

Newbald Primary School Pupil Premium Statement

1. Summary information					
School	Newbald Primary School				
Academic Year	2019/20	Total PP budget	£13,800	Date of most recent PP Review	Autumn 2019
Total number of pupils	94	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Summer 2020

2. Current attainment for disadvantaged pupils in reading, writing and maths – 2018/19 Key Stage 2		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	67%	65%
% making expected progress in reading (as measured in the school)	67%	73%
% making expected progress in writing (as measured in the school)	67%	78%
% making expected progress in mathematics (as measured in the school)	67%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
In school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of basic skills in Maths and English with lower and middle ability PP children across KS1 and KS2
B.	Lack of confidence and independence for some PP children who have an over reliance on adults in KS2
C.	Issues with social skills and emotional resilience for some KS2 PP children
External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low academic aspirations.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	All underachieving pupils, including those in receipt of PP, identified and addressed through Assessment for Learning strategies within lessons and needs addressed through follow up consolidation sessions and narrow the gap marking and feedback strategies. Targeted and focused small group and 1:1 intervention sessions both teacher and teaching assistant led. These strategies reviewed at half termly Pupil Progress Meetings.	Monitoring, through book scrutiny, demonstrates an increase in basic skills being regularly applied in pupils work. Attainment data across year groups demonstrates good progress towards end of year targets and a narrowing of the gap between PP and non-PP pupils in all year groups.
B.	Small group work and 1:1 intervention sessions for specific pupils to work with Teacher and Teaching Assistants to encourage rapid progress and to support pupils in embedding and consolidating individual learning strategies.	Pupils become more responsible and take greater ownership of their learning. Regular monitoring through subject leader and head drop ins, lesson observations and Learning Walks demonstrate that there is an increase in pupils' independence across a variety of tasks.
C.	Teaching staff to identify children, who are struggling with social skills and/or emotional resilience and work with SENCO to identify approaches to be implemented by ELSA nurture staff to support these children to develop strategies to access all areas of learning and make expected or better progress.	Support provided shows an increase in self-esteem, confidence and making friendships.
D.	Smaller cohorts in upper KS2 to support PP children in narrowing the gap in both Year 5 and 6.	Personalised learning in place to support specific children and closer monitoring enabling interventions at an earlier opportunity.

5. Planned expenditure £13,800**Academic year**

2019/20

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching Assistants supporting individual and small groups across the ability range, including PP children, with targeted short and medium term support and interventions. All children to access Quality First teaching across the week.	A/B	Teaching Assistant have accessed bespoke training to support vulnerable children and more able children to ensure that at least good progress from individual starting points.	Close monitoring by Head and Subject Leaders (Learning Walks, book scrutiny, pupil voice) and staff appraisal. Teachers to monitor and support TAs with clear specific planning to support targeted children.	Head	Half termly
Teacher employed on a 0.4 basis to support Year 5/6 cohort.	A/B	Specific focus on supporting quality first teaching to support vulnerable to make at least good progress from starting points. Personalised learning allows accelerated progress for most vulnerable children.	Close monitoring by Head and Subject Leaders (Learning Walks, book scrutiny, pupil voice) and staff appraisal. Teachers to monitor and support TAs with clear specific planning to support targeted children.	Head	Half termly

Specific CPD and staff training implemented to support and challenge all children, including PP children.	A/B	Teaching and support staff need to have the opportunity to attend a range of relevant CPD on INSET days/staff meetings to appropriately support children of all abilities and lead targeted interventions. In-house training and moderation to take place across cluster and collaboration schools to reach a wider audience and to reduce costs. NASENCO training undertaken for current SENCO	Impact is tracked through regular monitoring and staff meetings.	Head / subject lead / SENCO	Half termly
Specific educational subscriptions to support children's learning. Specific assessments to enable more detailed, consistent and quality assured judgements across school.	A/B	Teaching staff to have access to high quality educational subscriptions to enhance and develop teaching and to enrich and broaden the curriculum for all. Assessment Tool that is published to enable schools to have detailed analysis to support narrowing the gap and identifying areas of weakness.	Impact is tracked through regular monitoring within the curriculum on a half termly basis	Head	Half Termly
Total budgeted cost					£11089.00
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Weekly ELSA –nurture sessions both small group and 1:1 sessions with qualified member of staff.	C/D	EEF toolkit identifies social and emotional learning having an identifiable and significant impact on attitudes to learning, social relationships in school, and pupil progress	TA feedback and appraisal.	Head	Half termly
Total budgeted cost					£750.00
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Financial contributions to music tuition, non-residential and residential educational visits and extra-curricular activities for PP children to participate in.	D	EEF toolkit identifies outdoor education learning and collaborative learning having a positive impact on pupil progress.	Feedback from external teachers. Impact of external visits on teaching and learning and consolidating Learning Themes.	Head/ SBM Teachers	End of financial year
Total budgeted cost					£1961.00