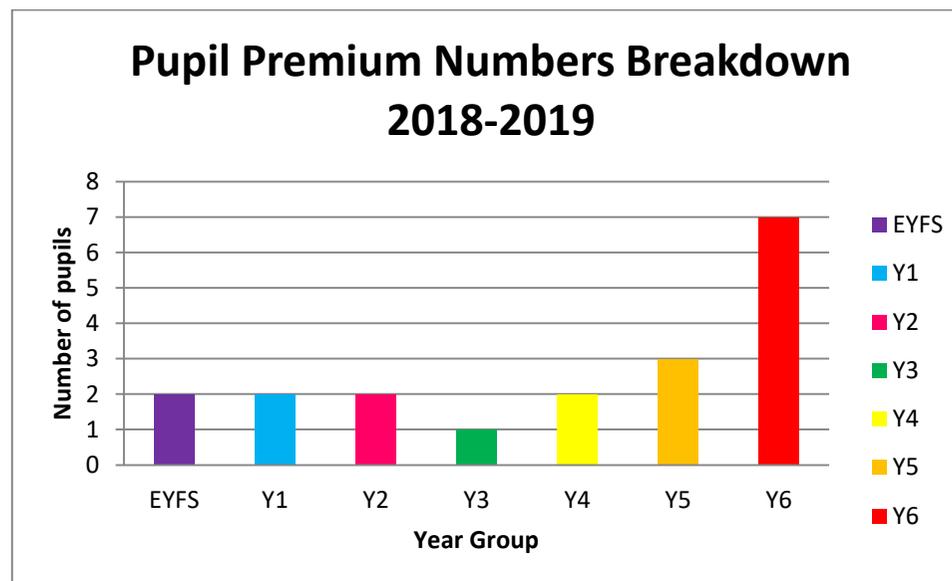




Newchurch Pupil Premium Strategy Statement 2018-2019

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

Current attainment – KS2		
	<i>Pupils <b>eligible</b> for PP (our school)</i>	<i>Pupils <b>not eligible</b> for PP</i>
% 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)**

<i>In-school Barriers (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
<i>External Barriers (issues which also require action outside of school e.g. low attendance rates)</i>	
D.	Parental engagement in home learning
E.	Financial Hardship

**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 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.	<ul style="list-style-type: none"> <li>• PP children below the expected standard make better than expected progress from their starting points in Reading, Writing and Maths.</li> <li>• Spelling issues continue to be addressed which leads to increased outcomes in Writing.</li> <li>• Outcomes for end of KS2 disadvantaged pupils are positive and progress is strong from their starting points.</li> <li>• Increase in the % of children achieving the higher standard in Reading, Writing and Maths.</li> <li>• Prior learning sessions are delivered before the start of the school day to improve attainment and progress in reading, writing and maths.</li> <li>• PP children have equal access to quality reading texts.</li> </ul>
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"> <li>• Strength and Difficulties Questionnaires (SDQs) show that the emotional stress score of children receiving play therapy and drawing and talking therapy has reduced.</li> <li>• As a result of therapeutic interventions, behaviour for learning improves resulting in better outcomes (children receiving therapies make better than expected progress)</li> </ul>
C.	% of pupils achieving the phonics screening check is high	<ul style="list-style-type: none"> <li>• 100% of Year 1 achieve the phonics screening check.</li> <li>• Spelling issues are addressed which leads to increased outcomes in Writing.</li> </ul>
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"> <li>• Homework is completed each week.</li> <li>• Children are read with regularly and parental comments seen in reading records.</li> <li>• Spellings scores improve</li> <li>• Outcomes for pupils improve</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Parental support will be given to pupil premium children enabling equality for all pupils to take part in residential visits.</li> <li>• Parents experiencing financial hardship will be supported to provide opportunities for their children.</li> </ul>

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
<b>Total budget cost</b>					Provided within school teaching budget
Review Term	Impact		Lessons Learned		RAG
Autumn Term 2018	•		•		
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	Deployment of deputy headteacher for sessions within the week in Year 6	This is the only cohort which is recognised as being a significant group	Interventions times set, delivered and measured for impact through	John Duckett, Sara Lawrenson and Jayne Narraway	Mid-term progress reviews at the end of each half term.

<p>children who are below the expected standard at the end of Year 5. Accelerate progress of Y6 target pupils in Reading, Writing and Maths.</p>	<p>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.</p>	<p>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 of their reading, writing and maths thus preparing them for the lesson and accessing it at a different level.</p>	<p>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.</p>		<p>Pupil progress reviews 12.12.18 3.4.19 10.7.19</p>
<p>Reduce the emotional stress of targeted PP children.</p>	<p>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)</p>	<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 therapeutic interventions and drawing and talking therapy shows a significant reduction in emotional stress for the children who accessed the therapies.</p>	<p>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.</p>	<p>Rebecca Wormleighton</p>	<p>Intervention reviews linked to progress meetings.  Pupil progress reviews (SDQ scores included in reviews) 12.12.18 3.4.19 10.7.19</p>
<p>Increase repertoire of therapeutic interventions</p>	<p>SENDCo to receive Level 1 Theraplay training and</p>	<p>There needs to be a range of therapeutic</p>	<p>SENDCo will have had the training by Oct 2018.</p>	<p>Rebecca Wormleighton</p>	<p>Intervention reviews linked to progress</p>

available to PP children.	then identify target pupils for intervention. (£1,200)	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.	Pupils identified by Dec 2018 and parental consent obtained. Baseline established for intervention. Intervention carried out and progress measures seen from baseline.		meetings.  Pupil progress reviews (SDQ scores included in reviews) 12.12.18 3.4.19 10.7.19
<b>Total budgeted cost</b>					£28,632
<b>Review Term</b>	<b>Impact</b>		<b>Lessons Learned</b>		<b>RAG</b>
Autumn Term 2018	•		•		
Spring Term 2019	•		•		
Summer Term 2019	•		•		
<b>Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date</b>
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 trips/residential.	£50 voucher for all PP children towards uniform and trips. (£950) Residentials to Beeston and Kingswood are paid	Some families need subsidies for uniform and trips. 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	Jayne Narraway/Bev Heath	Termly pupil premium report meetings. 12.12.18 3.4.19 10.7.19

	for by school. (£1,340)	Parental conferences at parents' evening (introduced 2017-2018) showed that 68% of PP families are experiencing financial hardship and that paying residential in particular was impacting on their family budget.	and residential. BH to send out statement of how much left at the end of each term to parents. Letters to be reviewed for residential to PP children to highlight that the school will subsidise the visits.		
<b>Total budgeted cost</b>					£6,708
<b>Review Term</b>	<b>Impact</b>		<b>Lessons Learned</b>		<b>RAG</b>
Autumn Term 2018	•		•		
Spring Term 2019	•		•		
Summer Term 2019	•		•		
<b>Overall cost</b>					£

<b>Additional detail</b>
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