



Pupil Premium Strategy Statement:

1. Summary information					
School	Netherbrook Primary School				
Academic Year	2016/17	Total PP budget	£137,800	Date of most recent PP Review	January 2017
Total number of pupils	492	Number of pupils eligible for PP	106	Date for next internal review of this strategy	April 2017
2. Current attainment					
KS2 Attainment for: 2015-2016 (21 pupils)			<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (National 2016)</i>	
% achieving expected standard or above in reading, writing and maths			24%	54% (60%)	
% achieving expected standard or above in reading			29%	59% (71%)	
% achieving expected standard or above in writing			67%	85% (79%)	
% achieving expected standard or above in maths			33%	79% (75%)	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Learning in the curriculum (A, B, C) Pupils reading and mathematics skills in KS1 and KS2 need to be improved to diminish the differences between these pupils and other pupils in school and nationally. An increased number of pupils will achieve at least the expected standard in English and Mathematics and phonics in KS1.				
B.	More able pupils to achieve above the expected standard (Greater depth at end of KS1 / KS2) in English and Maths				
C.	Pupils achieving an expected level in Literacy and Numeracy by the end of Reception (EYFS)				
External barriers					
D.	Families and Community Attendance of Pupil Premium pupils is less than other pupils in school. Family Engagement in school life.				

E.	Enrichment beyond the Curriculum Lack of opportunity for cultural and educational enrichment due to poor socio-economic factors.	
F.	Personal, Social, Emotional and Behavioural Development Pupil Premium Funding to be used for nurture provision and supporting vulnerable children to break down barrier towards their learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils reading and mathematics skills in KS1 and KS2 are improved to have diminished the differences between these pupils and other pupils in school and nationally. An increased number of pupils will achieve at least the expected standard in English and Mathematics and phonics in KS1.	All pupil premium pupils make at least expected progress and achieve targets set by SLT. More PP pupils make rapid progress to achieve expected standard. An increased % of PP pupils achieve required standard in Phonic Screening in Y1 and Y2.
B.	More able pupils to achieve above the expected standard (Greater depth at end of KS1 / KS2) in English and Maths	All pupil premium pupils who achieved greater depth at KS1 remain on track to achieve Greater depth at KS2: Y6 pupils to achieve 6.5 / GDS or HIGH SS in SATs / end of KS2 assessments Y5 pupils to achieve 5.5+ Y4 pupils to achieve 4.5+ Y3 Pupils to achieve 3.5+ Y2 Pupils to achieve 2.5+ / GDS or High SS in SATs / end of KS1 assessments Y1 Pupils to achieve 1.5+
C.	More pupils achieve the expected good level of development in Literacy and Numeracy by the end of Reception (EYFS)	The number and % of pupil premium pupils increases to be in line with national average.
D.	The attendance of PP children improves and family interaction with school support is more robust.	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the pupil premium children is in line with national at 96% Parents are informed and engaged with supporting their child in school.
E.	Pupil premium children will be targeted for a wide variety of enrichment opportunities to ensure that they have access to the same opportunities as other pupils.	These opportunities should encourage a higher quality of engagement and achievement in lessons in school. Pupils are motivated and excited by learning and enjoy the experiences they encounter.
F.	Pupil premium children will have had targeted intervention to help them address any mental or social barriers that may be preventing them from engaging with the curriculum and achieving their potential.	Pupils receive high quality counselling on their PSED and barriers that previously prevented them from accessing the curriculum fully are removed. Boxall profile data shows pupils PSED is improved.

