



Nightingale Primary School Pupil Premium Strategy Statement 2020/2021

School Vision

Nightingale is a safe and nurturing school community where the whole child is at the heart of all that we do. As respectful and respected individuals, all those at Nightingale, will promote and set high expectations around the development of life-long learning skills such as resilience, self-belief and adaptability. Throughout their Nightingale journey, each child, regardless of starting point, will be given the tools to succeed and the inspiration to meet every challenge head on. Our pupils will be valued, confident, recognise their own value and will be empowered to make a positive impact upon the world in which they reside.

Pupil Premium Funding

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The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group.

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning, through the teaching of growth mind-set and our positive behaviour matrix.

The school responds rapidly to ensure behaviour management strategies are effective and personalised for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

All staff are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing high-quality teaching by ensuring teachers have: strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones.

Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group		
Team member	Name	Role
Pupil Premium Lead	Hannah Beckett	Development of PP strategy, development of school procedures and monitoring of their impact on pupil attainment, progress and welfare
Head teacher	Hannah Beckett	Monitoring of progress and attainment data
Welfare Manager	Hayley Sharp	Monitoring of attendance for PP pupils and a focus on the welfare of these pupils (communication with families, social workers etc.), support with behaviour of PP pupils.
SENco	Claire Gosling	Monitoring of PP pupils with SEND and provision for those pupils
English Leader	Lauren Trumble	Monitoring of PP pupils progress and attainment in English
Maths Leader	Andrew Thomas-Bond	Monitoring of PP pupils progress and attainment in Maths
Inclusion governor	Yvonne Scott	Holding the school to account for the progress and attainment of PP pupils
Review Dates for academic year:	July 2021	

Current Profile						
Academic Year	2020-2021	Number of Pupils eligible for PP	160 (35%)	Breakdown of PP Pupils		
NoR	457	Total PP budget	£191,200.00	FSM/Ever 6	Service	LAC/PLAC
Date of Statement	September 2020	Review Date(s)	July 2021	156	0	4

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2019 /20 (Does not include Service pupils)						
This section may not be published on website if individual pupils could be identified.						
Year Group	Number and % of disadvantaged pupils eligible for PP without SEN	Number and % of disadvantaged pupils on SEN register	Percentage of disadvantaged children not yet accessing ARE	Percentage of disadvantaged children close to accessing ARE	Percentage of disadvantaged children working at ARE	Percentage of disadvantaged children working beyond ARE
EYFS	12 pupils = 24%	1 pupil = 2%				
Year 1 (58 pupils)	12 pupils = 21%	8 pupils = 14%	R = 5%	R = 55%	R = 30%	R = 10%
Year 2 (60	13 pupils = 22%	4 pupils = 7%	R = 35%	R = 41%	R = 24%	R = 0

pupils)						
Year 3 (58 pupils)	10 pupils = 17%	5 pupils = 9%	R = 13%	R = 40%	R = 33%	R = 13%
Year 4 (88 pupils)	18 pupils = 20%	13 pupils = 15%	R = 10%	R = 32%	R = 48%	R = 10%
Year 5 (60 pupils)	12 pupils = 20%	5 pupils = 8%	R = 22%	R = 33%	R = 44%	R = 0
Year 6 (81 pupils)	23 pupils = 28%	11 pupils = 14%	R = 24%	R = 32%	R = 32%	R = 12%

Key challenges for disadvantaged pupils

- Attendance of pupil premium pupils is 93.5% (Jan 2019-Jan 2020) which is 1.3% lower than non-pupil premium pupils at 95.8%. The attendance of pupil premium pupils has also decreased from the previous year which was 94.5% (Jan 2018-Jan 2019), however, this is also the pattern with non-pupil premium pupils who have also slightly decreased.
- A lot of the pupil premium pupils at Nightingale have a high-level of anxiety due to home circumstances and can show low self-esteem which can impact on their attitude to learning and willingness to learn. Children can also struggle with social skills which can cause anxiety about being in school and friendship issues.
- Many of the pupil premium children have additional needs, such as behaviour needs, which can affect their learning and cause them to have a negative view of school.
- There can be limited contact between the parents and school which can lead to parents feeling less confident with supporting homework and additional learning at home e.g. times tables, reading etc. This is also causes pupil premium pupils to be less likely to complete their homework.
- Less pupil premium pupils are reaching ARE compared to their peers in maths, reading and writing.
- The progress of pupil premium children is less than their peers in their journey through Nightingale.
- Domain analysis shows that there is a vocabulary barrier for pupil premium pupils which can affect their understanding across all subjects.
- Pupil premium pupils with SEND need personalised learning to ensure they make progress.
- Pupil premium pupils entering school and low-level Literacy skills including a high number of speech and language concerns.

