

Principles and objectives

Principles

The way in which we spend our pupil premium funding is influenced by current research (Sutton Trust, Oxford School Improvement) and OFSTED guidance. We carry out a needs analysis for every child eligible for funding to ensure that spending is targeted to their needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

Objectives

- To raise attainment in reading, writing and maths for pupil premium children
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

1. Summary information					
School	Newton Regis CE Primary School				
Academic Year	17-18	Total expected PP	£17,760 + £3,800	Date of most recent PP Review	N/A
Total number of pupils	74	Number of pupils eligible for PP	15PP + 2CLA	Date for next internal review of this strategy	December 2017

2. Attainment 2016 - 2017				
Year 2: 3 pupil (inc 2 GRT) Year 6: 2 pupils (inc 1 GRT)	<i>Pupils eligible for PP at Newton</i>	<i>Newton (non-disadvantaged)</i>	<i>Warwickshire (non-disadvantaged)</i>	<i>National (non-disadvantaged)</i>
Reception 'Good Level of Development' (2 pupils PP)	0% (2)	82% -82% gap		
Y1 national phonics screening (1 pupil PP)	0% (1)	91% -91% gap		
Y2 % achieving expected in reading, writing & maths	0% (3)	54% -54% gap		
Y2 % achieving expected in reading	33% (1)	81% -48% gap		
Y2 % achieving expected in writing	0% (3)	72% -72% gap		
Y2 % achieving expected in maths	33% (1)	72% -39% gap		
Y6 % achieving expected in reading, writing & maths	0% (2)	87.5% -87.5% gap		
Y6 % achieving expected in reading	50% (2)	100% -50% gap		
Y6 % achieving expected in writing	50% (2)	100% -50% gap		
Y6 % achieving expected in maths	0% (2)	87.5% -87.5% gap		
Y6 % making expected* progress in reading		TBC		
Y6 % making expected* progress in writing		TBC		
Y6 % making expected* progress in maths		TBC		
School internal tracking from KS1 – KS2				
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	Many Pupil Premium children enter school with skills significantly behind that of non-pupil premium children in literacy and maths, in particular GRT children.			
B.	Poor speaking and listening skills have a negative impact on learning, especially with regards to early phonic skills and writing			
C.	Social and emotional issues, including a lack of resilience, that affect learning behaviours that support independent learning for some pupil premium pupils			

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower attendance rate of pupil premium compared to non-pupil premium children, especially GRT children	
E.	Poor parenting and lack of support from home has an impact on behaviour for learning and academic standards	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Significantly increase the progress of PP pupils from starting points in reading, writing, maths and GPS so that this has a positive impact on attainment.	The progress of Pupil Premium children to be accelerated so that at Key milestones they are in line with non PP and national averages.
B.	Percentage of pupils entering and leaving Reception with skills 'typical' for their age is comparable between PP and non PP pupils	Pupil Premium children to achieve a GLD at least in line with national averages.
C.	Improve Early Intervention strategies with hard to reach parents, and support them at home and school so this has a positive impact on pupil outcomes	Pupil premium children to be in line with 'all' pupils nationally.
D.	Improve the attendance of Pupil Premium children, particularly our GRT group	Attendance of PP children is at least 96%.

