



Pupil Premium Grant Expenditure Report 2017/18



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. 25% of our pupils speak Arabic and 15% speak Somali. We have just completed 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.

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 a stimulating outdoor learning environment.

- Resources for F1 pupils have been purchased to accelerate 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. Research demonstrates the positive impact massage has on reducing anxiety, depression and aggression levels in children. It also teaches young people about appropriate touch and the right to say no to unwanted touch.
- We have directly employed a part time Family Support Worker and Social Worker to increase our provision for Early Help. We support children and parents to overcome barriers to education and learning.
- Pupils in Y5 and Y6 are given the opportunity to attend a one week residential, increasing the development of team building skills in a new and exciting outdoor 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. Last year we achieved the Bronze Award for 'School Games'.
- 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, which is equally accessible for those with a disability.
- We have had additional teaching space built to allow for intervention teaching to take place by qualified teachers. Year Five and Year Six classes all have two qualified teachers.

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll (January 2018 census)	402
Total number of pupils eligible for PPG	207
Amount of PPG received per pupil (from 2017/18 financial year)	£1,320
Total amount of PPG received	£273,240

Pupil Premium Spending

Year Group	Initiative	Cost	Objective
EYFS	EYFS leader to be non-class based 3 days per week, to support developing writing skills.	£15,551.24	Rapid progress to be made in EYFS.
1	Additional TA 3 days per week to support with phonics.	£11,862.22	Phonics screening check to be 70+ (non mobile pupils)
1	Additional teacher to provide one to one and small group support throughout the year.	£35,532.00	Individualising support at all levels in reading, writing, phonics and numeracy.
2	Additional teacher to provide one to one and small group support throughout the year.	£31,297.91	KS1 attainment and progress to improve from 2017 SATs. Issues

			raised on Inspection Dashboard to be targeted.
3	Additional teacher to provide one to one and small group support throughout the year.	£30,044.90	Individualising support at all levels in reading, writing and numeracy.
4	Additional teacher to provide one to one and small group support throughout the year.	£36,066.44	Individualising support at all levels in reading, writing and numeracy.
5	Additional teacher to provide one to one and small group support throughout the year, including after school 1-1 tuition.	£31,717.52	Individualising support at all levels in reading, writing and numeracy.
6	Additional teacher to provide one to one and small group support throughout the year, including SATs Easter Club tuition for target pupils.	£37,135.90	Individualising support at all levels in reading, writing and numeracy.
EYFS	Resources for the outside area	£240.77	More activities set out which encourage writing.
5&6	Residential trip to Blackwell Adventure.	£4,421.60	Develop pupils' social and emotional skills.
Whole School	Part time Family Support Worker and Social Worker	£6,860.95	An increased offer of Early Help is available for all vulnerable families.
UKS2	Raymer Enterprise – Delivering 1-1 emotional health and well-being support.	£1,200.00	Improved emotional health of target pupils.
Whole School	Now Press Play	£1,996.00	Improving imaginative writing through pupils' experiences.
Whole School	Senior Learning Mentor and Learning Mentor	£40,356.75	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	£273,240
Total carried forward	£73,758.70

Total PPG available	£346,998.70
Total PPG expenditure	£284,284.20
PPG remaining	£ 62,714.50
Total 2018/19 allocation	£293,040.00 (based on 222 pupils)
Total PPG available for 18/19 academic year	£355,754.50 See below for planned expenditure for 2018/19 academic year.

Impact of Pupil Premium Spending 2017-2018

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 as 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 'Fast track' and 'Leave in Term Time'. This has seen our attendance improve over the last year, going from 94.09% in 2015/16 to 95.39% in 2016/17 and 95.63% in 2017/18. The number of pupils who are persistently absent has also dropped from 43 pupils in 2015/16 to 25 pupils in 2017/18.

Family Support Worker

We have our own part time Family Support Worker who delivers Early Help to families. This includes making referrals to outside agencies when appropriate. These include: Spurgeons (for young carers), Community Mental Health Team, housing, debt agencies, Community Paediatrics, School Nurse, public transport and PAUSE (part of Forward Thinking Birmingham). Parents have also been supported in accessing food banks and managing pupils' behaviour at home.

Autumn Term:

17 families received intervention. There were two Early Help Assessments completed. Feedback from the Early Help Team regarding the assessments have been outstanding "An Excellent and very detailed assessment". Four 'Our Family Plans' were in place. There were four 'Requests for Support' made this term.

Spring Term:

16 families have received intervention. There were two Early Help Assessments completed. Feedback from the Early Help Team regarding the assessments were again outstanding. Two 'Our Family Plans' were in place. Parent coffee mornings took place.

Summer Term:

8 families received intervention, which included some direct weekly 1-1 work with the children. One Request for Support was made. One Early Help Assessment completed. This was graded at 85% by the Early Help Team.

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 Key Stage Two, 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 nationally, and often better than Non Disadvantaged pupils at Nelson.

Attainment

Key Stage	Subject	Disadvantaged pupils achieving age related expectations	Disadvantaged pupils Nationally achieving age related expectations.	Non Disadvantaged pupils achieving age related expectations	Non Disadvantaged pupils nationally achieving age related expectations
KS2	Reading	86%	64%	57%*	80%
KS2	Writing	91%	68%	71%*	83%
KS2	Grammar, Punctuation and Spelling	95%	67%	71%*	82%
KS2	Mathematics	95%	64%	71%*	81%

*** Only 7 pupils not included in 'disadvantaged' group. Of these, 3 (43%) were SEN.**

Progress

		Disadvantaged pupils progress measure	Disadvantaged pupils progress measure nationally (2017)	Non Disadvantaged pupils progress measure	Non Disadvantaged pupils progress measure nationally (2017)
KS2	Reading	-0.5	-0.7	-6	0.3
KS2	Writing	0.7	-0.4	-2.8	0.2
KS2	Mathematics	0.9	-0.6	-0.1	0.3

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 College to offer parents English and Maths tuition at Entry Level, Level One and Level Two. 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. All teachers are also qualified 'massage in school instructors' and peer massage takes place daily which contributes to a calm atmosphere, where pupils are ready to learn.

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

We follow Birmingham City Council's 'Fast Track' 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 2018/19			
Year Group	Initiative	Cost	Objective
1	Additional Teaching Assistant 3 days a week for Y1	£15,540	Increase % pupils passing the phonics screening check.
2	Additional teacher to provide one to one and small group support throughout the year.	£32,000	Individualising support at all levels in reading, writing, phonics and numeracy.
1 / 2	Additional teacher to provide one to one and small group support throughout the year.	£35,532	Individualising support at all levels in reading, writing, phonics and numeracy.
3	Additional teacher to provide one to one and small group support throughout the year.	£32,000	Individualising support at all levels in reading, writing and numeracy.
4	Additional teacher to provide one to one and small group support throughout the year.	£32,000	Individualising support at all levels in reading, writing and numeracy.
KS2	Additional teacher to support EAL pupils and SEN pupils	£47,500	Increased progress KS2. More teacher support for the large amount of newly arrived / new to English pupils.
5&6	Residential trip to Blackwell Adventure.	£4,500	Develop pupils' social and emotional skills.

Whole School	Family Support Worker / Social Worker	£25,000	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.
UKS2	1-1 and small group emotional health sessions	£6,500	Improved emotional health for identified pupils. Reduction in fixed term exclusions.
Whole School	New home / guided reading books to be purchased	£10,000	Increase in % pupils achieving the expected standard and greater depth.

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.