Summary allocation of funding		
Teaching and Learning		
Funded item	Rationale	Barriers to overcome
Phonics Progression Inset	Develop a greater consistency and embed a rigorous and age appropriate approach to the teaching of phonics and reading which enhances learners confidence and enjoyment in reading.	Improve the progress that SEND and pupil premium pupils are making in reading.
Supply cover for pupil progress meetings	Year groups meet with HT and DHT to discuss the progress of pupils in the class – emphasis on pupil premium.	Improve the attainment of pupil premium pupils in reading, writing and maths.
Interventions	Pupil premium pupils enter school with low speech and language skills. Pupil premium pupils who are not working at ARE to be identified and targeted in interventions.	Improve the attainment of pupil premium pupils in reading, writing and maths.
Intervention training	Develop SEND Provision Map and dovetailing training model for LSAs. Support staff skilled in implementing targeted interventions with impact.	Improve the attainment of pupil premium pupils in identified domains for reading, writing and maths.
Breakfast Club	Identified pupil premium pupils to be funded to attend breakfast club.	Pupil premium pupils who struggle with their attendance or settling into school have been identified and attend breakfast club to encourage a calmer start to their day.

LA advisors	Support with the strategic direction of English and Maths with a focus of pupil premium pupils.	Improve the attainment of pupil premium pupils in reading, writing and maths.
Emotional, social and behavioural support		
Funded item	Rationale	Barriers to overcome
Staff including pupil premium lead, welfare manager, 1:1 staff and ELSA	Identify pupil premium pupils who struggle with attendance and those who would benefit from ELSA support.	Develop the relationship between school and parents and monitor the attendance of pupil premium pupils. Develop the self-confidence of pupil premium pupils.
Thrive	Training is given regularly to LSAs to ensure they are confident with undertaking thrive with pupils and a variety of resources are available.	Develop self-esteem of pupil premium pupils.
Additional support for pupil premium pupils, including nurture lunch, meet and greet and working with children on partial timetables	LSAs to run a smaller group lunch where children can develop their social skills and have a quieter space to eat. Pupil premium pupils who have separation anxiety or struggle with coming to school, to be met by LSA and given the chance to discuss any anxieties and settle into school.	Improve the attendance, self-esteem and social skills of pupil premium pupils and build a strong relationship with school

Enrichment		
Funded item	Rationale	Barriers to overcome
School day subsidy	Pupil premium pupils, who struggle financially, are identified and trips are funded to ensure all pupils can attend.	Enables pupil premium pupils to gain the same experiences as their peers and develop their education and self-esteem.
Total Expenditure: £218,982.60		

School Improvement Plan 2020/21 priorities for disadvantaged pupils (<i>Extracts from SIP that directly impact on PP outcomes – use school headings; leadership / quality of education / outcomes</i>)				
Objectives	Success criteria	Actions	Monitoring	Evaluation / Impact
To develop a greater consistency and embed a rigorous and age appropriate approach to the teaching of phonics and reading which enhances learners confidence and enjoyment in reading.	Data will show a raise in attainment of pupil premium in Phonics Screening, Reading in KS1 and Reading in KS2.	<ul style="list-style-type: none"> • Develop a consistent approach to the early teaching and assessment of reading. • English leader to redefine the school's vision for reading to share across the whole school community and website. • Whole school training INSET on Phonics and RWInc. • Whole school community ensures reading for enjoyment is promoted through new English text drivers, reflective reading journal opportunities, shared reading experiences through peer 	<ul style="list-style-type: none"> • LT (English leader/deputy) • Headteacher • PP lead • Data Lead • Class Teachers 	

