

Newchurch Pupil Premium Strategy Statement 2016-2017

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| **Summary Information** |
| **School** | Newchurch Community Primary School |
| **Academic Year** | 2016/2017 | **Total PP budget** | £38,666 | **Date of most recent PP review** | September 2016 |
| **Total number of pupils** | 213 | **Number of pupils eligible for PP** | 21 | **Date of next internal review** | December 2016 |

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| **Current attainment – KS2** |
|  | *Pupils* ***eligible*** *for PP (our school)* | *Pupils* ***not******eligible*** *for PP (National Average)* |
| % achieving ARE or above in reading, writing and maths | 60% | 53% |
| % achieving ARE or above in reading | 80% | 66% |
| % achieving ARE or above in writing | 80% | 74% |
| % achieving ARE or above in maths | 60% | 70% |

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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 - particularly Maths and Spelling |
| B. | Self-esteem, 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. | Attendance and punctuality rates for pupils eligible for PP This reduces their school hours and causes them to fall behind. |
| E.  | Support from home with reading, maths basic skills and homework. |
| F. | Lack of Healthy Lifestyle |

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| **Outcomes** |
|  | *Desired outcomes and how they will be measured* | *Success Criteria* |
| A. | To improve the physical, social and emotional wellbeing of PP children | * SDQ scores at the start and end of the academic year show impact of interventions and therapies used to remove/reduce barriers to learning and lead to improved outcomes/progress
* Improved attendance and punctuality for target children who attend Breakfast Club.
* Families feel supported and pupil conferencing with PP children shows a difference in attitude and capacity to learn
* Outcomes for targeted children improve as a result of the pastoral support provided
* Pupil Premium children have access to initiatives within the school to promote their health and wellbeing
* All PP children will be engaged on extra-curricular activities and pupil conferencing and learning walks show a greater understanding of how to lead a healthy lifestyle.
* Extended opportunities are provide for PP children
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| B. | To raise attainment in Reading, Writing and Maths (increasing the % of pupils who achieve higher standard/greater depth in line or above the National Average) | * Spelling ages are accelerated and the differential between chronological ages and spelling ages as a result of the interventions and support implemented
* Children eligible for PP make rapid progress in order to meet at least age related expectations in Reading, Writing and Maths
* The percentage of PP children achieving the higher standard/greater depth at the end of KS1 and KS2 is in line or above the National Average
* Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices
* Children who were identified as above age related expectations at the end of EYFS or KS1 will have made at least expected progress from their starting points.
* Home learning is completed
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| **Planned expenditure** |
| **Academic Year** | 2016 – 2017 |
| **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** |
| 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. | Observation and discussion of children show that there is a need to develop the children’s understanding of what it is to have a healthy body and mind and the impact of their learning. Some PP children are not engaged in sporting activities outside of school. | Appointment of a temporary TLR role to champion Healthy LifestylesAction plan developed to support the implantation of new activities to engage PP childrenAnalysis of clubs and pupil conferencing of PP to see what their needs and interests are. | Lee Singleton | December 2016March 2017July 2017 |
| To raise attainment in Reading, Writing and Maths (also increasing the % of pupils who achieve higher standard/greater depth in line or above the National Average) | Leading Practitioners- weekly collaboration between leading practitioners and teachers to focus on refining teaching and learning. The key focus needs to be on Maths. | Data analysis, learning walks, book scrutiny and teacher’s own identification of support needs shows that the role of a leading practitioner to support through tam teaching, planning and monitoring would help to raise attainment for all and diminish the difference in attainment.Maths progress as identified on ROL is lower than English. | Leading practitioners to be aware of data and staff needs.CPD on effective feedback, teaching and learning across core subjects.Weekly support plan and monitoring of impact.Half termly review of progress of pupils through book scrutiny.Progress meetings to reflect the impact of the support given by the leading practitioners. | Senior Leadership Team Sara LawrensonJayne NarrawayJohn Duckett Catherine Whittles | December 2016March 2017July 2017 |
| To raise attainment in Reading, Writing and Maths (also increasing the % of pupils who achieve higher standard/greater depth in line or above the National Average) | More Able Champion – focus on attainment of more able attainment across the curriculum. | Data shows that progress for more able children needs to be improved. Tracking shows that some children’s attainment needs to be accelerated in order to make expected progress.The percentage of PP children meeting the higher standard in writing and maths (KS2) and Reading (KS1) needs to be at least in line or above that of National Averages. | Temporary TLR awarded for a More Able Champion.Clarity of more able pupils in all subjects.Enrichment activities planned, delivered and impact measured.Progress meetings focus on progress of more able pupils in Reading, Writing and Maths.Learning walks conducted to identify areas for development to ensure progress of more able children. | Jessica TongeSLT | December 2016March 2017July 2017 |
