

Pupil Premium Grant Expenditure: Report to Parents: 2020/21

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including Nursery)	397
Total number of pupils eligible for PPG	135
Amount of PPG received per pupil	£1,320 FSM £300 Forces £1,900 LAC
Total amount of PPG received	£178,600

Current attainment and progress (Year 6 2019-2020)				
	Pupils Eligible for PP at (Nelson Academy)	Pupils Eligible for PP (National)	All Pupils (Nelson Academy)	All Pupils (National)
% Working 'At Age Related Expectations or Above' in Reading, Writing and Maths	70%	N/A	84%	N/A
% Working 'At Age Related Expectations or Above' in Reading	84%	N/A	90%	N/A
% Working 'At Age Related Expectations or Above' in Writing	74%	N/A	84%	N/A
% Working 'At Age Related Expectations or Above' in Maths	89%	N/A	90%	N/A
	Pupils Eligible for PP (Nelson Academy)	Pupils Eligible for PP (National)	All Pupils (Nelson Academy)	All Pupils (National)
Score - Making 'Expected or Better' Progress in Reading	N/A	N/A	N/A	N/A
Score - Making 'Expected or Better' Progress in Writing	N/A	N/A	N/A	N/A
Score - Making 'Expected or Better' Progress in Maths	N/A	N/A	N/A	N/A

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Poor attendance and punctuality.
B	Poor communication and oral language skills.
C	Engaging and motivating children with developing their reading skills whilst also ensuring that parents are willing and able to support their child at home.
D	Enthusiasing more able children to ensure that they have a desire to achieve to the best of their ability.
External barriers	
E	The rise in the amount of social, emotional and mental health difficulties that children are experiencing.
Desired outcomes	Success criteria
A	Children will have attendance and punctuality at least in line with national expectations.
	All children who are eligible for PP funding will show good levels of attendance in line with the Academy target of 97%.

		Absence will be for exceptional reasons only. Lateness will be for exceptional reasons only.
B	Children will have communication and oral language skills in line with their peers.	There will be a reduced gap in communication and oral language skills between those children eligible for PP funding and their peers.
C	All children will have an increased enthusiasm for reading and will make good progress from their individual starting points in reading.	All children eligible for PP funding will be making at least expected progress in reading and more of these children will be making better than expected progress. Children will read at home.
D	More able children will be achieving to their full potential across the curriculum	Most more able children who are eligible for PP funding will make at least expected progress.
E	Children who are experiencing social, emotional and mental health difficulties will be identified and appropriate support will be put in place to ensure that their needs are met	More children who are eligible for PP funding will have improved wellbeing and mental health.

Nature of support 2020/21

Aims:

- Improved attendance and punctuality - Support the post of Student Services Officer and Student Services Administrator which includes managing Attendance/Admissions/Exclusions to improve the attendance of vulnerable learners, and Family Support role to focus on family support for vulnerable learners and co-ordinate support needed.

- Continue to support our Speech and Language Teaching Assistant who works with disadvantaged cohort throughout the school to develop communication and oral language skills.
- Provide children coming into Year R with learning bags to bridge the summer holiday gap and communicate expectations to parents.
- Contribute to supporting and embedding the Nelson knowledge curriculum which will engage, enthuse and motivate disadvantaged children. This will include continuous professional development for teaching and support staff to ensure their confidence, knowledge and expertise whilst delivering the new curriculum.
- Increased focus on raising the progress and attainment of disadvantaged children's reading skills. This will include inspiring children who are eligible for PP funding to develop a love of reading for a purpose and pleasure.
- Funding for trips and general activities to widen the experiences of disadvantaged children.
- Senior Leadership Team strategic release time to interrogate data, monitor progress, moderate and share best practice with other academies/schools in order to ensure the very best outcomes for disadvantaged children.
- Increased focus on the more-able disadvantaged children to ensure that they have a desire to achieve to the best of their ability.
- Continued support of Breakfast Club for relevant disadvantaged families.
- Increased focused on improving the school's engagement with parents/carers of disadvantaged children via Parent Support Forums and Cafés such as Story, Calculations and Celebrations. With a focus on reading throughout.
- Continued development of the Reception Classes outside classroom area in order to stimulate and engage disadvantaged children and enthuse them with a love of learning from an early age.
- Continue to support Behaviour/Pastoral Support Team within school to support disadvantaged children with social, emotional

and mental health difficulties.

