

Pupil Premium Strategy Statement Review 2017- 2018

1. Summary Information					
School	Newton Westpark Primary School				
Academic Year	2017/18	Total PP Budget	£171,600	Date of most recent PP Review	October 2017
Total number of pupils	208	Number of pupils eligible for PP	130	Date for next internal review of this strategy	May 2018

2. Current Achievement		
	<i>Pupils eligible for PP (this school)</i>	<i>Pupils not eligible for PP (National average)</i>
77% achieving in Reading, Writing and Maths (all pupils)	70%	67%
Progress measure in Reading	1.3	0.3
Progress measure in Writing	0.4	0.1
Progress measure in Maths	3.8	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Low starting points of pupils on entry, with a lower than average PP pupils attaining GLD	
B.	Less than 80% of pupils met the expected standard in Phonics at the end of Year 2	
C.	Attainment of PP pupils at KS1 was lower than the national average, particularly in Writing and Reading	
D.	Scaled score in Reading for Disadvantaged lower than National average	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Limited life experiences and lack of stimulation	
F.	Low attendance, in the lowest 10% nationally, with high persistent absence	
G.	High numbers of pupils/families requiring support from external agencies (over 10%)	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increase the number of pupils attaining GLD	The attainment gap will be diminished and the school will have a greater GLD overall.
B.	Increased number of pupils meeting the expected standard in Phonics in Year 2	Greater percentage of pupils attaining the expected standard in Phonics.

C.	Attainment of PP pupils at KS1 will increase to be more in line with the national average, particularly in Writing and Reading	The attainment gap will be diminished in reading and writing at KS1
D.	Scaled scores in Reading increase for disadvantaged pupils for disadvantaged pupils	The attainment gap will be reduced in Reading scaled scores
E.	Pupils experience a wider range of activities/visits which enhance the curriculum.	Experiences impact on attitudes, resilience and aspiration which in turn impact on improved attainment
F.	Attendance and punctuality improve for PP pupils in each year group	Improvement in overall attendance percentages.
G.	Additional and sustained support provided for vulnerable children and their families.	Children and families engaging with professionals to improve outcomes for themselves.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcomes	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?
Increase the number of pupils attaining GLD	High level of support in Reception class	More adult led learning and more opportunity for gathering of evidence	Class teacher, HLTA and 2 other TA's, all trained in delivery of EYFS.	SLT	July 2018 GLD 60% Continue with this target
	Early interventions especially in basic skills	Early intervention has a greater impact on learning	TA's directed by classteacher, monitored by SLT	SLT	
	Increased liaison with Nursery by EYFS Lead	Moderation of judgements and continuation.	Time given to EYFS lead to work with Nursery manager	AHT	
	Progress meetings and reports to Raising attainment committee. Ongoing staff training	Monitoring of pupils steps progress each term.	Reports given to Deputy Head and committee each term	DHT; Govs	
Increase the number of pupils meeting the expected standard in Phonics in Year 2.	Move DHT into Year 2 Daily phonics teaching and interventions.	Improving phonics will have an impact on reading throughout school and on overall Literacy.	Positive role model Monitoring of Literacy and observations of Phonics. Observations and provision maps Resources for parents	DHT	July 2018 2016 – 79% 2017 – 83% 2018 = 94%
				SLT	
	Phonics meetings for parents Ongoing staff training	Reinforcement of Phonics at home impacting on scores. Improved knowledge and understanding	Training evaluation forms	DHT/AHT SLT	
Higher attainment of PP pupils at KS1 in reading and writing	Early interventions especially in basic skills.	Children able to apply what they have learnt to all areas of the curriculum.	Classes well resourced, with 1 teacher and at least 2 TA's	SLT Classteacher	July 2018 End KS1 SATS Reading

