



Nine Acres Primary School

'Striving for Excellence'

Statement of Action 2019-20

July 2020 Review Statement:

Due to Covid 19 and the challenges that it presented to the education profession, the school immediately put into place relevant risk assessments, health and safety guidelines, government advice to ensure that the children were able to access their education resulting in limited impact. In March, every child was sent home with a personalised and detailed learning plan. The school recognised the challenges faced by the community regarding the lack of available technology and therefore an immediate response of paper based learning was provided.

Following government updates, the school remained open for the children of Nine Acres throughout the whole period of lockdown.

The school regularly contacted families and often offered support by providing a place for their child within the school bubble. Due to the lack of employment our community holds, only 17 children were classed as Key workers; as a result the school took in well above national percentages of children each day (vulnerable/free school meal/child protection). Systems implemented that included weekly vulnerable updates, home visits and collecting and dropping off children, meant that by July over 90% of children had returned to school full time. The staffing team were relentless in their support for families but also ensuring the children were not a lost generation.

When the government requested that schools opened for Early Years, year 1 and Year 6, the school acted immediately as many children were already accessing school at this time. The percentage of children attending in EYFS, Year 1 and Year 6 at this time were significantly above average. The school continued to be open for year 2, 3, 4 and 5 in addition to the government's request.

All LAC, CP and children with a social worker were in school at this time with the school often picking the children up from home and returning them home. The children also received a hot meal in school. The school provided food parcels from school funds to support families in crisis. All but 1 child attended who had an EHCP (child not attending was due to mum's pregnancy) and adaptations were made within the bubble so that those children had their full entitlement to their education.

Due to the levels in rising obesity and rest bite needed for vulnerable families, the school funded sports club - led by the school sports leader team - throughout the school half term and summer holidays. As well as this, due to the identified lack of fitness, Sports leaders developed a rigorous plan for fitness which was implemented when children returned to school in September.

In the last 3 weeks of July (summer term), the school moved every child up into their next academic year group with their new year group staffing team, therefore providing the children with increased challenge knowledge and relationships, ready for a full time return in September. As a result, the children returned ready to learn with minimal learning lost. The staff used the time to ensure that any planning or September was in place and personalised to the children in front of them.

On returning to school in September, children have undertaken baseline assessments from which teachers are adapting their planning; a review into catch up funding priorities is currently taking place using both the data informed by the baseline as well as the qualitative data surrounding children's wellbeing. This is to be put in place for after the autumn half term.

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 which has one of the highest number of pupils eligible for of Pupil Premium funding on the Isle of Wight at 34%.

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”.

The area in which our school is located is among the 20% most deprived areas in England;

- The living environment of our pupils is described as within the 10% most deprived in England
- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England
- Our pupils live in households where household income is amongst the lowest 20% in England
- Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England

Our pupil premium strategy is rooted in our whole school culture in accelerating the progress and attainment to ensure that all children are high attaining and ambassadors of our curriculum intent:

Our children will positively influence their world around them and their future success through becoming articulate, passionate and persuasive individuals. The importance of Reading, Writing, Number and Spoken Language (Oracy) skills runs through the core of the Nine Acres Curriculum.

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 ‘**Striving for excellence**’ 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.

Challenges our pupils face:

- Significant gaps in learning due to the legacy of underachievement.
- Speech and Language development and delay on entry
- Physical/ Emotional wellbeing
- Parental wellbeing
- Attendance
- Low aspirations
- Poverty
- Limited opportunities to access life enriching experiences and build cultural capital

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 increase the percentage of outstanding teaching across the school
- Earlier intervention in place in years 1/2 and EYFS
- Broader use of research to inform decision making and policy – Sutton Trust Toolkit
- Writing, with a focus on boys writing through the use of engaging core texts
- Embedding the teaching of spelling through daily targeted teaching and use of No Nonsense Spelling to increase writing outcomes
- Development of Pupil Mentoring- one to one feedback sessions between teacher and pupil to facilitate rapid progress and pupil autonomy
- Focus on the teaching of reading across the school and developing a culture of reading for pleasure
- Daily vocabulary teaching to extend children’s communication and language skills

