



Pupil Premium Strategy Statement (2019-20)

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	2018-19	Total PP budget	£26,700 April 18 - March 19 £29,340 April 19 – March 20	Date of most recent PP Review	September 2019
Total number of pupils	180 (R-Y2 May 19)	Number of pupils eligible for PP	17 (July 19) 9%	Date for next internal review of this strategy	December 2019

Attainment in July 2019 (Year 2 cohort of 60 whom 9 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	100%	92%
% at expected level in Writing at the end of Year 2	67%	84%
% at expected level in Maths at the end of Year 2	89%	94%
% making expected or better progress in Reading in Year 2	100%	98%
% making expected or better progress in Writing in Year 2	100%	96%
% making expected or better progress in Maths in Year 2	89%	96%

Attainment in July 2019 (Year 1 cohort of 60 whom 3 disadvantaged)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at expected level in Phonics in Year 1 (32 out of 40)	33%	86%
% at expected level in Reading at the end of Year 1	33%	77%
% at expected level in Writing at the end of Year 1	0%	60%
% at expected level in Maths at the end of Year 1	0%	75%
% making expected or better progress in Reading in Year 1	67%	91%
% making expected or better progress in Writing in Year 1	0%	80%
% making expected or better progress in Maths in Year 1	0%	85%



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Attainment in July 2019 (Year R cohort of 60 whom 5 disadvantaged)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at Good Level of Development (Prime Areas, Reading, Writing & Maths)	20%	64%
% at expected level in Reading at the end of Reception	40%	67%
% at expected level in Writing at the end of Reception	40%	64%
% at expected level in Maths at the end of Reception	60%	78%
% making expected or better progress in Reading in Reception	75%	91%
% making expected or better progress in Writing in Reception	75%	74%
% making expected or better progress in Maths in Reception	50%	91%

Of the nine disadvantaged children in Year 2, eight had additional factors. One child was EAL and had social care involvement. Three further children had social care involvement, one of whom had SEN and a further one who joined the school in Year 2 and had SEN. Three further children had EAL. Finally one child was taken in to care, was adopted and joined us in Year 1 with SEN. Only one of the nine had no additional factors affecting their outcomes.

Of the three disadvantaged children in Year 1 all have additional factors impacting on their outcomes. One is an EAL child on a Guardianship order with SEN, another is an EAL child with SEN and the final child has previously been in care.

Of the five disadvantaged children in Reception, one was EAL with SEN and has now transferred to Special school. One of the children joined us later in the year and a further child has SEN.



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Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
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.
External barriers	
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 reaching the expected level in Writing.	Termly progress meetings, PP provision maps, learning walk focus, termly book scrutiny, termly reading log scrutiny	Percentage of PP children reaching the expected level has improved from last year.
2.	To increase the percentage of PP children making at least expected progress in Maths.		Percentage of PP children making at least expected progress has improved from last year.
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 in all areas has improved on last year.



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Planned expenditure					
Academic year		2019-20			
Quality of teaching for all (2019-20)					
<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>
1	Whole school focus on Talk for Writing, expectations of each year group, embedding the use of new Mighty Writer in Y1 and YR. English lead to coach / mentor new staff and help existing staff to further embed the approach.	The NFER 2015 report concludes that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.	English lead to deliver training and have time to research and implement new approaches. Monitoring through learning walks, planning and book scrutiny Books to be moderated across the liaison group	SS	Termly with staff Spring Term 2020 T&L with Govs Summer Term 2020 T&L with Govs
2	Review of where we are with Maths across the school and approaches to teaching and learning. Maths lead to coach / mentor new staff and help existing staff to further embed the existing approaches.	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 and have time to research and implement new approaches. Monitoring through learning walks, planning and book scrutiny Books to be moderated across the liaison group	SH	Termly with staff Spring Term 2020 T&L with Govs Summer Term 2020 T&L with Govs
3	To further embed the required behaviours for learning across the school including a growth mindset approach.		Learning Walks by SLT Parent information Peer observations	JA LC	Termly with staff Spring Term 2020 T&L with Govs Summer Term 2020 T&L with Govs
Budgeted cost					£12,500



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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 2018-19 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 2020 T&L with Govs Summer Term 2020 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 2020 T&L with Govs Summer Term 2020 T&L with Govs
3	Children to be given access to Lego 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 nurture.uk 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 2020 T&L with Govs Summer Term 2020 T&L with Govs
Budgeted cost					£15,000



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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 2020 T&L with Govs Summer Term 2020 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 2020 T&L with Govs Summer Term 2020T&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 / LC	Termly with staff Spring Term 2020 T&L with Govs Summer Term 2020 T&L with Govs
Budgeted cost					£2,500
Total budgeted cost					£30,000



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Review of expenditure for previous academic year (2018-19)			
Quality of teaching for all (2018-19)			
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)
1	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.	Talk for Writing was further embedded across the school with Year 2 starting the approach from the beginning of the year. Year 2 had a hugely successful impact.	We have three new members of teaching staff starting in September 2019 and have bought a new Talk for Writing tool called Mighty Writer that will need to be embedded in the Talk for Writing program.
2	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.	Herts for Learning Maths planning was bought and the assessment tools implemented and analysed to ensure staff were clear about what level all children were working at and their next steps.	We have three new members of teaching staff starting in September 2019 and we need to look at the progression and progress of PP children through the school.
3	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.	Staff and pupil conversations in the Summer Term showed that behaviour for Learning and Growth Mindset approaches had not been as successfully embedded in Early Years as in KS1.	All staff to be reminded of expectations before the start of the Autumn Term. SLT to do a learning walk and talk to children at the end of September 2019. Continue to target this objective next year.
Targeted support (2018-19)			
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)
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	All children had an individual plan and staff were aware of barriers for learning and appropriate approaches.	This improved understanding and increased the profile of PP children. Continue with this approach next year.
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.	Learning Walk and work scrutiny showed that this had started to be put in place but not fully embedded.	This appears to be a valuable approach but needs to be embedded across the school. Continue with this approach next year.
3	Children to be given access to Lego Therapy, Play Therapy or Nurture Group and transition support as deemed necessary.	14 of the children eligible accessed Nurture or Transition support during their time at Newtown, all Boxhall Profiles showed a positive effect.	Hugely successful and impactful interventions. Continue with this approach next year.



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Other approaches (2018-19)			
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)
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.	All parents attended this meeting and were positive about the support being given in school. They understood their involvement and the impact this would have.	The meetings were hugely positive but there was no follow up to ensure parents were involved. A mid-year follow up might add to the parental involvement.
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.	Unfortunately, no PP parents attended the meetings despite encouragement and personal phone calls.	Continue with this approach next year. Discuss what is stopping the parents attending at the meetings.
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.	All PP families took advantage of the subsidised places.	Continue with this approach next year.