Record of PPG spending by item/project 2019/20

Item/project	Cost	Objective	Outcome																												
<p>To provide specialist support with an increased focus on Attendance/Admissions and Exclusions - to improve the attendance of vulnerable learners, and to support the families of vulnerable learners,</p> <p>Participation in attendance training and local attendance network group.</p> <p>Attendance rewards – half termly for all children with 97%+ attendance and 100%</p> <p>Attendance rewards – End of Year 100%</p> <p>Attendance Banners x 2</p>	<p>£30000</p> <p>£1500</p> <p>£500</p> <p>£120</p>	<p>Support Student Support Officer and Student Support Administrator's roles; working closely with outside agencies and parents of children who are eligible for PP funding to improve the attendance of vulnerable learners. Family Support role working closely with SENCO and other agencies on accessing and providing best support for vulnerable learners – pastoral role.</p>	<p>Our attendance figures will again improve over the year.</p> <p>Pupil Premium Pupils Attendance Data</p> <table border="1"> <thead> <tr> <th></th> <th>2014/2015</th> <th>2015/2016</th> <th>2016/2017</th> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020</th> </tr> </thead> <tbody> <tr> <td>Forces Pupils</td> <td>93.6%</td> <td>95.26%</td> <td>96.93%</td> <td>98.18%</td> <td>99.32%</td> <td>96.87%</td> </tr> <tr> <td>LAC</td> <td>98.1%</td> <td>99.48%</td> <td>99.15%</td> <td>96.26%</td> <td>97.37%</td> <td>95.08%</td> </tr> <tr> <td>FSM</td> <td>95.3%</td> <td>95.9%</td> <td>93.66%</td> <td>94.15%</td> <td>94.42%</td> <td>93.98%</td> </tr> </tbody> </table> <p>Engagement with vulnerable families will continue to improve. The student and family support roles will continue to work in partnership with outside agencies.</p>		2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Forces Pupils	93.6%	95.26%	96.93%	98.18%	99.32%	96.87%	LAC	98.1%	99.48%	99.15%	96.26%	97.37%	95.08%	FSM	95.3%	95.9%	93.66%	94.15%	94.42%	93.98%
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020																									
Forces Pupils	93.6%	95.26%	96.93%	98.18%	99.32%	96.87%																									
LAC	98.1%	99.48%	99.15%	96.26%	97.37%	95.08%																									
FSM	95.3%	95.9%	93.66%	94.15%	94.42%	93.98%																									
<p>Continue to provide specialist Speech and Language Teaching provision to work with disadvantaged cohort throughout the school to develop communication and oral language skills</p> <p>Attending training to support disadvantaged pupils in Key Stage 1 with developing their language and</p>	<p>£22000</p> <p>£1000</p>	<p>To bridge the gap in communication and oral language skills for children who are eligible for PP funding using 1:1 and small groups sessions</p> <p>To liaise with SENCO and develop practice in Key Stage 1 in order to enhance the language and communication skills of children eligible for PP funding</p>	<p>Children with speech, language and communication difficulties for whom the school received PP funding will make rapid progress. Most children's communication and language skills will improve to help them make progress across the curriculum.</p>																												

