



## Pupil Premium Strategy Statement (2018-19)

### Pupil Premium Grant

The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The government uses the number of children eligible for free school meals as an indicator for the level of disadvantage that may impact on their educational outcomes. From 2012, the grant was extended to any child who had been in receipt of free school meals at any time during the past six years.

The grant is designed to narrow the gap between the disadvantaged child and their peers or, in the case of a high achieving child, to ensure that their rate of progress remains high. At Newtown the money we receive is usually split roughly 50/50 between whole school, quality first teaching initiatives and targeted support through small group interventions. This follows the good practise that quality first teaching raises attainment for all children whereas targeted work should be short term and to address a particular misconception or fill a gap in learning. The effectiveness of the PPG work is monitored by our SEN co-ordinator, who also oversees the progress of children in receipt of PPG funding. She then reports back to staff and Governors on a termly basis. Governors, School leaders, Teachers and Support Staff and collectively accountable for improving the educational opportunities for disadvantaged children.

The Pupil Premium Grant can also be used to support families with the cost of additional activities both in and outside of school such as our residential trip to Shortenills Environmental Centre, school trips, clubs or swimming / activities at the local leisure centre. These opportunities are important in providing a rich and varied educational experience for the child supporting their holistic development.

It should be noted that eligibility for the Pupil Premium Grant is based on the January census in school and runs financial years (April to March) not academic years (September to August) which can make comparison of data and spend challenging.



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Summary information					
School	Newtown School				
Academic Year	2017-18	Total PP budget	£29,460 April 17 - March 18 £26,700 April 18 - March 19	Date of most recent PP Review	July 2018
Total number of pupils	(July 18)	Number of pupils eligible for PP	18	Date for next internal review of this strategy	December 2018

Attainment in July 2018 (Year 2 cohort of 60 whom 6 disadvantaged)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at expected level in Reading at the end of Year 2	67%	78%
% at expected level in Writing at the end of Year 2	50%	78%
% at expected level in Maths at the end of Year 2	83%	83%
% making expected or better progress in Reading in Year 2	50%	94%
% making expected or better progress in Writing in Year 2	100%	87%
% making expected or better progress in Maths in Year 2	75%	94%

Attainment in July 2018 (Year 1 cohort of whom disadvantaged)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at expected level in Phonics in Year 1 (32 out of 40)	88%	88%

Attainment in July 2018 (Year R cohort 60 of whom 4 disadvantaged)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at Good Level of Development (Prime Areas, Reading, Writing & Maths)	50%	64%
% at expected level in Reading at the end of Reception	50%	71%
% at expected level in Writing at the end of Reception	50%	65%
% at expected level in Maths at the end of Reception	75%	84%



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Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
1.	Disadvantaged pupils have overwhelmingly lower starting points than their non-disadvantaged peers.
2.	Disadvantaged pupils are making slower progress through school than their peers.
3.	The vast majority of disadvantaged pupils have poor emotional resilience and self-regulation skills that affect their ability to work independently and seek challenge in their learning.
<b>External barriers</b>	
1.	The vast majority of disadvantaged pupils have additional needs that act as multiple barriers to their learning, e.g. SEN, EAL, Social Care
2.	Disadvantaged pupils are in most cases less supported at home due to family circumstances.

Desired outcomes			
	<i>Desired outcomes</i>	<i>How we will measure progress</i>	<i>Success criteria</i>
1.	To increase the percentage of PP children making at least expected progress in Writing.	Termly progress meetings, PP provision maps, learning walk focus, termly book scrutiny, termly reading log scrutiny	Percentage of PP children making at least expected progress is in line with non-PP children
2.	To increase the percentage of PP children making at least expected progress in Maths.		Percentage of PP children making at least expected progress is in line with non-PP children
3.	To improve the emotional well-being of PP children and subsequently their behaviours for learning.		Evidence from books, learning walks and pupil interviews / observations with demonstrate children's increased well-being resilience and growth mindset.
4.	To improve progress of children with limited home support.		Percentage of PP children making at least expected progress is in line with non-PP children



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Planned expenditure					
Academic year	2018-19				
Quality of teaching for all (2018-19)					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
<b>1</b>	Whole school focus on Talk for Writing, expectations of each year group. English lead to coach / mentor new staff to implement last year's good start and move existing staff on to the next level.	The NFER 2015 report concludes that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.	1 member of each year group team to have external Talk for Writing training Monitor through learning walks, planning and book scrutiny Books to be moderated across the liaison group	SS	Termly with teaching staff  T&L with Govs Termly
<b>2</b>	Review of where we are with Maths across the school and approaches to teaching. Maths Lead to introduce a new assessment and planning in Year 1 to address findings if necessary and train staff on implementation.	The NFER 2015 report concludes that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.	Maths Lead to deliver training Maths Lead to have time to research and implement new system Staff to have time to analyse the Monitor through learning walks, planning and book scrutiny Books to be moderated across the liaison group	SH	Termly with teaching staff  T&L with Govs Termly
<b>3</b>	To further embed the required behaviours for learning across the school including a growth mindset approach, by working as a staff to read and consider the work of Paul Dix.	Lesson observations and learning walks undertaken in 2017-18 academic year showed an improvement in this area and subsequent improvement in outcomes, it is therefore important to keep this at the forefront of staff's minds.	Learning Walks by SLT Parent information Peer observations	JA LC	Termly with teaching staff  T&L with Govs Termly
<b>Budgeted cost</b>					<b>£12,500</b>



