

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	New York Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£145,080	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	330 (Rec-Y6)	<b>Number of pupils eligible for PP</b>	109	<b>Date for next internal review of this strategy</b>	09/18

2. Current attainment (as at end of Summer 2017)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age expected or above in Early Years	58%	Not published
% achieving the expected standard in reading, writing & maths - KS1	63%	67%
% making at least expected progress in reading – KS1	81%	79%
% making at least expected progress in writing - KS1	63%	72%
% making at least expected progress in maths – KS1	81%	78%
% achieving the expected standard in reading, writing & maths – KS2	57%	67%
% making at least expected progress in reading – KS2	57%	77%
% making at least expected progress in writing – KS2	79%	81%
% making at least expected progress in maths – KS2	86%	80%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Extremely poor oral language skills when pupils first enter school.
<b>B.</b>	Large group of pupils present with mental health issues and other vulnerabilities requiring additional social and emotional support
<b>C.</b>	Social and emotional challenges impact on pupils readiness to learn in school
External barriers	

<b>D.</b>	Attendance and punctuality variable. Lack of exposure to 'life experiences' and limited opportunities.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To increase % progress and attainment through continuation of staff CPD both in house and external providers to ensure Quality First Teaching within context to inspire, engage and progress.	Pupils attend school and make rapid progress.
<b>B.</b>	Continue to develop Teachers and TAs to deliver appropriate interventions identified from teacher assessment.	Range of intervention in place with monitored and measured impact.
<b>C.</b>	To provide opportunities for pupils to experience wider life skills and events  To involve parents in events and celebration of learning.	Pupils experience real life events and use them to influence learning. Increased parental engagement to increase pupil support at home.
<b>D.</b>	To promote a culture of aspiration where pupils are aware of what achievements can lead to and develop and ethos of aiming high.	Educational visits out and welcome visitors in to school for pupils to increase awareness of future aspirations.

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?

Pupils make at least good progress in Reading and Writing.	Maintain reduced class sizes by providing specific support for literacy. To provide additional teaching assistant support for the delivery of Reading Intervention programmes.  Additional teachers and TA Resources	School data identifies need to improve standards in reading in KS2. School SLT recognise that strengthening standards in reading will impact upon pupil confidence in writing.  Ongoing CPD for staff – high level of reading CPD for U3 teacher (summer 2017) expected to see main impact in this academic year.  Year 2 of T4W Literacy project.	Monitored regularly by Headteacher SLT and Assessment coordinator  DHT is assessment coordinator on a reduced timetable (0.5) to improve monitoring and scrutiny opportunities	JS/SM/RB SH(EYFS)	Half termly from monitoring and scrutiny findings and termly as part of Pupil Progress meetings and ongoing professional dialogue. Final Review - Summer 2018
<b>Total budgeted cost</b>					£52500
<b>ii. Targeted support</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>

<p>Vulnerable pupils are fully supported both academically, socially and emotionally.</p> <p>Make positive impact upon attendance and punctuality.</p>	<p>Continue to fund and develop the Nurture provision, making use of a part-time TA and Learning Mentor Breakfast Club staffing and resources.</p> <p>IPADS</p> <p>Celebration/prizes</p> <p>Whole school focus</p> <p>Parental engagement</p>	<p>Pupils enter our school with a range of social and emotional needs which often impede learning. Our Nurture provision (including Breakfast Club with 80+ pupils per day) ensures that vulnerable pupils can access learning and make good progress.</p> <p>This provision aims to improve attendance and punctuality and the general readiness to learn of our pupils.</p> <p>Refurbished and resourced 'Nook' for pupils who need time out, nurture sessions or a safe room to retreat to.</p>	<p>Regular monitoring by Learning Mentor of punctuality and attendance. Senior Leadership monitoring and evaluating pupil progress and amend intervention as required.</p> <p>Ongoing communication and CPD with staff</p> <p>Parent voice and opportunities for parents to come in to school. Newsletters and social media</p>	<p>JW, JP SLT, JH</p>	<p>Ongoing monitoring and evaluation throughout the year with final evaluation of this spend in Summer 2018</p>
<p>To provide further support for PP pupils working in Key Stage 1 and Key stage 2</p>	<p>Key members of staff released to work predominantly with those pupils not making enough progress in Reading, Writing and Maths</p> <p>One to One Tuition to booster support</p>	<p>Intensive focused work with those pupils who are struggling to diminish the difference in both Key Stage 1 and Key Stage 2.</p>	<p>Senior Leaders regularly monitor and track progress of pupils to ensure short term interventions have rapid and sustained impact.</p>	<p>JS, SLT Phase leaders</p>	<p>Ongoing monitoring and evaluation of interventions and action. Final review - Summer 2017</p>
<p><b>Total budgeted cost</b></p>					<p>£62,500</p>

