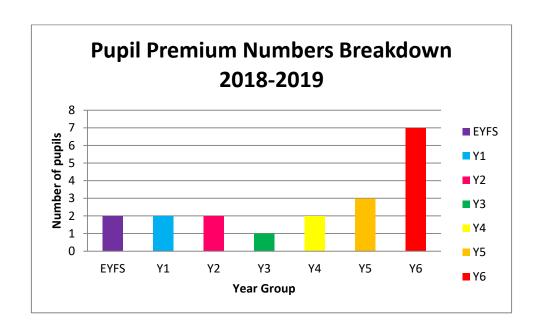


Newchurch Pupil Premium Strategy Statement 2018-2019

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

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 E	Barriers (issues to be addressed in school)					
A.	A. Gaps in learning – Reading, Writing and Maths					
B.	Social and emotional health and wellbeing and resilience					
C.	Phonics and spelling development					
External B	External Barriers (issues which also require action outside of school e.g. low attendance rates)					
D.	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. 					
В.	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						
Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and	How will we ensure it is	Staff lead	Review date	
		rational for this choice?	implemented well?			
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	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	in their learning. 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	
	1	, 		Total budget cost	Provided within school teaching budget £4000	

Review Term	Impact				Lessons Learned	RAG
Autumn Term	End of Aut	tumn 2018 da	ata shows the following:		Reading	
2018	Reading				Differentiated, targeted guided reading groups are impacting	
	Year	Number	% expected progress	% better than	on the pupil premium children's progress and outcomes.	
	group	of		expected progress	Reading speed is impacting on those children not yet at the	
		children			expected standard. This is to be addressed with the	
	EYFS	3	100%	46%	introduction of Reading Plus in the Spring Term.	
	Y1	3	100%	*		
	Y2	2	100%	50%	Focused interventions in phonics is beginning to impact on the	
	Y3	2	100%	*	children's reading.	
	Y4	2	50%	50%		
	Y5	3	100%	33%	Writing	
	Y6	7	57%	14%	Moderation shows that the focus for the children's writing is	
		_	rithin the Autumn term h	•	very much linked to their Communication and Language skills:	
	progress across the school. When progress in reading, writing and maths are compared, more progress is seen in reading. This is as a			G. G	the vocabulary they use in spoken language or their	
				•	grammatical sentence structures.	
		result of the changes to the teaching of whole class reading and guided reading. Writing			Loading practitioner support to feeus on appalarating pragrass	
	reading.				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	
	Writing				rehearsal. Leading practitioners to also support Newly	
					Qualified Teachers (NQTs) in planning for writing.	
	Year	Number	% expected progress	% better than	Qualified reactiers (NQTs) in planning for writing.	
	group	of		expected progress	Maths	
		children			There needs to be a greater focus on acceleration of progress	
	EYFS	3	67%	33%	in maths. Question Level Analysis (QLA) indicates that focused	
	Y1	3	100%		direct teaching and acquisition of arithmetic would impact on	
	Y2	2	100%	50%	outcomes for children.	
	Y3	2	100%			
	Y4	2	100%	50%		
	Y5	3	100%		Prior learning groups include pupil premium children who	
	Y6	7	86%	14%	have been targeted to accelerate progress.	
	The major	The majority of pupils are making expected progress.				
					Some children typically struggle with the transition from one	
	<u>Maths</u>	1			class in the summer term to another one in the autumn term.	
	Year	Number	% expected progress	% better than	This needs to be a consideration next year.	
	group	of		expected progress		
	5) (5.5	children	G=0/	2001	Some children have accelerated their standardised scores in	
	EYFS	3	67%	33%		

Y1	3	100%	*
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.

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.

Summer Term 2019

End of Summer 2019 data shows the following:

Reading			
Year	Number	% expected progress	% better than
group	of		expected progress
	children		
EYFS	3	100%	33%
Y1	3	100%	33%
Y2	2	100%	100%
Y3	2	100%	*
Y4	2	100%	50%
Y5	3	100%	*
Y6	7	86%	29%

With the exception of Y6 all PP children have made expected progress in reading with some children making accelerated progress from their starting points.

Writing

Year group	Number of children	% expected progress	% better than expected progress
EYFS	3	100%	33%
Y1	3	100%	33%
Y2	2	100%	50%
Y3	2	100%	*
Y4	2	100%	50%

Reading

Year 6:

Teal o.					
Pupil	Scaled score	Scaled score	Progress		
	Autumn	Summer			
	2018	2019			
Α	90	99	+9		
В	80	90	+10		
С	112	118	+6		
D	114	114	=		
E	109	111	+2		
F	94	100	+6		
G	97	106	+9		

Although some PP children did not achieve EXS in reading, they did make progress in terms of their standardised scores.

The children achieving 99 in reading did not attend reading prior learning as the focus was on maths. This may have impacted on their combined outcomes.

Writing

Targeted support through prior learning and in class writing support/planning resulted in improved outcomes in writing. A change in text types has also impacted on outcomes in some cases.