| **Total budget cost** | £5,154 |
| **Targetted 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** |
| To improve the social and emotional wellbeing of PP childrenTo raise attainment in Reading, Writing and Maths (increasing the % of pupils who achieve higher standard/greater depth in line or above the National Average) | 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 targeted children. | Some of the children who are PP have social and emotional needs which are bespoke to their circumstances. As such, they need a bespoke, therapeutic approach to the development of their social and emotional wellbeing which will break down the barriers to their learning. | SDQ to be completed by the class teachers of the targeted children and scores to be collated.Safeguarding and Wellbeing Team meeting to be held to identify urgency of need and fit for purpose.Time scale set for target children with SDQ at end of the intervention. | Rebecca Wormleighton (SENDCo) | December 2016March 2017July 2017 |
| To raise attainment in Reading, Writing and Maths (also increasing the % of pupils who achieve higher standard/greater depth in line or above the National Average) | Spelling, Reading, Maths and Writing Interventions – bespoke and targeted spelling, reading, writing and Maths interventions. | Spelling ages analysis, end of year spelling tests and scrutiny of children’s written work show that there is an need to accelerate the spelling capacity of children, and in particular PP children. Data shows that PP children have poor spelling and therefore may be at risk of not achieving age related expectations in writing should targeted action not be taken.Analysis of end of year and PP data shows that further intervention is needed if the percentage of children achieving age related expectations is to increase.Progress of children in Maths needs to improve as identified in ROL. | Deployment of teacher to teach target group every day.CPD for all staff deliveredParent workshops deliveredPlanning to be targeted to analysis and tracking with a focus on closing the gap.Further deployment of teacher and teaching assistant to support children in reading, writing and maths.Planning reflects interventions and tracking of target children through pupil progress meetings.Delivery of the Reading Plus programme in Year 6.My Maths subscription.External agency to work with targeted children in groups – children with SEND and PP. | Jayne NarrawayRebecca WormleightonJohn DuckettJustine Mowbray | December 2016March 2017July 2017 |
| **Total budgeted cost** | £27,346 |
| **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** |
| To improve the physical, social and emotional wellbeing of PP children  | Lunchtime Nurture Club-Teaching assistant to run lunchtime club to support identified children who find lunchtimes difficult. | Behaviour logs and pupil conferencing shows that targeted children find lunchtime tricky and therefore, learning after lunchtime is hindered. | Safeguarding and wellbeing meetings will be timely and discuss the children who attend the nuture club at lunchtime. Discussions will be had with the children and the teaching assistant on a regular basis.  | Jayne Narraway | December 2016March 2017July 2017 |
| To improve the physical, social and emotional wellbeing of PP children  | Family Support Worker – Amanda Wood to support families. | Identified families need support to ensure that the needs of the children are met. Some PP children need the bespoke approach of a Family Support Worker. | Employment of a Family Support WorkerRegular review of the families supported and progress in terms of attainment and well being of the children monitored and measured through learning walks, observations, pupil conferencing and case studies. | Jayne Narraway | December 2016March 2017July 2017 |
| To improve the social and emotional wellbeing of PP childrenTo raise attainment in Reading, Writing and Maths (increasing the % of pupils who achieve higher standard/greater depth in line or above the National Average) | Breakfast Club- Targeted children who need to be in school on time and settled at the start of the school day to help them be in a calm manner and ready to learn. The children will be provided with breakfast and an opportunity to talk before the start of the school day. | Attendance and punctuality data shows targeted children need to be in school on time. Offering breakfast club also supports the parents. | Teaching assistant deployed to manage breakfast club.Discussion with teaching assistant regarding the type of food given for breakfast and also the types of activities the children do in the morning. | Jayne Narraway | December 2016March 2017July 2017 |
| To improve the physical, social and emotional wellbeing of PP children | Residential and educational visits, extra-curricular opportunities and music tuition to be subsidised. | Financial issues cause some PP children’s families to be unable to pay for residential and educational visits.Some PP children have a talent for music but the cost of the tuition is difficult to find.Analysis of tracker for attendance and uptake of extra-curricular activities show that some PP children are to accessing the opportunity. | Finance Committee to meet to discuss subsidies for PP children and agreement made.Children who are PP to be given priority for clubs.Pupil conferencing with PP children to find the ways in which they can be engaged in extra-curricular activities. | Jayne Narraway | December 2016March 2017July 2017 |
| **Total budgeted cost** | £6,166 |