	Ongoing staff training	Improvement in reading and writing attainment Improved knowledge and understanding	Staff logs	SLT	GD school 29% LA 13% National 13% Writing GD school 21% LA 7% NATIONAL 7%
Scaled scores in Reading increase for disadvantaged pupils	Quality first teaching of reading Flexible groupings to ensure teaching to assessment Ongoing staff training	Staff training and direct teaching will impact on learning and attainment Teaching to assessments ensures that there are fewer gaps as the children move through school. Improved knowledge and understanding	Monitoring of lessons, work scrutinies Training evaluation forms	SLT SLT	July 2018 KS1 2016 - 58% 2017 – 65% 2018 – 76% KS2 2016 – 76% 2017 - 80% 2018 – 71% Continue next year
Total budgeted cost					£110,617
ii. Targeted support					
Desired outcomes	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?
Increase the number of pupils attaining GLD	Early interventions especially in basic skills Analysis of data Teaching to gaps	Early intervention has a greater impact on learning	TA's directed by classteacher, monitored by SLT	JL	July 2018 GLD 60% Continue with this target
Increase the number of pupils meeting the expected standard in Phonics in Year 2.	Targeted interventions by SENCo and TA's especially in basic skills	Quality first teaching by SENCo, following through to next class. 1:1 or small group support has a greater impact on learning.		LM	July 2018 2016 – 79% 2017 – 83% 2018 = 94%

Higher attainment of PP pupils at KS1 in reading and writing	Targeted interventions: Wave 3; daily phonics; Wordsmith; cross curricular writing	1:1 or small group support has a greater impact on learning.		Class teacher	July 2018 End KS1 SATS Reading GD school 29% LA 13% National 13% Writing GD school 21% LA 7% NATIONAL 7%
Scaled scores in Reading increase for disadvantaged pupils	Quality first teaching of reading Flexible groupings to ensure teaching to assessment 1:1 reading Introduce Reciprocal reading Ongoing staff training	Staff training and direct teaching will impact on learning and attainment Teaching to assessments ensures that there are fewer gaps as the children move through school. Improved knowledge and understanding	Monitoring of lessons, work scrutinies Resources for Reciprocal reading Training evaluation forms	SLT SLT	July 2018 KS1 2016 - 58% 2017 – 65% 2018 – 76% KS2 2016 – 76% 2017 - 80% 2018 – 71% Continue next year
Total budgeted cost					£49,457
iii. Other approaches					
Desired outcomes	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 experience a wider range of activities/visits which enhance the curriculum.	Each class to have one visit or visitor each term to enhance the curriculum which will be heavily subsidised.	Visits/visitors used to enhance the curriculum have an impact on learning, especially writing and helps to raise self-esteem and confidence, putting the	All trip forms to be completed and passed by Headteacher, to ensure relevancy to classroom practice.	SLT	July 2018 Visits/visitors completed, impact on work and engagement

	<p>Residential trip each year at end of KS2.</p> <p>Enrichment activities, weekly and termly.</p>	<p>children on a more level playing field. To offer experiences and challenges which impact on raising self-esteem, confidence and resilience.</p> <p>Enhance the curriculum; raise confidence; resilience; aspiration.</p> <p>External providers to enhance the curriculum and provide small group work and interventions to increase self-esteem and resilience.</p> <p>French fun and friendly; Let's Sing; Chime; Music support; Kip McGrath; Fun sports for Kids</p>	<p>Scrutinise evidence/ work after a visit.</p> <p>Group activities monitored by SLT, enrichment weeks planned by all staff. Providers monitored informally under performance management guidelines.</p>	SLT	<p>Residential trip to Illam hall</p> <p>Ongoing enrichment activities</p>
Attendance and punctuality improve for PP pupils in each year group	<p>Staffing to provide Breakfast club</p> <p>Pastoral manager to monitor attendance; first day response; home visits; Early Help; attendance rewards; referrals to enforcement</p>	<p>To ensure that the children are in on time, fed appropriately and ready to learn.</p> <p>To ensure children are in on time, every day and parents are supported and working with school</p>	<p>Numbers in group monitored; linked to lates and absences.</p> <p>Attendance improves and persistent absence reduces.</p>	<p>HLTA SLT</p> <p>DHT SLT</p>	<p>July 2018</p> <p>Attendance 2017-18 PP 94.9% Non PP 95.2%</p> <p>Absences 2017-18 PP 5.1% Non PP 4.8%</p>
Additional and sustained support provided for vulnerable children and their families.	<p>Pastoral manager to allocate named key workers for all vulnerable children.</p> <p>To instigate Early Help and/or Startwell</p>	<p>To ensure that children have someone to talk to if they need to.</p> <p>To ensure that families are receiving the support they need through some difficulties.</p>	<p>Pastoral manager monitoring Boxall profiles</p>	SLT	<p>July 2018</p> <p>9 Early help 11 counselling 2 CIN 2 CLA 12% school population</p>

