

Pupil premium strategy statement: Newport Primary School

1. Summary information					
School	Newport Primary School				
Academic Year	2018/19	Total PP budget	£220,000	Date of most recent PP Review	Sept 2018
Total number of pupils	352	Number of pupils eligible for PP	154	Date for next internal review of this strategy	June 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Although there are no patterns in gap of attainment between our PP and Non-PP pupils, there are differences in attainment between disadvantaged children at Newport Primary School and 'other' children nationally.

	Reading (%achieving expectation +)	Writing (%achieving expectation +)	Maths (%achieving expectation +)
Y6 Disadvantaged NPS	57%	70%	39%
National 'other'	77%	83%	81%
Y6 'other' NPS	44%	67%	44%

School Improvement Priorities 2018/2019 – where applicable these will directly relate to disadvantaged children:

1. Improve outcomes in mathematics and reading
2. Improve combined % of ARE and accelerated pupil progress rates across school
3. Effective use of data to effectively target next steps of learning for pupils not on track for good or better progress
4. Addressing identified vulnerability factors for pupils to reduce barriers to learning and improve attendance to 96% across the school

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Social and emotional barriers to learning
B.	No groups of children with specific matching barriers – no single difficulty faced by all

External barriers (*issues which also require action outside school, such as low attendance rates*)

C.	Attendance rates for pupils eligible for PP needs to be maintained
D.	Complex home lives
E.	Less home support to support learning (parents or carers often do not have the language to support pupils at home)

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A/B	PPG pupils will be identified through use of in-house systems and termly pupil progress meetings. Targets around ARE and progress are built into performance appraisal meetings. Pupils' subsequent progress towards their identified targets will then be recorded and monitored using in-house data analysis.	Pupils eligible for PP will have the required interventions/support. Pupil progress will be monitored at least termly, more for pupils who are in danger of falling behind. The success criteria is that there will not be a gap with 'other' children and PP pupils at Newport.
B	Higher rates of progress across KS2 for ARE pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils identified as ARE, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established in-house and across the co-operative Trust
C	Maintain good attendance and punctuality rates for pupils eligible for PP. Attendance rates (2017/18) for pupils eligible for PP were 96.1% (excluding leavers). If attendance is not maintained, pupils' school hours reduce and this causes them to miss vital learning, resulting in potential gaps in understanding and knowledge. A private Educational Welfare Officer (EWO) has been employed and weekly meetings are held with school Attendance Officer, PSA and a member of SLT to review current absence and work closely with families to plan support.	Overall PP attendance is maintained at 96% in line with 'other' pupils (excluding leavers). No persistent (or a reduction in) absenteeism amongst PPG pupils which will enable a greater access to learning.
D	Address issues affecting PP pupils' home lives to prevent family stress escalating – ensuring children come to school motivated and ready to learn. Enhancing school's pastoral system by professional therapeutic interventions (Play Therapy, Reach, Private EP) and in-house pastoral support (0.8 HLTA, PSA, Therapy and intervention dog and pastoral team).	Identified pupils to engage with appropriate pastoral support either in-house or external support. Signpost vulnerable families to support networks, working alongside external agencies as appropriate, so that support offered significantly improves outcomes for families and pupils – academically, socially and emotionally. Social and emotional well-being results in pupils being able to make academic progress; PP children make required or accelerated progress to diminish differences over time.
E	Offer quality out of school hours provision to identified PP children which supports and enhances their learning. Enable disadvantaged children to have greater access to a qualified teacher – additional support staff in every classroom to enable class teacher to focus on high quality group work.	Identified children's attainment is accelerated so that the 'gap' with 'other' children diminishes and is eliminated over time.

4. Planned expenditure					
Academic year	2018/19				
i. Quality of teaching for all					
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?
A/B. Attainment and progress gaps between PPG and non-PPG pupils closes/is eliminated over time.	Individual and tailored support for children – driven by use of in-house tracking systems. Targeted provision ensuring challenge and best outcomes for children.	High quality teaching and feedback in small groups with some 1 to 1 support throughout school diminishes the difference in pupils' attainment by effectively addressing gaps in learning.	<p>Regular monitoring of Pupil Premium children's performance through effective marking and feedback.</p> <p>Implementation of the school feedback policy.</p> <p>Pupil progress meetings – termly (or half-termly as appropriate).</p> <p>Termly monitoring of PP children through in-house data systems.</p> <p>All Year 6 pupils provided with revision books free and booster classes from February 2019</p> <p>Consultants – Maths/Specialist learning and language teacher</p> <p>Two Level 4 EAL specialists to provide language intervention to enable pupils to work within ARE expectations within their year group. Deliver bespoke language sessions for 6 weeks and provide targeted in-class support. To undertake and support TA's to make continued NASSEA assessments over the academic year.</p>	<p>All staff</p> <p>All staff</p> <p>HT/DHT</p> <p>HT/DHT/KS Leads</p> <p>AS / Team Lead</p>	Termly

