



Nanaksar Primary School 2016 – 2017



Pupil Premium Report

School Overview

What is Pupil Premium?

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Nanaksar Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target pupils to 'close the gap' regarding attainment.

What is our approach at Nanaksar Primary School?

At Nanaksar primary School we have high aspirations for our pupils and believe that no child should be left behind. We are determined to ensure that all our pupils are provided with every opportunity to realise their full potential, regardless of where they come from. Money for Pupil Premium Pupils has been ring-fenced to ensure that this money is spent to maximum effect and is used to benefit pupils.

How many Pupil Premium pupils do we have at NPS?

| 2013-2014 | Number of Pupils | Pupil Context |
|-----------|------------------|--------------------|
| Reception | 10 pupils | 3 Females, 7 Males |

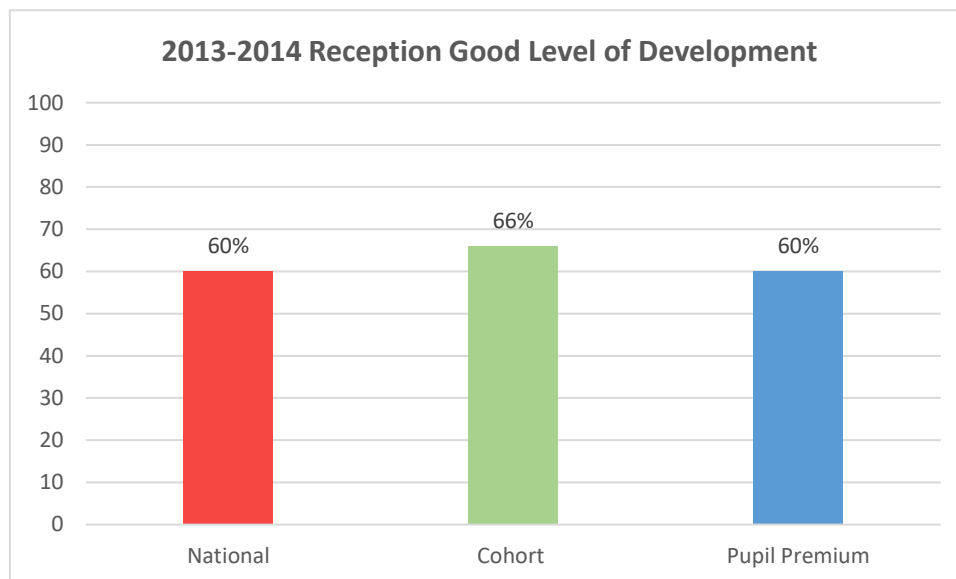
| 2014-2015 | Number of Pupils | |
|-----------|------------------|---------------------|
| Reception | 8 pupils | 6 Females, 2 Male |
| Year 1 | 10 pupils | 4 Females, 6 Males |
| Total | 18 pupils | 10 Females, 7 Males |

| 2015-2016 | Number of Pupils | Pupil Context |
|-----------|------------------|--------------------|
| Year 1 | 8 pupils | 6 Females, 2 Males |
| Year 2 | 8 pupils | 3 Females, 5 Males |
| Total | 16 pupils | 9 Females, 7 Males |

| 2016-2017 | Number of Pupils | Pupil Context |
|-----------|------------------|--------------------|
| Year 2 | 6 pupils | 4 Females, 2 Males |
| Year 3 | 9 pupils | 4 Females, 5 Males |
| Total | 15 pupils | 8 Females, 7 Males |

NPS 2013 - 2014

How did our Pupil Premium pupils perform in 2013-2014?



Impact upon attainment was evident through GLD end of year outcomes, where 6 out of 10 pupils achieved a Good Level of Development. Our Pupil Premium group were in line or working above the level of the cohort in 14 out of the 17 Early Learning Goals (working below in Making Relationships, Writing and People and Communities). Pupil Premium pupils were in line or working above National performance in 16 out of the 17 Early Learning Goals (working below in Writing by 1%).

