



# Nine Mile Ride School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Nine Mile Ride Primary School				
<b>Academic Year</b>	16/17	<b>Total PP budget</b>	£48,800	<b>Date of most recent PP Review</b>	September 2016
<b>Total number of pupils</b>	343	<b>Number of pupils eligible for PP</b>	35 10%	<b>Date for next internal review of this strategy</b>	July 2017
2. Current attainment					
			<i>Nine Mile Ride Primary</i>		<i>National</i>
% reaching the expected in <b>Reading</b>			<b>80%</b>		<b>72%</b>
% reaching the expected in <b>Grammar, Punctuation &amp; Spelling</b>			<b>100%</b>		<b>78%</b>
% reaching the expected in <b>Writing</b>			<b>100%</b>		<b>78%</b>
% reaching the expected in <b>Maths</b>			<b>100%</b>		<b>75%</b>
% reaching the expected in <b>Reading/Writing/Maths</b>			<b>80%</b>		<b>60%</b>
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
<b>A.</b>	The number of pupils who are in receipt of Pupil Premium are also on the SEN register for cognition and learning				
<b>B.</b>	Social and emotional issues of targeted children (mostly eligible for PP) are having a detrimental effect on their academic progress				
<b>C.</b>	Access to a language rich environment both written and spoken to develop understanding				
External barriers					

<b>D.</b>	Attendance and lateness	
<b>E.</b>	Parental engagement with school- especially regarding pupil's learning at meetings and completion of homework	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Pupils emotional developmental gaps are addressed and academic progress improves	Pupils are assessed using Thrive
<b>B.</b>	Improvement in attendance	Pupils attendance rate improve
<b>C.</b>	Parents to attend workshops to improve their knowledge and how to support their children's learning	Good parental attendance

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Develop writing skills through talk	Talk for Writing	It is based on the principles of how children learn It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version	Regular monitoring by senior leaders, which includes: book scrutiny, lesson observations, learning walks, pupils conference, data analysis, progress meetings, pupil 1:1 Regular CPD opportunities Team meetings	Deputy Head  Writing Subject leader	Termly

Consistent approach to teaching reading comprehension across the school	Guided Reading	Validated research shows that guided out loud reading has significant beneficial impact on word recognition, fluency and comprehension across a range of grade levels	Reading subject leader will carry out monitoring of reading across the school. This will include: <ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Speaking to pupils</li> <li>• Hear them read</li> <li>• Observe Guided Reading sessions</li> <li>• Check reading diaries are being checked and used</li> </ul>	Reading subject leader	Termly
<b>Total budgeted cost</b>					£4500.00

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Identify and address developmental and emotional gaps which are barriers to learning	Thrive Approach Targeted, measured, early intervention that supports social & emotional well-being in children	Schools that have adopted Thrive are achieving nearly double the UK average in performance improvement results (Fronting the Challenge Projects 2015)	Identified pupils will be assessed before and reassessed approximately 6 weeks later. Thrive books will contain session evidence. Staff reminded of Thrive books at staff meetings	Inclusion Manager	Half termly with Thrive Assistants and termly meeting with SLT to review journey and impact so far

For PP children to achieve the same as non PP children in reading	<p>A. Catch Up literacy programme- a structured one-to-one literacy intervention</p> <p>B. Sound Foundations- Dancing Bears</p> <p>C. Sound Foundations-Fast Track</p> <p>D. Reading Comprehension Homework Club</p>	<p>1:1 intervention with qualified member of staff (Education Endowment Fund Toolkit)</p> <p>Small group interventions with trained staff have been shown to be effective ( EEF Toolkit)</p>	<p>Identified pupils to have timetabled sessions per week.</p> <p>Space allocated to ensure sessions take place in a quiet area</p>	<p>Inclusion Manager LM JN</p>	<p>Reading assessment will be used to show progress Sept/Jan/June</p> <p>Observation of sessions by Inclusion Manager and link governor</p> <p>Half termly monitoring of Catch Up booklets</p>
For PP children to achieve the same as non PP children in phonics and spelling	<p>A. Additional small group phonics</p> <p>B. Spelling HFW Intervention Y4</p> <p>C. Sound Foundations- Apples &amp; Pears</p>	<p>Small group interventions with trained staff have been shown to be effective ( EEF Toolkit)</p>	<p>Regular meetings planned to talk through progress</p> <p>Advice from Learning Support Service</p>	<p>SLT lead KS1 staff Inclusion Manager LM KT</p>	<p>Phonic assessments will be used to plan interventions and track progress</p> <p>Spelling assessments are used to show progress Sept/Jan/June</p> <p>Half termly review meetings</p>
Improved writing and calculation progress	<p>A.1:1 or small group targeted tuition with a teacher, focusing on gaps for Y2 pupils</p> <p>B.1:1 support focusing on gaps in Y3</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective</p>	<p>Twice weekly timetable implemented by teacher in conjunction with Y2 class teachers</p>	<p>Y2 teachers KD</p> <p>Y3 Class teachers GS</p>	<p>Termly data to review progress in writing and maths</p>

