

**St Nicholas**<sup>CE</sup>

First School

learning and believing, growing and achieving



**Pupil Premium  
Strategy  
2019-2020**

## Pupil Premium Pupil Progress Summary

<b>Pupil Premium Pupil Progress At Key Points In School (end of EYFS, KS1 and Y4)</b>	<b>Academic year</b>	<b>R</b>	<b>Year 2</b>	<b>Year 4</b>
% making expected progress in Reading	<b>2016-2017</b>	17	50	77
	<b>2017-2018</b>	0	86	100
	<b>2018-2019</b>	90	83	90
% making better than expected progress in Reading	<b>2016-2017</b>	67	50	15
	<b>2017-2018</b>	100	14	25
	<b>2018-2019</b>	0	0	20
% making expected progress in Writing	<b>2016-2017</b>	33	83	85
	<b>2017-2018</b>	0	86	75
	<b>2018-2019</b>	90	100	90
% making better than expected progress in Writing	<b>2015-2016</b>	29	20	15
	<b>2016-2017</b>	17	17	8
	<b>2017-2018</b>	100	29	25
	<b>2018-2019</b>	0	17	20
%making expected progress in Maths	<b>2016-2017</b>	84	67	85
	<b>2017-2018</b>	0	86	63
	<b>2018-2019</b>	70	88	100
% making better than expected progress in Maths	<b>2015-2016</b>	0	20	8

-	<b>2016-2017</b>	17	33	8
	<b>2017-2018</b>	100	0	25
	<b>2018-2019</b>	0	0	20

### Pupil Premium Attainment in Phonic Screen

Academic Year	Year 1	Year 2 Retakes
	(National Pupil Premium pupils)	
2015-2016	71	86
2016-2017	86	100
2017-2018	83	100
2018-2019	81 (71)	77.8 (75.5)

### Validated Attainment Information

#### Pupil Premium Attainment for the end of EYFS at Age Related Expectations

Expected or above	Good Level Of Development	Reading	Writing	Number	Shape Space Measure
2015-2016	71	71	71	71	86
2016-2017	67	67	67	67	17
2017-2018	67	67	67	67	67
2018-2019	57.1	50	50	50	50

#### Pupil Premium Attainment for the end of EYFS above Age Related Expectations

Exceeding	Reading	Writing	Number	Shape Space Measure
2015-2016	14	14	14	14
2016-2017	50	33	33	50
2017-2018	0	0	0	0
2018-2019	25	25	25	0

**Pupil Premium Attainment for the end of KS1 (RAISE Online National) at Age Related Expectations**

	All Subjects Combined	Reading	Writing	Maths
2015-2016 EXS+	29	71 (78)	43 (70)	57 (77)
2016-2017 EXS+	44	78	44	78
2017-2018 EXS+	71	86	71	71
2018-2019 EXS+	61	72	61	78

**Pupil Premium Attainment for the end of KS1 (RAISE Online National) above Age Related Expectations**

	All Subjects Combined	Reading	Writing	Maths
2014-2015 Level 2a+	36	55	36	64
2015-2016 GDS	0	0 (27)	0 (16)	0 (20)
2016-2017 GDS	0	11	0	11
2017-2018 GDS	0	29	14	14
2018-2019 GDS	5.6	28	22	11

**Internally moderated and externally moderated with Codsall Local Area Schools Partnership  
Schools Pupil Premium Attainment for the end of Y4 at Age Related Expectations**

	Reading	Writing	Maths
2015-2016 4 Secure +	54	46	45
2016-2017 4 Secure +	53	46	46
2017-2018 4 Secure +	63	63	38
2018-2019 4 Secure +	70	40	70

**Internally moderated and externally moderated with Codsall Local Area Schools Partnership  
Schools Pupil Premium Attainment for the end of Y4 at Above Age Related Expectations**

	Reading	Writing	Maths
2015-2016 4 Mastering +	0	0	0
2016-2017 4 Mastering +	15	8	0

2017-2018 4 Mastering +	0	0	13
2018-2019 4 Mastering +	10	0	20

Desired Outcomes to be reviewed July 2020
<p>Improve attainment in writing</p> <p>Sustain and further improve attainment in Phonic Screen</p> <p>Support and challenge those Pupil Premium pupils who are capable to reach GDS at KS1.</p> <p>Improve and increase the access to opportunities that enrich learning for pupils.</p> <p>Ensure consistently excellent attitudes towards learning.</p> <p>Provide opportunities for additional support through first line teaching from a qualified teacher as a top up as opposed to an instead of.</p>

