



**Pupil Premium Strategy: 2019-2020**

1. Summary information					
School	Nantwich Primary Academy				
Academic Year	2019-2020	Total PP budget	£79200	Date of most recent PP Review	Autumn 2018
Total number of pupils	152 (as of 09.09.2019)	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Autumn 2020

2. Current attainment – July 2018-19		
	Pupils eligible for PP (school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	57%	64%
% making expected progress in reading (as measured in the school)	71%	75%
% making expected progress in writing (as measured in the school)	86%	78%
% making expected progress in mathematics (as measured in the school)	43%	76%

### 3. Areas of focus for future attainment (for pupils eligible for PP)

#### Academic areas of focus (issues to be addressed in school, such as poor oral language skills)

A	Development of speaking and listening skills on entry to the school, to close the gap on delayed language development and support children with social communication difficulties or speech / language difficulties. [As evidenced on DC Pro EYFS entry and exit data]
B	Supporting Reading: EYFS – <i>from Teacher Assessment</i> KS1 – Teacher Assessment informs that word-decoding, phonics skills and benchmarking basic reading skills are all identified areas for supporting. KS2 – QLA reveals that ‘Making comparisons within the text’ and ‘Making inferences from the text, explaining and justifying inferences with evidence from the text, are two key areas for supporting, along with a focus on ‘Retrieving and recording key details from fiction and non-fiction’.
C	Supporting Writing: EYFS – <i>from Teacher Assessment</i> KS1 – Teacher Assessment informs that sentence level work and vocabulary are two areas for supporting, as well as some specific skills such as finger-spacing, counting out words in a sentence; support in place to support cognitive development impacting on progress/retention of learning. KS2 – Awareness of audience and purpose, use of speech, stamina and pace of writing were three areas identified by Stoke-on-Trent Moderators in 2018-2019 that we continue to support in 2019-2020; In SPAG, grammatical terms and word classes; verb forms, tense and consistency; combining words, phrases and clauses are three areas for support identified via SPAG QLA.
D	Supporting Mathematics: EYFS – <i>from Teacher Assessment</i> KS1 – Teacher Assessment informs that reasoning and problem-solving, independent and fluent use of learnt maths skills and facts are identified as areas for further support. KS2 – Paper 1 (Ration and proportion, fractions) / Paper 2 (Statistics, measurement, fractions) / Paper 3 (Geometry properties of shape / position & direction, calculations)
<b>Additional areas for support (including issues which also require action outside school, such as low attendance rates)</b>	
E	Supporting the emotional well-being of pupils and building levels of independence– security and attachment, impulse control, resilience and determination, school readiness, value on placed on education (evidenced in observations, FSW case load, Boxall profiles).
F	Ability to support and consolidate learning outside of school and enhancing parental engagement (homework completion, frequency of reading) in conjunction with essential safeguarding supports.
G	Supporting other specific learning issues / medical needs.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A</b>	<p>Disadvantaged pupils to achieve in line with other pupils nationally</p> <ul style="list-style-type: none"> <li>• NPA PP 57% ARE combined (2019).</li> <li>• National 65% combined (2019).</li> <li>• Measured using termly / end of year data.</li> </ul>	The % of PP pupils achieving combined ARE by the end of KS2 is in line with, or above, national for other pupils – target of 65% (in line with National 2019).
<b>B</b>	All PP pupils making excellent progress from their own starting points, to meeting personal targets. Measured and monitored termly using DCPro data and discussed in all Pupil Progress Meetings (PPMs) half-termly.	All PP pupils making at least expected progress from their own starting points, to meeting personal targets, and 30% of pupils making better than expected progress across their time in school.
<b>C</b>	To rapidly accelerate PP pupils' vocabulary acquisition and application, via Whole School 'Nick and Stick' approach as well as investigate implementation of NELI, Word Aware and promising projects from EEF Toolkit, as well as targeted speech and language interventions. Monitor the progress of PP pupils against vocabulary objectives and discuss vocabulary objectives at PPMs. Assess also against Spelling Assessment grids.	<p>All pupils are engaged daily in Word Aware</p> <p>All classes have activating strategies from Word Aware CPD</p> <p>Pupils can share their new words (pupil voice)</p> <p>Pupils progress from baseline is shown on spelling tracking sheets, with all pupils aiming for 75% or better on current exception list.</p> <p>Staff will meet agreed targets set in PDMs for ELG / End of KS1 ARE &amp; KS2 ARE</p>
<b>D</b>	To increase the proportion of PP pupils achieving ARE at end of KS2 in reading to at least 75% (based on baseline 2019-20 DCPro data, pupil progress meetings, moderation and compared to 71% 2019 reading SATs for PP), through use of Whole-School Reading Gems and reading interventions to target teaching of areas identified through QLA.	75% of PP pupils achieving at least ARE in reading at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % of ARE at the end of each year group).
<b>E</b>	To maintain the proportion of PP pupils achieving ARE in writing to 80% or higher (measured through DCPro and KS2 Writing TA, pupil progress meetings, moderation and compared to 86% 2019 writing SATS for PP), through investments in promising projects such as NELI, Word Aware and IPEEL (EEF Promising Projects).	80% of PP pupils achieving at least ARE in writing at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % of ARE at the end of each year group).
<b>F</b>	To increase the proportion of PP pupils achieving ARE at end of KS2 in maths to at least 60% (based on baseline 2019 DCPro data, pupil progress meetings, moderation and comparison to 2018-19 KS2 maths SATS 43% PP), through engaging in the SSIF Maths project and targeted teaching of areas identified through QLA.	60% of PP pupils achieving ARE in mathematics at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % at ARE at the end of each year group).

