



Pupil Premium Strategy Review: Academic year 2019-2020

1. Summary information					
School	Nantwich Primary Academy				
Academic Year	2019-2020	Total PP budget	79200	Date of most recent PP Review	20.6.2016
Total number of pupils	152 (as of 11.10.2019)	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Autumn 2020

This key will be of use in referring to outcomes (taken from previous 2017-2018 format):

Desired Outcomes	Success Criteria
1. Improving disadvantaged pupils' attainment	To increase trend of value added for disadvantaged children.
2. Diminishing differences	To diminish the difference between disadvantaged pupils and others at the end of KS2 in writing. To diminish the differences between the disadvantaged pupils and national non-disadvantaged.
3. Accelerating progress	To ensure all pupil premium children make at least good progress.
4. Improving attendance	To improve the attendance % of all pupil premium children.
5. Reducing exclusions	To reduce temporary exclusions in line with national non-disadvantaged.
6. Improving engagement with families	To increase the attendance at school events and ensure parents of pupil premium children receive targeted invitations
7. Developing skills and personal qualities	For pupil interviews during M&E to demonstrate skills and personal qualities developed
8. Extending opportunities	All pupil premium children to be invited to attend extra-curricular/out of school activities and to attend at least one each week.

2. Review of expenditure – Previous Academic Year: 2019-20:

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost
Word Aware Implementation	To rapidly accelerate PP pupils' vocabulary acquisition and application	All staff have been trained via SSIF lead INSET and twilight sessions. Pupils receive daily 'Word Aware' session. Each classroom has word of the day display complementing 'Nick & Stick' vocabulary board resource. Published results show upward trend in SATS writing TA's in July 2019.	Continue approach. SLT to monitor via learning walks. PDMs to be used to review activating strategies, and review of Word Aware in 2019-2010.	SSIF project
Self-regulated learning & Metacognition	To increase the proportion of PP pupils achieving ARE in writing to at least 75%	Number of PP pupils (5/7) achieving ARE in writing was 71% prior to lockdown.	Continue approach.	SSIF project
Preparing for Literacy	To increase the proportion of PP pupils achieving ELG in reading and writing to at least 70%	Number of PP pupils achieving ELG in reading and writing was (2/3) 67% prior to lockdown	Continue approach.	£0
Guiding Maths Project	To increase the proportion of PP pupils achieving ARE in maths to at least 75%	Number of PP pupils achieving ARE in maths was 43% prior to lockdown	Continue approach to raise maths attainment to match reading, writing and EGPS	SSIF project
Planning surgeries / subject lead coaching	To increase the proportion of PP pupils achieving ARE in reading, writing and maths to at least 75%.	Number of PP pupils achieving ARE in reading, writing and maths was 57% prior to lockdown	Continue approach	£0
QLA targeted teaching plan	To increase the proportion of PP pupils achieving ARE in reading, maths and EGPS to at least 75%.	Number of PP pupils achieving ARE in reading, maths and EGPS was 43% prior to lockdown	Continue approach	£0
			Total	£0

ii. Targeted support: (2019-2020)				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost
A to Z	Reception pupils show higher progress and attainment in reading and writing.	PP pupils achieving ELG expected in reading and writing was 67% / PP pupils achieving 40-60m< was 33% Prior to lockdown	Continue approach	£2000
Early Talk Boost	Reception pupils show same or higher progress and attainment in communication and language.	PP pupils achieving ELG expected in speaking & listening, attention and understanding was 67% Prior to lockdown	Continue approach	£2000
Wellcomm (S&L)		PP pupils achieving 40-60m< in the same areas was 33% Prior to lockdown		£2000
SALT Care Plans	Speech and language therapy outcomes identified on care plans	SALT team assessment PIVATS Half-Termly Assessments Impact identified in SALT Care Plan review	Review of care plans will suggest appropriate next steps.	£250
Phonics Intervention	To pass the Year 1 phonics check.	Number of PP pupils passing the year 1 phonics check was 100% Prior to lockdown (Compared to 85.2% in 2018)	Continue approach.	£1000
Bespoke Y1 (Maths/Writing) and Y2 (Writing) Targeted Small Group Interventions	To increase the number of PP pupils achieving ARE or greater in maths and writing by the end of Year 2.	Number of PP pupils achieving ARE in writing at end of Year 2 was: 30% Prior to lockdown Number of PP pupils achieving ARE in maths at end of Year 2 was: 30% Prior to lockdown One new PP pupil arrived at the end of Y2 2018-19 not included in this data. Prior to lockdown	Continue approach to allow Guiding Maths and EEF guidelines to embed. Number of PP pupils at WTS in writing at end of Year 2 was: 40% Number of PP pupils at WTS in maths at end of Year 2 was: 40%	£2000

