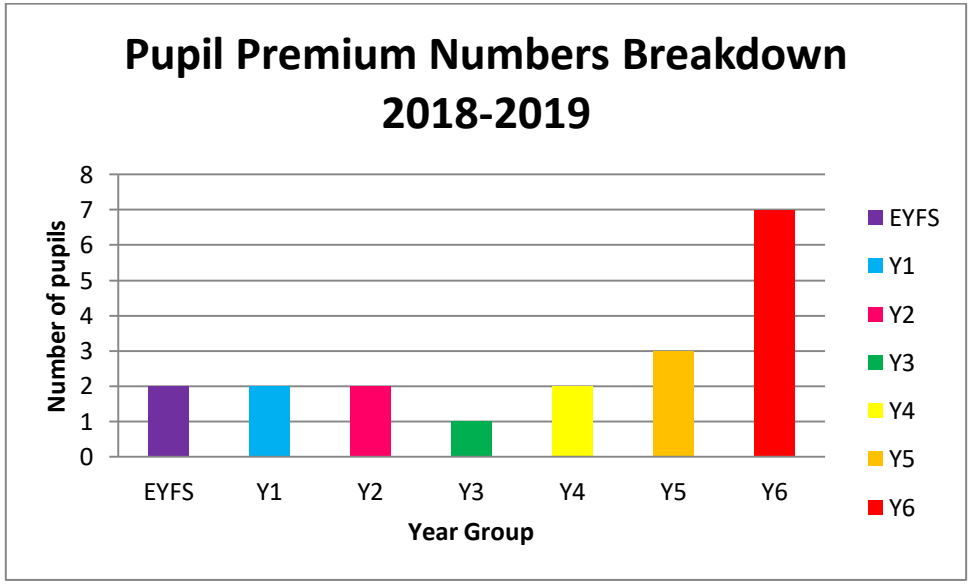
Newchurch Pupil Premium Strategy Statement 2018-2019

Summary Information					
School	Newchurch Community Primary School				
Academic Year	2018/2019	**Total PP budget**	£38,540	**Date of most recent PP review**	July 2018
Total number of pupils	193	**Number of pupils eligible for PP**	19	**Date of next internal review**	Dec 2018

Current attainment – KS2		
	*Pupils **eligible** for PP (our school)*	*Pupils **not eligible** for PP*
% achieving ARE or above in reading, writing and maths	38%	67%
% achieving ARE or above in reading	37%	77%
% achieving ARE or above in writing	88%	83%
% achieving ARE or above in maths	75%	77%



Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school Barriers (*issues to be addressed in school)*	
A.	Gaps in learning – Reading, Writing and Maths
B.	Social and emotional health and wellbeing and resilience
C.	Phonics and spelling development
External Barriers (*issues which also require action outside of school e.g. low attendance rates)*	
D.	Parental engagement in home learning
E.	Financial Hardship

Outcomes		
	Desired outcomes and how they will be measured	*Success Criteria*
A.	Those children below the expected standard in Reading, Writing and Maths make better than expected progress to meet the expected standard. Pupil progress meetings and tracking data will show increase in attainment through targeted support and interventions, including therapeutic interventions. All PP children will have access to quality reading material through the purchase of reading packs which will be shared and changed half termly.	• PP children below the expected standard make better than expected progress from their starting points in Reading, Writing and Maths. • Spelling issues continue to be addressed which leads to increased outcomes in Writing. • Outcomes for end of KS2 disadvantaged pupils are positive and progress is strong from their starting points. • Increase in the % of children achieving the higher standard in Reading, Writing and Maths. • Prior learning sessions are delivered before the start of the school day to improve attainment and progress in reading, writing and maths. • PP children have equal access to quality reading texts.
B.	Improve the social, emotional health and wellbeing of pupils measured by SDQ scores, pupil conferencing with PP children at intervals within the school year and outcomes measured during pupil progress meetings and tracking of attainment and progress.	• Strength and Difficulties Questionnaires (SDQs) show that the emotional stress score of children receiving play therapy and drawing and talking therapy has reduced. • As a result of therapeutic interventions, behaviour for learning improves resulting in better outcomes (children receiving therapies make better than expected progress)
C.	% of pupils achieving the phonics screening check is high	• 100% of Year 1 achieve the phonics screening check. • Spelling issues are addressed which leads to increased outcomes in Writing.
D.	Parental engagement in target children's homework improves which will be measured through completion of homework, reading records and outcomes for pupils as part of the school monitoring process.	• Homework is completed each week. • Children are read with regularly and parental comments seen in reading records. • Spellings scores improve • Outcomes for pupils improve
E.	Parental conferences with parents of pupil eligible for pupil premium funding will show that they are clear how their funding is spent. Qualitative data will be collected through conferencing.	• Parental support will be given to pupil premium children enabling equality for all pupils to take part in residential visits. • Parents experiencing financial hardship will be supported to provide opportunities for their children.

