

## Nechells Academy - Pupil Premium Spend 2017 - 2018

**Total Allocation - £130,680**

**Amount per pupil - £1320**

**Total number of disadvantaged pupils - 99**

**LAC - 1 pupil**

**Social deprivation Factor 0.4 (National 0.2)**

**Barriers to learning are addressed for individual pupils during half termly pupil progress meetings. Interventions are decided and additional resources provided from previous meetings - resources allocated.** Barriers for learning are identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data is used to identify the specific needs of each pupil. Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. Barriers to learning are identified for all of our children, including our disadvantaged pupils. Barriers to learning are identified from rigorous data analysis (as well as an understanding of our school's context) and are addressed as priorities in both our development plan and separate 'Pupil Premium' action plan. All staff are made aware of 'barriers for learning' for individual pupils. Risk factors for underperformance for our school have been identified.

### **Risk Factors**

As a school we have identified our own **risk of underperformance** so that we can respond appropriately. We have identified some of our pupils have **lower results on entry**. Therefore **early identification and intervention** is vital to help our disadvantaged pupils achieve.

### **Barriers to learning**

If the child is registered as SEND

If the child is looked after or adopted from care

If the child has been subject to a safeguarding plan, has been a child in need, or is receiving Early Help

If the child has social and emotional needs

If the child is from a larger family with a large number of siblings

Difficulties such as poor housing and low income

EAL

Fathers with more than 1 wife

Complex family issues and needs

Mobility

Social deprivation

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<b>Identified need</b>	<b>Action/ intervention</b>	<b>Allocation</b>	<b>Number of pupils</b>	<b>Summary of intervention</b>	<b>Intended outcomes</b>	<b>Monitoring</b>	<b>Impact</b>
% age of pupils on the vulnerable	Pastoral Manager % of salary	£30,000	37% of the school	Support given to pupils and families Sign posting to outside agencies Referrals made - Think Family , Forward Thinking, MASH etc Co-ordination of support within school – liaise with the school nurse Lead on Early Help Carrying out home visits	Improved outcomes  Lower rates of behaviour incidents on CPOMs	Weekly vulnerable pupil meetings - JH  Daily monitoring of CPOMS logs	CPOMs is used effectively to track behaviour. 2017-18 FTE = 11 2016-17 FTE = 25
Widening of cultural experiences	Drumming workshops for year 4	£4000	30 pupils	All year 4 pupils will have the opportunity to learn how to play an instrument - have the opportunity to perform	Raised self esteem  The opportunity to perform publically - raised confidence.  Become more resilient - develop perseverance	Impact measured through pupil voice – PM	Pupil voice analysis highlights that pupils feel more confident learning a new skill (drumming), that they have enjoyed experiencing learning to play a new

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							instrument and that they feel their coordination has improved.
Deepening experiences - encouraging life long learning and hobbies	After school clubs	£4000	Approximately 60 children each week	Computer club Library club Reading club Maths club Holiday clubs Multi sports club Football club Cricket club Parent and children	Children gain other interests - increased life experiences  Enjoyment in learning skills within the wider curriculum	TJ to monitor - keeping registers  Pupil voice - PM	43% of PP pupils attended an after school club. This is an increase from 2016-2017 when 35% of PP attended a club.
Vulnerable pupils not having breakfast before school.	Breakfast club subsidy	£1368  12 children @ £3 per week	50% of breakfast club is PP - 12 children	Children have breakfast each school day.	The children are able to concentrate upon learning as they are not hungry - providing brain food.	SG to track vulnerable pupils	70% of pupils who attended breakfast club were pp (14/20). 100% of Y1 pp children who attended BC reached the expected standard in phonics. 66% of pp pupils who attended BC achieved the expected standard in RWM. 100% of Y6 pupils achieved the expected standard in RWM.

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<p>An enhanced intervention programme</p>	<p>50% of TA interventions</p>	<p>£55,000</p>	<p>All pupils - all pupils have adult support within classrooms in the morning. Specific interventions are carried out in the afternoon.</p>	<p><b>Within lessons</b> - see intervention timetables and short term planning for Maths , Reading and Writing. Adult intervention for 6 pupils 5 days per week , in every classroom , therefore all pupils will be 'targeted' once per week in the core subjects.</p>	<p>Underachievement /insufficient progress is identified and acted upon swiftly through a range of interventions.  All pupils receive intervention at some point, regardless of ability.  Close the gap in attainment and progress - ensure disadvantaged pupils achieve in line with all pupils nationally.</p>	<p>PM to line manage TAs  Intervention booklets are part of the monitoring schedule.</p>	<p>In 2018 40% of pp pupils achieved GLD compared to 0% in 2017. In 2018 70% of pp pupils achieved the expected standard in phonics compared to 50% in 2017. 75% of pupils reached the expected standard in reading and maths, 63% in writing, all areas were in line or above outcomes in 2017. (TA) 94% achieved expected standard in RWI in 2018 compared to 52% in 2017.</p>
<p>Limited life experiences and opportunities</p>	<p>Trip subsidy</p>	<p>£7,000  (Residential reduced by £10 for children staying 1 night and £20 for those staying longer -</p>	<p>100 pupils receive trip subsidy</p>	<p>As part of the cornerstones curriculum - pupils experience enrichment days to engage and enthuse learning.</p>	<p>Increased life experiences - improved outcomes in writing due to improved vocabulary and imagination.</p>	<p>Curriculum maps - JH</p>	<p>71% of pupils who took part in the residential were pp. At the end of KS2 94% of pp pupils achieved the expected standard in writing, 24% achieved GD. Both outcomes</p>

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		£1000)					are above national.
Research now clearly states that forest school impacts upon emotional wellbeing	Forest school Staff training – implementation through clubs	£3500	Any pupil who wishes to attend a lunchtime Forest school	Once training has been completed	That children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. Reduction of lunchtime incidents.	SC to lead JH to monitor	Training has taken place. The programme will develop further in 2018-2019
Poor attendance data	Attendance	£12,500	All pupils	Home visits Meetings with parents Increased communication - letters home Early Help support in place First day calls Holiday fining in place Letters sent Late gates SARM meetings Spotlight process implemented	Increased attendance  Lowering of the PA list  Attendance data to be in line with national averages.	TM to lead JH and DH to monitor	Attendance for 2017-2018 was 93.66%. There was a 1.01% gap between pp and Npp.
An increase	Social skills	£12,500	Identified	Pupils selected	Improved	JH and AQ	11 members of

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<p>in mental health issues Research into the positive impact of Thrive</p>	<p>groups /Thrive</p>		<p>vulnerable pupils 25% of the school</p>	<p>through consultation - learning mentor, pastoral manager, headteacher</p> <p align="center">Group Individual sessions</p>	<p>emotional wellbeing – leading to pupils being able to access learning more effectively</p> <p>Close the gap in attainment and progress - ensure disadvantaged pupils can achieve in line with all pupils nationally.</p>	<p>to monitor? - how when milestones?</p>	<p>staff are trained in mental health first aid.</p> <p>End of KS2 attainment shows that 94% of pp children achieved the expected standard.</p>
<p>Most vulnerable families unable to provide uniform - newly arrived etc and families without an income</p>	<p>Uniforms</p>	<p>£ 840</p>	<p>Need dependent</p>	<p>Home visits identify those pupils that require a uniform subsidy.</p>	<p>Removal of barriers that prevent children from attending school.</p>	<p>NA to monitor</p>	<p>Pupils come to school in uniform, feeling part of the school community and ready to learn. KS2 outcomes show that 94% of pp children achieved the expected standard or above in R/W/M</p>