**5. Planned expenditure – Academic Year (2019-2020)**

**i. Quality of teaching for all**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Word Aware	To rapidly accelerate PP pupils' vocabulary acquisition and application.	Proven high impact. EEF early language intervention evidence. All staff to be trained, with positive feedback from staff.	CPD via SSIF Bid (JA) Focus with PPMs and Lesson Observations. Regular review within PDMs. EYFS Word Aware training.	LB and JH	Termly	
Preparing for Literacy	To increase the proportion of PP pupils achieving ELG in reading and writing to at least 80%	EEF evidence-based guidance report	Initial audit and then monitor progress against each recommendation area.	SD and JH	Termly	
Metacognition and self-regulated learning	To maintain or improve the proportion of PP pupils achieving ARE in writing to at least 80%	EEF evidenced impact EEF guidance report	Training and follow-on support from JC (SBMAT).	FM and JC	Termly	
Guiding Maths project	To increase the proportion of PP pupils achieving ARE in maths to at least 60%	SSIF bid from 2018-2019 continued through SLE and PP leads in 2019-2020.	Lead SSIF contact monitoring impact half-termly	KL	Termly	
Planning surgeries / subject lead coaching	To increase the proportion of PP pupils achieving ARE in reading, writing and maths to at least 60%	EEF guidance report	Subject lead monitoring to ensure that coaching for planning, assessment and provision takes place with all staff.	Subject leads	Termly	
QLA Targeted teaching plan	To increase the proportion of PP pupils achieving ARE in reading, EGPS and maths to at least 60%	QLA from ASP has identified gaps.	QLA used to form part of discussions in PPMs to enhance targeted teaching and monitor according to areas identified through QLA.	SLT	Termly	
				<b>Total Budgeted Cost:£0</b>	<b>£ 0</b>	

