

## Pupil Premium Strategy Statement 2018 - 2019

1. Summary Information					
School	Newton Westpark Primary School				
Academic Year	2018/19	Total PP Budget	£167,480	Date of most recent PP Review	November 2018
Total number of pupils	205	Number of pupils eligible for PP	100	Date for next internal review of this strategy	May 2019

2. Current Achievement		
End of KS2	<i>Pupils eligible for PP (this school)</i>	<i>Pupils not eligible for PP (National average)</i>
<b>68% achieving in Reading, Writing and Maths (all pupils)</b>	67%	70%
Progress measure in Reading	-0.93	0.31
Progress measure in Writing	2.5	0.24
Progress measure in Maths	1.31	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> (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.	Scaled score in Maths for Disadvantaged lower than National average (103.8 compared to 105.4)	
C.	Attainment of PP pupils at KS2 was lower than the national average, particularly in Reading	
D.	Scaled score in Reading for Disadvantaged lower than National average (102.3 compared to 106.1)	
<b>External barriers</b> (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.	Scaled scores in Maths increase for disadvantaged pupils	The attainment gap will be reduced in Maths scaled scores

C.	Attainment of PP pupils at KS2 will increase to be more in line with the national average, particularly in Reading	The attainment gap will be diminished in Reading at KS2
D.	Scaled scores in Reading increase 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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>					
<b>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</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2019
	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 Reception teacher and Deputy Head	Moderation of judgements and continuation.	Time given to Reception teacher to work with Nursery manager	JE	
	Progress meetings and reports to Raising attainment committee. Ongoing staff training	Monitoring of pupils steps progress each term. Improved knowledge and understanding	Reports given to Deputy Head and committee each term Training evaluation forms	DHT; Govs SLT	
Scaled scores in Maths increase for disadvantaged pupils	AHT to review resources and practice Introduce White Rose resources Online resources for x tables INSET: January 2019 Claire Martin Ongoing staff training	Improving x tables will have an impact on maths throughout school and on overall Numeracy skills. Reinforcement of maths/x tables at home impacting on scores. Improved knowledge and understanding	Positive role model Monitoring of Maths and observations of maths. Observations and provision maps Resources for parents  Training evaluation forms LLG moderation	AHT SLT DHT/AHT AHT	July 2019

Attainment of PP pupils at KS2 will increase to be more in line with the national average, particularly in Reading	Early interventions especially in basic skills. Introduction of Reciprocal Reading linked to topic work/wider curriculum. Kip Mc Grath interventions in Year 6 Booster sessions in Year 6 Ongoing staff training	Children able to apply what they have learnt to all areas of the curriculum. Improvement in reading attainment Improved knowledge and understanding	Classes well resourced, with 1 teacher and at least 1+ TA's	SLT Classteacher	July 2019
Scaled scores in Reading increase for disadvantaged pupils	Quality first teaching of reading Flexible groupings to ensure teaching to assessment Introduction of Reciprocal reading linked to wider curriculum Introduction of the 'Write Stuff'  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. The Write stuff to impact on the wider curriculum  Improved knowledge and understanding	Monitoring of lessons, work scrutinies Evaluation of Reciprocal reading and the Write Stuff  Training evaluation forms	SLT  SLT	July 2019
<b>Total budgeted cost</b>					<b>£138,650</b>
<b>ii. Targeted support</b>					
<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	JE	July 2019

Scaled scores in Maths increase for disadvantaged pupils	Targeted interventions by Teachers and TA's especially in basic skills Specific groups before and after school x tables rock star Kip Mc Grath	Quality first teaching by Teacher, following through to next class. 1:1 or small group support has a greater impact on learning. INSET for all	TA's directed by classteacher, monitored by SLT	Class teachers	July 2019
Attainment of PP pupils at KS2 will increase to be more in line with the national average, particularly in Reading	Targeted interventions: Wave 3; daily phonics/Soundswrite; Wordsmith; cross curricular writing	1:1 or small group support has a greater impact on learning.	TA's directed by classteacher, monitored by SLT	Class teacher	July 2019
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 and the Write Stuff  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 2019
<b>Total budgeted cost</b>					<b>£8,830</b>
<b>iii. Other approaches</b>					
<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Pupils experience a wider range of activities/visits which enhance the curriculum.</p>	<p>Each class to have one visit or visitor each term to enhance the curriculum which will be heavily subsidised.</p> <p>Residential trip each year at end of KS2.</p> <p>Enrichment activities, weekly and termly.</p>	<p>Visits/visitors used to enhance the curriculum have an impact on learning, especially writing and helps to raise self-esteem and confidence, putting the children on a more level playing field.</p> <p>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; Premier Sports</p>	<p>All trip forms to be completed and passed by Headteacher, to ensure relevancy to classroom practice.</p> <p>Scrutinise evidence/ work after a visit.</p> <p>Group activities monitored by SLT, enrichment weeks planned by all staff.</p> <p>Providers monitored informally under performance management guidelines.</p>	<p>SLT</p> <p>SLT</p> <p>DHT/AHT</p>	<p>July 2019</p>
<p>Attendance and punctuality improve for PP pupils in each year group</p>	<p>Staffing to provide Breakfast club Pastoral manager to monitor attendance; first day response; home visits; Early Help; attendance rewards; work with Attendance team; 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>Pastoral Manager DHT SLT</p>	<p>July 2019</p>

<p>Additional and sustained support provided for vulnerable children and their families.</p>	<p>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 in KS1.          To provide access to counselling for children, adults and families.          To set up a parents group to focus on engagement and well-being           To monitor Operation Encompass reports and put support in place.          To form a Parent's self-help group.</p>	<p>To ensure that children have someone to talk to if they need to.           To ensure that families are receiving the support they need through some difficulties.           To support children's self-esteem and resilience           To ensure that the children's and family's mental health and well-being is provided for.          To engage parents in school; to impact on their self-esteem and well-being which in turn will impact on children in school.           To help reduce the number of Operation Encompass notifications (16 from Easter to Sept 2018)</p>	<p>Pastoral manager          Monitoring          Boxall profiles           TA and Pastoral Manager,          Monitoring          Boxall profiles           Buy back School counsellor to provide service           School counsellor and Pastoral manager lead on group formation and subjects discussed          Look at taking on food distribution (Fur Clemp) to support families.           Follow any notifications, use talking mats with children involved, discuss with families support needed</p>	<p>TR          SLT           TR          HT           TR          LP          HT           DF          HT           TR          DF          HT           HT          SLT          Pastoral manager</p>	<p>July 2019</p>
<b>Total budgeted cost</b>					<b>£20,040</b>

<b>6. Review of expenditure</b>				
<b>Previous academic year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

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