

Pupil Premium Strategy Statement 2019 / 2020



School overview

Metric	Data
School name	Neroche Community Primary School
Pupils in school	Age 4-11 211 Pupils
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£22,440
Academic year or years covered by statement	2019 / 2020
Publish date	November 2019
Review date	July 2020
Statement authorised by	Alison Collins
Pupil premium lead	Alison Collins, Headteacher
Governor lead	Linda Vihji

Disadvantaged pupil progress scores for last academic year (2018/2019)

Measure	Score
Reading	-5.4
Writing	-7.3
Maths	-6.8

Disadvantaged pupil performance overview for last academic year (2018/2019)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils 2019/2020

Measure	Activity
Priority 1	<i>To ensure every child at Neroche receives a standard of Good quality first teaching. This requires investment across the school for training and CPD for teaching and support staff.</i> Maths subject leader to lead whole school mathematic development with a particular focus on progress from the end of KS1 to KS2. To include: CPD, Leadership time, resources, interventions, moderation opportunities and SEN Support if needed.
Priority 2	<i>To ensure every child at Neroche receives a standard of Good quality first teaching. This requires investment across the school for training and CPD for teaching and support staff.</i> English subject leader to lead whole school spelling development with a particular focus on evidence in writing. To include: CPD, resources, leadership time, intervention, moderation opportunities and SEN Support if needed.
Barriers to these priorities	Attendance Projected spending £14,370

Teaching priorities for current academic year 2019 / 2020

Aim	Target	Target date
Progress in Reading	To achieve National Average Progress Scores in KS2 Reading results.	September 2020
Progress in Writing	To achieve National Average Progress Scores in KS2 Writing Teacher Assessment results.	September 2020
Progress in Mathematics	To achieve National Average Progress Scores in KS2 Maths results.	September 2020
Phonics Check (year 1)	To achieve in line or exceed National averages in Year 1 phonics.	September 2020
Multiplication Check (year 4)	To achieve in line with or exceed National averages in Year 4 multiplication check.	September 2020

Targeted academic support for current academic year 2019/2020

Measure	Activity
Priority 1	<p>To ensure a whole school approach to times tables is developed.</p> <p>To use Question level analysis to identify specific school areas of development in Key Stage 2.</p> <p>To ensure that the whole school calculation policy reflects changes needed.</p> <p>To ensure class teachers and maths subject leader have receive training to deliver high quality times tables inputs.</p> <p>To ensure Maths subject leader has access to high quality maths training via the Maths Hub.</p> <p>To subscribe to TT rockstars and Mathletics to support maths engagement and participation at home as well as school.</p>
Priority 2	<p>To ensure high quality phonic delivery at EYFS and Year 1 using Read Write Inc.</p> <p>To ensue phonic interventions are in place for children identified at risk of not achieving the year 1 expected level in phonics.</p> <p>To develop a whole school approach to spellings which builds on phonic knowledge and spelling rules.</p> <p>To subscribe to online spelling resource that children can access at home and school.</p> <p>To review the whole school approach to home spellings.</p>
Barriers to learning these priorities address	Attendance
Projected spending	£14,370

Wider strategies for current academic year

Measure	Activity
Priority 1	To gain Emotion Coaching school status and develop a new approach to behaviour which supports and focus on emotions.
Priority 2	To ensure all children are equipped for school and that they are supported in their love of learning and are able to experience a wide range of opportunities along side their peers.
Barriers to learning these priorities address	A change to behaviour strategy takes time to implement and embed at whole school level. Emotion Coaching cannot be used 100% of the time and there will be occasions when alternative behaviour management strategies will be needed.
Projected spending	£8,070

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	That class teachers are supported and equipped to deliver interventions and drive improvement.	Use of INSET to designate time to CPD and review of curriculum implementation and impact. Staff Meeting time to discuss the impact of interventions and identify where interventions need to be targeted. Pupil Progress Meeting time to include focused discussion on Pupil Premium attainment and Progress to date. Pastoral Lead – un-class based and available to support class teachers.
Targeted support	Ensuring the English and Maths Subject Leads have adequate time to lead the changes and support the class teachers.	SLT to look at how these situations can be managed and covered. Approach regular supply teachers so classes receive consistent quality first teaching in the class teacher's absence.
Wider strategies	Communicating with parents and creating a new culture of consistency.	Produce Pupil Premium Offer leaflets so parents receive a consistent message about the provision and what they can expect in terms of targeted academic support, wider strategies and how the funding is spent.

Review: aims and outcomes 2019/2020 – July 2020

Aim - Targeted Academic Support	Outcome	Finance Allocation £14,370
<p><i>To ensure every child at Neroche receives a standard of Good quality first teaching. This requires investment across the school for training and CPD for teaching and support staff.</i></p>	<p>Maths subject lead has attended a series of maths CPD to develop practical use of apparatus and resources to support mathematical development.</p> <p>Data drops have monitored maths progress and achievement throughout the academic year.</p> <p>Teacher performance management have linked to numerical targets and have included maths.</p> <p>End of KS2 Teacher Assessment for Pupil Premium children show 67% achieved the Expected standard, this is above the National Average.</p> <p>Maths resources have been audited and whole school approach has been devised moving forward.</p> <p>SEN support has been given in lessons by the SENCO and TAs to support maths development.</p> <p>English subject leader to lead whole school spelling development with a particular focus on evidence in writing. To include: CPD, resources, leadership time, intervention, moderation opportunities and SEN Support if needed.</p>	<p>Staffing which includes supply cover for training £12,200</p> <p>Teaching and Learning Resources £2,170</p>
Aim - Wider Strategies	Outcome	Finance Allocation £8,070
<p><i>To gain Emotion Coaching school status and develop a new approach to behaviour which supports and focus on emotions.</i></p>	<p>The application process is complete and we await the outcome of the status.</p> <p>Big changes to school approach to behaviour and sanctions. Supportive behaviour model underpinned by an awareness and understanding of emotions and feelings behind behaviour.</p> <p>This may be delayed as a result of COVID-1.</p>	<p>£2,000 Training Costs, including accreditation and staffing.</p> <p>£5,000 School trips; after school clubs; breakfast clubs; uniform; book vouchers; sports kit</p>

<p><i>To ensure all children are equipped for school and that they are supported in their love of learning and are able to experience a wide range of opportunities along side their peers.</i></p>	<p>Increased take up of after school clubs. Increased take up of use of extended provision services enabling more parents to gain employment due to 7.35- 5.30 care at school.</p> <p>School uniform items to support families. Instilling a sense of belonging and pride.</p> <p>Book vouchers each term to give children the experience and pleasure of choosing and owning books. Increase in Reading engagement in quizzes being taken.</p> <p>Subsidised school trips to ensure participation and attendance in enrichment opportunities.</p> <p>Home learning packs for families so children have resources at home to use to enrich and extend learning.</p>	
<p>Total Spent – September 2019 - July 2020</p>		<p>£21,370</p>
<p>Remaining Allocation</p>	<p>Proposed Use</p>	
<p>£1,070</p>	<p>Furnishing of new reading area in the school to promote a love of reading for all including PP students. Proposed development over the summer holiday ready for September 2020.</p>	

Please Note

Due to COVID-19 the school suffered partial closure from 20th March 2020.

Pupil Premium children received supermarket vouchers in line with Government policy and this extended throughout the summer holidays, even for Year 6 despite leaving the school at the end of the academic year.

Pupil premium children have continued to receive book vouchers during the COVID-19 partial closure in line with the Pupil Premium offer.

Due to COVID-19 SATs and other external assessments did not take place.