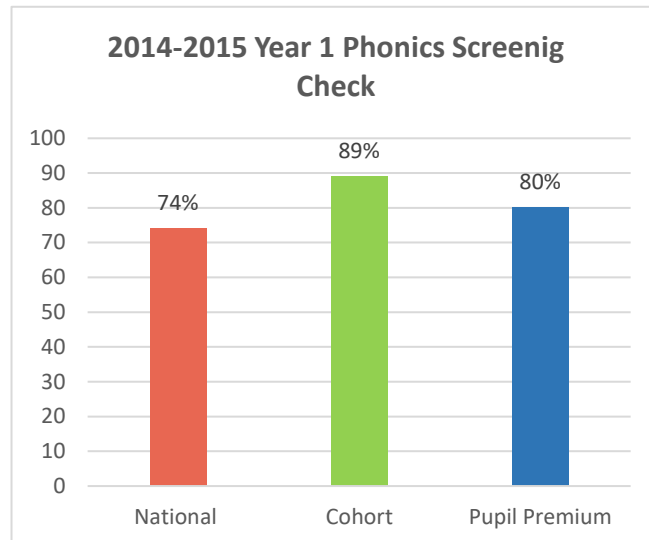
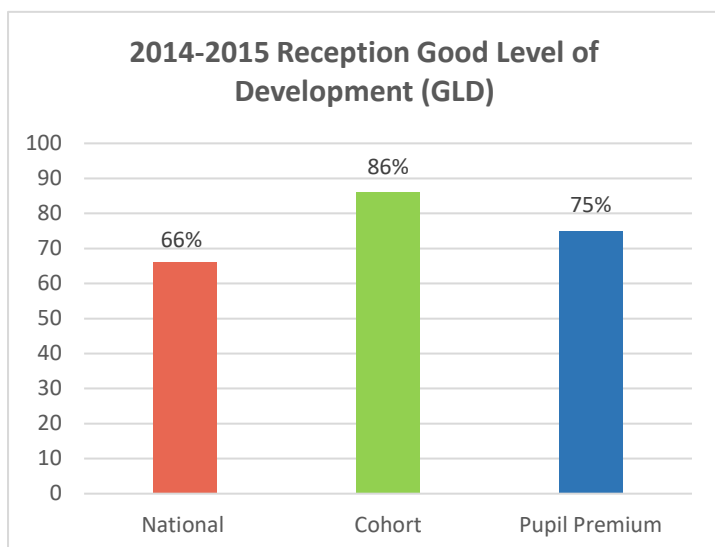
3 out of the 4 pupils who did not make GLD in Reception (one pupil left), have been identified in Year 1 and placed in early intervention groups to support them in their emerging needs within the Early Learning Goals.

How was funding spent in 2013-2014 and what impact did it have?

| Spending | Expenditure | Success Criteria & Impact |
|---|----------------------------------|---|
| Literacy focused Learning Support Assistant, targeting groups of pupils to support in writing | Salary and on costs | Pupils identified received additional literacy support (where appropriate), targeting specific writing skills to enable maximum pupil progress. Additional resources were used to support writing. Impact upon attainment was evident through the results, where 6 out of 10 pupils achieved a Good Level of Development. |
| Subsidies for school trips & events | To be provided where appropriate | Pupils attended school trips, events and clubs. Pupils were at no disadvantage and were fully integrated in all areas of school life. |

NPS 2014 - 2015

How did our Pupil Premium pupils perform in 2014-2015?



Impact upon attainment was evident through last year's results, where 6 out of 8 Pupil Premium pupils achieved a Good Level of Development. GLD increased from 60% in 2014 to 75% in 2015. 8 out of 10 Pupil Premium pupils met the threshold for the Year 1 Phonics Screening Check, performing above the National average in the school's first year of this assessment.

2 out of the 8 pupils who did not make GLD in Reception, have been identified in Year 1 and placed in early intervention groups to support them in their emerging needs within the Early Learning Goals. The 2 pupils who did not meet the threshold for the Phonics Screening Check, have been targeted in Year 2 and are receiving daily phonics support to support them in their using and application of phonemes, in preparation for the re-take in June 2016.

