

Nursery Hill Primary School

Pupil Premium

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to pupils who come from low income families who are currently known to be eligible for Free School Meals (FSM), Looked after Children (LAC), children adopted from care and Service Forces children. It also includes pupils who have been eligible to FSM at any point in the last six years (known as the Ever 6 FSM measure).

	Financial Year Allocation	
	2018/19	2019/20
Number of pupils on roll (R – Yr.6)	139	133
Number of pupils eligible for PP	34	33
% pupils eligible for PP	24%	25%
Amount of PP received per pupil	£1,320	£1,320
Total amount of PP received	£38,280	£43,560
	Academic Year Allocation	
	2018/19	2019/20
	£37,510	£40,480

*Funding is based on 7/12 of the outgoing academic year and 5/12 of the incoming academic year.

At Nursery Hill Primary School we are constantly looking for new or additional interventions that can help us meet our goal to close the gap for our disadvantaged pupils. Whilst we provide additional support and resources to help close the attainment gap between disadvantaged children within school and those nationally, particularly in core subjects, we recognise that it is also vital for us to support the 'whole child'. This means that we work to address children's social, emotional, behavioural, economic and pastoral needs, as many of these factors contribute to the children's overall achievement in school. The information below sets out how we spent the funding last year alongside our proposals for the forthcoming year.

Pupil Premium Expenditure

Pupil Premium used for:	Barrier:	Brief summary of the intervention or action:	Intended outcomes:	Education Endowment Fund (EEF) Average impact rating:	Evaluation of impact:	Actual cost of intervention: 2018/2019	Estimated cost 2019/20
One to one support for pupils with complex needs.	Pupils with identified diagnosis unable to access the curriculum / manage mainstream schooling without additional support.	Additional adult to support teaching and learning via individual / small group input to ensure small step progress, in line with expectations.	Pupils can access learning opportunities in line with their peers and demonstrate progress from their starting point.	No EEF data.	Pupils with complex learning difficulties are able to access mainstream schooling alongside appropriate activities, and build on prior learning.	£28,994	£28,994
Breakfast & After-School Club subsidy for vulnerable pupils.	Low attendance, poor punctuality and additional safeguarding needs of identified pupils, impacting on curriculum access.	Pupils attend Breakfast & After-School Club on a daily basis.	Improved attendance, punctuality and emotional well-being of identified pupils.	No EEF data.	Identified pupils demonstrate improved attendance, punctuality and social skills.	£4,889	£4,889
SEMH training to meet the needs of pupils with social and emotional needs.	Pupils' emotional needs impacting on progress and attainment.	Drawing & Talking Therapy training for all TAs.	Identified TAs delivering weekly D & T sessions to identified pupils.	No EEF data.	Pupils have opportunity to explore emotions and express themselves in a safe environment.	£2,000	
Attendance & motivational Rewards.	Pupils lack of self-motivation acting as a barrier to progress and attainment.	Pupils receive termly rewards for good attendance and self-motivation.	Attendance improves And pupils are more self-motivated within the classroom.	No EEF data.	Pupils are motivated and recognise the impact of attendance and self-motivation on their learning.	£1, 983	£1,983
Development of reading	Lack of access to wide range of	Resource book corners	Pupils become more		Pupils enjoy		

resources.	stimulating reading materials impacting on progress from individual starting points.	and provide a 'hook' in terms of classroom environment and range of texts.	engaged in reading and literacy skills improve.	No EEF data	reading on a regular basis resulting in a wider vocabulary, and improved comprehension of wide range of reading materials.	£1,457	
Develop phonics resources & home reading materials	Lack of access to appropriate materials.	Purchase resource bank to support delivery in the classroom and home learning opportunities.	Appropriate reading materials available to pupils to consolidate learning.		Attainment in phonics and reading improves.		£3,862
Concrete resources for lower ability learners in maths.	Lack of access to concrete resources impacting on knowledge and understanding within maths.	Purchase range of concrete resources.	Pupils' engagement in maths tasks increases.		Pupils' depth of understanding improves, impacting on progress and attainment.	£521	
Development of marking and feedback.	Feedback is not always effective in addressing errors, misconceptions or extending learning.	All staff provide constructive feedback and appropriate gap task activities to aid progress.	Pupils use the information to up-level their work and increase the rate of progress.	Response to intervention + 3mths	Pertinent feedback tells pupils how well they are doing and identifies areas for improvement.	No cost	
Increased attendance figures.	Low attendance impacting on pupils' attainment and social skills.	Member of the admin. team has a clear of understanding of attendance and legal intervention.	Parents are notified of attendance rates on a regular basis. Actions are taken against parents who are not seen to be working with the school to improve	No EEF data	Admin. assistant actively tracks attendance on a daily / weekly basis. Attendance rates are seen to be improving and	No cost.	

			their child's attendance.		persistent absence decreasing. Pupils are able to maintain friendship groups.		
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