

Pupil Premium Grant Expenditure: Report to Parents: 2017/18

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including Nursery)	366
Total number of pupils eligible for PPG	131
Amount of PPG received per pupil	£1,320 FSM £300 Forces £1,900 LAC
Total amount of PPG received	£172,920

Current attainment and progress (Year 6 2016-2017)				
	Pupils Eligible for PP at (Nelson Academy)	Pupils Eligible for PP (National)	All Pupils (Nelson Academy)	All Pupils (National)
% Working 'At Age Related Expectations or Above' in Reading, Writing and Maths	74%	47%	73%	61%
% Working 'At Age Related Expectations or Above' in Reading	79%	60%	80%	71%
% Working 'At Age Related Expectations or Above' in Writing	84%	65%	84%	76%
% Working 'At Age Related Expectations or Above' in Maths	84%	63%	82%	75%
	Pupils Eligible for PP (Nelson Academy)	Pupils Eligible for PP (Norfolk) – No National Figure available at present	All Pupils (Nelson Academy)	All Pupils (National)
Score - Making 'Expected or Better' Progress in Reading	3.3	-1.5	3.5	0
Score - Making 'Expected or Better' Progress in Writing	3.4	-0.8	3.8	0
Score - Making 'Expected or Better' Progress in Maths	3.5	-2.1	4.0	0

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A	Poor communication and oral language skills	
B	Engaging and motivating children with developing their reading skills	
C	Enthusiasing more able children to ensure that they have a desire to achieve to the best of their ability	
External barriers		
D	The rise in the amount of social, emotional and mental health difficulties that children are experiencing	
Desired outcomes		Success criteria
A	Children will have communication and oral language skills in line with their peers	There will be a reduced gap in communication and oral language skills between those children eligible for PP funding and their peers
B	All children will have an increased enthusiasm for reading and will make good progress from their individual starting points in reading	All children eligible for PP funding will be making at least expected progress in reading and more of these children will be making better than expected progress

C	More able children will be achieving to their full potential across the curriculum	Most more able children who are eligible for PP funding will make at least expected progress
D	Children who are experiencing social, emotional and mental health difficulties will be identified and appropriate support will be put in place to ensure that their needs are met	More children who are eligible for PP funding will have improved wellbeing and mental health

Nature of support 2017/18

Aims:

- Continue to support our Speech and Language Teaching Assistant who works with disadvantaged cohort throughout the school to develop communication and oral language skills.
- Provide children coming into Year R with learning bags to bridge the summer holiday gap and communicate expectations to parents.
- Contribute to supporting the creation of an enhanced creative curriculum which will engage, enthuse and motivate disadvantaged children.
- Increased focus on raising the progress and attainment of disadvantaged children's reading skills. This will include inspiring children who are eligible for PP funding to develop a love of books and reading.
- Support the post of Student Services Officer and Student Services Administrator which includes managing Attendance/Admissions/Exclusions to improve the attendance of vulnerable learners, and Family Support role to focus on family support for vulnerable learners and co-ordinate support needed.

- Funding for trips and general activities to widen the experiences of disadvantaged children.
- Senior Leadership Team strategic release time to interrogate data, monitor progress, moderate and share best practice with other academies/schools in order to ensure the very best outcomes for disadvantaged children.
- Increased focus on the more able disadvantaged children to ensure that they have a desire to achieve to the best of their ability.
- Continued use of Toddler Sense sessions in Nursery (see EYPP Funding Report) and Year R classes with the aims to:
 - to promote a positive attitude to exercise
 - to keep children mentally alert
 - to develop imagination and creativity
 - to promote social and emotional development
 - to enhance language and communication skills
 - to gain a basic understanding of mathematics
 - to develop an understanding of the world in a fun and energetic way.
- Continued support of Breakfast Club for relevant disadvantaged families.
- Increased focused on improving the school's engagement with parents/carers of disadvantaged children via Parent Support Forums and Cafés such as Story and Calculations.
- Redevelopment of the Reception Classes outside classroom area in order to stimulate and engage disadvantaged children and enthuse them with a love of learning from an early age.

