



## Pupil premium strategy statement 2019/20

1. Summary information (Based on January Census 2019)					
<b>School</b>	Newlands Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£17,900	<b>Date of most recent PP Review</b>	Sept. 2019
<b>Total number of pupils</b>	195	<b>Number of pupils eligible for PP</b>	19	<b>Date for next internal review of this strategy</b>	Sept. 2020
Deprivation – 10 pupils x £1,320 = £13,200		Service – 8 pupils x £300 = £2,400		Post Looked After – 1 Pupil x £2,300 = £2,300	

2. Current attainment (End of academic year 2019)					
	Disadvantaged Pupils eligible for PP	Service Pupils eligible for PP	All pupils in the school	Gap between Disadvantaged and All school Pupils	Pupils not eligible for PP (national average) <small>* 2017 KS2 data</small>
<b>% achieving Age Related Expectations in reading, writing and maths</b>	Reading 58% Writing 50% Maths 75%	Reading 57% Writing 71% Maths 71%	Reading 75% Writing 72% Maths 76%	Reading 17% ( 2 children) Writing 22% ( 2 children) Maths 1% (0 Children)	Reading 77%, Writing 81%, Maths 80%
<b>% achieving Greater Depth in reading, writing and maths</b>	Reading 0% Writing 0% Maths 17%	Reading 0% Writing 14% Maths 14%	Reading 24% Writing 17% Maths 23%	Reading 24% ( 2 children) Writing 17% ( 2 children) Maths 6% (0 Children)	Reading 29%, Writing 21%, Maths 27%

- The attainment gap between disadvantaged children and non-disadvantaged reaching Age related expectations has been reduced by two children (22%) in reading 1 child (11%) in writing and two children (25%) in maths eliminating that the gap in maths.
- The attainment gap between disadvantaged children and non-disadvantaged reaching greater depths has been reduced two children (21%) in maths again eliminating that the gap.
- Children of Service personnel are performing broadly in line with those of non-service personnel in writing and maths and the gap in reading represents 1 child when compared to 2018 data

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>	
<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.				
<b>4. Desired outcomes</b>					
	<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 19% (2 children), Writing 22% (2 children) and Maths 1% 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 24% (2 children), Writing 17% (2 children) and Maths 6% (1 child) 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 carers programme.			Close persistent absence gap for disadvantaged children.	
<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/20</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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. Use CPD sessions to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Headteacher	Termly  <i>14 days of leadership × £,190 (supply rate) = £,2,660</i>
<b>Total budgeted cost</b>					<b>£2,660</b>
<b>ii. Targeted support</b>					

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?
<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 disadvantaged children</p> <p>D. Children are emotionally secure so that they can focus academic studies.</p> <p>E. When needed children are working with the young careers programme.</p>	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 not 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.	<p>Using a PP education plan (based on Hampshire EPAC) to set and review targets.</p> <p>Progress and attainment of disadvantage pupils to be a performance management target for all staff</p>	Headteacher	<p>Termly</p> <p><i>1/2 day per child. Costed at £190 (Supply rate)</i>  <math>£190 \times 14 = £2,660</math></p>
<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>	Additional/smaller group provision, pre-teaching (Ruth Miskin Phonics and Pre-teaching of maths) and precision teaching	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>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>	Headteacher	<p>Termly</p> <p><i>45 minute sessions x 2 (per day) multiplied by 190 days. Costed at 8:40 per hour</i>  <math>(£6.30 \times 10) \times 190 = £1,994</math></p>
<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>	Additional/smaller group precision teaching	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>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>	Headteacher	<p>Termly</p> <p><i>1 LSA for 1/2 day every day.</i>  <math>£7,000</math></p>

D. Children are emotionally secure so that they can focus academic studies.	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)	Work with local authority to ensure consistency and quality of the ELSA programme.  Progress and attainment of disadvantage pupils to be a performance management target for all staff	Headteacher	Termly <i>4 hours of ELSA (per week) multiplied by 39 weeks. Costed at 14.34 per hour</i> $(14.34 \times 4) \times 39 = \pounds 2,237$
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.	When a need is identified subsidise visits for disadvantaged children  Progress and attainment of disadvantage pupils to be a performance management target for all staff	Headteacher	Termly  <i>£1,200</i>
<b>Total budgeted cost</b>					<b>£15,091</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 <i>1 hour of Admin (per week) multiplied by 39 weeks. Costed at £8.40 per hour</i> $8.40 \times 39 = \pounds 328$
<b>Total budgeted cost</b>					<b>£328</b>

