

Pupil premium strategy statement

1. Summary information					
School	New York Primary School				
Academic Year	2016-17	Total PP budget	£142860	Date of most recent PP Review	N/A
Total number of pupils	237	Number of pupils eligible for PP	107	Date for next internal review of this strategy	09/17

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age expected or above in Early Years	40%	Not published
% achieving the expected standard in reading, writing & maths - KS1	40%	64%
% making at least expected progress in reading – KS1	70%	77%
% making at least expected progress in writing - KS1	45%	69%
% making at least expected progress in maths – KS1	60%	76%
% achieving the expected standard in reading, writing & maths – KS2	73%	60%
% making at least expected progress in reading – KS2	91%	72%
% making at least expected progress in writing – KS2	82%	79%
% making at least expected progress in maths – KS2	100%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Extremely poor oral language skills when pupils first enter school.
B.	Large group of pupils often present with other vulnerabilities and require additional social and emotional support
C.	Social and emotional challenges impact on pupils readiness to learn in school
External barriers	
D.	Attendance and punctuality variable. Lack of exposure to 'life experiences' and limited opportunities.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To continue 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.	To develop Teachers and TAs to deliver appropriate interventions identified from teacher assessment.	Range of intervention in place with monitored and measured impact.
C.	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.
D.	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		2016-17			
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.	Reduce 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 purchased.	School data identifies need to improve standards in writing. School SLT recognise that strengthening standards in reading will impact upon pupil confidence in writing.	Monitored regularly by Headteacher and Assessment coordinator	JS/SM/RSp SH(EYFS)	Termly as part of Pupil Progress meetings and ongoing professional dialogue. Final Review - Summer 2017
Total budgeted cost					£49200
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?

Vulnerable pupils are fully supported both academically, socially and emotionally	Continue to fund and develop the Nurture provision, making use of a part-time teacher and Learning Mentor and non class based Senco. Breakfast Club IPADS	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. This provision aims to improve attendance and punctuality and the general readiness to learn of our pupils.	Regular monitoring by Learning Mentor of punctuality and attendance. Senior Leadership monitoring and evaluating pupil progress and amend intervention as required. Ongoing communication and CPD with staff	JW, JP SLT	Ongoing monitoring and evaluation throughout the year with final evaluation of this spend in Summer 2017
To provide further support for PP pupils working in Key Stage 1 and Key stage 2	Key members of staff released to work predominantly with those pupils not making enough progress in Reading, Writing and Maths One to One Tuition to booster support	Intensive focused work with those pupils who are struggling to close the gap in both Key Stage 1 and Key Stage 2.	Senior Leaders regularly monitor and track progress of pupils to ensure short term interventions have rapid and sustained impact.	JS, SLT Phase leaders	Ongoing monitoring and evaluation of interventions and action. Final review - Summer 2017
Total budgeted cost					£66750
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.	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
Total budgeted cost					£27000

6. Review of expenditure				
Previous Academic Year		2015-16		
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 National (70 v 62)</p> <p>In writing PP pupils slightly below PP nationally (45 v 52)</p> <p>In maths PP pupils exceeded national (60 v 59)</p> <p>Compared with Non PP national there is still a difference to diminish.</p> <p>Attainment in Reading KS2 exceeded both PP in LA and National (91 v 53)</p> <p>In writing PP pupils exceeded PP national (82 v 64)</p> <p>In maths PP pupils exceeded PP national (100 v 57)</p> <p>PP pupils exceeded national non pupil premium in all areas.</p>	<p>Looking to split a large Year 6 class in Sept 2016</p> <p>Increased focus during half terms upon the progress of KS1 PP pupils in line with Non PP peers.</p>	45000
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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
Improve pupil progress in Reading	<p>Continue to fund an Every Child a Reader teacher</p> <p>CPD and resources</p>	ECAR intervention pupils (8) all make progress within the intervention but ongoing monitoring suggests that this progress is not maintained despite QFT.	<p>Continue to find the post but to make the intervention less prescriptive and more bespoke to the needs of groups of pupils.</p> <p>Same intervention teacher to work with targeted small groups of pupils using Reading Recovery methodology</p>	<p>25000</p> <p>8500</p>

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	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
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
To improve attendance and punctuality figures and readiness for learning	To further fund the Nurture provision with Breakfast Club and Learning Mentor	See above outcomes for Literacy and Numeracy. Inevitably this provision impacts upon some non PP pupils. Overall school results meet floor targets and exceed national combined results in KS2	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.	51000

7. Additional detail

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