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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?
1, 2, 4	All disadvantaged children to have an individual provision map to detail what their individual barriers to learning are and what works well for them in the classroom. Provision map to also include what additional support is given.	Learning walks and staff interviews in 2016-17 made it clear that not all staff working with the children were clear which were the disadvantaged children and how to support them.	Monitoring of PP Provision maps Staff interviews PP meetings Learning Walks	LC	Termly with staff Spring Term 2019 T&L with Govs Summer Term 2019 T&L with Govs
1,2,4	All disadvantaged children to be given more regular feedback within lessons and more targeted verbal feedback from both the class teacher and teaching assistant.	The EEF report clearly stated that feedback had the biggest impact on pupil outcomes. In order to accelerate the rate of progress it would therefore make sense to have more regular feedback.	Learning walks Lesson observations Peer observations	JA	Termly with staff Spring Term 2019 T&L with Govs Summer Term 2019 T&L with Govs
3	Children to be given access to Lego Therapy, Play Therapy or Nurture Group and transition support as deemed necessary.	There is a wealth of evidence about children's emotional well-being and the impact on their ability to learn at <b>nurture.uk</b> The school has years of evidence from Boxhall-Profiles to back up this work.	Boxhall Profiles Pupil interviews PP meetings Learning Walks Transition notes	TE & TH, LC	Termly with staff Spring Term 2019 T&L with Govs Summer Term 2019 T&L with Govs
<b>Budgeted cost</b>					<b>£15,000</b>



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Other approaches					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
4	Parents of disadvantaged children to be invited in for a meeting at the beginning of the year to go through the provision map and to discuss any further barriers that they see and any help they might need in order to overcome them at home.	Research by the National Literacy Trust sites the importance of parental engagement in learning on improved outcomes for children.	Provision maps will be signed by parents and there will be a section about parental engagement. Reading logs and other homework will be monitored for PPG children.	LC	Termly with staff Spring Term 2019 T&L with Govs Summer Term 2019 T&L with Govs
4	Parents of disadvantaged children, particularly those accessing nurture to be encouraged to attend parent information sessions on how to help their children at home.	Research by the National Literacy Trust sites the importance of parental engagement in learning on improved outcomes for children.	Attendance at parent information sessions will be noted on the provision maps.	JA / LC	Termly with staff Spring Term 2019 T&L with Govs Summer Term 2019 T&L with Govs
4	Parents of disadvantaged children to be given financial support with subsidised places at Before and After School Club, on school trips , outings and residential.	Children should not miss out on wider / extra-curricular activities due to disadvantage at home.	Additional support will be noted on provision maps	JA / LR	Termly with staff Spring Term 2019 T&L with Govs Summer Term 2019 T&L with Govs
<b>Budgeted cost</b>					<b>£1,960</b>
<b>Total budgeted cost</b>					<b>£29,460</b>



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Review of expenditure for previous academic year (2017-18)				
Quality of teaching for all (2017-18)				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>	<i>Cost</i>
To improve progress and results in Reading, writing and maths.	Additional classroom support to enable more individual feedback and next steps.	As previously mentioned this cohort were particularly impacted by their emotional well-being and inability to access the curriculum. The intervention was positive when observed but did not have a huge impact this year.	The feedback and response needs to be particularly tied to the vulnerable children so that it is easier to identify and track. Some support staff are still unclear about the fact that they are being paid for by these children.	£12,500.00
Targeted support (2017-18)				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>	<i>Cost</i>
To improve the rate of progress in Reading and Writing	Wave 3 Literacy intervention	Children who accessed the wave 3 literacy benefitted from accelerated progress in both reading and writing.	Wave 3 is costly and only fits certain children, our lowest ability children are unable to access it. The school needs to research alternatives. Also need to relook at quality first teaching particularly in Writing.	£1000.00
To improve the rate of progress in Maths	Wave 2 Maths intervention	Children who accessed the maths intervention benefitted from accelerated progress but did not close the gap as it was too wide.	Need to look at quality first teaching in maths going forward rather than intervention groups.	£1000.00
To improve the well-being and self-esteem of children not ready to access the learning in the classroom.	Nurture Work	This cohort of children were particularly impacted by previous life experiences. Their Boxhall Profile results showed the impact of this work.	This work is highly effective and vital to help our vulnerable children make sense of their feelings and emotions and hence access the curriculum appropriately. Priority to retain.	£12,500.00
To improve the well-being and self-esteem of children not ready to access the learning in the classroom.	Lego Therapy	Only one of our vulnerable children accessed it this year but it was an excellent opportunity for him to explore some of the issues he was facing.	This work is highly effective and vital to help our vulnerable children make sense of their feelings and emotions and hence access the curriculum appropriately. Priority to retain.	£200
To improve transition for disadvantaged children to prevent a drop in attainment.	Transition work delivered by the Nurture Team.	The children were confident to move on however the lack of support from the feeder schools meant this was not as effective as it could have been.	The involvement of the feeder school is essential for this approach to be fully effective.	£1000.00



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<b>Other approaches (2017-18)</b>				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>	<i>Cost</i>
For children not to be disadvantaged by being unable to access extra-curricular activities and school trips / residential etc.	School to full or part-fund activities such as BSC / ASC, trips, clubs etc.	All disadvantaged children took advantage of this offer and enriched their life and learning opportunities.	Essential to continue next year.	£600
<b>Total Spend</b>				<b>£28,800</b>