

Nythe Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Nythe Primary and Nursery School
Pupils in school	Primary: 180 (Max 210) Nursery total: 26
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£59,091
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Sally Clarke
Pupil premium lead	Clare El-yorby
Governor lead	Chris Shepherd

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+0.4
Writing	+0.8
Maths	-3.9

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	57%
Achieving high standard at KS2	14%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increase the cultural capital of pupils through the provision of curriculum enrichment activities that broaden their experiences and allow them to develop their talents and interests (see Appendix B).

Priority 2	Increase the resilience of disadvantaged pupils when approaching tasks that they find difficult and when coping with changes/new experiences.
Priority 3	Sustain pupils being taught in single year group classes with a targeted curriculum specific to their year group.
Barriers to learning these priorities address	<p>Narrow experience of the wider world, limits depth of understanding across the curriculum.</p> <p>Lack of resilience when faced with new or challenging tasks and situations.</p> <p>Mixed aged classes resulted in gaps in attainment and progress between disadvantaged and non-disadvantaged pupils. (See Appendix A)</p>
Projected spending over 3 years	£163, 278

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Oct 20 (when data is available)
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Oct 20 (when data is available)
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Oct 20 (when data is available)
Phonics	Achieve national average expected standard in PSC	July 20

Targeted academic support for current academic year

Measure	Activity
Priority 1	Sustain pupils being taught in single year group classes with a targeted curriculum specific to their year group.
Priority 2	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively to benefit all pupils including EAL.
Priority 3	Ensure all teachers receive CPD to enable them to adapt their teaching to meet the needs of all pupils, to include Excalibur INSET on 30.09.19/ 08.11.19/ 23.04.19.
Priority 4	Sustain Reading club for targeted children.
Barriers to learning these priorities address	Mixed aged classes resulted in gaps in attainment and progress between disadvantaged and non-disadvantaged pupils. (See Appendix A) Need to develop staff knowledge in how to use strategies, including phonics, to support all pupils, including EAL.
Projected spending	£38240

Wider strategies for current academic year

Measure	Activity
Priority 1	Update the SEMH room (Warm Woods) to provide a safe and calm space for pupils in crisis.
Priority 2	Transport for Year 6 to attend the Junior Good Citizen event focusing upon knife crime prevention, internet safety and drug awareness.
Priority 3	Provide additional experiences to increase pupils' cultural capital, including Forest School sessions, transport to Junior Good Citizen events and increased opportunities for cooking (including parent tasting /celebrations).
Barriers to learning these priorities address	Develop resilience of pupils so that they know to go to Warm Woods if in crisis as this is a safe place. Pupils need to develop an awareness of how to stay safe, particularly online and out of school. Narrow experience of the wider world, limits depth of understanding across the curriculum.

Projected spending	£20, 851
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Finding time for all staff to attend phonics training and observe best practice.	Fund overtime to support/part time staff to attend CPD at the same time.
Targeted support	Ensuring enough time is given over to allow for staff professional development	Use of INSET days/Staff meetings
Wider strategies	Ensuring time is given for the ELSA to focus support on pupils identified as having low resilience.	Teachers to use ELSA scales to assess pupils to identify and prioritise those requiring support. SLT to support ELSA in timetabling support for these pupils.

Review: last year's aims and outcomes

Aim	Outcome
<p>Children will be taught in single year group classes with a targeted curriculum specific to their year group. Progress of the disadvantaged pupils will accelerate in response to the improvement in effectiveness of teaching.</p> <p>Teaching Assistant hours that have been reduced through staff leaving or flexible working requests are not being replaced, but existing staffing levels sustained despite budget cuts.</p>	<p>Appendix A shows a clear gap in progress and attainment between disadvantaged and non-disadvantaged pupils. Data at the end of 2018-19 shows that this gap has narrowed and that in some cases disadvantaged pupils have outperformed non-disadvantaged pupils in terms of progress and/or attainment reinforcing the decision to sustain single year group classes.</p>
<p>Increase the self-esteem, levels of engagement, motivation for learning, resilience and independence in disadvantaged pupils.</p>	<p>As a result of support from the ELSA, there was a 45% uplift in Wellbeing (measured by Leuven Scale), a 39% uplift in Involvement (measured by Leuven Scale) and a 61% uplift in SEMH (measured by the ELSA Scales).</p>
<p>Close the gap in progress in reading.</p>	<p>At the end of KS2 in 2018-19, disadvantaged pupils achieved +0.4 progress in reading compared to -0.6 progress achieved by non-disadvantaged pupils.</p>
<p>The parents of disadvantaged pupils will be more engaged with school life.</p> <p>Pupils will be more engaged with school life and learning.</p>	<p>Parent feedback survey end 2018-19 completed by 20 parents showed the parents appreciated what was already in place but that there was still a great deal more that could be done to involve them in their children's learning. Parents suggested:</p> <p>Parent cookery workshop with your child: 8</p> <p>Parent forest school sessions with your child: 6</p>

Appendix A

Progress and attainment of disadvantaged pupils versus that of the whole school KS1 and KS2 at end Term 4 2018:

	Reading		Writing		Maths		Science	
	On track for expected standard	On track for expected progress	On track for expected standard	On track for expected progress	On track for expected standard	On track for expected progress	On track for expected standard	On track for expected progress
All pupils	60%	71%	60%	75%	69%	81%	78%	88%
Disadvantaged pupils	56%	67%	53%	64%	61%	69%	81%	81%

Appendix B

Main experiences teachers find children at Nythe have not had that impact upon their depth of understanding in the classroom and their cultural capital (from teaching team 12.11.19):

- Cooking
- Forest school, running through the leaves and playing around large trees
- Growing and harvesting food
- Blackberry picking and conker picking
- Exploring the local area
- Go to the library
- Ride a bike -balance-ability
- Concert /musical /play –live theatre experiences in a real theatre
- Paddle in the sea and play in a rock pool