

Newchurch Pupil Premium Strategy Statement 2017-2018

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| **Summary Information** | | | | | |
| **School** | Newchurch Community Primary School | | | | |
| **Academic Year** | 2017/2018 | **Total PP budget** | £30,360 | **Date of most recent PP review** | July 2017 |
| **Total number of pupils** | 216 | **Number of pupils eligible for PP** | 23 | **Date of next internal review** | December 2017 |

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| **Current attainment – KS2** | | |
|  | *Pupils* ***eligible*** *for PP (our school)*  *Please note that our 4 Pupil Premium children were also on the SEND register.* | *Pupils* ***not******eligible*** *for PP* |
| % 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% |

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| **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. | Aspirations for higher education |

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| **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. | * 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. * 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. | * 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. | * 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. | * 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. | * 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 |

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| **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. | Jessica Toone (English) and Catherine Ayres (Maths)  Rebecca Wormleighton (interventions) | 20.11.17  19.3.18  25.6.18 |
| **Total budget cost** | | | | | Provided within school teaching budget |
| **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. | Play therapy (12 sessions for 3 children costing £1,800)  One TA to be trained in Drawing and Talking and used to implement therapy (£3,627) | 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. | Play therapist support timetabled based on safeguarding and wellbeing meeting referrals.  Weekly timetabling of play therapy and drawing and talking therapy created and kept to.  Rebecca Wormleighton to monitor deliver and impact. | Rebecca Wormleighton | Intervention reviews  9.10.17  5.2.18  14.5.18  Pupil progress reviews (SDQ scores included in reviews)  20.11.17  19.3.18  25.6.18 |
| Increase attainment in cohort 2018 (present Y6) of the core PP group of children who are below the expected standard at the end of Year 5. | Deployment of additional teacher for three mornings a week to focus on English and Maths. (£19,701) | This is the only cohort which is recognised as being a significant group 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. | Outcomes linked to performance management targets for additional teacher.  Planning will show focus support for target children.  Log of support will show work completed. | John Duckett | Pupil progress reviews  20.11.17  19.3.18  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 |
| **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 holidays at £1,250 per week (£3,750) | Discussion and observation of some of the PP is that they are very sports minded. | Negotiations with ABC link Club for use of the hall.  Dates set and letters out to parents indicating the purpose of the holiday clubs. | Lee Singleton/Jayne Narraway | Parent and pupil conferences  16.7.18 |
| 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. | Jessica Toone (Leading Practitioner for English) | 16.10.17  18.12.17  12.2.18  26.3.18  21.5.18  16.7.18 |
| **Total budgeted cost** | | | | | £7,118 |
| **Overall cost** | | | | | £29,714 |