For PP to have confidence and make progress in Maths	Third Space Learning Maths online	'On average pupils make 7 months progress in 13 weeks'. Testimonials. TSL work with over 600 schools	Weekly online sessions with a specialist maths tutor Weekly report with individual pupil progress	Y3,4,5,6 class teachers LM Inclusion Manager	Class teachers weekly input Maths termly assessments Review half termly Feedback to SLT termly
<b>Total budgeted cost</b>					£42,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased parental engagement with school regarding pupil's learning, completion of homework, lateness and attendance completion of homework	Monitoring of parent meeting attendance Parental workshops	Parental involvement is consistently associated with pupils' success at school. Two recent meta-analyses from the USA suggest that increasing parental involvement in primary schools has on average 2-3 months positive impact (EEF Toolkit)	Monitoring of attendance of pupils Monitoring of late pupils Letters home to parents if they do not attend parents meetings Monitoring	FSA Inclusion Manager	Attendance and lateness reports Parent evening attendance SEN review attendance Parental workshop attendance
For targeted children to develop resilience, co-operation and self confidence	Talking Lego Selected children to participate in weekly Lego therapy sessions	Evidence from EEF shows that for children to reach their potential their social and emotional well-being needs to be established. Pupils will develop language and social interaction skills	Weekly sessions	Inclusion Manager LM	Interventions to be reviewed on a termly basis

Children to feel more confident in social situations	Lunchtime Nurture sessions and postbox Playground Friends Pupil Champions	Evidence from EEF shows that for children to reach their potential their social and emotional well-being needs to be established.	Sessions take place three times per week	GS LS	Interventions to be reviewed on a termly basis
Children to be ready for learning	Breakfast Club Homework Club	Evidence from EEF shows that primary schools that offer a free and nutritious meal before school, can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.	Attendance of Breakfast Club Attendance of Homework Club	FSA Inclusion Manager	Reviewed half termly
<b>Total budgeted cost</b>					£2500.00

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2015-2016</b>			
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills in writing, considering their different starting points.	Assertive Mentoring	Expected standard or above			Progress at the end of KS2 for writing was 0.1 so a further focus is needed on improving outcomes in writing by the end of KS2.  As a result, Talk for Writing will be introduced and embedded across the school. This will include CPD opportunities for all.	
		For Writing (%)				
		<b>KS1</b>	<b>NMR</b>	<b>Nat</b>		
		PP pupils	40	42		
		All pupils	76	65		
		<b>KS2</b>	<b>NMR</b>	<b>Nat</b>		
		PP pupils	100	58		
All pupils	80	74				
					£3000	

## ii. Targeted support

Desired outcome	Chosen action / approach	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
For PP children to achieve the same as non PP children in reading	Catch Up literacy programme	KS 1 pupils 83% made progress. 83% made at least 1 years progress in 3 months  KS2 pupils 100% made progress	Catch Up literacy is working well and needs to continue.	£2500

To improve basic numeracy skills	Third Space Learning	All pupils made progress against Third Space Learning baseline  100% pupils made progress	A change will be made to focus pupils. Targeting PP pupils who are non-SEN  To ensure class teachers take ownership for setting the learning objective for each week	£5000
To close literacy gaps	Literacy gaps as directed by class teachers using Assertive Mentoring sheets	81% pupils made progress	Directed scheme of work needed. Visit to another school and research has informed choice for 16-17	£6100
To develop understanding of number system	A. Numeracy gaps as directed by class teachers using Assertive Mentoring sheets  B. Plus 1 Maths  C. Power of 2 Maths	69% of pupils made progress  67% of pupils made progress  50% of pupils made progress	Improved outcomes for pupils. PP provision plans to be developed to aid monitoring impact of maths interventions.	£3600
Pupils develop their self esteem	Nurture Assistant	All pupils developed their self esteem	A more measured approach needed in order to analysis pupil progress in more detail. Investigate alternative methods of carrying out Nurture role.	£3444
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Smooth transitions for pupils to new settings and across school	Transition groups	To feel comfortable about transition to a new year group or to Secondary setting	Use of a screening tool to gauge anxieties before and after transition sessions  Ensure transition process for vulnerable pupils begins in Spring term	£1000
Improvement in basic number and story skills	Gap Busters	67% pupils made progress. In 6 weeks. 71% of pupils were SEN with cognition and learning needs and were also PP pupils	Sessions needed a fast pace to ensure all pupils would be engaged. Movement breaks were incorporated into sessions.	£750
Development confidence in working with different pupils	Additional group music sessions	Pupils were able to engage in activities and developed enough confidence to perform to an audience at an alternative setting.	Children were able to be accepting of others from an alternative setting. Their social skills developed through joint participation in a music project.	£200
To promote well-being and develop confidence	Pupil Champions	Pupils to feel a sense of belonging and a safe base in school	A more in-depth and measured approach is needed to meet the social and emotional wellbeing of pupils.	£1000
To provide support and advice to parents	FSA	Parents are seeking advice from FSA	Targeted approach for parents. Support with attendance and lateness. Parental workshops to be held Spring and Summer 2017.	£5000
Pupils are supported to complete homework tasks	Homework Club	Pupils are supported with homework tasks who are unable to do so at home	Use of FSA to support PP pupils accessing homework club and activities in a lunchtime slot.	£880

## 7. Additional detail 2015-2016

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

### **Supporting emotional wellbeing of pupils**

Overcoming Childhood Anxiety Training, Thrive Training, Lego Therapy training, Nurture supervision, JAC =£4000

### **Tracking of pupil progress**

Pupil progress and tracking meetings, Booster sessions, PPG Network =£2400 + 4 hours per term

1:1 feedback sessions 5 weeks per year of supply cover = £1200 approx

### **Other**

Extra curricular clubs/ Trips/Golf/music lessons/resources=£2000 approx