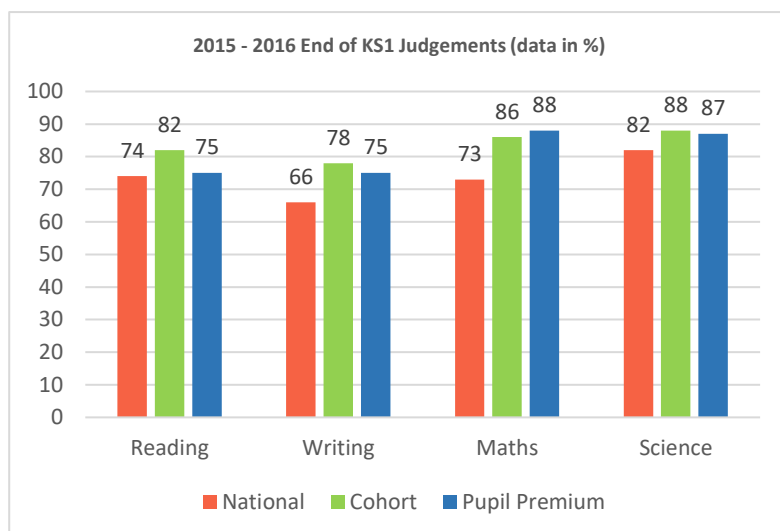
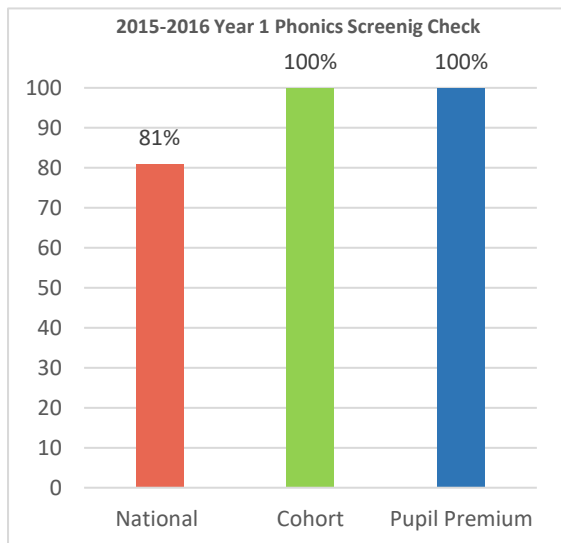
How was funding spent in 2014-2015 and what impact did it have?

| Spending | Expenditure | Success Criteria & Impact |
|---|---|---|
| Literacy focused Learning Support Assistant, targeting groups of pupils to support in writing | Salary and on costs | Pupils identified received additional literacy support (where appropriate), targeting specific writing skills to enable maximum pupil progress. Additional resources were used to support writing. |
| Payment for school milk, once over the age of 5 | Milk provided for 10 Pupil Premium pupils at no cost (Starting February 2015) Funding being used to pay 22p per pupil, per day | Identified pupils over 5 years of age were provided with low fat milk or lactose-reduced milk each day at no cost. This aims to have a continual positive impact on a child's health and diet, providing an important energy and hydration boost to pupils in the school day. |
| Subsidies for school trips & events | To be provided where appropriate | Pupils attended school trips, events and clubs. Pupils were at no disadvantage and were fully integrated in all areas of school life. School Trips: Where voluntary contributions were requested, subsidies were offered where appropriate. |
| After School Club Provision | Voluntary contributions requested for resources for cooking/art & crafts | Pupils were involved in after school clubs and had access to all resources and materials, regardless of contribution. Pupils were at no disadvantage and |

| | | |
|---------------|--|---|
| | £20 requested per term (subsidised by the school) | received the benefits of being exposed to skills based clubs and additional interaction amongst their peer group. All 10 Year 1 pupils attended (where a contribution was requested, this was voluntary or subsidised). |
| Counselling | External Play Therapy Councillor costs | Provision of counselling supported identified pupils. The impact of such sessions, enabled identified pupils to grow in confidence and self-esteem in all areas of school life. |
| Helping Hands | Staff time and purchase of resources to run sessions | Parents were identified and supported in strategies to support their child further at home. This impacted upon pupils receiving additional support at home, in order for them to make at least expected progress and achieve their potential. |

NPS 2015 - 2016

How did our Pupil Premium pupils perform in 2015-2016?



Impact upon attainment was evident through last year's results, where 100% of Pupil Premium pupils met the threshold for the Phonics Screening check, exceeding the National Average.

In the End of KS1 Assessments, Pupil Premium pupils met or exceeded that of the National Average in all areas. Pupils have performed in line with the cohort in Writing, Maths and Science, however are marginally behind the cohort in Writing. Additional support has been implemented to support these pupils in Year 3, including writing intervention groups, an extended writing initiative and introduction of the Bug Club resource.

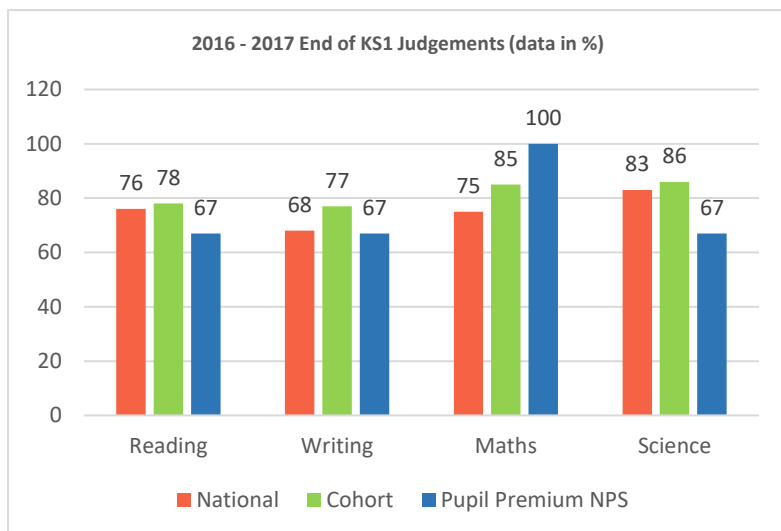
How was funding spent in 2015-2016 and what impact did it have?