- Establish Behaviour/Pastoral Support Team within school to support disadvantaged children with social, emotional and mental health difficulties.

Record of PPG spending by item/project 2017/18

Item/project	Cost	Objective	Outcome
Continue to support our Speech and Language Teaching Assistant who works with disadvantaged cohort throughout the school to develop communication and oral language skills.	£21897	To bridge the gap in communication and oral language skills for children who are eligible for PP funding using 1:1 and small groups sessions.	Children will make rapid progress. Most children's communication and language skills will improve to help them make progress across the curriculum.
Attending training to support pupils in Key Stage 2 with developing their language and communication skills (Talk Boost)	£1000	To liaise with SENCO and develop practice in Key Stage 2 in order to enhance the language and communication skills of children eligible for PP funding.	
Update Speech and Language resources.	£500		
Purchase assessment tools.	£100		
Speech and Language Teaching Assistant to work closely with parents to share knowledge and expertise e.g. meetings with parents and workshops.	£500	Parents of children who are eligible for PP funding will have a greater understanding of the support in place in school. School and home working together to develop communication and language skills will have an increased impact on pupil's progress.	
Provide children coming into Year R with learning bags to bridge the summer holiday gap and communicate expectations to parents.	£200	The language of learning will be shared with parents of children who are eligible for PP funding and equipment/resources which are potentially not normally accessed by children will be provided.	Children will settle into YR very easily and parents will engage with school and their child's learning from the beginning. A high percentage of disadvantaged children will achieve a 'Good Level of Development' (GLD) putting them on a par with their peers in school.
Contribute to supporting the creation of an enhanced creative curriculum across	£45000	To be used to develop equipment including technology, resources and books to enhance new topics being taught throughout the year	Class teachers will liaise with Phase Leaders to audit current

<p>the school which will engage, enthuse and motivate children who are eligible for PP funding. This will ensure that a love of learning continues to develop throughout their educational journey at the Nelson Academy.</p>		<p>across the school. Topics will be selected on an annual basis linked to the interests and needs of each cohort.</p> <p>This could include staff training to update subject knowledge.</p>	<p>resources and purchase new items in a cost effective manner.</p> <p>Children will be engaged with topics and their interest will be evident to all. Rates of progress throughout the school will be at least good.</p> <p>Appropriate equipment and resources purchased.</p> <p>All staff will be confident in their subject knowledge of areas being taught.</p>																				
<p>Increased focus on raising the progress and attainment of children's reading skills. This will include inspiring children who are eligible for PP funding to develop a love of books and reading.</p>	<p>£20000</p>	<p>Literacy Co-ordinator to create an action plan with a focus on raising the progress/attainment of the children who are eligible for PP funding's reading across the school.</p> <p>Audit and review of reading books across the school with a focus on updating texts to include boy friendly, topics of interest and a clearer link to the teaching of 'Letters and Sounds' phonics.</p> <p>Develop school library area.</p> <p>TA support to lead interventions – PiXL and Sound Discovery</p>	<p>New creative curriculum will have an increased focus on developing enthusiasm for reading.</p> <p>Children will become active participants in reading sessions.</p> <p>The school will have an enhanced selection of reading materials throughout the school. This will include home reading books, class books and the development of the library.</p> <p>The progress and achievements in reading for those pupils who are eligible for PP funding will be in line with their non-disadvantaged peers.</p> <p>Children will have an increased enthusiasm for reading and will read for pleasure.</p>																				
<p>Support the post of Student Services Officer and Student Support Administrator which includes managing Attendance/Admissions/Exclusions to improve the attendance of vulnerable learners, and Family Support role to focus on family support for vulnerable learners and co-ordinate support needed.</p>	<p>£27000</p> <p>£7255</p>	<p>Fund Student Support Officer and Student Support Administrator's salaries; working closely with outside agencies and parents of children who are eligible for PP funding to improve the attendance of vulnerable learners. Family Support role working closely with SENCO and other agencies on accessing and providing best support for vulnerable learners – pastoral role.</p>	<p>Our attendance figures will again improve over the year.</p> <p>Pupil Premium Pupils Attendance Data</p> <table border="1" data-bbox="1413 991 1951 1222"> <thead> <tr> <th></th> <th>2014/2015</th> <th>2015/2016</th> <th>2016/2017</th> <th>2017/2018</th> </tr> </thead> <tbody> <tr> <td>Forces Pupils</td> <td>93.6%</td> <td>95.26%</td> <td>96.93%</td> <td>%</td> </tr> <tr> <td>LAC</td> <td>98.1%</td> <td>99.48%</td> <td>99.15%</td> <td>%</td> </tr> <tr> <td>FSM</td> <td>95.3%</td> <td>95.9%</td> <td>93.66%</td> <td>%</td> </tr> </tbody> </table> <p>Engagement with vulnerable families will continue to improve. The Family Support role will continue to work in partnership with outside agencies and Downham Market Academy to support families across the two schools.</p>		2014/2015	2015/2016	2016/2017	2017/2018	Forces Pupils	93.6%	95.26%	96.93%	%	LAC	98.1%	99.48%	99.15%	%	FSM	95.3%	95.9%	93.66%	%
	2014/2015	2015/2016	2016/2017	2017/2018																			
Forces Pupils	93.6%	95.26%	96.93%	%																			
LAC	98.1%	99.48%	99.15%	%																			
FSM	95.3%	95.9%	93.66%	%																			

