



## Pupil premium spending 2018/2019 for Nutgrove Methodist Primary School

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	July 2020
Total number of pupils:	211 (September 2018)	Total pupil premium budget:	£41988
Number of pupils eligible for pupil premium:	28 (1 Child post LAC)	Amount of pupil premium received per child:	£1,320 1 child £2300 (Post LAC not FSM)

### Strategy Statement

Pupil premium funding is designed to help disadvantaged children achieve their full potential. The Funding is allocated to all children in receipt of free school meals, are looked after or are children of parents who are currently serving in the Armed Forces.

During this school year the school leadership has carefully evaluated how pupil premium can be best be allocated to improve outcomes.

## Assessment information 2019

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	1	79.3%	71.8%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
2	28 79.3% Year 1  50% Year 2	71.8% Year 1  91.3% Year 2

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average

END OF KS1			
% achieving expected standard or above in reading, writing and maths	2	86%	73.2%
% making expected progress in reading	2	80%	74.9%
% making expected progress in writing	2	70%	69.2%
% making expected progress in maths	2	80%	75.6%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	8	77%	64.8%
% making expected progress in reading	8	83%	73.1%
% making expected progress in writing	8	83%	78.4%
% making expected progress in maths	8	93%	78.6%

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Generally, pupils starting school in EYFS have lower than expected language (both spoken, reading and written) skills and this can potentially impact strong attainment and progress across the curriculum throughout school. This is generally more the case for some girls than boys.
B	A high number of pupils eligible for PP funding and on the schools, SEND register are identifies through social, emotional needs which can impact on attainment and progress.
C	Sometimes as pupils move through key stage 2, there can be a perception that help and support given in Early Years and key stage 1 is not as important and that pupils will reach national standards without further help and support from home and school working in partnership.

### ADDITIONAL BARRIERS

#### External barriers

D	Attendance and punctuality so that pupils receive their full basic entitlement to all the curriculum.
E	Some pupils may not benefit from wider life experiences, potentially mainly impacting on progress and attainment in English. Also, some pupils are not always supported by high aspirations to reach their full potential in school.

### INTENDED OUTCOMES

Specific outcomes		Success criteria
A	All pupils attending school on time as much as possible through parental support and valuing all the teaching time made available.	To have an attendance target of 98% for our school.

B	Every pupil is supported socially, emotionally and behaviorally through a strong Christian Ethos with dedicated and caring staff to nurture academic and personal growth for all to reach their full potential. A Strong focus across the school on the best possible behavior for learning leading to the best possible outcomes in learning across each class through each week.	To see improved behavior for learning across the school.
C	Strong and consistent school message for everyone to do their best always, everywhere and that all things are possible so as to develop across our whole school community a sense of purpose, aspiration, motivation and resilience to achieve full potential. This is reinforced by annual re-visiting of home school agreements.	Homeschool agreements signed and returned from every family at our school.
D	Pupils to rapidly develop appropriate early language skills so that they can better access the curriculum earlier in the school year and thus make rapid progress through their first year in school.	EYFS regular assessments
E	All pupils receive additional support an intervention in English and Maths as soon as possible where the need is identified so that their learning is keeping up with expected standard for their age.	Improved assessment data
F	All pupils have a wide range of opportunities offered to develop additional responsibilities within school.	To have a good take up of buddy systems and playleaders across the school
G	All pupils have opportunities to broaden their experiences, health, fitness and self-confidence through extra-curricular activities -including active and healthy lifestyle clubs and activities. These include healthy lunchtime clubs run by St Helens Rugby League community services (linked to Sports Premium Funding)	To have good take up of such clubs and events

## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional Learning Assistant time across the school	To support all children in each class	Improved assessment scores and regular interventions	Interventions take place regularly and staff are placed to work with our vulnerable children.	HT	July 2019
Booster Clubs	To increase Math's and English assessment scores.	To see improved assessment data for Math's and English subjects	Regularly weekly booster clubs with good attendance	HT	July 2019
TA with behavior support	To improve behavior for learning across the school.	Improved behavior in all classes	Working closely with families to support and encourage good behavior for leaning	HT	July 2019
Additional Learning assistant Y3	To support children in this class	Improved assessment data	Regular interventions to support the children in this class	HT	July 2019
Total budgeted cost:					£25000 -TA £8500 - Booster Behavior TA - £1400 Y3 TA - £4000
Other approaches					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ipads with school wifi	Use the apps and Ipads in any part of the school	More children using specific intervention programmes	Used daily in intervention time	HT	July 2019
Councillor	To support the vulnerable families	It has been more apparent that pastoral support has been needed for some of our vulnerable families	Regular sessions with vulnerable children	HT	July 2019
Apprenticeship within school office	To give additional administrative support to the school office	Office staff to take over attendance support for the school.	Free up staff members to undertake school attendance and daily monitoring	HT	July 2019
Total budgeted cost:					Ipads -£8300 Councillor - £1000 Apprenticeship - £10,000