| Spending | Planned Expenditure | Success Criteria & Impact |
|---|---|---|
| Full-time Learning Support Assistant, targeting groups of pupils to support them in their core skills | -Salary and on costs -Providing regular reading, writing and maths interventions through in class, focus group and one to one support, ensuring all support staffs' skills are up to date and being maximised. -Providing focused after school clubs with an academic focus targeted at areas where additional support is required. | Pupils identified received additional literacy support (where appropriate), targeting specific writing skills to enable maximum pupil progress. Additional resources were used to support writing. |
| Online learning resources | -Subscribing to online resources such as Mathletics, Espresso and Education City which enhanced pupil's learning and promote their technological literacy. | This has provided pupils with online tools to further support their learning at home. These resources are also used in class, to promote a love for learning through technological literacy. |
| Teaching and learning resources | -To ensure guided reading resources are up to date and effective in promoting accelerated progress in reading. -Ensuring the Key Stage 1 team is equipped with current resources and strategies to deliver phonics teaching and prepare pupils for the phonics screening. | The additional books have provided pupils with a wider exposure to a range of genre of books, which are used in class and at home. Phonics resources were used in intervention groups, to support pupils with their decoding skills. This impacted upon all pupils meeting the threshold. |
| Parent workshops | -Parental involvement is key to the progress of pupils and parents will be kept up to date and | Parents were identified and supported in strategies to support their child further at |

| | | |
|---|---|---|
| | informed about year group objectives through parental workshops. One to one 'Helping Hands' workshops will be targeted towards parents requiring additional support and will be resourced according to need and demand. | home. This impacted upon pupils receiving additional support at home, in order for them to make at least expected progress and achieve their potential. |
| School trips | -The school is committed to providing an enriched learning environment in which pupil's self-confidence, knowledge and experience is provided through educational trips. Both year groups will go on two school trips this year and subsidies will be offered where appropriate. | Pupils attended school trips, events and clubs. Pupils were at no disadvantage and were fully integrated in all areas of school life. School Trips: Where voluntary contributions were requested, subsidies were offered where appropriate. |
| Payment for school milk, once over the age of 5 | -Milk will be provided for all 16 Pupil Premium pupils at no cost, once they have turned 5 (milk is free before this age) -Funding will be used to pay 22p per pupil, per day. This will aim to have a continual positive impact on a child's health and diet, providing an important energy and hydration boost to pupils in the school day | Identified pupils over 5 years of age were provided with low fat milk or lactose-reduced milk each day at no cost. This aims to have a continual positive impact on a child's health and diet, providing an important energy and hydration boost to pupils in the school day. |
| Counselling | -External Play Therapy Counsellor costs and internal one to one buddy support – offered where appropriate. | Provision of buddy support, enabled identified pupils to grow in confidence and self-esteem in all areas of school life. |

NPS 2016 – 2017

How did our Pupil Premium pupils perform in 2016-2017?



| YEAR 2 | Reading | Writing | Maths | Science |
|--------------------------|-----------|-----------|------------|-----------|
| National | 76 | 68 | 75 | 83 |
| Cohort | 78 | 77 | 85 | 86 |
| Pupil Premium NPS | 67 | 67 | 100 | 67 |
| Pupil Premium National | 60 | 51 | 60 | 69 |

| YEAR 3 (no national data) | Reading | Writing | Maths | Science |
|---------------------------|-----------|-----------|------------|-----------|
| Cohort | 78 | 77 | 85 | 86 |
| Pupil Premium NPS | 67 | 67 | 100 | 67 |

Impact upon attainment was evident through last year's results, where at the end of KS1 100% of Pupil Premium pupils met Age Related Expectations (ARE) in Maths, working above the cohort and national expectations. In English, pupil premium pupils are working marginally below the cohort with a gap of 10%. These figures account for only 6 pupils and where pupils did not meet ARE, pupils have been identified and interventions implemented accordingly.

