

# Nanstallon CP School: Pupil Premium Strategy - 2018-19

Context and background to strategy decisions: *new leadership received no handover or plan for pupil premium. New leadership took the decision to implement a strategy linked to the Post Ofsted Improvement Plan. Upon evaluation, it is evident the strategy should be supporting growth in inclusion, pre-teaching, parental engagement and a drive to reduce teaching ratios for core subjects. A significant proportion of pupils eligible require early intervention around inclusion and pre-teaching. Therefore, going forward an increase in human resourcing of early years / KS1 and PSA role targeting eligible pupils with this vital work is paramount. Parental engagement and smaller teaching ratios for core subjects ensures a universal approach balances the personalised one.*

<b>Context</b>				
<b>11.7% FSM / E6</b>		<b>2% Looked After</b>		<b>Funding Allocated: £22'740</b>
<b>In school barriers</b>		<b>External Barriers</b>		<b>Desired Outcomes</b>
<ol style="list-style-type: none"> <li>1. Gaps in knowledge and understanding of mathematics</li> <li>2. Gaps in knowledge and understanding of phonics, spelling, grammar and punctuation</li> <li>3. Breadth and depth of understanding of higher-level vocabulary</li> <li>4. Poor motor skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Quality of home learning environment</li> <li>2. Equal access to curriculum enrichment and opportunities</li> <li>3. Emotional resilience and anxiety</li> </ol>		<ol style="list-style-type: none"> <li>1. Secure knowledge, understanding and application of the basic skills of reading – specifically vocabulary development, mathematics and spelling and grammar across the curriculum</li> <li>2. Access to wider curriculum and cultural learning opportunities</li> <li>3. Increased awareness and knowledge to support and improve outcomes for pupils with anxiety and low emotional resilience</li> </ol>
<b>Strategy</b>	<b>Action</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Recommendation</b>
<b>Quality teaching for all</b>	➤ More personalised ratios for the teaching of maths and English in the mornings	£8'566	➤ Increased personalised learning and feedback to close the gap for disadvantaged pupils.	<ul style="list-style-type: none"> <li>➤ CPD sessions in spelling, reading – specifically vocabulary development and number talks.</li> <li>➤ Regular monitoring and evaluation.</li> <li>➤ Parent workshops on spelling and phonics.</li> </ul>
<b>Targeted support</b>	➤ Reading, Arithmetic, Spelling, Speech and Language, Phonics, Grammar and Punctuation.	£9'374	➤ Support pupils to secure phonics, early reading, spelling, speech and language, fine-motor control, basic number skills and mathematical understanding.	<ul style="list-style-type: none"> <li>➤ Regularly review 'additional to' and 'different from' provision to reflect priority areas based on termly assessment of gaps and strengths.</li> <li>➤ English, maths &amp; SEN leaders support staff to deliver 'tailored' intervention</li> </ul>
<b>Other approaches</b>	➤ Ensure access to educational visits and music provision	£1'800	➤ Access to range of enrichment and quality music provision for early years ensures development of communication and language, concentration, social skills, co-ordination, listening and confidence	<ul style="list-style-type: none"> <li>➤ Plan for universal early years music offer.</li> <li>➤ Provide subsidy to ensure equal access to residential visits, music lessons and trips.</li> <li>➤ Early identification of pupils needing counselling support.</li> </ul>
	➤ Emotional Resilience and Positive mindsets	£3'000	➤ Boost self-esteem and build emotional resilience – targeted PSA work.	
<b>TOTAL</b>		<b>£22'740</b>		

## IMPACT STATEMENT

**Percentage Eligible Pupils Achieving National Standard in Reading and Maths 2019** 67% (2/3)

**Percentage Eligible Pupils Achieving National Standard in Reading, Writing and Maths 2019** 33% (1/3)

School DISADVANTAGED PUPILS	National ALL PUPILS	National NON-DISADVANTAGED PUPILS
11.7%	61%	67%

### Average Scaled Score 2019

Subject	Average Scaled Score ALL PUPILS	Average Scaled Score DISADVANTAGED PUPILS
Reading	106.3	110.3
Writing	n/a	n/a
Mathematics	102.4	101.3
Spelling, Punctuation and Grammar	103.1	106.3

### Progress from KS1 to KS2

Subject	Average Progress Score ALL PUPILS	Average Progress Score DISADVANTAGED PUPILS	National Average Progress Score for NON-DISADVANTAGED PUPILS
Reading*	2.12	3.94	
Writing*	-1.15	-1.58	
Mathematics*	-0.98	-4.11	

### THE GAP

#### **Closing the Gap statement:**

- The gap between ALL pupils and disadvantaged is above national averages in reading. Disadvantaged pupils exceeded all pupils.
- 33% achieved greater depth in reading and writing
- The gap has closed in literacy.
- This year a gap remains in mathematical understanding in our school for disadvantaged and all pupils. Outcomes are below national but increased significantly from 2016, 17 and 18 with positive progress in the confidence bands.
- Leadership identified that the gap is in the Early Years provision and teaching.
- The school has built a new Early Years outdoor environment, remodelled the indoor environment and has recruited new early years leadership.
- The whole school is taking action accordingly introducing the learning power approach.