



Pupil Premium (PP) Spending Plan 2018-19

Date of review: October 2018
Next scheduled review: October 2019

Number of children currently on roll (Reception – Year 2) 356
Number of children currently eligible for Pupil Premium 31

Pupil Premium Budget – This Academic Year

Seven-twelfths of 2018/19 financial year allocation £25,737
Five-twelfths of 2019/20 forecast financial year allocation £14,292
Total £40,029

Key Areas of Focus

When deciding how to spend the Pupil Premium Grant, it's important to consider the context of the school. The following factors have been considered:

Our Area

- Norwich has a very low level of Social Mobility. A low rate of young people attain two or more A-levels or go onto Higher Education. A high rate are not in Education, Employment or Training¹.
- The Nelson Electoral Ward is one of the 20% most deprived wards in England for the Quality of the Local Environment²

Our School

- We currently have a very high percentage of boys on roll.
- Our take-up of Free School Meals is much lower than national average (7.9%, compared to 24.3%)
- Our percentage of children receiving SEN support is lower than national average (9.2%, compared to 12.4%)

Current Barriers to Disadvantaged Pupils' Attainment

- In-house data points to lower reading and writing attainment on average in Key Stage 1, compared to pupils not attracting Pupil Premium. It also points to lower maths attainment on average in Year 2.
- Pupils have lower levels of wellbeing and involvement (based on Leuven scaling) overall on entry, compared to children not attracting Pupil Premium.
- A number of pupils are in families dealing with social, emotional and / or mental health issues.
- A number of pupils have trauma / attachment-related barriers to learning.
- A number of pupils find it difficult to self-regulate, affecting their learning and their ability to form positive relationships.
- Pupils' attendance rate on average is lower than those not attracting Pupil Premium.

¹ See Social Mobility Index, 2017 (Social Mobility Commission)

² See Norfolk Insight Website (accessed October 2018)

Therefore, we focus on:

- A. High quality Early Years provision to get children off to the best possible start.
- B. Interventions which are effective in narrowing the gap.
- C. Developing early literacy skills.
- D. Developing children’s wellbeing, involvement and levels of self-regulation.
- E. Ensuring that staff have the appropriate skillset to meet PP pupils’ needs.
- F. Engaging and supporting families to improve their capacity and resilience.
- G. Raising children’s aspirations for the future.

Proposed Expenditure	Predicted Cost	Timescale	Purpose	Desired Outcome
1. Additional Early Years classroom Teaching Assistant, 1 day per week. Focus: A, B, C	£3,005	Throughout the year	Enable more secure outcomes in Characteristics of Effective Learning, Reading, Writing and Maths.	High quality provision that promotes more secure outcomes for PP children in Early Years.
2. The Nest Nurture Practitioners Resources Focus: D, E	Contribution towards 30 hours per week Nurture Practitioner support £17,510 Contribution towards resources £400	Throughout the year	Ensure that children are equipped with appropriate skills to access mainstream learning. To ensure PP pupils not requiring nurture are able to access learning by supporting children that do require nurture. Ensure that teachers / support staff in classrooms benefit from trained knowledge and support of Nurture Practitioners.	Children able to access learning via adapted provision or in class. Children develop greater resilience to access learning and thrive. Reduction in children assessed as 3 or below on Leuven Scales.

Proposed Expenditure	Predicted Cost	Timescale	Purpose	Desired Outcome
3. Sound Discovery small group support Focus: B, C	2 x Teaching Support Staff; 12 hours total per week £5,968	Throughout the year	To work with class teachers / Assistant Head (Curriculum & Assessment) to target children's learning gaps, in order to improve literacy outcomes in Years 1 and 2.	Accelerated progress from individual starting points at the beginning of Y1 / phonics pre-screening Jan 2019.
4. Development of staff coaching and supervision scheme Focus: E	Towards release time / staff cover £750	From January 2019	To provide a reflective space for staff to explore challenges from children and families and how they can best respond to them.	Staff are resilient and have improved coping strategies in order to manage pupil / family needs more effectively.
5. Parent Support Advisor Focus: F	0.20FTE Parent Support Advisor £7,424	Ongoing	To provide early help / parenting support. To identify barriers to children's learning, including domestic issues. To provide positive behaviour management strategies. To provide attendance support.	Increased levels of engagement of families. Fewer families requiring Section 17 / Section 47 support. Improved attendance for targeted pupils. Children of families access Parent Support Advisor make accelerated progress from starting points.
6. Access to ad hoc Sunflower Club out-of-hours care / holiday playscheme funding on a needs basis. Focus: F	£750	As required	To provide temporary out-of-hours care for pupils, so families can engage with support opportunities, improve skills / parenting capacity or benefit from respite.	Families' wellbeing and capacity are improved.
7. Widening Aspirations Schemes – including Digital Leaders & Helpers / Rec Road Radio Focus: G	6 hours of HLTA time per week £4,222	Throughout the year.	To improve pupils' levels of self-confidence and alert them to future education and career opportunities.	Children have higher levels of self-confidence. Children are keen to go to college / university and pursue challenging careers.
Total expected expenditure	£40,029			

Impact and Evaluation

2017-18 Pupil Premium Expenditure

Area of Expenditure	Impact
1. Sound Discovery Support, Years 1 and 2.	<p><u>Reading</u> %meeting / exceeding expected standard 81% (75% national) %PP meeting / exceeding expected standard 67% (63% national)</p> <p><u>Writing</u> % meeting / exceeding expected standard 73% (70% national) % PP meeting / <u>exceeding</u> expected standard 67% (51% national)</p> <p><u>Phonics</u> Year 1 – 60% (based on 10 entrants). 2 of 4 children not passing joined the school during Year 1. Year 2 – 3 out of 10 children in the PP cohort needed to complete the phonics screening. All three passed.</p>
2. Digital Leaders and Helpers Programme, Year 2	50% of Pupil Premium children in Year 2 chose to engage as a Digital Leader / Helper and were therefore involved in either leading ICT learning in their classes. Those children’s confidence levels grew considerably and we understand that they transitioned successfully and confidently to their new schools.

Area of Expenditure	Impact
<p>3. Nurture & Inclusion Support / Out-Of-Hours Care Provision</p>	<p>The greatest proportion of Nurture / Inclusion Support was focused on pupils in the Early Years Foundation Stage, allowing for rapid intervention in response to social and emotional issues that might cause more significant barriers to learning later on in children's schooling.</p> <p>In Early Years, the proportion of PP pupils achieving a good level of development was 82%, compared to a school average of 78% and a national average of 57%.</p> <p>In addition to small group work, our Nurture team provided in-reach support to audit and improve inclusive provision across the school. 4 children who attract Pupil Premium, all with considerable attachment-related needs have successfully accessed learning in mainstream classrooms with support provided from the Nurture team.</p>
<p>4. Parent Support Advisor</p>	<p>40% of families with children attracting Pupil Premium accessed our Parent Support Advisor during 2017-18. This could be for a wide range of issues, including (but not limited to):</p> <ul style="list-style-type: none"> • Support relating to Child Protection or Child in Need Plans; • Accessing Early Help; • Family Support Plans; • Domestic Abuse; • Supporting challenging behaviour; • Financial issues; • Housing; • Substance abuse; • Improving attendance; • Adult mental health; • Child mental health; <p>We know that this support helps to improve situations for our families and holistic outcomes for our pupils.</p>