- Develop the use of 'Explosion club' and targeted activity sessions at recreational times to reduce social isolation and develop social skills
- Focus on developing boys phonics within EYFS, KS1 and Year 3
- Involvement with 'Teach First' teacher training programme
- Working towards Leading Parent Partnership Award

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
- Staff support children to develop their 'Oracy' skills in order to be articulate in their learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data and attend regular pupil progress reviews 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)
- ALL pupils take part in pupil mentoring to help identifying personal barriers to learning and develop aspirations toward achieving targets
- 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: Phonics and speech and language
- Extended learning out of school hours
- Extension of school day in order to incorporate daily 'Story time'

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
- Conducting one to one mentoring sessions between class teachers and pupils
- 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 – 2019-20

This year our aim is to further increase the percentage of good to outstanding teaching across the school whilst continuing to further develop highly skilled leadership at all levels.

The initiatives implemented within the last academic year to address quality of teaching have shown impact and will continue to be developed to ensure consistency and improve outcomes further across the school. The work of the Teaching and Learning Coach (2 days a week) and reviewed roles and responsibilities of the leadership team will continue to focus on embedding this practise.

We want to continue to raise standards of Reading, 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 continues to rapidly increase. We will continue to focus on developing our Assessment for Learning practices so we can to intervene and support at the point of learning.

Number of pupils and pupil premium grant received	
Total number of pupils on roll	336
Total number of pupils eligible for PPG	114
Amount of PPG received per pupil	£1320
Total Amount of PPG received	£150480

Nature of Support from Funding

Aim: Accelerate progress of pupils in receipt of Pupil Premium		
Focus on Learning: Direct Impact on Standards	£64,706	43% of Actual Income
Focus on Learning: Developing Teaching Practice	£42,134	28% of Actual Income
Focus on Social, Emotional, Mental Health Development	£31,600	21% of Actual Income
Focus on Enrichment in/ beyond Curriculum	£ 9028	6% of Actual Income
Focus on support for families/ community	£ 3,000	2% of Actual Income

How is the Pupil Premium being used?

Focus on Learning: Direct Impact on Standards					
How we intend to	New of	Allocation	Intended Outcomes	Monitoring	Impact

spend the 2018- 19 allocation	Continued Activity?	of Funding					
					Dec	March	July
Attendance focus	Continued	£5600	To improve whole school attendance to 96.2% and reduce persistent lateness.	Monitored by SLT/Governors on a termly basis. Half termly Attendance reports.		 Rigorous systems are in place and being carried out by leaders to improve attendance	
'Excellence for All' leader release time	Continued	£8800	To improve the outcomes for disadvantaged pupils across the school to be in line or above national average figures for non-disadvantaged pupils through a focus on the quality of Teaching and Learning.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
EYFS/KS1 Booster Phonic/ reading sessions to embed skills	Continued	£2000	Children who enter EY with significant delays in communication & language acquire phonics skills through learning letter sounds, to blending, to reading at increased pace and success, leading to an increased proportion meeting and exceeding the Phonics standard at end of Y1.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Booster Programme for Y6	Continued	£2000	Provide more teaching time for reading, writing and maths skills and opportunities to apply them. To accelerate progress and close gap on age related expectations in Year six Increase the % of pupils working at or above age related expectations in Reading and Writing and Maths at the end of KS2.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.		 % increase throughout assessments across reading, writing and maths	
Pupil Mentoring release time	New	£800	Release time for CT to conduct 1-1 mentoring sessions with individual pupil in order to give targeted provision, raise individual aspirations and autonomy within learning.	Monitored by EFA leader. Evidence through pupil voice and Milestone data analysis			
Challenge Programme	Continued	£700	Provide further opportunities for identified more able pupils to enrich and apply talents and knowledge in a variety of subjects.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			

Assessment materials PIRA/PUMA	Continued	£2000	Provide teachers with diagnostic tools to identify strengths and weaknesses and personalise learning plans accordingly.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Intervention Programmes- Support Staff	Adapted	£41000	Accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning through the use of techniques including pre teaching, over-teaching i.e. repetition of less secure concepts and precision teaching. Support children to become increasingly secure in basic maths skills, and have the confidence to apply them, to accelerate progress and close the gap in Age Related Expectations.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Pupil Progress Meetings (Cover)	Continued	£600	Develop clear action plans of intervention to rapidly close gaps in knowledge, skills and understanding to accelerate progress of Pupil Premium pupils in reading/writing and mathematics in order to achieve Age Related Expectations. Increase the % of Pupil Premium pupils currently at Age Related Expectations to achieve Greater Depth in reading, writing and maths.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Science Challenge Club (lunchtime)	New	£1200	Provide challenge to disadvantaged pupils within their science learning; planned and run by specialist science teacher.	Monitored by SLT/Governors on a termly basis.			
Focus on Learning: Developing Teacher Practice							
CPD-Teaching Staff	Continued	£12000	Set high expectations Develop Teacher Practice Share good practice Improve on-going assessment Reshaping the learning Plan for interventions 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.			
CPD- Middle Leadership	Continued	£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.			

CPD- Support staff	Continued	£6000	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.			
Teaching and Learning Coach-Release time (2 days a week)	Continued	£15000	To improve the quality of Teaching so there is an increase in the percentage of outstanding.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Focus on Social, Emotional, Mental Health Development							
Children and Family Support Worker. Focus on prevention as a targeted approach.	Continued	£24900	Engage with families who are encountering emotional, financial and domestic challenges to develop confidence in parenting and improve outcomes for their children, including support in attendance for children and self-help skills to impact parenting skills.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
ELSA and Play Therapist	Continued	£15350	Support for vulnerable pupils with social and emotional difficulties to prepare them for learning and help them cope in school or with their home situation.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Citizen to Citizen-Mentoring Project	Continued	£250	Support for identified vulnerable boys within Year 6 with social/emotional/attendance/learning behaviours/difficulties through mentoring by veteran volunteers.	Monitored by SLT/Governors on a termly basis.		 Due to veteran illness, some sessions this has been put on hold until summer term	
Focus on Enrichment in/ beyond the Curriculum							
Forest School	Continued	£5850	Raise skills of perseverance, independence and responsibility to improve access to learning.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Dance Competition	Continued	£3000	Develop skills of perseverance, responsibility and teamwork to improve access to learning.	Monitored by SLT/Governors on a termly basis.			
First Access Music	Continued	£800	Develop skills of perseverance and teamwork through playing instruments and experiencing enrichment through live music.	Monitored by SLT/Governors on a termly basis.			

Explosion club	Continued	£2070	Develop skills of perseverance and teamwork through playing a variety of physical activities during recreation times.	Monitored by SLT/Governors on a termly basis.			
Reading bookshop	Continued	£1000	Whole school initiative to promote reading across the school and at home – to make personal reading material available at a minimal cost to pupils	Monitored by SLT/Governors on a termly basis		 Strategies being discussed and decided by leaders ready for implementation in the summer term	
Nine Acres Economy	Continued	£800	Develop pupils understanding of economic aspects of society and develop life skills.	Monitored by SLT/Governors on a termly basis			
Focus on support for families/ community							
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.			
Parent curriculum support groups/meetings	Continued	£500	Developing parents and carers understanding of the curriculum and help provide opportunities and skills to continue and develop learning at home.	Monitored by SLT/Governors on a termly basis.			
LPPA award	Continues	£2500	Develop positive relationships with parents in order to to work in partnership with all parents and carers; increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behavior.	Monitored by SLT/Governors on a termly basis. Evidenced through termly data analysis.			
Total Planned Expenditure:							

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 ASP, KS2, KS1, EYFS, Phonics, as well as whole school data to evaluate impact in terms of attainment and progress.