ii. Targeted support (2019-2020)						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A to Z	To increase % of PP pupils achieving GLD by end of reception in reading and writing.	GLD data 2018-2019 End of KS1/2 SATs results	Planned in to the timetable. Discussed at PPMs. Targeted use of TA.	JH	Half-Termly	£2000
Early Talk Boost	To increase % of PP pupils having GLD in speech and language.	Development matters EYFS QLA End of KS1/2 SATs results	Planned in to the timetable. Discussed at PPMs. Targeted use of TA.	JM	Half-Termly	£2000
Wellcomm (S&L)	To decrease % of PP pupils scoring below the expected chronological age of development.	Development matters EYFS QLA End of KS1/2 SATs results	Planned in to the timetable. Discussed at PPMs. Targeted use of TA.	JM	Half-Termly	£2000
SALT Care Plans	Speech and language therapy outcomes identified on care plans	SALT team assessment	Review of care plans will suggest appropriate next steps.	JM	Half-Termly	£250
Phonics Intervention	To maintain all PP pupils passing the Year 1 phonics check, as in 2018-2019	Phonics assessments. End of KS1/2 SATs results.	Planned in to the timetable. Discussed at PPMs. Use of learning mentor and TA.	JM	Half-Termly	£1000
Bespoke Y1 (Maths/Writing) and Y2 (Writing) Targeted Small Group Interventions	To increase % of PP pupils achieving ARE or GDS by end of Year 2.	DCPro Data (Baseline Sept. 2019) / End of KS1 SATs data / Sandwell Test	Planned in to the timetable. Discussed at PPMs. Use of learning mentor and TA.	KL	Half-Termly	£2000
Helicopter Stories	To maintain the proportion of PP pupils achieving ARE in writing to at least 80%. To rapidly accelerate PP pupils' vocabulary acquisition and application.	Proven high impact – EEF early language intervention evidence. All staff trained with positive feedback from staff.	Additional staff trained within the EYFS team. Support available from ES (maternity leave).	JH (and ES)	Termly	£350

BRP (1-to-1)	Pupils in Y3 and Y4 will move forward on their pathways. To increase % of pupils in Y3 and Y4 achieving ARE in reading by end of KS2.	Phonics assessments. End of KS2 SATs results. PIVATs assessments.	Planned in to the timetable. Discussed at PPMs. Targeted use of TA.	JM	Every 4 to 6 weeks	£350
Pre/Post School Booster Groups	To increase % of pupils achieving ARE or GDS at end of each year group	End of KS2 data Teacher assessment	DC pro data and teacher assessments used to inform choices of targeted pupils	SSp/LB/JM	Half-Termly	£0
Personal Interventions (Individual)	To increase % of pupils achieving ARE or GDS at end of each year group	End of KS2 data Teacher assessment PIVATs data	DC pro data and teacher assessments used to inform choices of targeted pupils	JM	Half-Termly	£0
Spelling ½ termly assessments and focus	To increase % of pupils achieving ARE or GDS in writing/EGPS at end of KS2	Spelling analysis KS2 EGPS assessment PIVATs data	DC pro data and teacher assessments used to inform choices of targeted pupils	JM/SD	Half-Termly	£0
Readtheory.org comprehension	To increase the % of PP pupils achieving ARE in reading at end of KS2.	Online reading comprehension tracker links to whole-school reading gems	VP to lead on training staff how to use rt.org to track pupils reading skills	LB	Half-Termly	£0
Volcano in my Tummy	Management of Anger by pupils is improved.	Reduction in violent outbursts	Planned in to the timetable. Led by learning mentor.	JLB	Half-Termly	£500
Three Houses	Child voice emotional well-being	Emotionally stable Raised self-esteem	Planned in to the timetable. Led by learning mentor.	JLB	Half-Termly	£150
Talking & Drawing Therapy	Outlet to process and resolve trauma prevention, early intervention and recovery of mental health issues	Emotional well-being	Planned in to the timetable. Led by learning mentor.	JLB	Half-Termly	£100
Feelings Tree	Outlet to explore feelings and resolve difficulties	Anxiety is relieved and escalated incidents are prevented.	Planned in to the timetable. Led by learning mentor.	JLB	Half-Termly	£125
Weekly Check Ins						£30
Daily Check Ins						£200