In all core areas, Pupil Premium pupils are performing above their Pupil Premium peers at national level (other than in Science where there is a 2% gap).

In the End of KS1 Assessments, Pupil Premium pupils met or exceeded that of the National Average in all areas. Pupils have performed in line with the cohort in Writing, Maths and Science, however are marginally behind the cohort in Writing. Additional support has been implemented to support these pupils in Year 3, including writing intervention groups, an extended writing initiative and introduction of the Bug Club resource.

How was funding spent in 2016-2017 and what impact did it have?

| Spending | Planned Expenditure | Success Criteria & Impact |
|---|---|---|
| Full-time Learning Support Assistant, targeting groups of pupils to support them in their core skills | <ul style="list-style-type: none"> -Salary and on costs -Providing regular reading, writing and maths interventions through in class, focus group and one to one support, ensuring all support staffs' skills are up to date and being maximised. -Providing focused after school clubs with an academic focus targeted at areas where additional support is required. | Pupils identified received additional literacy support (where appropriate), targeting specific writing skills to enable maximum pupil progress. Additional resources were used to support writing. |
| Online learning resources | -Subscribing to online resources such as Mathletics, Espresso and Education City which enhanced pupil's learning and promote their technological literacy. | This has provided pupils with online tools to further support their learning at home. These resources are also used in class, to promote a love for learning through technological literacy. |
| Teaching and learning resources | <ul style="list-style-type: none"> -To ensure guided reading resources are up to date and effective in promoting accelerated progress in reading. -Ensuring the Key Stage 1 team is equipped with current resources and strategies to deliver phonics teaching and prepare pupils for the phonics screening. | The additional books have provided pupils with a wider exposure to a range of genre of books, which are used in class and at home. Phonics resources were used in intervention groups, to support pupils with their decoding skills. This impacted upon all pupils meeting the threshold. |
| Parent workshops | -Parental involvement is key to the progress of pupils and parents will be kept up to date and informed about year group objectives through parental workshops. One to one 'Helping Hands' workshops will be targeted towards parents requiring additional support and will be resourced according to need and demand. | Parents were identified and supported in strategies to support their child further at home. This impacted upon pupils receiving additional support at home, in order for them to make at least expected progress and achieve their potential. |
| School trips | -The school is committed to providing an enriched learning environment in which pupil's self-confidence, knowledge and experience is provided through educational trips. Both year groups will go on two school trips this year and subsidies will be offered where appropriate. | Pupils attended school trips, events and clubs. Pupils were at no disadvantage and were fully integrated in all areas of school life. School Trips: Where voluntary contributions were requested, subsidies were offered where appropriate. |
| Payment for school milk, once over the age of 5 | <ul style="list-style-type: none"> -Milk will be provided for all 16 Pupil Premium pupils at no cost, once they have turned 5 (milk is free before this age) -Funding will be used to pay 22p per pupil, per day. This will aim to have a continual positive impact on a child's health and diet, providing an important energy and hydration boost to pupils in the school day | Identified pupils over 5 years of age were provided with low fat milk or lactose-reduced milk each day at no cost. This aims to have a continual positive impact on a child's health and diet, providing an important energy and hydration boost to pupils in the school day. |
| Counselling | -External Play Therapy Councillor costs and internal one to one buddy support – offered where appropriate. | Provision of buddy support, enabled identified pupils to grow in confidence and self-esteem in all areas of school life. |

How will the impact of Pupil Premium funding be monitored?

| Pupil Premium Monitoring | |
|---------------------------------|---|
| Marking and Feedback | -The school revised its marking and feedback policy in this academic year to better reflect the school's commitment to rapid progress and attainment. The policy has an increased focus on self and peer assessment and pupils played an integral part in their own learning journey. |
| SIMS | -Pupil's progress is monitored formally on a termly basis in reading, writing and maths using Classroom Monitor tracking tools and data. |
| Pupil Progress Meetings | -Teacher's prepare for termly pupil progress meetings and as part of this are required to assess the progress of Pupil Premium Pupils and strategies which needed to be implemented to further their progress. |
| Intervention Group Feedback | -Additional teaching staff that are responsible for leading intervention groups provided regular feedback to teachers, senior leaders. |
| Spellings and Mental Maths | -Weekly spelling and mental maths scores are recorded on specialised excel spreadsheets which calculated the child's average score and allowed for direct comparisons to be made with other pupils of the same age. |
| Big Write | -Pupils will complete a formal 'Big Write' task on a termly basis, the scores of which were recorded and monitored thus serving as a tool in assessing the pupil's progress in writing. |