<p>communication skills (Talk Boost) including purchase of Talk Boost resources</p> <p>Update Speech and Language resources to ensure these meet the individual needs of disadvantaged pupils</p> <p>Purchase assessment tools (such as British Picture Vocabulary Scale - BPVS) to ensure accurate assessment and tracking of progress of disadvantaged pupils in receipt of speech, language and communication intervention</p> <p>Speech and Language Teaching Assistant to work closely with parents of disadvantaged children to share knowledge and expertise e.g. meetings with parents and workshops</p>	<p>£500</p> <p>£500</p> <p>£500</p>	<p>To ensure that the school has the resources required to meet the individual needs of pupils for whom the school receives PP funding</p> <p>The school will be able to accurately assess the individual needs of pupils with speech, language and communication difficulties for whom the school received PP funding. This will support the identification of the intervention required and also track the progress of disadvantaged pupils for whom the intervention is provided</p> <p>Parents of children who are eligible for PP funding will have a greater understanding of the support in place in school. School and home working together to develop communication and language skills will have an increased impact on pupil's progress.</p>	
<p>Provide children coming into Year R with learning bags to bridge the summer holiday gap and communicate expectations to parents</p>	<p>£200</p>	<p>The language of learning will be shared with parents of children who are eligible for PP funding and equipment/resources which are potentially not normally accessed by children will be provided.</p>	<p>Children will settle into YR very easily and parents will engage with school and their child's learning from the beginning. A high percentage of disadvantaged children will achieve a 'Good Level of Development' (GLD) putting them on a par with their peers in school.</p>
<p>Contribute to supporting and embedding the Nelson knowledge curriculum which will engage, enthuse and motivate disadvantaged children. This will ensure that pupils for whom the school receives PP funding develop a continual love of learning which develops throughout their educational journey at the Nelson Academy.</p> <p>This will include continuous professional development for teaching and support staff to ensure their confidence, knowledge and expertise</p>	<p>£28760</p> <p>£4000</p>	<p>To be used to develop equipment including technology (such as I Pads), resources and books to enhance new topics being taught throughout the year across the school. Topics will be selected on an annual basis linked to the interests and needs of the disadvantaged children within each cohort.</p> <p>This will also include staff training to update subject knowledge</p> <ul style="list-style-type: none"> • Whole staff Letters and Sounds Phonics training • Maths Lead Network • English Lead Network • Subject specific subject leadership 	<p>Class teachers will liaise with Subject Leaders to audit current resources and purchase new items in a cost-effective manner.</p> <p>Disadvantaged children will be engaged with topics and their interest will be evident to all. Rates of progress throughout the school will be at least good.</p> <p>Appropriate equipment and resources purchased.</p> <p>All staff will be confident in their subject knowledge of areas being taught.</p>

whilst delivering the new curriculum.			
Increased focus on raising the progress and attainment of disadvantaged children's reading skills. This will include inspiring children who are eligible for PP funding to develop a love of reading for a purpose and for pleasure.	£30000	<p>Literacy Co-ordinator to create an action plan with a focus on raising the progress/attainment of the children who are eligible for PP funding's reading across the school.</p> <p>Audit and review of Letters and Sounds phonics scheme and reading scheme across the school with a focus on resources to match children's phonological ability, and to ensure consistency and progression of skills as their knowledge develops.</p> <p>Continued develop school library area so that children develop reading skills for a purpose and for pleasure.</p> <p>TA support to lead interventions – PiXL and Sound Discovery</p> <p>This will also include staff training to update subject knowledge</p> <ul style="list-style-type: none"> Letters and Sounds Phonics training 	<p>Knowledge curriculum will have an increased focus on developing enthusiasm for reading.</p> <p>Children will become active participants in reading sessions.</p> <p>The school will have a consistent approach to phonics and reading. There will be clear evidence of progression of skills and knowledge as children move through the school.</p> <p>The school will have an enhanced selection of reading materials throughout the school. This will include books linked to their phonological ability, home reading books, class books and the development of the library.</p> <p>The progress and achievements in reading for those pupils who are eligible for PP funding will be in line with their non-disadvantaged peers.</p> <p>Children will have an increased enthusiasm for reading and will read for a purpose and for pleasure.</p>
Funding for trips and general activities to widen the experiences of disadvantaged children.	£10000	To provide a range of opportunities such as trips and real life experiences in order to enhance children's learning. To include providing funding for entry ticket costs to whole school trip i.e. theatre.	<p>Children will have a range of experiences to draw upon and link with their learning.</p> <p>All children will have opportunities to engage with all activities, and the cost of this will not be a barrier for children and their families.</p> <p>Involvement of all in extra curricula activities.</p>
Senior Leadership Team strategic release time to interrogate data, monitor progress, moderate and share best practice with other academies/schools with a focus on accelerated progress of disadvantaged cohort.	£5000	<p>Senior leaders to have regular non-contact time to enable them to carry out leadership roles and responsibilities including monitoring of teachers within their phase, moderation and peer reviews with staff from other Primary academies within the Trust.</p> <p>Monitoring by the Senior Leadership Team will include ensuring that there is no gap between the progress and attainment of those children eligible for PP funding and their peers.</p>	<p>Senior leaders will be able to develop a robust system of monitoring which enables them to support the strategic development of members of their phase teams. Senior leaders will be able to work with colleagues across the Trust and within the Cluster in order to moderate work and share good practice.</p> <p>There will be no gap in progress and attainment.</p>

