



Nightingale Primary Academy

Plan for Pupil Premium Expenditure: 2016-17

(Reviewed January 2017)

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	221
Total % of pupils eligible for PPG	<p>Raise online states 40% of the school are receipt of pupil premium. This figure is based on numbers on roll in October 2016. The increase in numbers in January 2016 and September 2016 reduces this % to approximately 25% of children on roll in September 2016.</p> <p>This figure and the income will be adjusted in April 2017 to reflect changes in the October 16 and January 17 census figures.</p>
Estimated total amount of PPG to be received	£105,000

Planned Expenditure	£113,000
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One of the key measures of a school's success is the closing of the gap between children eligible for Pupil Premium (PP) and those not eligible. End of Key Stage outcomes of the school's PP pupils are compared to non-eligible nationally.

It is worth noting that at Nightingale non-eligible children include a significant number who are technically eligible for PP funding but who do not yet meet the criteria as their parents/carers are not yet eligible for benefits. Many are new arrivals to the UK.

The DfE state that PP funding must be used to raise attainment and close the attainment gap. Schools may spend the money as they see fit and do not need to spend equal amounts on eligible children. PPG can be spent on *all* pupils provided it is used to close the gap.

More than 35% of pupils at Nightingale generate pupil premium funding and data suggests the January census for 2017 will reflect more than 50% of the cohort as being eligible for Pupil Premium. Therefore it is neither desirable nor practical to allocate or account for funding on an individual basis.

Success Criteria and Monitoring Arrangements.

Attainment and Progress

Foundation Stage

- Foundation Stage outcomes will indicate a significant increase (at least 10%) in attainment for children on roll for the full academic year. Progress will be accelerated from starting points (at least 16 months from baseline and up to 24 months for PP children who attend all year). Particular focus will be improvement in communication and language and personal, social and emotional development.

On a termly basis the Governing Body and Senior Leadership Team will monitor progress towards these targets through the head teacher's report and the standards sub-committee.

Key Stage 1

Pupil attainment will be the key indicator of success. We are aiming for the proportion of pupils achieving the expected standard in phonics to match the national average especially if they have been at the academy during the Reception Year and Year 1. Progress measures based on those with Foundation Stage data will be better than the national average and this will demonstrate clearly that the academy is bridging the gap in performance between those with PP and the national average. Furthermore the academy will be able to demonstrate accelerated progress for those without Foundation Stage data and/or who are recently arrived in the UK. This data will be based on individual performance.

Attendance

For 2016/17 we expect attendance rates to be closing in on the national average and at least above 94.5% as a published figure; within this we would expect to be able to

demonstrate that children on roll for the full academic year have attendance that is in line with national average.

The academy will demonstrate routines effectively support attendance for children who are not yet of statutory school age and/or are recently admitted to the school. This will include being able to present case studies where attendance has significantly improved for key individuals especially those eligible for PP. It is expected there will be no significant gaps in attendance data for key groups.

On a termly basis the Governing Body and Senior Leadership Team will monitor progress towards these targets.

Action/Project	Cost	Estimated impact	Senior leader responsible
<p>Retain part time intervention teacher to provide:</p> <ul style="list-style-type: none"> • delivery of personalised catch- up programmes particularly for phonics and writing • Support for NQTs in delivery of phonics programmes • Yr 2 phonics' interventions 	<p>£27,000</p>	<ul style="list-style-type: none"> ➤ Attainment levels for all pupils with EYFS data at least match the national average for Y1 phonics and at the end of KS1 assessments ➤ 80% of pupils achieve the expected standard in Y1 phonics assessment if they had EYFS data ➤ Pupils writing more confidently and securely in Y1 and Y2 as shown through work scrutiny, teacher observations and internal tracking 	<p>RI, SR</p>
<ul style="list-style-type: none"> ➤ Additional staffing allows for more focused programmes to be developed to close the gap for pupils. ➤ 0.5 teacher £16,701 (Y2/3) ➤ 0.3 teacher (Y1/2) ➤ £10,021 ➤ 0.2 teacher £5800 (FS) ➤ 3 x 0.1 teaching assistant £3000 – KS1 speech programmes ➤ Contribution of £5000 to costs 	<p>£40,522</p>	<ul style="list-style-type: none"> ➤ To accelerate progress and raise standards 	<ul style="list-style-type: none"> ➤ SR

<ul style="list-style-type: none"> ➤ of Chatterbug services (Total cost £11,115) 			
<ul style="list-style-type: none"> ➤ Retention of the family support worker to 	£25,000	<ul style="list-style-type: none"> ➤ To raise attendance to < 95%? especially for PP and reduce persistent absenteeism to <15% ➤ To provide individual support for families in challenging circumstances and ensure robust safeguarding procedures are in place – this will demonstrated through outcomes of Trust and governor safeguarding audits 	RI
<ul style="list-style-type: none"> ➤ Retention of pastoral support worker to 	£18,000	<ul style="list-style-type: none"> ➤ To provide support for identified pupils with social, emotional and mental health needs. Monitoring of behaviour records will demonstrate a positive impact on school-wide behaviour as well as for key pupils. <p>Internal and external monitoring will judge behaviour and engagement as good.</p>	RI/SR
<ul style="list-style-type: none"> ➤ 	£18,000	<ul style="list-style-type: none"> ➤ Demonstrate that the attendance of children who identify as GRT is improving and within 1% of the school average. ➤ Parental attendance at consultation evenings to be higher than 60% for Romanian and Arabic speakers. 	RI/SR
<ul style="list-style-type: none"> ➤ Breakfast club?? Staffing costs = £150per week ➤ 3 staff x 1hr daily for 39 weeks = £5850 ➤ Catering Costs: £12 	£8000 Contrib ution towards total cost of	<ul style="list-style-type: none"> ➤ Average attendance of children who regularly attend breakfast club to be above 95% ➤ Case studies to demonstrate impact on 	RI

per day = £2,340 ➤ Resources £100	£8290	children with a history of persistent absenteeism improving attendance. ➤ Attendance at breakfast club to increase to 15% of the school roll	
➤ After school club ➤ Staffing costs = £4900 ➤ Catering = £6 per day = £1170 ➤ Resources £100	£2000 Contribution towards total cost of £6170 (£4000 generated by charges for access to the club)	➤ Attendance for all regular users to be above 95% ➤ Parent questionnaires to demonstrate a positive impact on families by being able to access this provision.	RI

Monitoring and evaluation

This plan will be reviewed on a termly basis. In order to measure the on-going impact Governors will ensure school leaders can clearly demonstrate:

- Appropriate improvements in attendance data for groups and individuals that are likely to lead to improved outcomes by July 2017.
- Internal tracking demonstrating that children in the Foundation Stage are making accelerated progress and that attainment measures are on track to show improvements in July 2017.
- Internal tracking demonstrating the children in KS1 are making accelerated progress and that attainment measures are on track to show improvements in July 2017 from the children's starting points – Year 1 Phonics check, Year 2 SATS.
- Internal tracking demonstrating continued accelerated progress leading to closing the gap for pupils in Year 3.

Senior leadership and governor monitoring

- Monthly reporting by the senior leader responsible to the Exec HT
- Standards committee receive half yearly report on progress
- PP progress reported in the Exec HT report to governors at every meeting
- Review Foretel outcomes