PPG Spending By Key Strategies				
Barriers to Future Attainment	Brief Summary of Intervention and Action	Cost	Is this a new strategy or a successful strategy that is being continued?	Sutton Trust Evidence Rationale
<b>Learning to learn - Develop practice to support metacognition and children's ability to engage with learning in all curriculum areas.</b>				
<p>Children and families who may not think that they are good learners</p> <p>Teachers rushing through content and not giving children the time to</p>	<p><b>Improved Assessment and Feedback</b></p> <p>Pupils have the learning journey explicitly modelled to them. They are supported to reflect upon their learning and progress at key intervals as well as on a lesson by lesson basis.</p> <p>Hot and Cold tasks support children to understand where they have made great gains and the toolkit supports them to reflect upon what enabled this to happen.</p>	<p>Sept INSET day session £400</p> <p>Leaders time to support , coach and monitor £3600</p>	Continued	+8 months
	<p><b>Guided Practice</b></p> <p>Carefully designed guided practice, with support gradually withdrawn as the pupil becomes proficient, to allow pupils to develop skills and strategies before applying them in independent practice.</p>	<p>Maths INSET £800 (Numicon, CPA)</p>	New	+7 months
	<p><b>Activation of Prior Knowledge and Pre-teaching</b></p> <p>Provide intensive teaching support and coaching for identified vulnerable pupils and LAC pupils. Teachers and support staff are cognisant of possible barriers and difficulties that children will face educationally as well as the demand emotionally on the learner.</p>	<p>Support Staff costs £18417</p>	Continued	
<b>Access – To ensure that all children access learning through a secure acquisition of Reading skills, phonic knowledge and Dyslexia Friendly teaching</b>				
<p>Class Guided Reading Texts support children who cannot read at</p>	<p><b>Collaborative Learning</b></p> <p>Children work together as a class to read, explore and study class texts that are high quality and support</p>	£3000	New	+5 months

the right interest level and exposes them to rich language and dialogue.	access to class topics (pre-teaching lead in to help children make sense of other curriculum areas that may excite and interest them). Reading comprehension strategies are an integral element of Literacy and wider teaching.			
A literacy rich environment supports proficiency in language and engages pupils who are at the earliest stages of development in writing.	Improved access to the outdoor area to enhance opportunities for language development and linked physical skills. Children who are not naturally switched on to write become so as a result of the stimulating, engaging, writing environment that is provided and planned for outdoors .	£7676 +£1000 Reading Chair	Continued but with a renewed focus	+4 months
Learning opportunities that impact on achievement and wider development	<b>Curriculum Enrichment Enhancement Activities</b> Funding allocated towards a wide range of targeted educational visits and activities: <ul style="list-style-type: none"> <li>• attendance at clubs</li> <li>• workshops</li> <li>• educational visits</li> <li>• Year 4 overnight residential</li> </ul>	£4000	Continued	+2 months
<b>Attitudes – Equality</b>				
Children feel that they are disadvantaged as a result of not having what they need for school or the basic elements needed at home. (clothing, housing, diet etc)	<b>Parental engagement</b> Children have correct school uniform and resources that make them feel the same as peers. Support for food for those in need : school foodbank support and uniform acquisition.	£2000	Continued	+3 months
<b>Aspirations – Interventions for all pupils</b>				
When phonics are not secure and children in KS2 have difficulty in accessing learning/showing what they know as a result and can become disaffected.	<b>1:1 daily short intensive support for phonics in KS2 for children who have not mastered</b> 1:1 Reading and Writing focused interventions are delivered by well trained staff for identified pupils. Pupils supported to access learning through improved phonic knowledge which supports their engagement and understanding of text.	£2000	New	+ 4 months
Collective responsibility and ownership for learning	<b>Improve attendance</b> Targeting of families at risk because of poor attendance and punctuality. Home visits, meetings with families, liaison with other local schools.	Attend EDC £1000	New	+4 months

	<b>EYPP</b> Identification of children accessing Think 2 and EYPP children and support for learning at the earliest stages of education. Partnership with parents and families.	PP Lead time	Continued	+3 months
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***[Sutton Trust Teaching and Learning Toolkit](#) is a summary of educational research which provides guidance for schools on how to use their resources to improve the attainment of disadvantaged pupils. At St Nicholas CE First School, we have used this analysis to support our selection of key strategies to best support our pupils.***

Targets for 2019-2020		
EYFS	ARE Expectations	Above ARE Expectations
Reading	50	17
Writing	17	0
Number	50	0
Targets for 2019-2020		
Year 2	ARE Expectations	Above ARE Expectations
Reading	66	33
Writing	66	33
Number	66	33
Targets for 2019-2020		
Year 4	ARE Expectations	Above ARE Expectations
Reading	80	40
Writing	80	20
Maths	80	40