



Pupil premium strategy statement

1. Summary information					
School	Newlands Primary School				
Academic Year	2017/18	Total PP budget	£25,120	Date of most recent PP Review	Nov. 2017
Total number of pupils	197	Number of pupils eligible for PP	24	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	66%	67%
progress in reading	0.9	0.7
progress in writing	1.9	-0.5
progress in maths	0.2	0.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Basic skills in English and Maths lower for pupils eligible for PP than for other pupils. This means lower attainment slows progress across the school.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
D.	Social and emotional issues that do not allow children to focus on academic learning
E.	Pupils eligible for PP not being able to access residential and educational visits

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance rates for pupils eligible for PP are 94% (below the percentage for all children of 96.5%). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve Basic skills in English and Maths for pupils eligible for PP than for other pupils	Pupils eligible for PP in make rapid progress by the end of the year so that more pupils eligible for PP meet age related expectations. Closing

		the current gap (Reading 34%, Writing 22% and Maths 33%) of children working at age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	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 established across the local authority. Closing the current gap (Reading 16%, Writing 11% and Maths 25%) of children working at greater depth.
C.	Improve oral language skills for pupils eligible for PP in EYFS and Infants	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Reduce incidents of poor behaviour (including leaning behaviour) for pupils eligible for PP	No gap in recorded negative and positive behaviour incidents for PP and non PP pupils
E.	All children to access a wide and varied curriculum	No gap in attendance on residential and educational for pupils eligible for PP
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 94% to 96.5% in line with 'other' pupils.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve Basic skills in English and Maths B. Improved progress for high attaining pupils	Staff training on Mastery learning Staff training on developing Meta-cognition and self-regulation	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest mastery learning, Meta-cognition and self-regulation is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Support from LLPR for middle leaders (Maths & English) Use CPD sessions to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Headteacher	April 2018

B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a middle leaders (Maths & English) practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Support from LLPR for middle leaders (Maths & English) Use CPD sessions to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Headteacher	April 2018
E. All children to access a wide and varied curriculum	Residential Outdoor adventure learning visits in all KS2 year group Varied, quality educational visits for all year groups	The EFF Toolkit says overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Subsidise visits for children that eligible for PP	Headteacher	April 2018
Total budgeted cost					£14,690
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Basic skills in English and Maths B. Improved progress for high attaining pupils C Improve oral language skills for pupils eligible for PP in EYFS and Infants	121 and small group provision and pre-teaching (Ruth Miskin Phonics and Pre-teaching of maths)	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local schools which have used the programme to identify any potential barriers to good implementation.	Headteacher	April 2018
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EFF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.	Headteacher	April 2018

D. Reduce incidents of poor behaviour (including leaning behaviour) for pupils eligible for PP	Emotional support for vulnerable children through ELSA.	The EFF Toolkit indicates On average, Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Work with local authority to ensure consistency and quality of the ELSA programme.	Headteacher	April 2018
Total budgeted cost					£15,918
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Increased attendance rates	Admin staff to monitor pupils and follow up quickly on absences. First day response provision. Subsidise school uniform for children from vulnerable families.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of admin staff about existing absence issues. Headteacher will collaborate to ensure new provision and standard school processes work smoothly together.	Headteacher	April 2018
Total budgeted cost					£578

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Individualising support at all levels: Provision of small group learning support to include 'Wizard' time at the end of English and Maths lessons	Sustain LSA hours in KS1 & increased support in KS2	Close the progress and attainment gap.	This was successful in years where data is reported externally (KS2, KS1, Phonics and EYFS). However internal baseline data for all year groups in September 2017, shows a significant gap in attainment across the school. This approach is to be refined and better targeted to better ensure the gap is closed across the school.	£6,000
Increased self-confidence and engagement in positive lunchtimes	SCL Multi-Sports Lunchtime activities	Increase sports participation, leading the healthier children. Reduced absence	There is little evidence to suggest that this had much impact. School attendance remains above national averages. However PP attendance remain below that of the rest of the school. This is mainly due to absence rates within one family	£5,500
Individualising support at all levels: 1:1 emotional literacy support for pupils.	Sustain ELSA hours & CPD	Emotional support for vulnerable children. Allowed time for greater focus on academic progress.	A significant number of children eligible for PP children have benefited from ELSA support	£2,886
Extending resources: An interactive maths resource with individual adaptive activities providing teachers with a diagnostic analysis of pupil progress.	Subscription to Mathletics	This was successful in years where data is reported externally (KS2, KS1, Phonics and EYFS). However internal baseline data for all year groups in September 2017, shows a significant gap in attainment across the school.	This approach is to be refined and better targeted to better ensure the gap is closed across the school.	£988
Extending resources: An online programme to support in assessing pupils and providing a programme to support their individual maths learning needs	RM Easimaths	This was successful in years where data is reported externally (KS2, KS1, Phonics and EYFS). However internal baseline data for all year groups in September 2017, shows a significant gap in attainment across the school.	This approach is to be refined and better targeted to better ensure the gap is closed across the school.	£395

Extending resources: An online personalised learning experience where exercises adapt automatically, according to individual need	Lexia Reading Core5	This was successful in years where data is reported externally (KS2, KS1, Phonics and EYFS). However internal baseline data for all year groups in September 2017, shows a significant gap in attainment across the school.	This approach is to be refined and or replaced to better ensure the gap is closed across the school.	£1,283
Provision of both summative and formative pupil tracking	OTrack	Limited impact with system not fully used during the academic year.	This has had limited impact and should not be included when calculated PP spending	£960

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For children to increase confidence and interact with peers in a positive way	Friendship group	A significant number of children eligible for PP have benefited from groups	Continue to use this approach	£600

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased self confidence Greater independence Better team-working, collaborative skills.	Schools and residential trip school subsidy	There has been a good uptake	Questions have been raised about impact on academic impact and if funding all PP children (especially forces children) represents good value and is in line with the original purpose of PP. Parents have come to expect this to be subsidised	£1,171
Drawing in expertise: Promoting interests and talents in addition to the curriculum	Access for After School Clubs	There has been a good uptake	Questions have been raised about impact on academic impact and if funding all PP children (especially forces children) represents good value and is in line with the original purpose of PP. Parents have come to expect this to be free of charge	£397

To ensure an inclusive ethos at Newlands	Provision of school uniform	There has been a good uptake	Questions have been raised about impact on academic impact and if funding all PP children (especially forces children) represents good value and is in line with the original purpose of PP. Parents have come to expect this to be free of charge	£248
To ensure an inclusive ethos at Newlands	Book brought Creative Writing trip	There has been a good uptake	Questions have been raised about impact on academic impact and if funding all PP children (especially forces children) represents good value and is in line with the original purpose of PP. Parents have come to expect this to be free of charge	£80

7. Additional detail

- The strategies used for the 2017/18 year have been in part informed by information available through The Education Endowment Foundation web-site <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>