## 6. Review of expenditure

Previous Academic Year	2018/19				
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	

<p>A. Improve Basic skills in English and Maths</p> <p>B. Improved progress for high attaining pupils</p>	<p>Staff training on Mastery learning</p> <p>Staff training on developing Meta-cognition and self-regulation</p>	<p>Attainment data improved across the school. There was also a significant reduction in the gap between PP and non PP.</p> <ul style="list-style-type: none"> <li>The attainment gap between disadvantaged children and non-disadvantaged reaching Age related expectations has been reduced by two children (22%) in reading 1 child (11%) in writing and two children (25%) in maths eliminating that the gap in maths.</li> <li>The attainment gap between disadvantaged children and non-disadvantaged reaching greater depths has been reduced two children (21%) in maths again eliminating that the gap.</li> <li>Children of Service personnel are performing broadly in line with those of non-service personnel in writing and maths and the gap in reading represents 1 child when compared to 2018 data</li> </ul>	<p>The approach has worked leading to some significant reductions. The school will continue with this approach</p>	<p>£3,800</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<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 disadvantaged children</p> <p>D. Children are emotionally secure so that they can focus academic studies.</p> <p>E. When needed children are working with the young careers programme.</p>	<p>Individual pupil conferencing to identify personal barriers to learning. The approaches outlined below can then be deployed on a more individualised and targeted way</p>	<p>This played a part in the reducing the attainment gap between pupils, it ensured that individual barrier to learning that might be present were targeted.</p>	<p>The approach has worked leading to some significant reductions. The school will continue with this approach</p>	<p>Termly</p> <p><i>½ day per child. Costed at £190 (Supply rate)</i>  <math>£190 \times 14 = £2,660</math></p>
<p>A. Basic skills in English and Maths</p> <p>B. Improved progress for high attaining pupils</p>	<p>Additional/smaller group provision and pre-teaching (Ruth Miskin Phonics and Pre-teaching of maths)</p>	<p>This played a part in the reducing the attainment gap between pupils, it ensured that individual barrier to learning that might be present were targeted.</p>	<p>The approach has worked leading to some significant reductions. The school will continue with this approach</p>	<p>Termly</p> <p><i>45 minute sessions x 2 (per day) multiplied by 190 days. Costed at 8:40 per hour</i></p>

A. Basic skills in English and Maths B. Improved progress for high attaining pupils	An unqualified teacher (undergoing training) to support disadvantaged children individually or in small groups	There was a significant increase in in disadvantaged children reaching ARE within the year. With attainment move forming being one child out of six on track to 3 children out of six reaching ARE at the end of the year.	This was cohort specific intervention due to the large numbers of disadvantaged children and financially we are not able to repeat.	Termly <i>60% of an unqualified teachers pay</i> £10,800
A. Basic skills in English and Maths B. Improved progress for high attaining pupils	10 weeks of 1;1 tuition with a class teacher in a specific subject when need is identified through pupil	This became more targeted with children having booster sessions based on learning needs for in groups and for a duration dictated by learning needs. All children who had access to booster groups made accelerated progress.	1:1 tuition as offer will dropped allowing greater emphasis on targeted booster sessions	Termly <i>1 hour sessions x 10 multiplied by 14 children.. Costed at £28:06 per hour</i> $£28:06 \times 140 = £3,928$
D. Children are emotionally secure so that they can focus academic studies.	Emotional support for vulnerable children through ELSA.	This played a part in the reducing the attainment gap between pupils, it ensured that individual barrier to learning that might be present were targeted.	The approach has worked leading to some significant reductions. The school will continue with this approach	Termly <i>4 hours of ELSA (per week) multiplied by 39 weeks. Costed at 14.34 per hour</i> $(14.34 \times 4) \times 39 = £2,237$
E. All children to access a wide and varied curriculum	Residential Outdoor adventure learning visits in all KS2 year group  Varied, quality	This played a part in enriching the educational if disadvantaged pupil with some having an opportunity and wider learning experience as a result of the funding.	The school will continue with this approach	Termly  £1,200
<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.	Attendance was improved for all groups across the school playing a part in the increased attainment across the school.	The school will continue with this approach	April 2018 <i>1 hour of Admin (per week) multiplied by 39 weeks. Costed at £8.40 per hour</i> $8.40 \times 39 = £328$

## 7. Additional detail

- The strategies used for the 2019/20 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>