

Ninelands Primary School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Ninelands Primary School
Pupils in school	450
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£51, 428.70
Academic year or years covered by statement	2018-2020
Publish date	February 2020
Review date	February 2021
Statement authorised by	Jillian Sabourn Headteacher
Pupil premium lead	Nina Hagen (Senior Teacher) and Jillian Sabourn
Governor lead	Michael Brown

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-4.1 (Non-disadvantaged NPS -2.24)
Writing	-3 (Non-disadvantaged NPS -1.61)
Maths	-1.9 (Non-disadvantaged NPS -1.00)

Strategy aims for disadvantaged pupils 2018/2019

Measure	Score
Priority One Meeting expected standards at KS2	Reading 57% NPS Non-disadvantaged- 66% (NA-PP-62%) Writing 57% NPS Non-disadvantaged- 72% (NA-PP-67%) Maths 57 % NPS Non-disadvantaged- 72% (NA-PP-67%)
Achieving high standard at KS2	PP- 0% NPS

	Non-disadvantaged R-16% Non-disadvantaged W-13% Non-disadvantaged M-25%
Priority Two To raise the mental and emotional health and well-being of disadvantaged children across school.	
Measure	Activity
Priority 1	Work with the maths hub, train staff and start the Teaching for Mastery journey across the school. Teaching Assistant development programme.
Priority 2	Develop use of zones of regulation for behaviour and wellbeing management and independence. Work with Attendance Improvement Officer, learning Mentor and Cluster support with vulnerable families.
Barriers to learning these priorities address	Low academic and social levels on entry to school. Poor mathematical fluency skills Low motivation and confidence in maths Low self esteem Low parental engagement for some of the pupils Poor attendance
Projected spending	£79,570

Teaching priorities for current academic year 19/20

Aim	Target	Target date
Priority 1 Progress in Reading	To raise the profile, attainment and progress of reading throughout the school and to achieve at least national average progress scores at end of KS2 for disadvantaged groups.	July 2021
Priority 2 Progress in Writing	To achieve at least national average progress scores for disadvantaged groups.	July 2021
Priority 3 Phonics	To achieve national average expected in the KS1 Phonics Spell Check and to offer further support to children who do not pass the test in KS2.	July 2020
Priority 4 Progress in Mathematics	To embed the Teaching for Mastery journey across the school to achieve at least national average progress scores for disadvantaged groups.	June 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Review whole class teaching of reading (VIPERS, ERIC, guided reading) CPD, SIP Team focus, promote and develop use of Bug Club reading, spelling and reading interventions, parent liaison, IEP support. Booster groups. Increase parental guidance for reading on website. Lexia programme. Reading parents' meetings.
Priority 2	Same day intervention for 'keep up' groups. Review and implement improved feedback strategies for pupils.
Priority 3	Literacy support TA delivering interventions for phonics alongside teachers. CPD for staff new to Year 1. Phonics CPD for LKS2 staff. Speech and Language (SALT) IEP work and additional input from Chatterbugs SALT. Increase parental guidance for phonics on website. Phonics parents' meetings.
Priority 4	Establish small group maths interventions for disadvantaged pupils falling behind age related expectations (ARE) and embed mastery maths throughout school. CPD for staff and involvement in TRG Maths Hub for maths leaders. Run maths club. Booster groups. "How to do it guide" shared with all of Year 6 parents Signposting parents to maths weblinks
Barriers to learning these priorities address	Poor mathematical fluency skills. Low motivation and confidence in maths. Poor early speech and language skills on entry to school and through EYFS Low self-esteem. Low parental engagement for some of the pupils. Diminishing school budget surplus.
Projected spending	Total £81,701

Wider strategies for current academic year

Measure	Activity
Priority 1 Wellbeing	Embed Zones of Regulation/Mindmate work to ensure good emotional and mental health. Consistent approach and actions through school. SIP team to continue last year's development for

	<p>one more term. Achieve Healthy Schools and Mindmate friendly status.</p> <p>Increase Learning Mentor hours.</p> <p>Subsidy for arts and educational visits</p>
<p>Priority 2 Attendance</p>	<p>Ninelands PP: 92.8% (Autumn 2019). Work with parents and AIO to improve PP attendance to at least the national average (non PP Ninelands:97.3%).</p> <p>Learning mentor monitoring and support of attendance.</p> <p>Increase Learning Mentor hours.</p> <p>Review Learning Mentor job description.</p>
<p>Priority 3 Gender gaps</p>	<p>To engage both girls and boys in order to diminish any gender gap. SIP team focus to target support and activities at vulnerable groups/individuals.</p>
<p>Barriers to learning these priorities address</p>	<p>Low motivation and confidence in maths.</p> <p>Low self-esteem.</p> <p>Low parental engagement for some of the pupils.</p> <p>Poor punctuality and attendance.</p>
<p>Projected spending</p>	<p>£11,028.50</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is allocated to allow for staff professional development.	Additional cover, INSET days, TA training, CPD plan, links with Family of Schools and Noctua Teaching Alliance.
Targeted support	Time for school maths lead to organise and support small groups, financial implications of booster groups.	Maths lead given some additional time for colleague CPD, monitoring and evaluation. Finances allocated for boosters.
Wider strategies	Engaging parental involvement for some of the more challenging families.	Learning Mentor role development. Find ways to encourage and monitor attendance at parents' evenings, open nights, SATs evenings, SENCO meetings and pupil residential and trip uptake.

Other	Showing progress for low attaining disadvantaged pupils on track for a “W.” (out of 16 SEN/PP are on B squared)	Staff training on B Squared Progression Steps. Place identified children on B Squared. Develop use of work scrutiny evidence/pre and post learning samples as evidence for and planning for progress. Review assessment/data collection systems.
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Review: last year’s aims and outcomes

Aim	Outcome
To start the journey of teaching mastery maths through school to raise progress (from individual progress prior attainment targets) in maths.	Progress made – 69% of children on track in September 2018. In July 2019 this increased to 79%.
To raise the mental and emotional health and well-being of disadvantaged children across school.	Reduction in individual ‘warnings’ over the year and an increase in house points/rewards. All children remained in school, in class with only 1xday fixed term exclusion. Reduction in behavioural incidents from 2017/2018 year (same cohort). Children better able to manage friendships and emotions through targeting Zones of Regulation and support worker input. Worked in partnership with Leeds Attendance Services. 100% attendance on residential and school trips.

Glossary

NA – National Average

NPS- Ninelands Primary School

SALT- Speech and Language Therapy

IEP- Individual Education Plan

HLTA- Higher Level Teaching Assistant

CPD- Continuing Professional Development

SIP- School Improvement Plan

ERIC- Explain, Retrieve, Infer and Choice

VIPERS- Vocabulary, Infer, Predict, Explain, Retrieve and Summarise

TRG- Teacher Research Group