



## Pupil Premium Grant Expenditure Report 2016/17



### Context of School

Nelson Primary school is a multicultural school in the heart of Birmingham. Our pupils are from a wide variety of backgrounds, with 20 different languages. 26% of our pupils speak Arabic and 17% speak Somali. We are currently in the process of moving from a one form entry to a two form entry school. We have a Nursery and provide provision from 7.45am with our free breakfast club. 'Shepherd's After School Club' is run on site, providing extended provision until 6.00pm.

In 2015 we were judged by Ofsted as a 'Good' school, with several elements described as 'Outstanding'. For example, "The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe in school." The inspectors recognised that "Teachers' high expectations of pupils' achievement is resulting in higher standards across the school this year." They also acknowledged that senior leaders "know precisely what is going well and what is still in need of some improvement to move the school to outstanding." With regards to the use of the Pupil Premium Grant, Ofsted found "leaders use the pupil premium funding to good effect...As a result, they make sustained good progress to close any gaps in learning." We have continued to make improvements that benefit our pupils.

At Nelson we create a happy school with an inclusive learning community amid a culture of excellence for all. We believe in our pupils and constantly work to ensure that every child in our care discovers the skills for lifelong learning and is supported to become a valuable member of the community.

There is a driving determination and commitment from the Nelson staff to provide the very best education for our pupils. We strive to offer high standards of teaching and learning experiences within a holistic curriculum encompassing moral, social and spiritual values.

Our motto, 'Team Nelson: Together We Shine', represents our shared ethos: Our diversity is celebrated, our individual uniqueness is recognised, understood and valued; but together we are stronger, can achieve more and are able to excel in all we do.

Parents and carers are part of the team. For our children to reach their full potential we work in partnership to help each and every one do their best and encourage the confidence in themselves that we have in them. We work tirelessly to support families and will go the extra mile to assist in any way we can for the good of our pupils.

### Recent Initiatives / Improvements

- The Early Years Foundation Playground has been developed to create an outdoor stimulating learning environment.

- Resources for F1 pupils have been purchased to increase the development of speaking for our EAL pupils.
- All teaching staff have been trained as 'Peer massage in School Instructors'. Peer massage takes place in class daily and contributes to the calm atmosphere within the school.
- We have directly employed a Family Support Worker qualified in social work to help children and parents overcome barriers to education and learning, to ensure that parents are more able to support their children's needs in and out of school.
- Pupils in Y5 and Y6 are given the opportunity to attend a one week residential, increasing their outdoor team building skills in a new and exciting environment
- We built a new Basketball pitch and improved our grounds. We purchased new Football and Basketball kits for Y4, Y5 and Y6 sports teams. Physical fitness and health has improved and pupils have become more focussed on their academic work.
- We have improved access to school for parents and pupils and increased school safety through building works to the main entrances. The impact of which is a more welcoming environment for pupils. One that is equally accessible for those with a disability.
- An important initiative is underway to encourage parents to apply for Free School Meals as soon as they join school regardless of the universal entitlement in early years, to help us better identify those eligible for Pupil Premium Grant. This would increase schools resources and help us ensure we continue to meet children's needs early.

### Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll (January 2017 census)	349
Total number of pupils eligible for PPG	192
Amount of PPG received per pupil (from 2016/17 financial year)	£1,320
<b>Total amount of PPG received</b>	<b>£253,440</b>

### Pupil Premium Spending

Year Group	Initiative	Cost	Objective
1&2	Extra teacher to provide one to one and small group support throughout the year and to lead KS1.	£35,602	KS1 attainment and progress to improve from 2016 SATs. Issues raised on Inspection Dashboard to be targeted.
1 & 2	Extra teacher to provide one to one and small group support throughout the year.	£34,965	Individualising support at all levels in reading, writing, phonics and numeracy.
3	Extra teacher to provide one to one and small group support throughout the year.	£37,858.50	Individualising support at all levels in reading, writing and numeracy.
4	Extra teacher to provide one to one and small group support throughout the year.	£29,391.48	Individualising support at all levels in reading, writing and numeracy.