<p>Funding for trips and general activities to widen the experiences of disadvantaged children.</p>	<p>£9298</p>	<p>To provide a range of opportunities such as trips and real life experiences in order to enhance children's learning. To include providing funding for entry ticket costs to Cinderella Pantomime trip in Hunstanton (December 2017).</p> <p>Providing funding for transport to access trips and activities e.g. Adapted Sports Sessions in King's Lynn (May 2018).</p>	<p>Children will have a range of experiences to draw upon and link with their learning.</p> <p>All children will have opportunities to engage with all activities, and the cost of this will not be a barrier for children and their families.</p> <p>Involvement of all in extra curricula activities.</p>
<p>Senior Leadership Team strategic release time to interrogate data, monitor progress, moderate and share best practice with other academies/schools with a focus on accelerated progress of disadvantaged cohort.</p>	<p>£5000</p>	<p>Senior leaders to have regular non-contact time to enable them to carry out leadership roles and responsibilities including monitoring of teachers within their phase, moderation and peer reviews with staff from other Primary academies within the Trust.</p> <p>Monitoring by the Senior Leadership Team will include ensuring that there is no gap between the progress and attainment of those children eligible for PP funding and their peers.</p>	<p>Senior leaders will be able to develop a robust system of monitoring which enables them to support the strategic development of members of their phase teams. Senior leaders will be able to work with colleagues across the Trust, within the Cluster and with schools in the Norwich area in order to moderate work and share good practice.</p> <p>There will be no gap in progress and attainment.</p>
<p>Increased focus on the more able disadvantaged children to ensure that they have a desire to achieve to the best of their ability.</p>	<p>£5000</p>	<p>Differentiated curriculum and access to mastery curriculum to ensure that all more able children who are eligible for PP funding are challenged within their learning.</p> <p>Targeted intervention for more able pupils e.g. Maths Master Class sessions at Downham Market Academy.</p> <p>Annual Futures Fair for Year 5 and 6 to include invitations for parents to accompany their child/children to the event.</p> <p>Raised aspirations.</p>	<p>Class teachers will continually monitor more able children. They will liaise with the Senior Leadership Team throughout the year. This will include half termly Pupil Progress Meetings where any child who is not making 'expected progress' can be quickly identified, and interventions will be put in place to ensure that they do not fall behind.</p> <p>Parents/carers will engage in this event with their children and they will in turn support and encourage their child/children to think about opportunities which are available to them as future careers.</p>
<p>Continued use of Toddler Sense sessions in Nursery (see EYPP Funding Report) and Year R classes.</p>	<p>£750</p>	<p>To use the Toddler Sense aims to support our EYFS children who are eligible for PP funding in their development across all curriculum areas, therefore improving progress and attainment.</p>	<p>Most disadvantaged children will make good progress across all areas of learning. Children will thoroughly enjoy the Toddler Sense sessions and they will develop a range of skills including physical development, social skills and communication skills.</p> <p>Parental feedback will be positive.</p>
<p>Continued support of Breakfast Club for relevant disadvantaged families.</p>	<p>£7000</p>	<p>Fund 2 members of staff to run Breakfast Club.</p> <p>Provide breakfast food and drink.</p> <p>Audit of current resources and then update resources as required.</p>	<p>The number of vulnerable families accessing our Breakfast Club will increase. This will help to support getting children into school in a timely manner and hence enabling them to be ready for the school day ahead. All children will have had the opportunity to have breakfast before formal learning starts each day. Behavioural difficulties will decrease and there has been a linked improvement in</p>