	<p>referrals to provide support for families. To provide small Nurture group for vulnerable children. To provide access to counselling for children, adults and families.</p>	<p>To ensure that the children's and family's mental health and well being is provided for.</p>			
Total budgeted cost					£11,526

6. Review of expenditure				
Previous academic year		2017 - 2018		
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 £110,617
Increase the number of pupils attaining GLD	High level of support in Reception class Early interventions especially in basic skills Increased liaison with Nursery by EYFS Lead Progress meetings and reports to Raising attainment committee. Ongoing staff training	GLD increased from 52% to 60%	Recommend continuing this target due to new member of staff in EYFS	
Increase the number of pupils meeting the expected standard in Phonics in Year 2.	Move DHT into Year 2 Daily phonics teaching and interventions. Phonics meetings for parents Ongoing staff training	2016 – 79% 2017 – 83% 2018 = 94% Increase over 3 years 2x meetings, increased attendance	Continue with this approach	
Higher attainment of PP pupils at KS1 in reading and writing	Early interventions especially in basic skills.	End KS1 SATS Reading GD school 29% LA 13%	Continue with approach	

	Ongoing staff training	National 13% Writing GD school 21% LA 7% national 7%		
Scaled scores in Reading increase for disadvantaged pupils	Quality first teaching of reading Flexible groupings to ensure teaching to assessment Ongoing staff training	KS1 2016 - 58% 2017 – 65% 2018 – 76% KS2 2016 – 76% 2017 - 80% 2018 – 71%	Continue especially at KS2 as downward trend overall as well as PP	
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 £49,457
Increase the number of pupils attaining GLD	Early interventions especially in basic skills Analysis of data Teaching to gaps	GLD increased from 52% to 60% Continue with this target	Recommend continuing this target due to new member of staff in EYFS	
Increase the number of pupils meeting the expected standard in Phonics in Year 2.	Targeted interventions by SENCo and TA's especially in basic skills	2016 – 79% 2017 – 83% 2018 = 94%	Continue with this approach	
Higher attainment of PP pupils at KS1	Targeted interventions: Wave 3; daily phonics;	End KS1 SATS Reading GD school 29%	Continue with approach	

in reading and writing	Wordsmith; cross curricular writing	LA 13% National 13% Writing GD school 21% LA 7% NATIONAL 7%		
Scaled scores in Reading increase for disadvantaged pupils	Quality first teaching of reading Flexible groupings to ensure teaching to assessment 1:1 reading Introduce Reciprocal reading Ongoing staff training	KS1 2016 - 58% 2017 – 65% 2018 – 76% KS2 2016 – 76% 2017 - 80% 2018 – 71% Continue next year	Continue especially at KS2 as downward trend overall as well as PP	
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 £11,526
Pupils experience a wider range of activities/visits which enhance the curriculum.	Each class to have one visit or visitor each term to enhance the curriculum which will be heavily subsidised. Residential trip each year at end of KS2. Enrichment activities, weekly and termly.	Visits/visitors completed, impact on work and engagement Residential trip to Illam hall Ongoing enrichment activities	Continue with this if funding allows Continue with this if funding allows Continue as part of wider curriculum	

Attendance and punctuality improve for PP pupils in each year group	Staffing to provide Breakfast club Pastoral manager to monitor attendance; first day response; home visits; Early Help; attendance rewards; referrals to enforcement	Attendance 2017-18 PP 94.9% Non PP 95.2% Absences 2017-18 PP 5.1% Non PP 4.8%	Continue to reinforce practices Buy back to attendance service/support worker	
Additional and sustained support provided for vulnerable children and their families.	Pastoral manager to allocate named key workers for all vulnerable children. To instigate Early Help and/or Startwell referrals to provide support for families. To provide small Nurture group for vulnerable children. To provide access to counselling for children, adults and families.	9 Early help 11 counselling 2 CIN 2 CLA 12% school population	Continue to support families Access more training Develop a parent group that can access well-being interventions	