<p>C. Maintain attendance and punctuality.</p> <p>Attendance rates for pupils eligible were 96.1% in the academic year (2017/18). This must be maintained as a reduction in their school hours causes them to fall behind.</p>	<p>Employment of Educational Welfare Officer (one day per week) to work with families falling below our targets.</p> <p>Fortnightly updates held with relevant school staff and Attendance Officer (AO) reviewing current absence and planning how to support families.</p>	<p>High levels of attainment and progress can't be achieved if children aren't attending school. The AO, working alongside EWO, will work with parents to ensure improved attendance.</p>	<p>Weekly reviews of attendance by AO.</p> <p>Fortnightly reviews by HT/DHT/EWO and AO.</p> <p>Weekly attendance statistics including PP as a specific group.</p>	<p>All staff</p> <p>Attendance Officer</p>	<p>Weekly / half termly</p>
<p>ABCD. Curriculum is well-planned, meaningful, engaging and has high quality learning experiences to provide motivation and the means to acquire secure understanding of learning outcomes.</p> <p>Parents are involved in their child's learning through opportunities provided in school and regular updates provided through development of the school website and use of media such as Facebook.</p>	<p>Teachers respond to outcomes in the work taught and adjust quickly so that it is responsive to need.</p> <p>Curriculum teams work collaboratively when writing their development ensuring cross-curricular links, particularly with Literacy.</p>	<p>"A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned." Amanda Spielman, Chief Inspector of Schools.</p> <p>A bespoke creative curriculum based on giving pupils breadth of experience and accumulation of knowledge is at the very heart of our curriculum. It is well-taught, appropriately sequenced and thoughtfully designed to ensure clear progression.</p>	<p>PPA weekly in teams</p> <p>Marking informs planning</p> <p>Half termly pupil progress meetings</p> <p>New feedback policy implemented and reviewed 18 /19</p> <p>Post and Pre teaching using PIXL resources</p> <p>Regular weekly team meeting time spend on moderation across teams</p>	<p>All staff</p> <p>All staff</p> <p>HT/DHT/teaching staff</p> <p>All staff</p> <p>Key stage teams</p>	<p>Half-termly pupil progress meetings</p> <p>Weekly PPA time</p> <p>Regular moderation across teams (x3 per half term)</p>
Total budgeted cost					£153,410

ii. 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?
D. Identify and address issues affecting PP pupils' home lives.	<p>HLTA – 0.8 – specific pastoral and working with parents and children</p> <p>PSA - to support vulnerable families to ensure good attendance, emotional support, many families are given level 2 support</p> <p>Learning Support Assistant – to work alongside school staff, engaging parents and providing direct pastoral support to pupils</p>	<p>Children cannot be taught effectively if they are not emotionally prepared. This is evident in the results at the end of KS2. Parents/carers cannot provide adequate/appropriate support to school and children if they are not equipped.</p>	<p>Ensure that staff are well deployed to support pupil emotional needs</p> <p>Regular meetings – half termly to discuss individual pupil needs and priorities. (Earlier if needed.</p> <p>Play therapy intervention 6 places per term / Private EP time (1 day fortnightly)</p>	<p>HT</p> <p>HT/Pastoral Team</p> <p>Pastoral / SENCO / DHT</p>	Ongoing
E. Address issues affecting children with less support at home.	To offer quality additional support in school and out of school hours to enhance and support learning.	Gaps in learning and potential lack of support outside of school has a negative impact on attainment and progress.	<p>On-going rewards for pupil attendance – whole school and individual.</p> <p>End of year attendance trip for pupils who have achieved 100% attendance</p> <p>January 2019 to May 2019 – after school booster sessions delivered to Y6 pupils to secure ARE in reading, writing and maths.</p>	<p>Att Officer / HT/ DHT</p> <p>Att Officer / HT/ DHT</p> <p>Team Lead /UKS2 staff</p>	On-going

Total budgeted cost					£52,480
iii. Other approaches					
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?
ABDE. To enable every disadvantaged child to access all educational visits and trips without money being a barrier.	Subsidy for educational visits/trips – based on need.	At Newport Primary School there is a strong focus on engaging pupils in real life experiences. Creative curriculum trips are booked to enhance learning across whole school.	Universal offer that trips are heavily subsidised to ensure that no child misses out on enhanced learning opportunities.	HT	Ongoing
Total budgeted cost					£15,000