

Overview of the school

Nightingale was initially built to meet planned increases in school places and the concept of year on year growth was supported by local authority planning statistics. However, the need for pupil places in the area has been so great that the school expanded beyond initial expectations in January 2016 to meet a critical need for places in Year 1 and Year 2.

In the first half of the Spring Term the school offered an additional 15 places in Year 1 and opened a Year 2 class of 30. The cohort admitted in Spring 2016 did not entirely reflect the cohort admitted through planned admission procedures. Twenty-five of the 31 Year 2 children admitted (April 2016) had never attended school before and spoke no English. Four of the remaining children had limited access to education in the UK with English not spoken in the home. Only two children had the opportunity to access full Early Years and KS1 provision in the UK.

The unexpected expansion during 2015-16 resulted in some complex anomalies reflected in current data relating to the school. These include the suppression of disadvantage and additional needs indicators. By admitting children as international new arrivals and therefore not yet properly registered within the benefits' system it suppresses the pupil premium figures on the census. This gives a false impression of actual pupil premium entitlement in the academy as well as an actual disadvantage in terms of funding. In addition, children with additional needs are less likely to have accessed support from other agencies. Routines and expectations around school attendance were not firmly embedded within some of the families so much work has focused on this to generally strong effect. The 2017 census identified seventy-six children eligible for pupil premium funding. This suggests that by the end of six years a very high % of children will be eligible for pupil premium. The current data suggests only 37% are currently eligible.

How well did pupils eligible for pupil premium do in 2015-16?

The external data is very limited due to the large in-year increase in pupil numbers during the school year and the creation of a Year 2 cohort in January 2016. However, the phonics screening provides a more reliable benchmark and is the only relatively robust external measure available at the moment. It has been necessary to disaggregate the pupils who came and went or arrived very close to the taking of the phonics screening and exceeded the target set at the beginning of the year. This reveals that the school performed very close to the national average with little difference between the performance of those eligible for pupil premium funding and those not eligible. It is worth noting that the year group was heavily weighted towards boys who we found were not as well developed as assessed through the EY assessment process. This suggests they have made strong progress in language development. Overall those eligible for pupil premium made better than nationally expected progress although we know they need to make even more rapid progress to catch up further.

The cohort for Year 2 was not truly representative but moderation visits from the local authority were undertaken and supported our judgements and reported positively on our assessments, both final and ongoing. The moderation report also highlighted very positively the amount and breadth of work undertaken during the short period the cohort had been with us and the impact on progress made by many of the most vulnerable pupils.

Headline data for EYFS children as shown through internal tracking demonstrates good progress for all children from very low starting points. Foundation Stage outcomes were externally moderated in 2015 but few children were then eligible for PP funding. The confidence in the assessments provides some assurance of the current accuracy of evaluations. In September 2015, only 8% of children starting Reception were on track for GLD, this rose dramatically to the final figure of 46% of the stable cohort (38% of whole cohort) actually achieving GLD by the end of the year.

The significant number of new pupils arriving at different times of the school year presents challenges regarding regular attendance. Many have just turned up at the school so limited opportunities are available to establish expectations for regular attendance. However, the school has made significant improvements for the children with attendance figures now over 94% and rising. The figures have been depressed due to pupils leaving and not informing the academy. Punctuality is good for the majority of children through staff setting clear expectations as children join and having an open-door period from 8.30am. A breakfast club was started in Autumn 2015 as a result of parental feedback and this also supports children's punctuality strongly.

Evaluation of PPG spending by item/project 2015/16				
Item/project	Cost	Objective	Intended Outcome	Did we achieve the outcome and what we learned
Develop the Family Support Role within Nightingale Staff Team to provide appropriate services to meet the needs of vulnerable families.	£10,000 towards salary at Nightingale £5000 towards Family Support Team at Oakwood to provide additional support and mentoring	To support families facing challenging circumstances to ensure their children attend school regularly. To support home visits to follow up absence of vulnerable children. To work with a wide range of agencies to support vulnerable families.	Intended outcome will be clearly improved attendance figures for key individuals, Year Groups and the school as a whole. Final attendance for 2016 was Term 1 88.6% Term 2 90.8% Term 3 93.8%	Attendance figures rose strongly. Support for vulnerable children confirmed as strong by parents and external consultant - Need to focus on setting attendance expectations during the initial meetings with new arrivals -Pre-school visits must be maintained
Contribution to support additional small group work provided by experienced practitioners in Reception and Year 1	£15,000 to Reception role and £25,000	Additional teaching time for small groups to raise attainment and accelerate progress.	In Reception to be able to demonstrate accelerated progress from starting points with 40% achieving GLD In Year 1 accelerated progress of all groups, with strong attainment	GLD exceeded target and the stable cohort achieved strong outcomes. -Review phonics teaching so that we achieve up to 80% of stable cohort at

			outcomes for the stable cohort.	expected level -Must draw more on the Oakwood EYFS team to support development of Reggio
Recruitment of additional support staff to meet the pastoral needs of children in the Foundation Stage.	£10,000 Contribution to costs for additional teaching assistant	To ensure PP children's pastoral needs are met within the setting through access to appropriate provision.	For the progress of PP children working at the very lowest levels to accelerate.	EYFS progress measures were strong but the significant changes in pupil numbers and groups affected the validity of this focused work. Suggest we continue this year and evaluate carefully in 2017
Establish a breakfast club and after school club to support working parents and increase attendance esp for PP pupils	£5000 towards staffing and resources to support the clubs	Good levels of attendance and engagement. Retention of pupils because parents are able to take and collect children to and from other local schools more easily.	Improved school attendance figures. Improved school stability and accelerated progress demonstrated in both year groups.	-Very popular measures for parents as demonstrated in Foretel survey 2016

Total PPG received	£70,000
Total PPG expenditure	£70,000
PPG remaining	N/A

This document was created by one of The Key's associate education experts: Jeremy Bird has extensive experience of primary headship. He has also worked with local authorities and published guidance for new and aspiring headteachers and senior leaders.