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?
To ensure pupils experience their learning within a real life context. To engage parents in pupil learning and celebration of pupil success.	Fund educational events for pupils to experiences. Involve parents in pupils experiences and successes. Music tuition and performances. Arts and Craft community events. Extra curricular activities.	To encourage parents to support pupil learning in order to increase the rate of progress. To widen pupil horizons or real life with residential visits, local areas visits and experiences (depositing money in the bank). An additional stimulus for pupil writing and creativity.	Regular monitoring of pupil welfare by Learning mentor and SLT and teaching staff.	JS, SLT	Ongoing monitoring and making necessary changes to provision in this area with final review - Summer 2017
<b>Total budgeted cost</b>					£30,500

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

Improve pupil progress in literacy and numeracy	Reduce class sizes by providing specific support for literacy and numeracy sessions	<p>Attainment in Reading KS1 exceeded both PP pupils in LA and non PP National (81 v 79)</p> <p>In writing PP pupils increased from 45 – 63 and exceeded LA PP but remain slightly below non PP nationally (63 v 72)</p> <p>In maths PP pupils increased from 60 to 81 and exceeded national non PP (81 v 78)</p> <p>Attainment in Reading KS2 fell below both PP in LA and National non PP. (57 v 77)</p> <p>In writing PP pupils broadly in line with non PP national (79 v 81)</p> <p>In maths PP pupils exceeded non PP national (86 v 80) and are above LA PP – 64%</p> <p>PP pupils exceeded national non pupil premium in GSpaP (86 v 81).</p>	<p>Splitting a large Year 6 class in Sept 2016 and employing an additional teacher resulted in improved combined data and significantly improved SPAG although reading attainment dipped. Key focus for 2017/18</p> <p>Increased focus during half terms upon the progress of KS1 PP pupils in line with Non PP peers resulted in clearer direction for staff and therefore more targeted and flexible interventions supported by both teachers and TAs.</p> <p>CPD in Summer 2017 for U3 teacher will provide a stronger focus upon improving reading across KS1 and KS2. All classes to implement Reciprocal reading and all teacher have received Peer CPD.</p>	45000
<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>

Improve pupil progress in Reading	Continue to fund an Every Child a Reader teacher  CPD and resources	ECAR intervention pupils (8) all make progress within the intervention but ongoing monitoring suggests that this progress is not maintained despite QFT.  See data above.	Continue to find the post but to make the intervention less prescriptive and more bespoke to the needs of groups of pupils.  Same intervention teacher to work with targeted small groups of pupils using Reading Recovery methodology  Reading results do not support the continuation of this post and interventions are extended to more pupils and the need for flexibility among the groups is essential and driven from ongoing teacher and SLT monitoring of pupil data.	25000          8500
Improve pupil progress in reading, and in particular decoding strategies	To provide additional teaching assistant support for the delivery of Reading programmes	See above outcomes for reading  KS1 progress has improved but KS2 reading attainment has not met anticipated target.	Continued funding of additional TA  Embark upon T4W project  Elklan Training for TA to impact upon reading  Ongoing CPD in reading including RWInc	18000  6000  4000  2850
<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>

To improve attendance and punctuality figures and readiness for learning	To further fund the Nurture provision with Breakfast Club and Learning Mentor	<p>See above outcomes for Literacy and Numeracy. Inevitably this provision impacts upon some non PP pupils.</p> <p>Overall school results meet floor targets and exceed national combined results in KS2. School floor targets have increased from 65% to 67% this year.</p> <p>PP pupil absence is 5% which is slightly below national and LA figures.</p> <p>Persistent absence remains high at 15% but is reducing and is in line with national</p>	<p>Continue with Breakfast Club and Learning Mentor funding. Additional secured services of Play Therapist, subsidised educational visits including local visit costs and residential visit costs and a trip to Theatre Royal in Newcastle city centre.</p> <p>Continued work with parental engagement and educating to encourage support with attendance.</p>	51000
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.