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| **Review** |
|  | *Desired outcomes and how they will be measured* | *Success Criteria* | *Impact Review* |
| A. | To improve the physical, social and emotional wellbeing of PP children | * SDQ scores at the start and end of the academic year show impact of interventions and therapies used to remove/reduce barriers to learning and lead to improved outcomes/progress
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 | * As a result of play therapy, Drawing and Talking and breakfast club the emotional stress scores produced as a result of the Strengths and Difficulties Questionnaires (SDQ), show that there has been a significant reduction in the emotional stress score of the children eligible for Pupil Premium (evidenced in PP tracker)
* As a result of the Breakfast Club, children are punctual and therefore both punctuality and attendance has improved.
* This year, more parents are aware of the use of Pupil Premium and are using their voucher more effectively. Pupil conferencing shows that children enjoy school on the whole but some pupils do have low aspirations still.
* Pupil Premium children automatically receive their choice of after school club and in particular, PP children have been selected for the Healthy Lifestyles Club. This year, all pupils eligible for PP funding have attended clubs after school.
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| B. | To raise attainment in Reading, Writing and Maths (increasing the % of pupils who achieve higher standard/greater depth in line or above the National Average) | * Spelling ages are accelerated and the differential between chronological ages and spelling ages as a result of the interventions and support implemented
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* Home learning is completed
 | **Spelling:**90% of all Pupil Premium children have a spelling age above their chronological age. **Outcomes:****Please note that the only year group that is considered to have a significant group of children eligible for Pupil Premium is Y5. Therefore, in some classes 1 child is equal to 100% or 50% or 25%.****Headline:**The four disadvantaged pupils in Y6 all have SEND. However, their outcomes are positive and their rates of progress are above average. **Reading:**Reception: 100% made better than expected progressYear 1: 100% made expected progress + Year 2: 100% made expected progress + and 50% made better than expected progress Year 3: 100% made expected progress + and 50% made better than expected progressYear 4: 100% made expected progress +Year 5: 62% made expected progress +Year 6: 75% made expected progress + and 50% made better than expected progress**Writing:**Reception: 100% made better than expected progressYear 1: 100% made expected progress + Year 2: 100% made expected progress + Year 3: 100% made expected progress + Year 4: 50% made expected progress + and 25% made better than expected progressYear 5: 75% made expected progress + and 13% made better than expected progressYear 6: 100% made expected progress + **Maths:**Reception: 100% made better than expected progressYear 1: 100% made expected progress + Year 2: 100% made expected progress + Year 3: 100% made expected progress + Year 4: 75% make expected progress + and 25% made better than expected progressYear 5: 83% make expected progress + and 17% made better than expected progressYear 6: 50% make expected progress + and 25% make better than expected progressMore able children who are eligible for Pupil Premium funding make good progress in all subjects. They have also attended enrichment activities with other clusters of schools.Homework does still continue to be an area for improvement for some of our pupil premium children. |