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| **Review of Expenditure** | | | | |
| Previous Academic Year | 2016-2017 | | | |
| **Quality of teaching for all** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Impact:** | **Lessons Learned** | **Cost** |
| To improve the physical, social and emotional wellbeing of PP children. | Change for Life Agenda activities and whole school learning linked to developing children’s mental and physical well being. | The development of the Change for Life Agenda has been positive. Healthy Lifestyles Week was a great success as a result of the leadership of the Healthy Lifestyles Champion. In particular, the focus on healthy body and healthy mind was very positive. Tai Chi and other relaxation techniques are being used in classes. SDQ scores show reduction in emotional stress of children with PP who have Social, Emotional and Mental Health needs. | Definitely worth continuing with the Healthy Lifestyles work.  There needs to be additional ways to measure the impact of this and also develop the pupil voice. | Total cost for Quality of teaching for all actions £5,154 |
| To raise attainment in Reading, Writing and Maths (also increase the % of pupils who achieve the higher standard to be in line with National Averages) | Leading Practitioners – weekly collaboration between leading practitioners and teachers to focus on refining teaching and learning. The key focus needs to be on Maths. | Unless children are SEND as well as PP, the majority of children across the school have met the expected standard. There is a core group of children in cohort 2018 (Y5) which has not met the expected standard in reading and maths. | Work on spelling in upper KS2 with an additional teacher has had an impact on the writing outcomes for PP children.  Interventions need to be more focussed and applied within class more rigorously. |
| **Targeted support** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Impact:** | **Lessons Learned** | **Cost** |
| To improve the physical, social and emotional wellbeing of PP children. | Play therapy – the school will work to employ a play therapist to work with identified children.  Drawing and Talking therapy – training for and deployment of teaching assistant to deliver drawing and talking to the targeted children. | As a result of Play Therapy and Drawing and Talking Therapy the emotional stress scores produced as a result of the Strengths and Difficulties Questionnaires (SDQs), show that there has been a significant reduction in the emotional stress of the children eligible for PP. (see tracker) | Play therapy is definitely having an impact on the way in which the children in receipt of it engage in their learning. As a result outcomes are more positive. We need to put more towards this for PP children to access it as well as SEND.  Drawing and Talking worked for the children who received it. More Teaching Assistants need to be trained to ensure greater access to this therapy across the school. | Total cost for targeted support  £27,346 |
| To raise attainment in Reading, Writing and Maths (also increase the % of pupils who achieve the higher standard to be in line with National Averages) | Spelling, Reading, Maths and Writing interventions – bespoke and targeted. | 90% of Pupil Premium children have a spelling age above their chronological age.  The four disadvantaged pupils in Year 6 (cohort 2017) all have SEND. However, their outcomes are positive and their rates of progress are above average.  79% of PP children met the expected standard in reading.  63% of PP children met the expected standard in writing. Spelling remains an issue for these children.  68% of PP children met the expected standard in Maths.  In Reception, Years 1, 2, 3 and 4 100% of PP children made expected progress in Reading.  In Reception, Years 1, 2, 3 and 6 100% of PP children made expected progress in Writing.  In Reception Years 1, 2 and 3 100% of PP children made expected progress in Maths.  Further work is needed to ensure that those children below the expected standard make better than expected progress in order to meet the standard.  More able children who are eligible for PP funding make good progress in all subjects, They have also attended enrichment activities with other clusters of schools. | Development of a new tracking system to look at the attainment and progress of pupils eligible for PP has helped teachers see where PP children are.  Spelling intervention in Upper KS2 by a teacher has impacted on outcomes in writing so will continue with this next year. |
| **Other approaches** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Impact:** | **Lessons Learned** | **Cost** |
| To improve the physical, social and emotional wellbeing of PP children. | Lunchtime Nurture Club – Teaching Assistant to run the lunchtime club to support identified children who find lunchtimes difficult. | As a result of this club, the children are ready to learn in the afternoon. They are emotionally more stable and therefore conditions for learning are improved. | Having this has really helped the children. It is bespoke to the children and well received. Continue to fund this next year. | Total cost for other approaches  £6,166 |
| To improve the physical, social and emotional wellbeing of PP children. | Family Support Worker – Amanda Woods to support families. | Unfortunately, Amanda Woods resigned from her post. Therefore, one of the Designated Safeguarding Leads, who is also the PP champion in school, has supported the families. | No need to have Family Support Worker employed by the school at this moment in time.  Early Help focused support developed. |
| To improve the physical, social and emotional wellbeing of PP children. | Breakfast Club – targeted children who need to be in school and settled at the start of the school day to help them to be in a clam manner and ready to learn.  The children will be provided with breakfast and an opportunity to talk before the start of the school day. | As a result of Breakfast Club, punctuality for these children has improved greatly and readiness to learn also. This has resulted in the child making better than expected progress in reading. | At the start of the year, there was a greater need for the breakfast club. However, there was only one child needing it so not cost effective. This will not be continued next year as there are no children showing any need to receive it. |
| To improve the physical, social and emotional wellbeing of PP children. | Residential and educational visits, extra-curricular opportunities and music tuition to be subsidised with £50 voucher. | The use of the £50 voucher has been developed this year. More parents are engaging in the scheme as they have a greater awareness of it. In some cases it has meant that PP children have been able to go on trips and residential. | Continue with this next year as parental engagement is improving, |

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| **Additonal detail** |
| **Please note that the only year group considered to have a significant group of children eligible for Pupil Premium is the current Year 6 (cohort 2018). Therefore, in some classes 1 child could be equal to 25%, 50% or in some cases 100%.** |