Planned expenditure					
Academic Year	2018-2019				
Quality of teaching for all					
Desired outcome	**Chosen action/approach**	**What is the evidence and rational for this choice?**	**How will we ensure it is implemented well?**	**Staff lead**	**Review date**
Increase outcomes for pupils in Reading, Writing and Maths and ensure that 40% of children make better than expected progress.	Leading practitioners to focus on differentiated inputs for all groups of children. Leading practitioners to support staff with planning and deliver of lessons in English and Maths. Training for staff through team teaching and planning to carry out differentiated inputs.	Current classroom practice does not facilitate every child been worked with in English and Maths which is resulting in some children not meeting the expected standard or making accelerated progress. QLA identifies areas of need to be addressed to accelerate progress. Last year, some PP did not meet EXS last year and needed to be more secure in their learning.	Leading practitioners to focus on differentiated inputs as part of their role. Action plans created for each subject following monitoring and HT Blink.	Jayne Narraway (English) John Duckett (Maths) Rebecca Wormleighton (interventions)	Dec 2018 March 2019 July 2019
Increase reading speed in children to enable them to access age related expectations in reading.	Purchase Reading Plus Identify target children Daily timetable for access and meeting with parents	Children who are WTS in reading have a low reading speed when observed. They require constant practice and a need to read regularly. Reading Plus tracks the progress of the children and the school can measure progress over time.	Daily timetable for access to Reading Plus.	Jayne Narraway	Dec 2018 March 2019 July 2019
				Total budget cost	Provided within school teaching budget £4000

<table>
<tr><th>Review Term</th><th>Impact</th><th>Lessons Learned</th><th>RAG</th></tr>
<tr>
<td>Autumn Term 2018</td>
<td>
End of Autumn 2018 data shows the following:
<u>Reading</u>
<table>
<tr><th>Year group</th><th>Number of children</th><th>% expected progress</th><th>% better than expected progress</th></tr>
<tr><td>EYFS</td><td>3</td><td>100%</td><td>46%</td></tr>
<tr><td>Y1</td><td>3</td><td>100%</td><td>*</td></tr>
<tr><td>Y2</td><td>2</td><td>100%</td><td>50%</td></tr>
<tr><td>Y3</td><td>2</td><td>100%</td><td>*</td></tr>
<tr><td>Y4</td><td>2</td><td>50%</td><td>50%</td></tr>
<tr><td>Y5</td><td>3</td><td>100%</td><td>33%</td></tr>
<tr><td>Y6</td><td>7</td><td>57%</td><td>14%</td></tr>
</table>
The focus on reading within the Autumn term has impacted on the progress across the school. When progress in reading, writing and maths are compared, more progress is seen in reading. This is as a result of the changes to the teaching of whole class reading and guided reading.

<u>Writing</u>
<table>
<tr><th>Year group</th><th>Number of children</th><th>% expected progress</th><th>% better than expected progress</th></tr>
<tr><td>EYFS</td><td>3</td><td>67%</td><td>33%</td></tr>
<tr><td>Y1</td><td>3</td><td>100%</td><td>*</td></tr>
<tr><td>Y2</td><td>2</td><td>100%</td><td>50%</td></tr>
<tr><td>Y3</td><td>2</td><td>100%</td><td>*</td></tr>
<tr><td>Y4</td><td>2</td><td>100%</td><td>50%</td></tr>
<tr><td>Y5</td><td>3</td><td>100%</td><td>*</td></tr>
<tr><td>Y6</td><td>7</td><td>86%</td><td>14%</td></tr>
</table>
The majority of pupils are making expected progress.

<u>Maths</u>
<table>
<tr><th>Year group</th><th>Number of children</th><th>% expected progress</th><th>% better than expected progress</th></tr>
<tr><td>EYFS</td><td>3</td><td>67%</td><td>33%</td></tr>
</table>
</td>
<td>
<u>Reading</u>
Differentiated, targeted guided reading groups are impacting on the pupil premium children's progress and outcomes. Reading speed is impacting on those children not yet at the expected standard. This is to be addressed with the introduction of Reading Plus in the Spring Term.

Focused interventions in phonics is beginning to impact on the children's reading.

<u>Writing</u>
Moderation shows that the focus for the children's writing is very much linked to their Communication and Language skills: the vocabulary they use in spoken language or their grammatical sentence structures.

Leading practitioner support to focus on accelerating progress in writing in the Spring term by looking at planning for vocabulary development, planning for writing and oral rehearsal. Leading practitioners to also support Newly Qualified Teachers (NQTs) in planning for writing.

<u>Maths</u>
There needs to be a greater focus on acceleration of progress in maths. Question Level Analysis (QLA) indicates that focused direct teaching and acquisition of arithmetic would impact on outcomes for children.

Prior learning groups include pupil premium children who have been targeted to accelerate progress.

Some children typically struggle with the transition from one class in the summer term to another one in the autumn term. This needs to be a consideration next year.

Some children have accelerated their standardised scores in
</td>
<td></td>
</tr>
</table>

	Y1	3	100%	*	either maths or reading within the autumn term and if this continued to be the case in the spring, and supported by the children's workbooks, then it is anticipated that more children will have made better than expected progress by the end of the school year. Identify children who will need to access Reading Plus early in the spring term.	
	Y2	2	50%	*		
	Y3	2	100%	*		
	Y4	2	100%	*		
	Y5	3	100%	33%		
	Y6	7	71%	14%		
	Reading Plus to be investigated in the spring term to accelerate reading speed.					
Spring Term 2019	•				•	
Summer Term 2018	•				•	

Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase attainment in cohort 2019 (present Y6) of the core PP group of children who are below the expected standard at the end of Year 5. Accelerate progress of Y6 target pupils in Reading, Writing and Maths.	Deployment of deputy headteacher for sessions within the week in Year 6 to support English. An increase in the hours of the teaching assistant in Y6 to ensure greater and consistent support for Y6 cohort. Prior learning sessions before the start of the school day in Reading, Writing and Maths. 2 x teaching assistants and English lead to deliver sessions.	This is the only cohort which is recognised as being a significant group eligible for PP (although not considered a meaningful group on ISDR) Some children are below the expected standard in either Reading, Writing or Maths. In some cases, children are below the expected standard in more than one core areas. Children need to be prepared for the Quality First Teaching they will receive in class. By having a 30 minute session every day, the children will be able to look at key aspects	Interventions times set, delivered and measured for impact through progress data, including age standardised scores and standardised scaled scores. Planning will show focus support for target children. Log of support will show work completed and applied in children's workbooks.	John Duckett, Sara Lawrenson and Jayne Narraway	Mid-term progress reviews at the end of each half term. Pupil progress reviews 12.12.18 3.4.19 10.7.19

		of their reading, writing and maths thus preparing them for the lesson and accessing it at a different level.			
Reduce the emotional stress of targeted PP children.	SDQs completed at regular intervals of the school year. LEGO therapy – two members of staff trained on LEGO therapy and after school club for targeted children delivered. (£2,000)	Some children who are eligible for PP have been identified as having social and emotional needs which impact on their learning. A review of the impact of therapeutic interventions and drawing and talking therapy shows a significant reduction in emotional stress for the children who accessed the therapies.	Weekly timetabling of LEGO therapy and drawing and talking therapy created and kept to. Rebecca Wormleighton to monitor deliver and impact. SDQs to be completed before and after therapeutic interventions have been delivered.	Rebecca Wormleighton	Intervention reviews linked to progress meetings. Pupil progress reviews (SDQ scores included in reviews) 12.12.18 3.4.19 10.7.19
Increase repertoire of therapeutic interventions available to PP children.	SENDCo to receive Level 1 Theraplay training and then identify target pupils for intervention. (£1,200)	There needs to be a range of therapeutic interventions which are appropriate for the needs of the pupils. 74% of PP children have SEMH and therefore, there needs to be consideration of the type of therapeutic intervention offered.	SENDCo will have had the training by Oct 2018. Pupils identified by Dec 2018 and parental consent obtained. Baseline established for intervention. Intervention carried out and progress measures seen from baseline.	Rebecca Wormleighton	Intervention reviews linked to progress meetings. Pupil progress reviews (SDQ scores included in reviews) 12.12.18 3.4.19 10.7.19
				Total budgeted cost	£28,632