Games Club			Planned in to the timetable. Led by learning mentor. Supported by staff member.		Weekly	£1700
Daily Meet and Greet						£75
Social Lunch	Social interactions model positive behaviour / reflect on negative behaviour	Reduction in negative behaviour, positive social interactions, emotional well- being	Planned in to the timetable. Led by learning mentor.			£100
Individual Classroom / Small Group work raising Self- Esteem	Supporting positive behaviour, resolving conflict, identifying and resolving barriers to learning, developing individual targeted support	Improved behaviour and more confident learners	DC pro data and teacher assessments used to inform choices of targeted pupils Planned in to the timetable. Supported by learning mentor.	JLB	Half-Termly	£100
Social snack	Raises self-esteem, builds friendships and models positive behaviour	Reduction in negative behaviour, positive social interactions, emotional well- being	Led by learning mentor. Supported by staff member.	JLB	Half-Termly	£100
Bespoke Interventions Across Year Groups	To increase % of pupils achieving ARE or GDS at end of each year group (RWM)	End of KS data Teacher assessment PIVATs data	DC pro data and teacher assessments used to inform choices of targeted pupils Planned in to the timetable. Supported by learning mentor and TA's	JLB	Half-Termly	£50964
Social stories	Supporting ASC children, to emotionally manage change / behaviour	Emotional well-being Improved positive behaviour	Led by learning mentor. Supported by staff member.	JLB	Half-Termly	£100
				<b>Total Budgeted Cost:</b>		£ 64194

iii. Other approaches (2019-2020)						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Attendance intervention / Family Support workers/ Learning Mentors / SENCO	To ensure that PP pupils attendance rises above and remains above 96%.	2017-2018 Whole School PP + N 95.2% Whole School PP – N 95.9% 2018-2019 Whole School PP + N 95.5% Whole School PP - N 96.3%	Attendance lead monitoring weekly.	JLB	Weekly.	£4500
Wider Opportunities (music) – LMT Brass Band / Choir / various	To improve pupil confidence, memory and performance skills.	Previous pupil voice evidences impact.	Pupil voice.	LB and LH	Termly	£1650
SMSC opportunities (trips/visits) – various	To broaden the life experiences of PP pupils and provide memorable experiences on which to base writing (improve proportion at ARE in writing).	Previous school level data evidences very high impact. Previous pupil voice evidences impact.	Pupil voice. Moderated pupil writing (NEP, SBMAT, Stoke-on-Trent)	KL (and ES)	Termly	subsidised trips £1000
Enrichment after school clubs	To broaden the life experiences of PP pupils and provide memorable experiences on which to base writing (improve proportion at ARE in writing).	Pupil voice, best value for money. Sports lead will also provide evidence and rationale.	Pupil voice. Moderated pupil writing (NEP, SBMAT, Stoke-on-Trent)	FM	Termly	Sport Premium Funding
Booster clubs – Teacher and TA led.	To offer support for learning beyond the school day for targeted pupils in all year groups. To increase % of pupils achieving ARE or GDS at end of each year group (RWM	Outcomes at end of KS2 and combined ARE. Teacher assessments fall more in line with outcomes due to rigorous tracking and analysis.	Data tracking. Monitoring records. PPMs.	Teachers and TA's	Half-termly	£0

	<b>Total Budgeted Cost:</b>	£7150
	<b>Combined Cost:</b>	£71344
	<b>Total PP Budget</b>	£79200

#### **7. Additional detail**

In this section you can annex or refer to additional information which you have used to support the sections above.

Four NPA teachers have led, supported and developed staff in other schools across the SBMAT as network leads, increasing sharing of outstanding practice across the Trust and within school. School leaders and management have attended SBMAT training, in conjunction with outside agencies such as University of Worcester and Chrysalis Leadership, with further SBMAT training continuing throughout 2019-2020.