		<p>mentors and buddies and events (book fair, world book week and visiting authors).</p> <ul style="list-style-type: none"> English leader to engage parents with teaching of reading approaches with a focus on early reading techniques and enhancing the reading experience at home. 		
<p>To raise the attainment of pupil premium children in order to ensure sufficient progress is being made to meet ARE in reading and writing.</p>	<p>Data will show a raise in attainment of pupil premium children with more reaching ARE in reading and writing.</p>	<ul style="list-style-type: none"> Domain analysis in both reading and writing for PP pupils. Teachers to use this to identify and focus on the domains that PP pupils are struggling with. Reading journeys are updated to provide high-quality and engaging texts. Use of Emma Tarrant to work with strategic direction of English. Use of Mrs Wordsmith throughout the school to develop language choices. Increase the pupil premium representation in displays around the school – in particular Literacy work. 	<ul style="list-style-type: none"> LT (English leader/deputy) Headteacher PP lead Data Lead Class Teachers 	
<p>To ensure PP pupils with SEND are making sufficient progress.</p>	<p>Tracking is in place to ensure that PP SEND pupils make sufficient progress.</p>	<ul style="list-style-type: none"> Development of the SENCO role Develop the provision for SEND pupils in school. Implementing the SEND maths toolkit across the school. 	<ul style="list-style-type: none"> CG (SENCO/deputy) Headteacher Phase leads PP lead 	

<p>To improve the attendance of children who are persistently absent by reducing the number year on year.</p>	<p>Pupil premium attendance will show an improvement.</p>	<ul style="list-style-type: none"> • PP persistent absentee pupils to be identified and plans put in place to improve their attendance – contact with parents, reward cards etc. • PP pupils who are persistently late to be identified and plans put in place to improve their attendance – contact with parents, reward cards etc. • In order to encourage the engagement of PP parents, Year 6 pupils to plan formal presentations for their parents as their parental consultation. The presentation can include: what the child is proud of, the progress they have made, highlight of their year and their next steps. This should help parents form a positive relationship with the school. 	<ul style="list-style-type: none"> • HS (welfare manage) • Headteacher • PP lead 	
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Strategic developments 2020 -2021 (This can outline developments to strengthen the quality of education for disadvantaged pupils)

- * Year 6 parental consultations to be led as a formal presentation by the pupils about their achievements and progress. This will enhance the relationship between parents and school, engaging hard to reach families. Supply cover for the teachers will be required.
- * Learning Environment Leader to be appointed to ensure that vulnerable pupils are well represented across the school through their work and photos on displays.
- * Subsidise residential trips to ensure that more children have the opportunity to attend.

* Local artist to undertake a project with able pupil premium pupils to enhance their skills further.

* External visitors to work alongside pupil premium young governors to develop their leadership skills and develop their voice for the school.

* Music lessons for pupil premium children to learn a musical instrument.

Attainment KS2 (2019) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

Historic Data due to COVID-19 Pandemic

Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	National Non-PP Outcomes
Reading, Writing & Mathematics combined	30%	61%	-31%	51%	71%
Reading	35%	71%	-36%	62%	78%
Writing	48%	74%	-26%	68%	83%
Mathematics	43%	74%	-31%	67%	84%

Progress (2019) Disadvantaged Pupils

	School PP Progress measure	School Non-PP Progress	National Disadvantaged Progress	National Non-PP Progress
Reading	-6.13	-1.29	-0.62	0.32
Writing	-3.90	-2.7	-0.5	0.27
Mathematics	-5.51	-3.8	-0.71	0.37

Attainment KS1 (2019) Disadvantaged Pupils					
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	National Non-PP Outcomes
Reading	55%	67%	-12%	62%	78%
Writing	55%	60%	-5%	55%	73%
Mathematics	73%	70%	+3%	62%	79%

The impact of last year's pupil premium priorities and outcomes
See Milestone 2 data for 2020
<p>Teaching and learning <i>(Trends over time e.g accelerated progress over KS1 and then Key Stage 2 / RWM / SEN and higher attainers / science & foundation / personal development)</i></p> <p>Curriculum intent and implementation <i>(EYFS Phonics KS1 and KS2)</i></p> <p>Curriculum impact <i>(EYFS phonics KS1 and KS2)</i></p> <ul style="list-style-type: none"> - Attainment - Progress - Knowledge and skills <p>Emotional, social and behavioural support Attendance</p>

Exclusions
Enrichment

The impact of service premium for 2018/19 academic year

NA