5	Extra teacher to provide one to one and small group support throughout the year, including after school 1-1 tuition.	£33,820.84	Individualising support at all levels in reading, writing and numeracy.
6	Extra teacher to provide one to one and small group support throughout the year, including SATs Easter Club tuition for target pupils.	£32,260	Individualising support at all levels in reading, writing and numeracy.
4	Additional Teaching Assistant	£2,624.50	Support for SEN pupils in the class requiring additional support due to high needs.
5&6	Residential trip to Blackwell Adventure.	£4,429.77	Develop pupils' social and emotional skills.
KS2	New guided reading whole class texts.	£2,289.09	A love of reading is being developed across the school, with pupils more engaged in texts.
Whole School	Family Support Worker	£5,379.92	An increased offer of Early Help is available for all vulnerable families.
4	Time to Shine	£2,250	Improved relationships between peers in target classes.
Whole School	Laptops (to include licenses and trolley)	£2,509.69	Pupils able to use online resources.
Whole School	Senior Learning Mentor and Learning Mentor	£46,524	To deliver nurture, behaviour and 1-1 mental health support to vulnerable pupils, therefore decreasing exclusion rates. To manage attendance throughout the school.

Total PPG received	£253,440
Total carried forward	£90,223.49
Total PPG available	£343,663.49
Total PPG expenditure	£269,904.79
PPG remaining	£73,758.70

Total 2017/18 allocation	£273,240
Total PPG available for 17/18 academic year	£346,998.70 See below for planned expenditure for 2017/18 academic year. (£346,181)

## Impact of Pupil Premium Spending 2016-2017

### **Personal Development, Behaviour and Welfare:**

A significant barrier to learning for many of our disadvantaged pupils is caused by social and emotional needs, of both the pupils and their families. Therefore, the work of our pastoral team is critical. The Learning Mentors provide emotional support and therapy and well as leading on attendance concerns, while our Family Support Worker offers early help to those with additional needs.

### **Learning Mentors**

The Learning Mentors oversee our nurturing programme, delivering group sessions to our most vulnerable pupils who display attachment or behaviour disorders. They also offer anger management sessions and 1-1 support for pupils with low self esteem, or those in need of personalised support, e.g. due to bereavement or the separation of parents. They make referrals to outside agencies, such as Forward Thinking Birmingham, when we feel a more specialist intervention is required. They also lead on 'Spotlight for Attendance'. This has seen our attendance improve over the last year, going from 94.09% in 2015/16 to 95.39% in 2016/17. The number of pupils who are persistently absent has also dropped from 43 pupils in 2015/16 to 25 pupils in 2016/17.

### **Family Support Worker**

From February to July, for three and a half hours per week, our school based family support worker has offered support to eight families. Out of the eight, five have engaged with the support offered.

- One family has been supported via the 'Early Help Assessment' and this has been followed through with two 'Our Family Plans'. This has been assessed by children's services, and graded against Ofsted recommendations and Working Together to Safeguard Children 2015 as a 'very good' assessment with 98% Compliance and 100% quality.
- Two families have been supported via single agency with regards to parenting support. Both families have found the support offered to be practical and effective.
- One family has been supported due to chastisement concerns, and the parent engaged well with parenting support offered.
- One family is being supported (started July 17) and this support will transfer to an

‘Early Help Assessment’ due to the families holistic additional needs.

- Out of the three families that did not engage, there was not enough evidence to place a children’s referral, however, these children are continuing to be monitored by the class teacher and learning mentors.

**External agency referrals made to date are:**

1 x Forward Thinking Birmingham – to assess a child’s mental health needs.

1 x Community Paediatric – to assess a child’s learning difficulty.

3 x Cygnet Programme – a parenting programme directed for children with a diagnosis of Autism.

**Standards:**

The majority of pupil premium funding is used to fund additional teachers to offer 1-1 and small group teaching. We track pupils’ attainment and progress rigorously. A wide range of data is used to ensure that all pupils are making good progress and interventions are quickly put in place for pupils who are underachieving. Below is a table of the percentage of Pupil Premium pupils who achieved age related expectations at the end of each Key Stage, compared to Non Pupil Premium pupils and progress measures in KS2. High pupil mobility, EAL pupils (pupils with English as an additional language) and SEN pupils (pupils with a special educational need) may affect the percentages in each class. Overall, Disadvantaged pupils at Nelson are achieving more than Disadvantaged pupils in Birmingham as a whole, and often better than Non Disadvantaged pupils at Nelson.

**Attainment**

Key Stage	Subject	Disadvantaged pupils achieving age related expectations	Disadvantaged pupils achieving age related expectations in Birmingham * National data to be included when available.	Non Disadvantaged pupils achieving age related expectations	Non Disadvantaged pupils achieving age related expectations in Birmingham. * National data to be included when available.
EYFS	Literacy	68%	60%	54%	70%
EYFS	Mathematics	68%	65%	66%	74%
KS1	Reading	77%	66%	52%	75%
KS1	Writing	60%	58%	40%	68%
KS1	Mathematics	80%	64%	48%	76%
KS2	Reading	58%	60%	75%*	71%
KS2	Writing	73%	67%	75%*	77%
KS2	Grammar, Punctuation and Spelling	77%	72%	100%*	82%
KS2	Mathematics	81%	65%	100%*	78%

\* Only 4 pupils in KS2 were not eligible for Pupil Premium / disadvantaged.