Helicopter Stories	To increase the proportion of PP pupils achieving ARE in writing to at least 75%. To rapidly accelerate PP pupils' vocabulary acquisition and application.	Number of PP pupils achieving ARE in writing at end of KS1 was 30% Prior to lockdown Number of PP pupils achieving ARE in writing at end of KS2 was 86% Prior to lockdown	Continue approach by maintaining or bettering results at end of KS2 and improving results at end of Year 2 for PP pupils achieving ARE in writing.	£310
BRP	Pupils in Y3 and Y4 will move forward on their pathways. To increase % of pupils achieving ARE or GDS at end of LKS2 (RWM)	Number of PP pupils achieving ARE or GDS at end of Year 3 was: Reading – 75% (3/4) Writing – 75% (3/4) Maths – 75% (3/4) EGPS – 75% (3/4) Number of PP pupils achieving ARE or GDS at end of Year 4 was: Reading – 50% (1/2) Writing – 50% (1/2) Maths – 50% (1/2) EGPS – 50% (1/2) Prior to lockdown	Continue approach.	£310
Pre/Post School Booster Groups	To increase % of pupils achieving ARE or GDS at end of KS2	Number of PP pupils achieving ARE at end of KS2 (by subject): Writing – 86% Reading – 71% Maths – 43% EGPS – 57% Prior to lockdown	Babcock No-nonsense spelling to be used as an intervention as and when needed, but whole-class spelling intervention to be monitored through half-termly spelling assessments and tracking sheets (Excel on staffshare). Continue approach, but teachers will need CPD training on how to effectively use readtheory.org data tracking and baseline comparison in 2019-2020.	£0
Personal Interventions (Individual)	To increase % of pupils achieving ARE or GDS at end of KS2			£0
Babcock No-nonsense spelling / Spelling ½ termly assessments & focus	To increase % of pupils achieving ARE or GDS in writing/EGPS at end of KS2			Acquired prior to 2017
Readtheory.org comprehension	To increase the % of PP pupils achieving ARE in reading at end of KS2.			£0

Volcano in my Tummy	Management of Anger by pupils is improved.	Reduction in violent outbursts	Continue. Identify other avenues of support for those pupils who do not respond to these sessions. Learning mentor to track and report to SLT / staff as appropriate.	£500
Three Houses	Child voice and emotional well-being is improved for pupils	Pupils are more emotionally stable and show raised self-esteem		£150
Talking & Drawing Therapy	Outlet to process and resolve trauma prevention, early intervention and recovery of mental health issues is effective	Pupils have an improved state of their emotional well-being		£100
Feelings Tree	Outlet to explore feelings and resolve difficulties	Anxiety is relieved and escalated incidents are prevented.	Continue half-termly	£125
Weekly Check Ins				£30
Daily Check Ins				£200
Daily Meet and Greet			£75	
Games Club / Social Lunch	Social interactions model positive behaviour / reflect on negative behaviour	Reduction in negative behaviour, positive social interactions, emotional well-being	Continue weekly	£1700
Social Snack	Raises self-esteem, builds friendships and models positive behaviour		Continue half-termly	£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	Continue half-termly	£100
Bespoke Interventions Across Year Groups	To increase % of pupils achieving ARE or GDS at end of each year group (RWM)	Impact seen with increases in end of KS2 results in reading (82%), writing (82%), maths (64%) and EGPS (73%). Prior to lockdown	Identify why this discrepancy between teacher assessment and actual assessment has occurred via QLA and PPMs, and review of targeted groups.	£53050
			Total	£66000

iii. Other approaches: (2018-2019)	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost
Attendance intervention / Family support workers / Learning Mentor / SENCO	To ensure that PP pupils attendance rises above and remains above 96%	Whole school attendance was 96.6% Whole school attendance for PP pupils was: Whole School PP + N 95.5% Whole School PP - N 96.3% Prior to lockdown	Continue approach.	£10400
Wider opportunities (music) – LMT Brass Band / Choir / various	To improve pupil confidence, memory and performance skills	Pupil voice evidences impact.	Continue, and will be complemented by staff CPD on memory strategies led by Jo Ashcroft (SSIF).	£1690

SMSC opportunities (trips / visits) – various	To broaden the life experiences PP pupils and provide memorable experiences on which to base writing (improve proportion at ARE in writing)	2018 whole school ARE in writing: 76%, compared to 78% national 2019 whole school ARE in writing: 82%, compared to 78% national 2019 PP pupils ARE in writing: 57% Prior to lockdown	Continue to close the gap. Number of PP pupils at WTS at end of KS2 in writing (2019) was 29%. <i>If these had converted, PP pupils working at ARE would have been 86%.</i>	£960 subsidised trips
Enrichment after-school clubs and activities				Sports Premium funding
Booster clubs – Teacher and TA led	To offer support for learning beyond the normal allocated curriculum time for targeted pupils. To increase the % of pupils achieving ARE (RWM).	End of KS2 results (2018-2019) show: Reading – 82% (71% PP) Writing – 82% (86% PP) Maths – 64% (43% PP) EGPS – 73% (57% PP) Prior to lockdown	Continue to close the gap.	£0
Computing CPD for all staff / DC Pro CPD / FFT CPD	To ensure staff are confident in the planning and assessment of the computing and ICT curriculum and can confidently use online tracking systems.	Barefoot CPD was arranged but had to be postponed to the Autumn Term 2019-2020. Staff CPD was held for DCPro, readtheory.org, TTRS and the management of the school website. SLT have accessed FFT CPD. Prior to lockdown	Continue as necessary and for those staff who have returned from maternity absence at the start of 2019-2020 academic year.	PDM time +£150
			Total	£13,200
			Overall Total	£79200