



## Pupil Premium Strategy: Newton Leys Primary School 2018 - 2019

The Government allocates additional funding for those pupils who are currently or who have been in receipt of free school meals as well as those who are looked after.

Summary of school information					
School	Newton Leys Primary School & Nursery				
Academic Year	2018/2019	Total PP budget	£34,647.30	Date of most recent PP review	-
Total number of pupils	279	Number of pupils eligible for PP		37 (13%)	

### Barriers to future attainment (for pupil eligible for PP, including higher ability)

Pupil premium children within our school can face a variety of barriers to learning. Some children have additional welfare needs and may be working with agencies such as social care, emotional and/or educational support services (speech and language, occupational health). Some pupils may have issues with attendance and punctuality. Some children may have specific learning needs or complex needs which require additional provision both in and out of class. For children identified as having no significant need or barrier to learning, we aim to enrich their experiences in school with opportunities to learn beyond the classroom. For our high achieving pupils, we aim to provide support both through quality first teaching and targeted support to enable them to convert their potential into academic success.

### In-school barriers (Issues to be addressed in school, such as poor language skills)

<b>A</b>	Poorer reading, language and inference skills
<b>B</b>	A lower % of PP pupils are achieving greater depth than non PP pupils in Reading, Writing and Maths, particularly in Years 2 and 5 .
<b>C</b>	Lower attaining PP children have poor speaking and listening skills resulting in poorer engagement levels.

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D</b>	65% of PP do not practise reading skills regularly* at home (*3 times a week or more)
<b>E</b>	Limited parental engagement resulting in a lack of opportunities for pupils to continue their learning at home. (support through homework, attending parent information evenings, attending learn alongside mornings)

<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	All PP pupils make at least expected and accelerated progress, continuing to close the gap with National. A higher percentage of PP pupils achieve the ARE or above at the end of FS, KS1 and KS2.
<b>B</b>	A higher percentage of PP pupils achieve above the expected standard at the end of each year.  Accurate use of assessment programme	Higher Attainer PP pupils are monitored closely and more challenging learning opportunities are provided for HA pupils. A higher % of pupils achieve above the ARE at the end of FS, KS1 and KS2
<b>C</b>	PP pupils will have greater intrinsic motivation within learning and will have more confidence to give age-appropriate, high quality responses within learning activities.	PP will make greater contributions during lessons resulting in higher engagement levels.  Progress within reading, writing and maths will increase to continue to close the gap in attainment.
<b>D</b>	PP children's reading is in line with ARE and in line with National results.	PP children demonstrate greater engagement in reading at home. Parents are reading more regularly with their children at home. Children make more rapid progress in reading which will be evident through book band level and assessment.
<b>E</b>	Greater parental engagement measured through participation with home reading, supporting homework and attending school information events.	PP children will read a minimum of 25 times each half term to achieve a reading bug. They will complete homework tasks each week. Increased percentage of PP parents observed attending information events.

**Quality of teaching for all**

	<b><u>Intended outcomes</u></b>	<b><u>Chosen action</u></b>	<b><u>Implementation</u></b>	<b><u>Cost</u></b>	<b><u>Staff lead</u></b>	<b><u>Review</u></b>
	<p>A higher percentage of PP pupils achieve above the expected standard at the end of each year.</p> <p>Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2</p>	To train all new staff and update and extend existing staff's knowledge of T4W approach. Particular attention to reading as a reader, reading as a writer approaches.	Staff will support children through QFT to develop reading comprehension skills, identify and explain new language, deconstruct texts to identify reading cues and explain their purpose (commas – take a pause).	£1600	AM	Significant increase in reading engagement across school (see Reading analysis)
	<p>A higher percentage of PP pupils achieve above the expected standard at the end of each year.</p>	Homework club	PP children will have priority places to join homework club where a teacher will be on hand to help them completed differentiated learning tasks. Set tasks will reflect the learning taking place within lessons.	£0	AM/PV	20/37 PP children accessed homework club.
	<p>A higher percentage of PP pupils achieve above the expected standard at the end of each year.</p> <p>Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2</p>	Ensure PP children are tracked carefully – SLT PP lead to ensure all teachers know who the PP children are in their class and that progress, attainment and attendance is monitored closely.	Pupil progress meetings will place an additional focus on the progress, attainment and wellbeing of PP children. Interventions, parental support and/or adaptations to QFT will be made if appropriate.	£0	PV/Class Teachers	PP tracking evidenced within Progress meetings.
	<p>Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2</p>	Introduce a reading incentive to promote greater engagement at home.	Children will win a reading bug to take home if they read 25 time or more each half term.		AM	Significant increase in reading engagement (see reading analysis report)
	<p>Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2</p>	Class teachers to complete provision maps to ensure that	Class teachers will use data analysis to identify gaps in learning and use the school's intervention menu to provide more personalised support.	£0	Class Teachers/SLT	PP progress and attainment closely tracked and reviewed by phase leads. This led to an

