaching and Learning Coach-Release time (2 days a week)	New	£13000	To improve the quality of Teaching and Learning to at least consistently Good across school	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 % of quality of teaching improved	 1 day a week % of quality of teaching improved	 Change of staff

General Financial Support	Continued	£2500	Subsidy for trips, enrichments activities, uniform etc. The children will be able to fully participate in enrichment activities	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.	 Enhanced curriculum for children leading to greater engagement	 % of pupils attending after school clubs has continued to rise	 % of pupils attending after school clubs has continued to rise
<b>Total:</b>	£191 091						

**Percentage of PP children who are at ARE (Age Related Expectation) compared to non PP July 2016 (Unvalidated data)**

EYFS	Good Level of Development
Pupil Premium (15 children )	71%
Non Pupil Premium	76%

Year 2	Reading	Writing	Maths
Pupil Premium (13 children, 2 of which are SEND)	58%	50%	58%
Non Pupil Premium	77%	74%	74%

Year 6	Reading	Writing	Maths	SPAG
Pupil Premium (20 children, 3 of which are SEND)	47%	58%	42%	37%
Non Pupil Premium	69%	72%	72%	64%

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- ✓ A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- ✓ Assessment Data is collected 6 weekly so that the impact of interventions can be monitored regularly
- ✓ Assessments are closely moderated to ensure they are accurate
- ✓ Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed during PGMs
- ✓ Regular feedback about performance is given to children and parents
- ✓ Interventions are adapted or changed if they are not working
- ✓ Case studies are used to evaluate the impact of pastoral interventions, such as of attendance and therapy
- ✓ A designated member of the SLT maintains an overview of pupil premium spending.
- ✓ A governor is given responsibility for pupil premium

We will use RAISEOnline, KS, KS1, Phonics, as well as whole school data to evaluate impact in terms of attainment and progress.