		<p>To provide high quality breakfast club provision to enable children to come into school and be prepared for the school day.</p> <p>Support for working parents to enable them to return/remain in employment.</p>	attendance.
Increased focused on improving the school's engagement with parents/carers of disadvantaged children via Parent Support Forums and Cafés such as Story and Calculations.	£4500	£300 per class (£50 per half term) to develop and lead a range of stimulating and engaging cafes/parent forums which will increase parental engagement and inform parents with knowledge about the new curriculum.	<p>Parental engagement will increase and communication will improve.</p> <p>Parents will have an increased knowledge of the national curriculum and the age related expectations that children need to achieve. They will in turn be able to support children at home.</p>
Redevelopment of the Reception Classes outside classroom area in order to stimulate and engage disadvantaged children and enthuse them with a love of learning from an early age.	£10000	<p>EYFS Lead to audit resources in the Reception Classes outside classroom area and purchase new resources which will enhance the provision so that all children want to access this area for their learning.</p> <p>Action plan to focus on enhancing this area to ensure opportunities for learning across the EYFS curriculum, this will include a range of resources which provide 'real' experiences for the children to draw upon.</p>	<p>The Reception Classes outside classroom area will have been redeveloped and will provide a range of stimulating opportunities for learning across the curriculum.</p> <p>All learners are motivated and engaged with their learning.</p> <p>All children will be making at least good progress.</p>
Establish Behaviour/Pastoral Support Team within school to support disadvantaged children with social, emotional and mental health difficulties.	£10000	<p>Train staff to provide behaviour and pastoral support throughout the school with a focus on children who are eligible for PP funding. This will include 1:1, small group and in class intervention.</p> <p>Drawing and Talking Training (2 members of staff)</p> <p>THRIVE Training (3 members of staff)</p> <p>Resourcing for 'The Hub' intervention space</p>	<p>Children with social, emotional and mental health difficulties will be identified and appropriate support put in place to address their needs.</p> <p>Staff will liaise with parents/carers and outside agencies where appropriate to ensure consistency of support.</p> <p>With appropriate support in place children will be 'school ready' and able to access learning thus allowing them to reach their full potential.</p>

Performance of disadvantaged pupils

At the Nelson Academy we aim for all disadvantaged children to achieve the same level of academic progress as their non-disadvantaged peers.

The progress made by these two cohorts of children will be continually monitored by class teachers and the Senior Leadership Team throughout the year. This will include half termly Pupil Progress Meetings where any child who is not making 'expected progress' can be quickly identified, and interventions can be put in place to ensure that they do not fall behind.

Therefore, there should be 'no gap' in performance between these two cohorts of children, and ultimately we aspire for all children for whom the school receives Pupil Premium funding to make accelerated progress.