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The progress of Pupil Premium children to be accelerated so that at Key milestones they are in line with non PP and national averages.</p> <p>CPD and maths training is costed through Consortia at approx. £1500</p> <p>GRT action plan is costed via separate action plan</p> <p>EYFS CPD and support is £1000</p> <p>Interactive GPS activities to be purchased at a cost Of £150</p>	<p>CPD in maths will continue with particular emphasis on GD, problem solving and reasoning via external support from Jonathan Hughes. Teachers will be involved to target bespoke CPD to improve pedagogy and practice.</p> <p>Consortia and MAT CPD</p> <p>GPS will be a key driver of the LIP for the school and is also part of a whole MAT drive to improve outcomes for learners in GPS and writing.</p> <p>Development of a GRT action plan for all teachers and TAs to ensure that the curriculum best meets the needs of GRT pupils at Newton.</p>	<p>The achievement of pupil pupils is lower than that of non-disadvantaged pupils in our school.</p> <p>Developing areas of bespoke CPD for teachers will in turn improve outcomes for learners. This has been identified by gap analysis of tests using ASP.</p> <p>Greater focus on arithmetic methods to improve fluency and recall for pupils</p> <p>GPS is an issue across all the MAT schools. Improvements in pedagogy, will impact positively on PP children in class lessons and intervention groups. Resources will be purchased and online games and activities to support learning.</p> <p>GRT pupils of ten have slower rates of progress than all other groups. This group also makes up a large proportion of PP money and as such need support whilst in school.</p>	<p>Half-termly monitoring and evaluation schedules for PPM, lesson observations and monitoring activities (book scrutiny, learning walks etc) moderation.</p> <p>Evaluation of CPD and analysis of feedback forms.</p>	<p>Head teacher and Senior Leadership Team (SLT)</p>	<p>Reviewed at the end of each half-term in pupil progress meetings.</p>
Total budgeted cost					£4,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupil Premium children to achieve a GLD at least in line with national averages.</p> <p>Speech and language intervention at £10.44 an hour x 30 weeks = £313.30</p>	<p>Pupils to be targeted in lessons for additional support, and for specific interventions before / after school.</p> <p>Develop a language rich environment in Early Years, using strategies such as talk for writing, paired talk and modelled language.</p> <p>Continue speech and language intervention with identified pupils</p>	<p>School is broadly in line nationally with GLD but more needs to be done to identify those at risk of failing much quicker.</p> <p>Early speaking and listening skills are poor and have a detrimental impact on Early phonics and writing</p>	<p>Formal observations of interventions. Learning walks and book scrutinies to examine impact. Termly scrutiny of data. Half termly pupil progress meetings. Internal tracking and assessment</p> <p>Develop EYFS practice through courses and CPD such as Gateway alliance, external consultant support and staff meetings</p>	<p>Head Teacher and SLT</p>	<p>December 2017</p>
<p>This is costed through normal TA hours but will require budget for resources of £500</p>	<p>In reading access to Better Reading Partners.</p> <p>In other subjects, clear intervention groups in place with measurable outcomes for all subjects</p>	<p>That intervention, when planned for and delivered well has a good impact on outcomes for learners.</p> <p>Reading results at KS2 were below National last year and need improving</p>	<p>The SENCo will monitor intervention groups and feedback to SLT and governors and when required.</p> <p>Identified pupils will be tracked via internal trackers, pupil interviews, book looks and learning walks.</p>		<p>December 2017</p>

As part of GRT action plan specific intervention support from traveller services £306 per week which entails 3x2 hour sessions X 30 weeks = £9180	Specialist teacher support service will be employed to support intervention and curriculum delivery	Specialist traveller teacher support is more aware of the needs of the traveller community and the type of curricular activities to undertake.	Monitor the work of traveller support via all forms of monitoring and evaluation.	SLT	December 2017
Improve Early Intervention strategies with hard to reach parents, and support them at home and school so this has a positive impact on pupil outcomes Nurture provision to continue over the year led by x2 TAs £10.44 per hour x 30 weeks= £626 for both	TAs to work with vulnerable pupils who get little support at home.	Nurture group makes them feel welcome and wanted and has a positive impact on wellbeing for all pupils.	SENCo to work closely with TAs and monitor the impact of Nurture. This will be done through questionnaires and pupil voice.	SENCo	December 2017

Total budgeted cost £10,649

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the attendance of pupils, especially those who are GRT.	School working closely with ACE attendance services for Warwickshire. School working closely with the Traveller Support Service for Warwickshire	By working with these services and implementing strategies and ideas they come up with we can improve attendance across the whole school.	HT and Governors to monitor impact of attendance at every Governors meeting. Continue support from attendance traveller services to embed good attendance in vulnerable groups.	SJB / RS	Termly review to examine the impact of provision.

<p>Pupils to have wider experiences Subsidy for external drama group = £1900</p> <p>Money paid to boxing club to support behaviour issues x 3 sessions a week at £75 over the academic year =£2775</p>	<p>To fund a Y4 CLA to attend stage school to build up confidence and develop strategies to improve her own self-worth and develop collaboration and friendship groups.</p> <p>Y4 pupil being supported via boxing club to improve his behaviour at school and reduce the risk of exclusion.</p>	<p>History shows that at our school it is often PP who miss out on extra-curricular experiences and music tuition.</p>	<p>All pupils who wish to attend an event will have an opportunity.</p> <p>Quality music tuition from County Music Service, including provision of instruments.</p>		<p>On-going</p>
Total budgeted cost					<p>£4,675</p>

Review of impact of spending in previous academic year 2016 - 2017				
i. Quality of teaching for all: <i>See report on website</i>				
Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost
ii Targeted support: <i>See report on website</i>				
Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost
iii Other approaches				
Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost