



Newchurch Pupil Premium Strategy Statement 2017-2018

Summary Information					
School	Newchurch Community Primary School				
Academic Year	2017/2018	Total PP budget	£30,360	Date of most recent PP review	July 2018
Total number of pupils	201	Number of pupils eligible for PP	23	Date of next internal review	

Current attainment – KS2		
	<i>Pupils eligible for PP (our school)</i> <i>Please note that our 4 Pupil Premium children were also on the SEND register.</i>	<i>Pupils not eligible for PP</i>
% achieving ARE or above in reading, writing and maths	25%	61%
% achieving ARE or above in reading	75%	71%
% achieving ARE or above in writing	50%	76%
% achieving ARE or above in maths	50%	75%

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

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
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	<ul style="list-style-type: none"> PP children below the expected standard make better than expected progress from their starting points in Reading, Writing and Maths. Spelling issues are addressed which leads to increased outcomes in Writing.

	increase in attainment through targeted support and interventions, including therapeutic interventions.	<ul style="list-style-type: none"> 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.
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.	<ul style="list-style-type: none"> 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 play therapy, behaviour for learning improves resulting in better outcomes (children receiving play therapy make better than expected progress) Sports clubs will have taken place for the children in the holidays.
C.	Increase in % of pupils achieving the phonics screening check measured by the retake of the screening check in June 2018.	<ul style="list-style-type: none"> 100% of Year 2 achieves 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.	<ul style="list-style-type: none"> 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.	Children will have high aspirations as seen through pupil conferencing.	<ul style="list-style-type: none"> Actions linked to pupil conferencing on aspirations will have been completed Visits will have taken place to universities and technical colleges linked to the children's aspirations

Planned expenditure					
Academic Year	2017-2018				
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. Training for staff through team teaching and planning to carry out differentiated inputs. Timely and measureable interventions in place for reading, spelling and maths.	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.	Leading practitioners to focus on differentiated inputs as part of their role. Interventions times set, delivered and measured for impact.	Jayne Narraway (KS1) Catherine Ayres (LKS2) John Duckett (UKS2) Rebecca Wormleighton (interventions)	20.11.17 19.3.18 25.6.18

Total budget cost			Provided within school teaching budget
Review Term	Impact	Lessons Learned	RAG
Autumn Term 2017	<ul style="list-style-type: none"> It must be noted that none of our cohorts have a meaningful group in terms of data. In KS1, 100% of pupils eligible for Pupil Premium have made at least expected progress in reading, writing and maths from their starting points at the end of EYFS. In LKS2, 100% of pupils eligible for Pupil Premium have made at least expected progress from their KS1 starting points in reading and writing. The majority of PP children are on track to make expected progress in maths. In UKS2, 100% of pupils eligible for Pupil Premium have made at least expected progress from their starting points in KS1 in reading. Less progress can be seen in Writing and Maths. 	<ul style="list-style-type: none"> Attendance and punctuality of pupils not on track to make expected progress needs to be tracked more rigorously in order to have greater impact on outcomes. In UKS2, children who are not on track to make expected progress at this point are either on the SEND register or were 2c at the end of KS1. Therefore, intervention is needed to ensure these children make accelerated progress, particularly in writing and maths. Spelling SOS intervention to be delivered to UKS2 to improve spelling outcomes which will accelerate writing progress. Deputy Head to work in UKS2 from January 2018. 	
Spring Term 2018	<ul style="list-style-type: none"> All our PP groups remain non-meaningful groups in terms of data. In KS1, 100% of pupils eligible for Pupil Premium continue to make at least expected progress in reading, writing and maths from their starting points. One of the two children in Year 1 are making better than expected progress in reading and maths. In LKS2, 100% of pupils eligible for Pupil Premium have made at least expected progress in writing and maths. Some of the PP children have made better than expected progress in reading and writing. For those not making EP or EXS, it is linked to their current state of social, emotional and mental health. In UKS2, the % of pupils achieving EXS has seen a slight increase in both cohorts yet progress is not yet 100% expected. The focus on reading has had a significant impact on attainment but parental engagement still remains an issue in these cohorts. Spelling SOS has had an impact on spelling outcomes for PP children. There are less children eligible for PP below the expected standard in the spring term than in the Autumn term. 	<ul style="list-style-type: none"> Parental engagement needs to be a focus to increase outcomes for some children in UKS2. Alternative support for some children with SEMH is needed in order to increase outcomes for specific children. Review of how interventions are used to include pre-learning tasks. 	
Summer Term 2018	<ul style="list-style-type: none"> All our PP groups remain non-meaningful groups in terms of data. In KS1, 100% of pupils eligible for Pupil Premium made at least expected progress in Reading, Writing and Maths. Both children in EYFS made better than expected progress in Reading and Writing. In LKS2, 4 of the 5 children eligible for PP made expected progress 	<ul style="list-style-type: none"> Review of teaching assistant hours to allow for prior learning at the start of the day to support quality first teaching Additional reading for those children who are not engaging in reading at home or low parental engagement. 	

	<p>in Reading. 100% of the PP in LKS2 made expected progress in Writing and Maths with 2 children making better than expected progress in Reading, one in maths and one in writing. For those not making EP or EXS, it is linked to their current state of social, emotional and mental health.</p> <ul style="list-style-type: none"> • Spelling SOS has had a strong impact with all PP children meeting the standard. • In Y5, 100% of the PP children made expected progress with 29% making better than expected progress. However, end of Y6 data shows that some of the PP children (5 children) did not achieve the expected standard in reading, one in writing and two in maths. Teacher assessment showed that at least two of these children should have achieved the EXS. Analysis of the scripts show a number of transcription errors in maths which would have led to the children passing and in reading, specific focus on question types is needed. 	<ul style="list-style-type: none"> • Provide packs for children with quality texts and educational games etc. • Review the reading curriculum to ensure that specific question types are used more. 	
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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
Reduce the emotional stress of targeted PP children.	<p>Play therapy (12 sessions for 3 children costing £1,800)</p> <p>One TA to be trained in Drawing and Talking and used to implement therapy (£3,627)</p>	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 play therapy and drawing and talking therapy shows a significant reduction in emotional stress for the children who accessed the therapies. More children are requiring drawing and talking therapy so an additional adult is needed.	<p>Play therapist support timetabled based on safeguarding and wellbeing meeting referrals.</p> <p>Weekly timetabling of play therapy and drawing and talking therapy created and kept to.</p> <p>Rebecca Wormleighton to monitor deliver and impact.</p>	Rebecca Wormleighton	<p>Intervention reviews</p> <p>9.10.17</p> <p>5.2.18</p> <p>14.5.18</p> <p>Pupil progress reviews (SDQ scores included in reviews)</p> <p>20.11.17</p> <p>19.3.18</p> <p>25.6.18</p>
Increase attainment in cohort 2018 (present Y6) of the core PP group of	Deployment of additional teacher for three mornings a week to focus	This is the only cohort which is recognised as being a significant group	Outcomes linked to performance management targets for	John Duckett	<p>Pupil progress reviews</p> <p>20.11.17</p> <p>19.3.18</p>

children who are below the expected standard at the end of Year 5.	on English and Maths. (£19,701)	eligible for PP. Some children are below the expected standard in either Reading, Writing or Maths. Internal data shows 50% of the PP in this cohort are not making the expected progress from their starting points.	additional teacher. Planning will show focus support for target children. Log of support will show work completed.		25.6.18
Increase aspirations and engagement in learning	Pupil conferencing with PP children regarding their aspirations. Visits to universities and technical colleges (one per term, including transport - £800)	Pupil conferencing showed that some PP children do not have high academic aspirations for their future even though they may be achieving at the expected standard or better. It is felt that if the children were to see what they could potentially aspire to then their attainment and progress may be impacted upon as they see the purpose of their learning.	Pupil conferencing to be conducted at set times according to monitoring calendar (weeks commencing 4.9.17, 8.1.18 and 16.4.18). Children involved with the planning of the visits. All costings funded and parents informed of visits.	Jayne Narraway	8.1.18 16.4.18 16.7.18
Completion of homework by PP children matches school expectation and children are able to complete the homework to consolidate their learning in class.	Deployment of staff during set times to support children with homework. Discussions with parents regarding the kind of support they may need. Purchase of subscription for My Maths (£295)	Homework monitoring showed that many PP were not completing their homework or it was not of a good quality. In addition, they did not show evidence of being read to at home. Electronic aspect of My Maths will engage children in homework tasks.	Monitoring of homework. Timetabling of homework support. Additional support for reading and maths via regular volunteers.	John Duckett	Weeks commencing: 25.9.17 27.11.17 5.2.18 30.4.18
Total budgeted cost					£22,596

Review Term	Impact	Lessons Learned	RAG
Autumn Term 2017	<ul style="list-style-type: none"> Play therapy has been put in place for those pupils eligible for Pupil Premium. Strength and Difficulties Questionnaires (SDQs) show that there has been a reduction in emotional stress scores. Pupil Premium children have received Drawing and Talking where necessary and this is reflected in their reduction of SDQ scores. Internal data at the end of Summer 2017 showed that 50% of the children eligible for Pupil Premium in cohort 2018 were not making the expected progress from their end of KS1 starting points in reading, writing or maths. Autumn 2017 data show: <ul style="list-style-type: none"> Reading: 100% on track to meet EXS+ and 13% on track to achieve GDS and 100% on track to make expected progress Writing: 75% on track to meet EXS+ and 13% on track to achieve GDS and 75% on track to make expected progress. Maths: 63% on track to make EXS+ and 13% on track to achieve GDS and 63% on track to make expected progress. Homework support has been put into place on a Monday. There has been some evidence of improvement in completion of homework tasks each week but not yet consistent. 	<p>Spelling in UKS2 is an area to develop and so a Spelling SOS toolkit has been developed by the English Lead to address this. Some PP children need to have more experiences from which to draw from when writing. Plans for the Spring Term need to include trips, use of animation and books for ideas in writing. Focus is now needed on maths and writing for this cohort and also cohort 2019 to accelerate progress in Reading, Writing and Maths.</p>	
Spring 2018	<ul style="list-style-type: none"> Play therapy continues to be in place for children with SDQs being the measure Strengths and Difficulties Questionnaires (SDQs) show the positive impact of play therapy for some of the children who are Pupil Premium and have SEMH. For those children who have received Drawing and Talking therapy, SDQ scores have reduced on average by 3.3 points. Homework completion for PP children still remains an issue. 88% (7/8 pupils) on track to achieve EXS and 13% (one child) on track to achieve GDS in Reading and Writing. 7/8 on track to achieve expected progress. Targeted support through additional adult has impacted on outcomes. 75% (6/8 pupils) on track to achieve EXS in Maths and 13% (one child) on track to achieve GDS. 6/8 on track to achieve expected progress. Pupil Premium meetings help with parents as part of the 	<ul style="list-style-type: none"> Still some non-attendees at parents' evening so need to look at alternative arrangements for engaging with these parents. Maybe look to parents collecting the voucher from school as part of a meeting in September 2018. Maths focus needs to be on basic mental recall of addition, subtraction and multiplication facts. Some SDQ scores show elevated scores for children who have not been able to access Play Therapy (due to numbers) but would benefit from it. 	

	spring parents' evening proved very worthwhile with parents reporting that they have a much clearer understanding of how PP funding supports their child. In addition, this enabled the discussion to be had with parents regarding aspirations.		
Summer 2018	<ul style="list-style-type: none"> 70% of PP children have seen a significant reduction in their SDQ overall stress scores since the start of the year. This is as a result of Mental Health training and therapeutic interventions for these children. Where there has been a slight increase that is as a result of current and temporary circumstances. End of Y6 data shows that some of the PP children (5 children) did not achieve the expected standard in reading, one in writing and two in maths. Teacher assessment showed that at least two of these children should have achieved the EXS. Analysis of the scripts show a number of transcription errors in maths which would have led to the children passing and in reading, specific focus on question types is needed. Some improvements in homework was seen and homework club did help the children get a head start. As a result of the meetings with parents at parents' evening, the engagement of some families has improved. Dreams and aspirations week planned for October. 	<ul style="list-style-type: none"> Continue to work with the families of PP children to engage those more fully if not already engaged in their child's learning outside of school. Consider changes to the therapeutic interventions available to the children to meet their specific needs. Review procedures for covering classes when staff absences occur to ensure that target support for Y6 is not withdrawn so that PP children will constantly have their support in class. Dreams and aspirations week to be used to support children to be planned earlier in the school year. 	

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
All PP children have access to enrichment activities, uniform and trips/residential.	£50 voucher for all PP children towards uniform, trips and residential. (£950)	Some families need subsidies for uniform, trips and residential. This also acts as an incentive to other parents to apply for FSM.	BH to send out letters and 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.	Jayne Narraway/Bev Heath	Termly pupil premium report meetings. Autumn term: 4.12.17
PP children will have opportunities for holiday clubs.	Healthy Heroes to be booked for 3 separate weeks within the school	Discussion and observation of some of the PP is that they are	Negotiations with ABC link Club for use of the hall. Dates set and letters out	Lee Singleton/Jayne Narraway	Parent and pupil conferences 16.7.18

	holidays at £1,250 per week (£3,750)	very sports minded.	to parents indicating the purpose of the holiday clubs.		
Increase phonological awareness and spelling in Year 2 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 Y2 did not meet the expected standard in phonics when in Year 1.	Timetabling set and member of staff is highly trained in delivery of phonics. Progress measured each half term by Leading Practitioner.	Jayne Narraway	16.10.17 18.12.17 12.2.18 26.3.18 21.5.18 16.7.18
Total budgeted cost					£7,118
Review Term	Impact	Lessons Learned			RAG
Autumn Term 2017	<ul style="list-style-type: none"> After initially showing little progress in phonics in Autumn 1, children receiving additional phonics support in Year 1 have made very good progress and the majority are now on track to achieve the expected standard by the end of Year 1 and Year 2. The use of sample phonics screening materials has enabled the children's progress to be monitored closely and gaps in learning identified. Children have been moved into the target group following Autumn screening and this has impacted positively on progress. Over the course of this term, more able pupil premium children in writing and music have attended cluster events within the Warrington Local Authority. The writing cluster involved the PP children contributing to a published anthology. Brokerage of Murphy Ltd consultants who focus on PP expenditure has gave focus to the way in which progress of PP children can be measured using standardised scores. Discussion with the consultants has led to review of case studies documentation for children eligible for Pupil Premium. Some parents are accessing the voucher system. 	<ul style="list-style-type: none"> Some parents are not taking their allocation of the voucher and is therefore not equal to all pupils. Office to complete end of term spreadsheet balance and parents to be informed of amount still remaining on the voucher. Discussions need to be had with ABC link club to see if they are cancelling holiday club. This will allow the Healthy Heroes club to use the hall. We are tied to the weather so the company can use outdoors and a classroom rather than the hall. Continue to conduct half termly phonics checks to monitor progress and identify gaps in knowledge. Use of age standardised scores will show progress for pupils in addition to their standardised scores. 			
Spring Term 2018	<ul style="list-style-type: none"> 100% of pupils in Year 2 who did not achieve the phonics screening check are on track to achieve the standard in June 2018. There has been an increase in the % of parents making use 	<ul style="list-style-type: none"> Some parents need the voucher more, particularly those children who are achieving the expected standard or who are achieving at the greater depth. Now that ABC Link Club are not running in the holidays, sports' 			

	of the PP voucher. <ul style="list-style-type: none"> • All PP are attending the residential if they are in Year 4 or Year 6. • Almost all PP children attend an afterschool club. 	camps etc can be set up for the summer term holidays.	
Summer Term 2018	<ul style="list-style-type: none"> • 100% of PP children achieved phonics screening in Y1 and Y2. • All parents are accessing their £50 voucher. • All PP attended Beeston residential and also are attending the Kingswood trip following subsidy of the remaining balance for PP children. 	<ul style="list-style-type: none"> • Ensure that more PP children attend afterschool clubs. • Parental voice has impacted on the way PP was spent and this has developed further engagement. 	
Overall cost			£29,714

Additional detail

Please note that no year group is considered to have a meaningful group of children eligible for Pupil Premium.