## Progress

		Disadvantaged pupils progress measure	Disadvantaged pupils progress measure nationally	Non Disadvantaged pupils progress measure	Non Disadvantaged pupils progress measure nationally
KS2	Reading	-1.9		NA	
KS2	Writing	-1.6		NA	
KS2	Mathematics	1.8		NA	

**\*The 4 Non Disadvantaged pupils were all mobile and have no progress measure.**

## Summary of main barriers to educational achievement and how we address the needs

There are a number of barriers to educational achievement faced by eligible pupils and some pupils will have many factors affecting their achievement.

1. A high proportion of pupils are EAL (English as an Additional Language). Most of these pupils only speak English at school, and parents have very little knowledge of the English Language. Many parents feel unable to support their children with home learning.

*For the last three years, we have worked with Birmingham Metropolitan Collage to offer parents English and Maths tuition at Entry Level, Level One and Level Two. Family Learning is offered each year to target pupils and teachers hold regular parent workshops. In addition, subject leaders offer further sessions on key skills.*

2. Many pupils have social, emotional and mental health needs, which prevent them from being focused on their learning.

*At Nelson, we have two full -time Learning Mentors who lead daily 'Nurture Group' sessions, as well as providing small group and one to one support to vulnerable pupils.*

3. Poor attendance and punctuality means that many lessons are missed.

*We follow Birmingham City Councils 'Spotlight on Attendance' initiative, which has led to several fines being issued to parents / carers over the last couple of years. Gradually, attendance is improving at Nelson and parents are increasingly understanding of the importance of their children coming to school on time every day.*

4. Some pupils have a lack of routine in their home life. E.g. inappropriate bedtimes, excessive access to television/computer games and lack of appropriate boundaries.

*At Nelson, we emphasise the importance of teachers and parents working together*

*for the good of the children. Our own Family Support Worker offers parenting classes to support with managing behaviour at home. We have five trained DSLs (Designated Safeguarding Leads) in school who ensure early help is put into place when necessary. Our Behaviour Leader has undertaken intensive training to become a qualified Pivotal Behaviour Instructor and we have frequent whole school behaviour management training to support the implementation of our Behaviour Policy. The school also tries to provide opportunities to supplement the experiences of some pupils, such as a week's residential for Upper KS2 pupils.*

The vast majority of our Pupil Premium funding is spent on providing additional one to one and small group teaching from extra qualified teachers.

### Proposed Expenditure for 2017/18

Year Group	Initiative	Cost	Objective
EYFS	EYFS Leader to be non class based.	£35,465	EYFS pupils to make rapid progress. Writing interventions to take place for target pupils.
1	Extra Teaching Assistant for Y1	£16,505	Additional phonics support to be given.
2	Extra teacher to provide one to one and small group support throughout the year.	£34,965	Individualising support at all levels in reading, writing, phonics and numeracy.
2	Extra teacher to provide one to one and small group support throughout the year.	£35,602	Individualising support at all levels in reading, writing, phonics and numeracy.
3	Extra teacher to provide one to one and small group support throughout the year.	£37,858	Individualising support at all levels in reading, writing and numeracy.
4	Extra teacher to provide one to one and small group support throughout the year.	£29,391	Individualising support at all levels in reading, writing and numeracy.
5 Two teachers per class	Each Year 5 class to have two teachers delivering high quality education.	£62,391	Increased progress in Upper KS2. More teacher support for the large amount of vulnerable pupils in this cohort.
6	Extra teacher to provide one to one and small group support throughout the year, including SATs Easter Club tuition for target pupils.	£32,260	Individualising support at all levels in reading, writing and numeracy.
5&6	Residential trip to Blackwell Adventure.	£3,220	Develop pupils' social and emotional skills.

Whole School	Family Support Worker	£12,000	An increased offer of Early Help is available for all vulnerable families.
Whole School	Senior Learning Mentor and Learning Mentor	£46,524	To deliver nurture, behaviour and 1-1 mental health support to vulnerable pupils, therefore decreasing exclusion rates. To manage attendance throughout the school.

Reviews of Pupil Premium spending take place every half term. Progress is monitored thoroughly and the impact of spending is reviewed with governors either through a Standards or Finance Committee, or through regular Governor Meetings.