



## Pupil premium strategy statement

1. Summary information					
School	Newlands Primary School				
Academic Year	2018/19	Total PP budget	£24,080	Date of most recent PP Review	July 2018
Total number of pupils	197	Number of pupils eligible for PP	21	Date for next internal review of this strategy	July 2019
Deprivation – 14 pupils x £1,320 = £18,480		Service – 11 pupils x £300 = £3,300		Post Looked After – 1 Pupil x £2,300 = £2,300	

2. Current attainment				
	Disadvantaged Pupils eligible for PP	Service Pupils eligible for PP	All pupils in the school	Pupils not eligible for PP (national average) <small>* 2017 KS2 data</small>
% achieving Age Related Expectations in reading, writing and maths	Reading 43%, Writing 43%, Maths 57%	Reading 71%, Writing 100%, Maths 71%	Reading 84%, Writing 76%, Maths 83%	Reading 77%, Writing 81%, Maths 80%
% achieving Greater Depth in reading, writing and maths	Reading 0%, Writing 0%, Maths 7%	Reading 14%, Writing 0%, Maths 14%	Reading 26%, Writing 16%, Maths 21%	Reading 29%, Writing 21%, Maths 27%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Basic skills in English and Maths lower for disadvantaged pupils. This means lower attainment slows progress across the school.
<b>B.</b>	High ability disadvantaged pupils often make less progress than other high ability pupils.
<b>C.</b>	Oral language skills for disadvantaged pupils are often lower than for other pupils. This slows reading progress in subsequent years.
<b>D.</b>	Some disadvantaged pupils present with social and emotional issues that do not allow them to focus on academic learning
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Some disadvantaged children have additional roles as young carers.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	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 41%, Writing 33% and Maths 26%) of children working at age related expectations.
<b>B.</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 26%, Writing 16% and Maths 21%) of of children working at greater depth.
<b>C.</b>	Improve oral language skills for disadvantaged children	Disadvantaged children in the infants make progress and attain in line with other pupils.
<b>D.</b>	Children are emotionally secure so that they can focus academic studies.	Disadvantaged children make progress at least in line with other children
<b>E.</b>	When needed children are working with the young careers programme.	Close persistent absence gap for disadvantaged children.

## 5. Planned expenditure

Academic year

2018/19

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	Termly
<b>Total budgeted cost</b>					<b>£3,800</b>

### 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, B, C, D & E	Individual pupil conferencing to identify personal barriers to learning. The approaches outlined below can then be deployed on a more individualised and targeted way	The small number of disadvantaged children at Newlands are one homogenous group with a similar need. The advantage of a small group is that the Headteacher is able liaise with the child and class teacher to ensure that each child gets the support that is going to have the most impact.	Using a PP education plan (based on Hampshire EPAC) to set and review targets.  Progress and attainment of disadvantage pupils to be a performance management target for all staff	Headteacher	Termly

<p>A. Basic skills in English and Maths</p> <p>B. Improved progress for high attaining pupils</p> <p>C Improve oral language skills for pupils eligible for PP in EYFS and Infants</p>	<p>Additional/smaller group provision and pre-teaching (Ruth Miskin Phonics and Pre-teaching of maths)</p>	<p>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.</p>	<p>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.</p> <p>Progress and attainment of disadvantage pupils to be a performance management target for all staff</p>	<p>Headteacher</p>	<p>Termly</p>
<p>A. Basic skills in English and Maths</p> <p>B. Improved progress for high attaining pupils</p>	<p>An unqualified teacher (undergoing training) to support disadvantaged children individually or in small groups</p>	<p>The EFF Toolkit indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>The EFF Toolkit indicates overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. This method delivering approximately four additional months' progress on average</p>	<p>Impact overseen by class teacher and Headteacher</p> <p>Progress and attainment of disadvantage pupils to be a performance management target for all staff</p>	<p>Headteacher</p>	<p>Termly</p>
<p>A. Basic skills in English and Maths</p> <p>B. Improved progress for high attaining pupils</p>	<p>10 weeks of 1;1 tuition with a class teacher in a specific subject when need is identified through pupil conferencing</p>	<p>The EFF Toolkit indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	<p>Impact overseen by class teacher and Headteacher</p> <p>Progress and attainment of disadvantage pupils to be a performance management target for all staff</p>	<p>Headteacher</p>	<p>Termly</p>
<p>D. Children are emotionally secure so that they can focus academic studies.</p>	<p>Emotional support for vulnerable children through ELSA.</p>	<p>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)</p>	<p>Work with local authority to ensure consistency and quality of the ELSA programme.</p> <p>Progress and attainment of disadvantage pupils to be a performance management target for all staff</p>	<p>Headteacher</p>	<p>Termly</p>
<p>E. All children to access a wide and varied curriculum</p>	<p>Residential Outdoor adventure learning visits in all KS2 year group</p> <p>Varied, quality educational visits for all year groups</p>	<p>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.</p>	<p>When a need is identified subsidise visits for disadvantaged children</p> <p>Progress and attainment of disadvantage pupils to be a performance management target for all staff</p>	<p>Headteacher</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<b>£22,819</b>

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.	Attendance of disadvantaged children will be built into performance management for all admin staff.	Headteacher	April 2018
<b>Total budgeted cost</b>					<b>£328</b>

6. Review of expenditure					
Previous Academic Year		2017/18			
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	
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	Internal data shows that attainment and progress has risen across the school. However, the gap between PP and non-PP children remains significant.	Support needs to be better focused on PP children. While there has been a significant rise in attainment and progress across the school, this appears to have further extended the gap.  Conduct pupil conferences with children regarding what they perceive to be their barriers to learning	<b>£14,690</b>	
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	Internal data shows that attainment and progress has risen across the school for Higher ability children. However, the gap between PP and non-PP children remains significant.	As above		

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	Money has not been barrier to PP children attending residential visits, with attendance being in line with non-PP children	Review the impact of this and individualise the policy to support those that need financial support. There is also a need to distinguish between service premium and that aimed at disadvantaged children.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Basic skills in English and Maths  B. Improved progress for high attaining pupils	121 and small group provision and pre-teaching (Ruth Miskin Phonics and Pre-teaching of maths)	Internal data shows that attainment and progress has risen across the school. However, the gap between PP and non-PP children remains significant.	Support needs to be better focused on PP children. While there has been a significant rise in attainment and progress across the school, this appears to have further extended the gap.  Conduct pupil conferences with children regarding what they	<b>£15,918</b>
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining in addition to standard lessons.	Internal data shows that attainment and progress has risen across the school for Higher ability children. However, the gap between PP and non-PP children remains significant.	As above	
D. Reduce incidents of poor behaviour (including leaning behaviour) for pupils eligible for PP	Emotional support for vulnerable children through ELSA.	ELSA has been used to support individual pupils who are eligible for PP. In these cases there has been a positive impact for the children	ELSA will continue to be used to support individual children as and when a need is identified.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	The gap in attendance between PP and no PP pupils remains significant.	Build in targets around attendance for admin staff. Use pupil conferencing to better understand why attendance continues to be below that of NON-PP children	<b>£578</b>

## 7. Additional detail

- The strategies used for the 2018/19 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>