

Pupil Premium Strategy Statement – 2019-20



1. Summary information					
School	Nene Valley Primary School				
Academic Year	2019-20	Total PP budget	£23,080	Date of most recent PP Review	09.2020
Total number of pupils	314	Number of pupils eligible for PP	16*	Date for next internal review of this strategy	09.2021

* This includes the number of children who are LAC/POSTLAC (currently 2).

2. End of KS2 attainment and progress (outcomes based on 2020 spring assessments as there were no SATs due to COVID-19)

Total pupils = 45 PP = 2 (i.e. each child = 50%)	<i>Pupils eligible for PP at NVPS</i>	<i>Pupils not eligible for PP at NVPS</i>	<i>All Pupils (national)</i>
% achieving ARE in reading, writing & maths combined (2019)	100%	81%	71%
% achieving ARE in reading (2019)	100%	87%	78%
% achieving ARE in writing (2019)	100%	86%	83%
% achieving ARE in maths (2019)	100%	82%	84%

Reading

Both children progressed from WTS at the end of KS1 to EXS+ in spring of Y6 KS2.

Writing

1 child progressed from WTS at the end of KS1 to EXS+ in spring of Y6 KS2, 1 child progressed from EXS+ at the end of KS1 to EXS+ in spring of Y6 KS2.

Mathematics

1 child progressed from WTS at the end of KS1 to EXS+ in spring of Y6 KS2, 1 child progressed from EXS+ at the end of KS1 to EXS+ in spring of Y6 KS2.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Emotional resilience is much reduced for a small number of disadvantaged children, potentially hindering progress and attainment.
B.	Phonic skills are lower for some PP children and this may affect their access to the curriculum and development of reading.
C.	Specific disadvantaged children with low attainment are also EAL and/or MENA.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance for individuals. (2019-20): PP children (93%), all pupils 98%.
E.	1 child identified as CiN; impacting on emotional resilience and readiness to learn.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A. E.	Increased confidence for those children struggling with social relationships and greater readiness for learning.	Teachers report increased readiness to learn and confidence in both attitudes to learning and resolving
B.	Identified pupils are demonstrating good phonic knowledge and are able to apply their skills effectively.	Continued success in Y1 and Y2 phonic check as well as clear retention of phonemes and use within reading.
C.	EAL/MENA children are effectively inducted into school, have access to appropriate resources to support their learning and demonstrate confidence within lessons and on the playground.	Where children with EAL have joined, they talk about their induction and buddies and make rapid progress with their development in English based on DfE coding.
D.	Continued improvement in attendance so attendance rates remain comparable with those for non-disadvantaged children.	Gap in attendance figures remains very low or better. No disadvantaged children are persistent absentees.

Record of pupil premium spending by item/project 2019-20			
Item/Project	Cost	Objectives	Outcomes
Speech & Language, including language development for EAL children and targeted support for MENA.	£1000	Progress against individual programmes provided by SaLT service and in-house programmes. Development of vocabulary for EAL.	EAL children making solid progress in terms of social vocabulary and language. Needs further work to impact on academic progress across the curriculum
Reading Buddies/1:1 reading/Better Reading Partnership	£3000	Training for volunteers. 1:1 reading session for ½ hour per week. Greater confidence and progress in reading. 1:1 sessions provided by class teachers and TAs. 1:1 reading intervention – Better Reading Partnership.	70% of children working at expected based on spring 2 assessments. This is higher than the original end of year forecasts and shows good progress was being made up until oockdown.
TA intervention	£2500	Non-class based TA support for assessment, identification of needs, delivery of 1:1 teaching programmes and interventions (e.g. Phonographix).	TA intervention highly effective for nurture group work and strengthening resilience, ensuring minimal disruption due to poor attendance or absence from class. Ravens Matrices used

		School better positioned for early identification of needs and delivering appropriately targeted responses for 1:1 work. Nurture group enables greater emotional resilience.	effectively to identify individual support needed and targeted. Individual assessments ensured greater clarity over where to target support.
Sensory Circuits sessions provided each morning to target children needing a structured and settled approach to school as well as identified OT recommended support.	£1900	Targeted intervention for children struggling with the start of the school day – attention and other sensory needs. Improved focus on learning and less disruptive. Also, responding to specific Occupational Therapy advice	As with nurture groups, sensory circuits enabled children to access the classroom following start of day interventions and demonstrate readiness to learn.
AfA structured conversations	£900	Release time for implementation of Achievement for All structured conversations. Better parent/teacher/pupil partnership.	Good relationships developed between home and school with parents directly supported for providing strategies outside of school.
Precision Teaching	£2125	1:1 sessions – daily core skills – spelling, key words, phonics, number bonds/facts etc.	Core skills well developed meaning lesser impact on working memory. Children targeted secure in number bonds, phoneme/grapheme correspondence etc.
Breakfast Club	£570	Improved punctuality and attendance.	Targeted children in school on time and ready to learn.
1 st Class@Writing (Pirate intervention). Y3/4.	£2000	Focused support to develop writing skills. Varied, depending on age, but linked to writing assessment criteria.	70% of PP children in Phase ¾ working at expected level based on both spring accurate assessments and summer forecasts.
1:1 Mathematics, including arithmetic	£500	Secure basic number skills and number facts.	As above – supported core skill development provided through precision teaching.
Y2 mathematics booster	£350	Increased progress in basic number skills and retention and application of basic number facts.	2/4 children working at EXS+. All making at least expected progress.

1:1 Phonics	£2000	Consolidation of early phonics skills – achieve phonic check and apply skills learnt in reading.	Phonics check not completed in June due to COVID-19. Updated in autumn 2 (2020) – 98% pass rate for delayed phonics check.
1:1 Behaviour	£875	Pro-active support. Makes the right choices and manages emotions effectively.	0 fixed term or permanent exclusions.
Talk Boost	£1400	Development of early language skills to enable access to the curriculum – Talk Boost intervention programme.	Confident speakers demonstrating wider use of vocabulary and engagement in class.
Guided Group Work – Mathematics and pre-teaching	£1500	1:1 pre-teaching, followed by in-class groups support. Improved mindset – greater confidence in accessing mathematics within class sessions.	13/15 children making at least expected progress in mathematics and 50% working at EXS+ (this figure increases as children move through KS2 showing longer term impact).
Guided Reading support	£2000	Teacher/TA support across the phases to ensure development in reading against curriculum assessment criteria.	Similar outcome as with mathematics intervention. 50% of children working at EXS+ and 20% of children working at GDS.
All disadvantaged children are provided with online licences for home use of education software to support their learning.	£100	Education City is being used to support homework and practice for SATs as monitored by staff.	Greater impact at home – extensively
TOTAL	£22, 720		
Total amount of PPG received	£23, 080		
Total amount of PPG spent	£22, 720		
Pupil premium grant remaining.	£360		