<p>Increased focus on the 'more-able' disadvantaged children to ensure that they have a desire to achieve to the best of their ability.</p>	<p>£5000</p>	<p>Differentiated curriculum and access to mastery curriculum to ensure that all 'more-able' children who are eligible for PP funding are challenged within their learning.</p> <p>Targeted intervention for 'more-able' pupils e.g. Maths Master Class sessions at Downham Market Academy.</p> <p>Annual Futures Fair for Year 6 to include invitations for parents to accompany their child/children to the event.</p> <p>Raised aspirations.</p>	<p>Class teachers will continually monitor 'more-able' children. They will liaise with the Senior Leadership Team throughout the year. This will include half termly Pupil Progress Meetings where any child who is not making 'expected progress' can be quickly identified, and interventions will be put in place to ensure that they do not fall behind.</p> <p>Parents/carers will engage in this event with their children and they will in turn support and encourage their child/children to think about opportunities which are available to them as future careers.</p>
<p>Continued support of Breakfast Club for relevant disadvantaged families.</p>	<p>£7750</p>	<p>Provide two members of staff to run Breakfast Club on a daily basis.</p> <p>Provide breakfast food and drink.</p> <p>Audit of current resources and then update resources as required.</p> <p>To provide high quality breakfast club provision to enable children to come into school and be prepared for the school day.</p> <p>Support for working parents to enable them to return/remain in employment.</p>	<p>The number of vulnerable families accessing our Breakfast Club will increase. This will help to support getting children into school in a timely manner and hence enabling them to be ready for the school day ahead. All children will have had the opportunity to have breakfast before formal learning starts each day. Behavioural difficulties will decrease and there has been a linked improvement in attendance.</p>
<p>Increased focused on improving the school's engagement with parents/carers of disadvantaged children via Parent Support Forums and Cafés such as Story, Calculations and Celebration. With a focus on reading throughout.</p>	<p>£4500</p>	<p>£300 per class (£50 per half term) to develop and lead a range of stimulating and engaging cafes/parent forums which will increase parental engagement and inform parents with knowledge about the new curriculum.</p>	<p>Parental engagement will increase and communication will improve.</p> <p>Parents will have an increased knowledge of the national curriculum and the age related expectations that children need to achieve. They will in turn be able to support children at home.</p>
<p>Continued development of the Reception Classes outside classroom area in order to stimulate and engage disadvantaged children and enthuse them with a love of learning from an early age.</p>	<p>£10000</p>	<p>EYFS Lead to audit resources in the Reception Classes outside classroom area and purchase new resources which will enhance the provision so that all children want to access this area for their learning.</p> <p>Action plan to focus on enhancing this area to ensure opportunities for learning across the EYFS curriculum, this will include a range of resources which provide 'real' experiences for the children to draw upon.</p>	<p>The Reception Classes outside classroom area will have been redeveloped and will provide a range of stimulating opportunities for learning across the curriculum.</p> <p>All learners are motivated and engaged with their learning.</p> <p>All children will be making at least good progress.</p>

<p>Continued support of Behaviour/Pastoral Support Team within school to support disadvantaged children with social, emotional and mental health difficulties.</p>	<p>£16770</p>	<p>Train staff to provide behaviour and pastoral support throughout the school with a focus on children who are eligible for PP funding. This will include 1:1, small group and in class intervention.</p> <p>Sensory Processing Training (1 member of staff)</p> <p>Annual THRIVE Update Training (3 members of staff)</p> <p>Resourcing for THRIVE intervention</p> <p>Resourcing for 'The Hub' intervention space</p> <p>Daily Sensory Circuits provision</p>	<p>Children with social, emotional and mental health difficulties will be identified and appropriate support put in place to address their needs.</p> <p>Staff will liaise with parents/carers and outside agencies where appropriate to ensure consistency of support.</p> <p>With appropriate support in place children will be 'school ready' and able to access learning thus allowing them to reach their full potential.</p>
--	----------------------	--	--

Performance of disadvantaged pupils

At the Nelson Academy we aim for all disadvantaged children to achieve the same level of academic progress as their non-disadvantaged peers.

The progress made by these two cohorts of children will be continually monitored by class teachers and the Senior Leadership Team throughout the year. This will include half termly Pupil Progress Meetings where any child who is not making 'expected progress' can be quickly identified, and interventions can be put in place to ensure that they do not fall behind.

Therefore, there should be 'no gap' in performance between these two cohorts of children, and ultimately we aspire for all children for whom the school receives Pupil Premium funding to make accelerated progress.