Target group is PP boys – enrichment activities and planning

Y5	3	100%	*
Y6	7	100%	43%

All pupils made expected progress in writing and many better than expected progress. Targeted support for Year 6 pupils resulted in all except one of the seven children achieving EXS in writing and two PP children achieving GDS (there were only three children achieved GDS in writing)

Maths

IVIACIIS					
Year	Number	% expected progress	% better than		
group	of		expected progress		
	children				
EYFS	3	100%	33%		
Y1	3	67%	*		
Y2	2	100%	*		
Y3	2	100%	*		
Y4	2	100%	*		
Y5	3	100%	*		
Y6	7	100%	14%		

Borderline EXS PP child attended prior learning for maths and as such achieved EXS in maths.

time to support their writing.

Maths

Progress is generally good but the children are not making accelerated progress in Maths like they are in English.

Focus needs to be on those PP children who are currently EXS and need to be targeted for GDS.

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

2 x teaching assistants and English lead to deliver sessions. 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 of their reading, writing and maths thus preparing them for the lesson and accessing it at a different level.		Writing and Maths.	expected standard in	applied in children's		
English lead to deliver sessions. 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 of their reading, writing and maths thus preparing there for the lesson and accessing it at a different elegible for PP have been deligible for PP have been differed as having social and emotional needs which impact on their learning. A review of the impact of therapeutic interventions and talking therapy shows and talking ther		1	l .	• •		
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Review Term		Im	pact		Lessons Learned	RAG
Autumn Term 2018	ready to work we has been obtain spring term. Staff have been for the after so and teachers shad targeted. Strengths and I in the overall staff the impact of the will be seen in the assistants have an increase in control to the maths and in the maths are their scaled sociolidren targeters.	d Theraplay train with children in the hed and so impact trained in LEGO hool club. Discuss now that this is had difficulties Questic ress levels of the children received the spring term be identified a reduquality peer relations been a success and reading groups ares in compariso and for writing have	therapy and child sions with the tea aving an impact of onnaires (SDQs) so pupils targeted for the teachers and to ction in barriers to onships.	arental consent at the end of the dren identified ching assistants in the pupils show a decrease for LEGO therapy. Informed therapy eaching to learning and term. All pupils ress in terms of e scores. The in terms of their	 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 English lead to be in Year 6 as timetabled. The spring term should enable this to happen and impact to be seen. 	NAG
Summer Term 2019	All therapeutic Children are modifficulties ques scores of the pu	interventions have ore regulated wit stionnaires show upils. therapy dog has s	seen an impact seen an improven ho have worked very scaled score Summer 2019 99 90 118	on outcomes. Ingths and Inge overall stress Innent in reading	The use of Holly, the therapy dog, has impacted on reading this year. The focus should remain with reading and potentially support children in the planning of writing process. Support and interventions to be focused on target areas for individual pupils linked to enabling them to reach EXS or GDS.	

D	114	114	=
E	109	111	+2
F	94	100	+6
G	97	106	+9

Writing prior learning and intervention in class resulted in 6 of the 7 pupil premium children achieving either EXS or GDS.

5 of the 7 PP children in Year 6 achieved combined RWM.
2 of the 3 PP children in Year 5 achieved combined RWM.
1 of the 2 PP children in Year 4 achieved combined RWM.
None of the PP children (2) achieved combined RWM but have made progress towards this as seen in their standardised scores.
Both PP children in Year 2 achieved combined RWM.
1 of 3 PP children in Year 1 achieved combined RWM.

		Other Ap	proaches		
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 to enrichment activities, uniform and	£50 voucher for all PP children towards uniform and trips. (£950)	Some families need subsidies for uniform and trips. This also acts as an	BH to send out letters and information at the start of the year.	Jayne Narraway/Bev Heath	Termly pupil premium report meetings. 12.12.18

trips/residential.		and Kingsv	vood are paid pol. (£1,340)	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.	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		3.4.19 10.7.19	
						Total budgeted cost	£6,708	
Review Term Autumn Term	• Rea	ding packs ha	Impact ave been shared wi	th all the children	Change the pupil premium chi	ssons Learned Idren's books every half term	rather	RAG
2018	rece pup boo rece that in re Pho out	 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. 			Phonics Progress on the whole is a post premium children are on track the phonics screening check as from a teaching assistant and One children (also SEND) will of for phonics each day.	to achieve the expected stars a result of the one to one in the class teacher.	ndard for tervention	
		Pupil	September 201					
		Α	22	32				
		B C	3 10	6 20				
		C	10	20				

Summer Term 2019	Reading packs continue to be changed by the pupils and engagement is improving. All children eliminates for a continue to be changed by the pupils and engagement is improving.	The deployment of the teaching assistant with a focus on phonics has had impact on outcomes and this is something that should be	
	 All children eligible for pupil premium have taken part in trips and also residential activities. 	continued.	
	<u>Phonics</u>		
	Of the four PP children in Year 1, three achieved the expected		
	standard. The one child who did not made good progress over		
	the year. They are no longer at Newchurch.		
		Overall cost £	

Additonal detail