		appropriate PP children have additional support in place.				increase in PP progress (see data)
	Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2 A higher percentage of PP pupils achieve above the expected standard at the end of each year.	Member of SLT to support planning meetings			SLT	Planning incorporates strategies to support PP via QFT.
	Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2 A higher percentage of PP pupils achieve above the expected standard at the end of each year	Guided reading CPD	Teachers will have a greater understanding of how to use guided reading resources to provide more individualised QFT.		AM	Use of VIPER's ensures that GR sessions focus on developing specific reading comprehension skills (see lesson Obs review)
<b>Targeted Support</b>						
	<b><u>Intended outcomes</u></b>	<b><u>Chosen action</u></b>	<b><u>Implementation</u></b>	<b><u>Cost</u></b>	<b><u>Staff lead</u></b>	<b><u>When will this be reviewed?</u></b>
	Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	Design an intervention menu providing additional tuition prioritising underperforming PP children.  Deploy TA's to target key children identified through half termly pupil progress reviews.	Underperforming PP children will have priority places within intervention groups to ensure extra tuition support closing the gap.		LV	See progress data below.  Individual progress tracking via CT and intervention lead.
	Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	To use designated PP TA to provide closing the gap support/ extra challenge for identified PP children.	Specific PP children presenting as a risk of underperforming will receive 1:1 tuition from the designated PP TA to support closing the gap. A focus on phonic and reading teaching will ensure targeted children make progress.	£15,312	CQ	PP TA performance management objectives met.

	Greater parental engagement measured through participation with home reading, supporting homework and attending school information events.	Open up the library out-of-hours to provide access to PP children and their families  1 x weekly	Children will have access to high quality texts throughout the year. Parents will be able to access texts to read to or with their children at home.  Staff will be on hand to provide parents/carers with support, modelling effective questioning and phonic strategies.		SB	Increased engagement with families. 60% increase in reading engagement at home.  AHT modelled reading strategies to hard to reach PP families (3 families)
	Greater parental engagement measured through participation with home reading, supporting homework and attending school information events.	Provide access to out-of-hours care.	Children can access daily breakfast club and holiday club to help promote attendance and punctuality. It will also provide further opportunities to engage in learning and enrichment activities.		MZ/DR	Improved attendance and punctuality.  2 x families with an increase in attendance from 67% - 92%
	Greater parental engagement measured through participation with home reading, supporting homework and attending school information events.	Provide all PP children with learning resource packs. Homework will provide exemplar guidance and a parent information sheet will exist at the front of a child's homework book.	All pupil premium children have access to resources at home that will enable them to complete homework which has been set and tailored to their specific next step in English and Maths (see homework books).	£300	CQ	Increase in home-school engagement.
	Greater parental engagement measured through participation with home reading, supporting homework and attending school information events.	Create an educational games library that PP children have access to.  Create a toy library (EYFS) that PP children have access to.	All PP children will have access to educational games/toy library. Resources can be taken home so that children can play them with their families. Once returned they can then borrow another one. Games such as connect 4, will encourage parental engagement and a learning experience for each child.	-	AM	Not achieved
	PP pupils will have greater intrinsic motivation within learning and will have more confidence to give age-	Reading Dogs	PP will build their confidence and desire to read, building their reading skills.	£0	SB	Increase in the number of children reading to RD

	appropriate, high quality responses within learning activities.					
<b>Other approaches</b>						
	<b><u>Intended outcomes</u></b>	<b><u>Chosen action</u></b>	<b><u>Implementation</u></b>	<b><u>Cost</u></b>	<b><u>Staff lead</u></b>	<b><u>When will this be reviewed?</u></b>
	Greater parental engagement measured through participation with home reading, supporting homework and attending school information events.	Subsidise educational trips/visits for PP children	PP children will have accessed and attended trips and visits to enhance language and experiences.	£30	DR/MZ	All children have access to trips.
	Greater parental engagement measured through participation with home reading, supporting homework and attending school information events.	To provide funding for school uniform to ensure children are ready to come to school and learn.	Identified child will attend school on a regular basis, ready to learn in the schools culture and identity.	£	DR/MZ	Achieved

Closing the Gap: The Attainment (%) of PP children versus non-pupil premium children are as follows.

## **Attainment**

### **Year 2 Statutory Tests**

	<b>Reading %</b>	<b>Writing %</b>	<b>Maths %</b>
<b>Pupil Premium (School)</b>	<b>67</b>	<b>50</b>	<b>67</b>
<b>Non-Pupil Premium (School)</b>	<b>83</b>	<b>73</b>	<b>80</b>
<b>Gap</b>	<b>-16</b>	<b>-23</b>	<b>-13</b>
<b>National Pupil Premium</b>	<b>79</b>	<b>74</b>	<b>80</b>
<b>National Non- Pupil Premium</b>	<b>75</b>	<b>70</b>	<b>76</b>
<b>Gap</b>	<b>-4</b>	<b>-4</b>	<b>-4</b>

### **Year 1 Phonics** \*updated Spring 1

	Pass (%)
Pupil Premium School	100
Non-Pupil Premium School	89
Gap	+ 11
Pupil Premium Nat	85
Non-Pupil Premium Nat	83
Gap	-3

### **Whole School Attendance**

Autumn - Spring Term 1

	Attendance	Punctuality (Lates)
Pupil Premium	91.7%	0.5%
School	87.5%	0.2%