

Pupil Premium Statement

Summary information					
School					
Academic Year	2018-19	Total PP budget	£165,000	Date of most recent PP Review	N/A
Total number of pupils	346 (24.9.18)	Number of pupils eligible for PP	122 (35%)	Date for next internal review of this strategy	April 19

Current attainment (2018)		
Reception	<i>Pupils eligible for PP</i>	<i>Overall</i>
% achieving GLD	60.87%	47%
Year 1 Phonics Screening	<i>Pupils eligible for PP</i>	<i>Overall</i>
% achieving pass	65%	68%
Year 2 Phonics Screening (Re-check)	<i>Pupils eligible for PP</i>	<i>Overall</i>
% achieving pass	100%	77%
End of Key Stage 1	<i>Pupils eligible for PP</i>	<i>Overall</i>
% achieving age related expectation or above in reading	78.3%	55.4%
% achieving age related expectation or above in writing	56.5%	42.9%
% achieving age related expectation or above in mathematics	78.3%	60.7%

CONTEXT
<p>The proportion of disadvantaged pupils for whom the pupil premium provides support is high. However, many of our families are new to the country, are refugees or asylum seekers and consequently are not eligible for free school meals immediately. The proportion of pupils who join and leave the school other than at the usual times is significantly higher than nationally and many children who arrive at school have little or no English many of which have not been to a school in their country of origin.</p> <p>There are a number of factors that impact pupil premium pupils who attend our school. We believe that one of the biggest barriers for children can be poverty of aspiration so we are determined to create a climate that does not limit a child's potential. We have to take time and invest heavily in educating our families about the different expectations when they come to a British School and promoting strong attendance.</p> <p>Pupil premium pupils at Co-op Academy Nightingale may lack access to learning resources and wider experiences that children from other demographics may have. We endeavour, therefore, to provide opportunities for our pupils to have regular access to stimulating visits and visitors (at least termly).</p>

The challenge of language and associated skills impact heavily on many of our pupil premium families. Challenges to speak English or read communications can create a significant barrier. We look to overcome these challenges with clear induction procedures and providing language support for children and families wherever possible.

A proportion of our pupil premium pupils also have one or more Special Educational Need. This may require additional support, highly skilled teachers and focussed management to make sure that multiple needs can be met.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Reduced experiential learning at home	
B.	Poor basic English language skills impacting on outcomes for pupils	
C.	Poor engagement from families and community members	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance lower than the national average	
E.	Family support, difficulty in accessing parent support due to language barriers and challenges of encouraging better healthcare for their children	
F.	Limited family aspirations and goals creating low self-esteem and ambition	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Opportunity for all pupils to enjoy experiences of learning away from the classroom through trips, visits and residential excursions (at least 1 per term)	All Year groups will engage on one extra-curricular activity per term.
B.	PP pupils will continue to achieve as well as or better than their non pp peers <ul style="list-style-type: none"> - PP GLD in line or better than non-pp in Reception - Year 1/2 phonics outcomes - KS1 reading, writing and maths 	Termly Teacher assessment will record pupil progress using the Co-op primary assessment model on a termly basis. Individual Target setting made and monitored. Progress moderated across the Trust.
C.	Significantly more parents from disadvantaged families in regular contact with school. More pupils educated about health and seeking medical advice	Increased attendance at school events, parent evening and supporting school visits. Improved response to parent questionnaires and communication.
D.	The attendance of PP pupils further improves	Attendance for PP children will be in line with others and close the gap on the national average
E.	Increased proportion of pupil premium pupils receiving a school breakfast. All pupils in full, correct and good quality uniform and footwear. Access to school family worker each day.	PP pupils have access to breakfast at breakfast club. A new uniform provided for PP pupils.

3. Planned expenditure					
Academic year		2018-19			
Barrier A					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Opportunity for all pupils to enjoy experiences of learning away from the classroom through trips, visits and residential excursions (at least 1 per term)	<p>Trips and visits planned at the start of the year by class teachers and funding provided to subsidise each trip/visit for pupil premium pupils</p> <p>Overseen by school phase leaders</p>	Pupil premium pupils may have more limited opportunities to experiences outside of the classroom. This will bring enjoyment to learning and add value of experiences for pupils to draw on for their academic and pastoral work	<p>Close monitoring of group visits and trips by Senior Leadership Team.</p> <p>Regular feedback from pupils and parents</p>	<p>Phase Leaders</p> <p>Senior Leadership Team to review</p>	<p>Termly</p> <p>End of year data outcomes</p>
				Total budgeted cost	£10,000
Barrier B					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>PP pupils will continue to achieve as well as or better than their non pp peers</p> <ul style="list-style-type: none"> - PP GLD in line or better than non-pp in Reception - Year 1/2 phonics outcomes - KS1 reading, writing and maths 	<p>Academic interventions (including phonics, writing and maths) for children identified as requiring some additional time.</p> <p>Weekly training session for support staff (inc. TAs) led by SLT members to upskill and empower them.</p> <p>PP Support staff to carry out intervention</p> <p>Specialist SEND intervention groups for PP children who call into this category.</p> <p>Chatterbug speech and language service to provide specialist speech provision</p> <p>Use of additional teacher time to release teachers to plan and deliver intervention sessions and review strategic plans (0.4)</p>	<p>Children are able to access additional support, outside of their usual lessons, when they require it. This strategy ensures that all gaps are closed for children with specified 1:1 time for them and a member of staff.</p> <p>As support staff are usually leading the interventions it is incredibly important they receive additional, regular high-quality training. A weekly schedule is implemented to ensure they are always fully equipped to deliver effective intervention.</p>	<p>Close monitoring of the SLT</p> <p>Regular pupil progress meetings</p> <p>Conversations with the pupils and staff involved</p> <p>Pupil Outcomes</p> <p>LGB</p>	<p>SLT</p> <p>Intervention leaders</p> <p>Class teachers</p> <p>Phase Leaders</p>	<p>Half-termly (informal)</p> <p>End of year data outcomes (formal)</p>
					<p>Total budgeted cost</p> <p>£69,004</p>
Barrier c					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Significantly more parents from disadvantaged families in regular contact with school. More pupils educated about</p>	<p>Twice weekly workshops for parents to support completion of paperwork, communication and advice delivered by Romanian speaking staff member. Regular half-termly workshops delivered by family welfare staff regarding</p>	<p>Families in our community need to feel part of our school and have clear guidance and support. This will support our families and pupils accessing regular medical care and also understanding school priorities</p>	<p>-HT to ensure timetabled allocation</p> <p>-Regular review of the sessions through good working relationships with external agencies</p> <p>-Regular review with Family support staff</p>	<p>Family welfare Lead</p> <p>Support staff</p>	<p>Termly</p>

health and seeking medical advice	significant healthcare topics – dentist, doctor and diet etc.				
				Total budgeted cost	£16,774

Barrier D

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The attendance of PP pupils further improves	An additional family support and attendance worker has been employed to further aid capacity to reach out to families, develop targets, offer support and deliver challenge to families to improve attendance. Continued link with Oakwood Primary school to buy their support to provide training to staff and to help review attendance processes. Regular attendance review meetings highlighting PP pupils and their attendance and setting targets. Regular home visits to support picking pupils up and getting them into school	Attendance is lower than the national average at Nightingale. It is vital that pupils are in school in order to make the difference to opportunity and life chance. PP pupils are a vulnerable group and need to be in school in order to access the PP grant provision and education. It will develop greater family links with PP pupils and their families and advertise the value of education and the importance of opportunity	Regular attendance review meetings (fortnightly) Governing Body review Academy Trust reviews (Termly)	HT Family Support Lead	Termly
				Total budgeted cost	£52,933

Barrier E

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increased proportion of pupil premium pupils receiving a school breakfast. All pupils in full, correct and good quality uniform and footwear. Access to school family worker each day.</p>	<p>Free Breakfast club for PP pupils to encourage a healthy start to the day and school attendance</p> <p>Free uniform given to all PP pupils to ensure all PP pupils have equality in their personal presentation</p> <p>Subsidised ASC provision for PP pupils to aid family support</p>	<p>Average attendance of children who regularly attend breakfast club to be above 95%</p> <p>Case studies to demonstrate impact on children with a history of persistent absenteeism improving attendance. Attendance at breakfast club to increase to 15% of the school roll</p>	<p>Regular feedback from pupils and parents</p> <p>Governing Body review</p> <p>Academy Trust reviews (Termly)</p>	<p>HT</p> <p>Family Support Lead</p>	<p>Termly</p>
				<p>Total budgeted cost</p>	<p>£19,143</p>

Total Spend £167, 854

The suggested spend on pupil premium funding goes above the projected budget of £165,000. This is to take account of additional on costs of resources but highlights the value and importance placed at Nightingale in diminishing difference and gaps for pupils with disadvantage. It is essential that we continue to aspire and work toward setting aspirational targets for all pupils regardless of challenge and disadvantage.