Review Term	Impact	Lessons Learned	RAG
Autumn Term 2018	SENDCo has had Theraplay training in the Autumn term and is ready to work with children in the spring term. Parental consent has been obtained and so impact should be seen at the end of the spring term. Staff have been trained in LEGO therapy and children identified for the after school club. Discussions with the teaching assistants and teachers show that this is having an impact on the pupils	• All children who are receiving therapeutic interventions need to have a strengths and Difficulties Questionnaire completed prior to the intervention in order to measure progress. • Review of the focus for prior learning to be on specifics of spelling and basic punctuation. • Due to unexpected staff absence, the opportunity for the	

	targeted. Strengths and Difficulties Questionnaires (SDQs) show a decrease in the overall stress levels of the pupils targeted for LEGO therapy. The impact of the children receiving the Trauma Informed therapy will be seen in the spring term but teachers and teaching assistants have identified a reduction in barriers to learning and an increase in quality peer relationships. <u>Prior Learning</u> Prior learning has been a success in the Autumn term. All pupils in the maths and reading groups have made progress in terms of their scaled scores in comparison to their baseline scores. The children targeted for writing have made progress in terms of their use of sentence structure and also independence in writing.	English lead to be in Year 6 as timetabled. The spring term should enable this to happen and impact to be seen.	
Spring Term 2019	•	•	
Summer Term 2019	•	•	

Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase reading opportunities for PP pupils	Create Reading packs for PP children to be given out each half term. Purchase of quality books and games for children to use in the home. (£1000)	Some PP children do not have access to quality reading materials in the home due to financial hardship. This is a way of enabling children to have a gift of reading which they can return and have a new pack each half term.	Reading packs ready to share in Autumn 2. Pupil conferencing with pupils show increase in engagement in reading.	Jayne Narraway	12.12.18 3.4.19 10.7.19
Increase phonological awareness and spelling in Year 1 so that children meet the expected standard.	Deployment of teaching assistant to deliver additional 'top up' phonics sessions (2 x 30mins per week totalling £2,418)	Both PP children in Y1 achieve the phonics screening check.	Timetabling set and member of staff is highly trained in delivery of phonics. Progress measured each half term by Leading Practitioner.	Jayne Narraway and Rebecca Wormleighton	12.12.18 3.4.19 10.7.19
All PP children have access	£50 voucher for all PP	Some families need	BH to send out letters and	Jayne Narraway/Bev	Termly pupil premium

to enrichment activities, uniform and trips/residential.	children towards uniform and trips. (£950) Residentials to Beeston and Kingswood are paid for by school. (£1,340)	subsidies for uniform and trips. This also acts as an incentive to other parents to apply for FSM. Parental conferences at parents' evening (introduced 2017-2018) showed that 68% of PP families are experiencing financial hardship and that paying residentials in particular was impacting on their family budget.	information at the start of the year. Financial planning clear for all year groups of trips and residential. BH to send out statement of how much left at the end of each term to parents. Letters to be reviewed for residentials to PP children to highlight that the school will subsidise the visits.	Heath	report meetings. 12.12.18 3.4.19 10.7.19
				Total budgeted cost	£6,708

Review Term	Impact	Lessons Learned	RAG
Autumn Term 2018	• Reading packs have been shared with all the children eligible for pupil premium. These have been very well received by both pupils and children. Some more able pupil premium children have indicated they have limited books at home. Parents expressed their delight in receiving the bag of books. Pupil conferencing indicates that these children have an increased level of engagement in reading. • Phonics screening update shows increase in expected outcomes. • All children eligible for pupil premium have taken part in trips and also residential activities. <u>Phonics</u>	Change the pupil premium children's books every half term rather than termly. <u>Phonics</u> Progress on the whole is a positive picture and 2 of the 3 pupil premium children are on track to achieve the expected standard for the phonics screening check as a result of the one to one intervention from a teaching assistant and the class teacher. One children (also SEND) will continue to receive one to one support for phonics each day.	

Pupil	September 2018	December 2018
A	22	32
B	3	6
C	10	20

Spring Term 2019	•	•	
Summer Term 2019	•	•	
		Overall cost	£

Additonal detail