1. Objective	2. Success Criteria	3. Key Levers and Actions	4. Time /Staff /Milestones	6. Evaluation and Review Dates
Learning in the Curriculum				
To ensure PPG spending provides additional support in order for the children to reach national targets, narrow the gap and ensure equality in the curriculum. It also aims to support and challenge gifted and talented children who are eligible for PPG.				
Analyse school data and National data, focusing on the attainment and progress of pupils receiving Pupil Premium Grant	<ul style="list-style-type: none"> -Have a clear understanding of the data picture for the end of 2015-2016 and 2016-2017 -Identified specific areas of vulnerability; year groups, specific pupils etc. -Identified gap between school and national figures 	<ol style="list-style-type: none"> 1. Establish all pupils currently receiving the Pupil Premium Grant 2. Ensure all staff are fully aware of the pupils 3. Analyse data, identifying specific areas of vulnerability (Focus on groups) 4. Data report to be discussed with staff, leadership team and reported during Standards and Improvements Committee 	By the end of November all data analysis will be completed, including Raise Online Pupil premium file will be set up DHT to lead and complete SCHOOL BUSINESS MANAGER-Integris	November 2016
To set up and maintain a Pupil Premium Financial record	<ul style="list-style-type: none"> -The level of funding received in current and previous academic years can be tracked -Show how the funding is spent 	<ol style="list-style-type: none"> 1. To discuss how Pupil Premium spreadsheets are presented in TLLT schools 2. Create and populate Netherbrook's Pupil Premium Funding Spreadsheet 3. Following each data entry, populate the spreadsheet with the interventions and support each child receives 4. Review regularly, discussing impact measures and outcomes 	<p>October – HEADTEACHER to set up spreadsheet</p> <p>November – DHT and SCHOOL BUSINESS MANAGER to ensure all Pupil Premium pupils are correctly identified</p> <p>Nov/Jan/Mar/May/Jul – HEADTEACHER to update financial record</p>	January 2017
To track and monitor progress and attainment following data entry points	<ul style="list-style-type: none"> -Identified strengths and areas of weakness for each pupil -Analysed the Average Point Score progress & attainment for each Year group 	<ol style="list-style-type: none"> 1. Establish the picture following Summer 2016 Baseline data 2. Following each data entry point, analyse and save Pupil Premium Scholar data 3. Analyse trends in year groups and classes 4. Look at progress and attainment for individuals 5. Report findings during SLT Data Presentation and to Standards and Improvements Committee 6. Assessment analysis – Headteacher's Report 	<p>Following data entry points in Nov, Jan, Mar, May and July, all strengths and issues will have been identified</p> <p>SLT Data presentations given Thurs following each data entry point DHT and AHT Data Analysis</p>	Following each data entry point November 2016 and then January, March, May, July 2017
To lead Pupil Progress Meetings and plan interventions	<ul style="list-style-type: none"> -Leaders to hold staff to account over any pupils not making the necessary progress -Effective and timely interventions will be planned to address concerns and close identified gaps in understanding 	<ol style="list-style-type: none"> 1. Progress and attainment of Pupil Premium Pupils to be shared during SLT Data Presentation following each data entry point. 2. Pupil Progress Phase meetings held to share findings 3. Individual Pupil Premium Progress Meetings held. 4. Leaders to feedback to Headship team 5. SIS committee informed 	<p>Pupil Progress Meetings will identify the areas of weakness for our vulnerable pupils and plans will be in place to address them.</p> <p>DHT & SLT Class teachers Dec/Apr/Jul</p>	Following each data entry point November 2016 and then January, March, May, July 2017

Conduct academic research into Pupil Premium	-Deepen understanding of the issues encountered with Pupil Premium pupils -Identify effective ways to tackle and address issues	1. Attend training and conferences regarding excellent provision for Pupil Premium Pupils 2. Research current and up to date publications that share excellent practice 3. Share with Headteacher and Leadership Team	By the end of each term, actions will have been put in place following key findings. DHT Termly review	1. Closing the Gap – Pupil Premium Conference attended 4/10/16 2. Sutton Trust Toolkit 3. Pupil Premium funding review of other establishments: Oasis Academy Nunsthorpe
Set up Peer Mentoring in school to lead a reading buddy and morning maths programme with our Pupil Premium Pupils	-School Prefects and DHT to become peer mentors and offer a reading buddy provision for pupils receiving the Pupil Premium Grant -DHT will 'train' prefects to read and discuss books with identified pupils, to inspire our Pupil Premium pupils to excel in reading	1. Identify Pupil Premium Pupils off track in Reading and Maths 2. Meet with Y6 Prefects to discuss the role of Reading Buddies. 3. Allocate reading pupils from Years 1-4 to Y6 prefects, Years 5 and 6 to DHT 4. DHT to monitor programme and share strategies for encouraging reading 5. English, Maths and Pupil Premium Link Governor to be informed	By the end of the programme, there will be an acceleration seen in the reading stage or assessment level DHT/HEADTEACHER/ SENCO Oct - Mar	Termly
Specialist curriculum Interventions for speech and language therapy and developing reading skills.	-Specialist speech and language teacher for 1-1 support -1-1 BRP sessions (10 weekly programme) -Group interventions 5:1 with teacher to support Reading and writing (to include G&T PP pupils)	1. Identify pupils and allocate timetable sessions 2. Set sessions for no longer than 10 weekly blocks 3. Monitor and review progress 4. Include on school provision map 5. Discuss findings during SLT data presentation	Communication and Language specialist sessions weekly. Termly review and evaluation of impact.	Following each data entry point November 2016 and then January, March, May, July 2017
Additional teacher time to provide specific verbal feedback on areas for improvement -Gap Tasks -Developmental Marking	-Gap tasks will be used regularly as a regular feedback feature to improve the progress and attainment of Pupil Premium pupils -Pupil Premium Pupils will have regular developmental marking to promote rapid progress	1. Staff will be reminded of our expectation for Pupil Premium pupils to receive regular developmental marking and gap tasks to raise progress and standards during each term. 2. Monitoring of Pupil Premium books to take place during each term. 3. Key Teaching and Learning strategies for Pupil premium pupils to be shared during staff meetings and SLT 3. Feedback to School Improvement and Standards Committee	Gap tasks and developmental marking will be tailored to the requirements of the individual and will be regularly used – as seen during monitoring cycles LR/DHT/PJ/TW/CMc/CM Monitored during LTAP and monitoring cycles	Headteacher Termly subject monitoring SLT monitoring monthly.
Implement a rigorous monitoring cycle -Planning Scrutiny -Book trawl -Lesson Observations -Moderation of work	-All relevant leaders will have monitored the teaching and learning. Ensuring quality of provision remains high -Areas of strength and weakness will be identified -Timely action will be put in place to address any areas of concern	Link Governors to meet with Phase leaders to discuss Teaching and Learning	Following each monitoring cycle, SLT will discuss and review next steps SLT 3x yearly	November 2016 February 2017 May 2017

Analyse school data and National data, evaluating the attainment and progress of pupils receiving Pupil Premium	-Have a clear understanding of the data picture for the end of 2016-2017 compared to 2015-2016 -Identify impact and points to further improve	Data report to be discussed during full governors meetings.	By the end of Oct/Nov all data analysis will be completed, supported by Raise Online. DHT Sept 17	X 5 Full Governing Body meetings approx each half term.
Personal, Social, Emotional and Behavioural Development				
Pupil Premium Funding is used for nurture provision and supporting vulnerable children and their families.				
Nurture Group placement for pupils working below ARE	-Key individuals to attend nurture group -Pupils received a bespoke curriculum, tailored to their individual needs	1. Complete Boxall Profiles and identify Pupil Premium Pupils that need additional nurture support 2. Provide places in Nurture room for morning sessions 3. Analyse progress and impact through Boxall profiling and reports from class teacher	All pupils allocated to nurture group for Autumn Term placements. Placements are reviewed termly and then re-allocated where necessary for Spring and Summer DHT/LR/AB/LEARNING MENTOR	November 2016 Termly review
Pastoral team nurture provision for targeted vulnerable pupils across all key stages	-Learning mentor to meet key PP pupils on a regular basis -Family Link worker to set up and support outside agency links for students experiencing domestic violence, bereavement and neglect	1. Complete Boxall Profiles and identify Pupil Premium Pupils that need additional nurture support 2. Allocate Learning Mentor 1-1 and groups sessions for identified individuals 3. Analyse progress and impact through Boxall profiling and reports from class teacher	All identified pupils allocated to learning mentor for Autumn Term sessions. Placements are reviewed termly and then re-allocated where necessary for Spring and Summer DHT/LR/AB/LEARNING MENTOR	November 2016 Termly review
Families and Communities				
Pupil Premium Funding is used to support children and their families.				
Review school culture for collective responsibility and accountability for pupil achievement	-Greater accountability of teaching staff and phase leaders for standards in their year group -Phase leaders will be fully aware of the current data picture and issues -Class teachers will be able to track and discuss the progress and attainment of pupils receiving the PPG (Pupil Premium Grant).	1. Pupil Premium Coordinator and Governor allocated 2. Key pupils identified and shared with all teaching staff 3. Expectation for Pupil Premium Pupils made clear during staff meetings and pupil progress meetings 4. Key Pupil Premium Strategies to be discussed at SLT meetings 5. Distributed Leadership changes shared during School Improvement and Standard Committee	By the end of the academic year, all teachers and phase leaders will have full accountability over pupil progress, including pupil premium, promoting a data literate workforce DHT to lead SLT to review	September 2016 January 2017 April 2017
Family Link Worker to focus on community outreach and early intervention for vulnerable children.	-Links will be positive and supportive for vulnerable Pupil Premium families -Pupil Premium pupils will be included in community projects and events	1. Family Support Officer to attend all meetings (CP) for Pupil Premium Pupils 2. Relevant outside agencies will provide necessary intervention for vulnerable pupils. 3. Community outreach opportunities will be explored for Pupil Premium Pupils. E.g. Champions Church awards	DHT and Family Support Officer (FSO) to meet half termly to review family case loads DHT FSO Learning Mentor (LM)	Meetings Oct/Dec/Feb/Apr/Jun

Attendance officer to monitor attendance of Pupil Premium Pupils	-Pupil Premium Pupils will maintain high attendance percentages 95%+ -Early intervention and support will take place for pupils falling below 92% attendance	1.Attendance Officer and Pupil Premium Coordinator to monitor attendance regularly 2.Engage with parents where attendance is an issue 3.Attendance officer to make necessary referrals 4.Refer to Pastoral team to provide family support where difficulties are encountered	DHT and AB to meet half termly to conduct full and detailed review Pupil Premium attendance figures DHT FSO	Meetings Oct/Dec/Feb/Apr/Jun
Enrichment beyond the Curriculum				
Pupil Premium Funding is used to ensure equality of opportunity in enrichment activities				
To subsidise educational visits, including residential visits	1.All Pupil Premium families will be offered subsidised costs for identified trips 2.Additional enrichment opportunities will be offered to vulnerable Pupil Premium pupils	1.Class teacher to liaise with Headteacher and Business manager to allocate the percentage of subsidy offered 2.Monitor the number of pupil premium pupils attending educational visits	DHT to lead monitoring of Pupil Premium attendance and involvement in enrichment activities DHT Phase leaders	Ongoing
To subsidise uniform costs for vulnerable Pupil Premium families	1.Vulnerable pupils premium families to be provided with school uniform 2.Vulnerable pupils will be offered equality of opportunity by owning the same attire as other pupils	1.Class teachers to identify pupils 2.Phase leaders to liaise with Head and Pupil Premium coordinator to allocate uniform 3.Pastoral team to work with the child to ensure uniform provided is worn to school	Uniform allocation to be updated onto the PPF spreadsheet HEADTEACHER DHT SCHOOL BUSINESS MANAGER	Termly
To subsidise peripatetic music lessons.	1.Pupil premium pupils to be offered subsidised tuition for instrument lessons 2. Disadvantaged pupils will be offered equality of opportunity by ensuring lessons are financially viable.	1.Pupil Premium pupils are offered lessons – 50% reduction 2.Progress is monitored through DPA 3.DPA offer parental consultations 4. SENCO to record progress made	SENCO to set up lessons for start of academic year SENCO to update DHT on progress of pupils – twice yearly	2x annually
To offer an Easter Holiday Club, for Pupil Premium Pupils.	-Easter Holiday Club will provide additional support -Targeted sessions will address gaps in understanding	1. Using PP pupil list from year 6 write to all parents individually inviting and encouraging them to allow their child to attend Easter School. 2. Examine the areas for development for these pupils and create plans specifically addressing any weaknesses. 3. Deliver Easter school 2 teachers plus 1 TA for 4 days. 4. Evaluate impact and identify next steps.	By the end of the Easter Holidays, pupils will have had the opportunity to address their gaps Year 6 team plus 1 TA(other support staff)	Following Easter break prior to SATs tests.
Initiate enrichment activities, intervention group and support groups for Pupil Premium pupils	- A variety of additional activities will be available for Pupil Premium Pupils -Identified needs will be met through tailored groups	1. Review need of each individual pupil 2. Record finding on Individual Action Plans, saved for each year group 3. Record activities planned and actions taken to meet the needs of each identified area of concern 4. Report to full Governors - Behavioural and Pastoral Care Report	By the end of Spring Term, a variety of support groups will be in place to support the progress of Pupil Premium Pupils	DHT & Teaching team Nov/Jan/Mar/May/Jul

5. Review of expenditure**Previous Academic Year****i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

6. Additional detail