



1. Summary information					
School	New Marston Primary school				
Academic Year	2019/20	Total PP budget	67320	Date of most recent internal PP Review	Sept 19
Total number of pupils	335	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Dec 2019

2. Current attainment & progress Data		
	<i>% children eligible for PP on track to reach age related expectations by summer 2020 (whole school)</i>	<i>% children eligible for PP on track to make expected progress by summer 2020 (whole school)</i>
Reading	70%	90%
Writing	66%	90%
Maths	70%	90%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Parental engagement
B.	Poor home learning environments
C.	Poor oral language skills
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To establish a good level of attendance	In line with National Expectations - 96% + for PP children

B.	For pupils in the EYFS to have a solid foundation in communication and language, and writing.	For 75%+ of children in Reception to make expected progress in Communication and Language
C.	For pupil premium children to be at ARE in Reading	75%+ of PP children in each year group will be at ARE
D.	For pupil premium children at ARE in Writing	75%+ of PP children in each year group will be at ARE
E.	For pupil premium children at ARE in Maths	75%+ of PP children in each year group will be at ARE

5. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
To reach a good level of attendance	To focus attention on children who are falling below national expectations and to unpick reasons for this. Initiate parental contracts and TACs where needed Appoint a governor for attendance Day 1 home visits for pupils on 'at risk' list. Consistent and structured plan within policy for dealing with attendance concerns. LEA support. Include Reception aged pupils in procedure. Proceed to prosecution for families not engaging with parenting contracts. Free breakfast club for PP pupils.	Attendance is intrinsically linked to outcomes and improved relationships with families will help support this.	Weekly attendance meeting. Weekly analysis of attendance. Termly analysis of groups.	Rv supported by KS and CW	Oct 2019 Dec 2019 Feb 2019 April 2019 July 2019
For pupils in Reception to reach a GLD in Communication and Language, and writing.	Training for all staff in this area. GLD outcome planned daily. Parent workshops in this area.	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.	Planning monitoring Assessment analysis Intervention registers.	SD/AW/LS	Feb 2020

	<p>Early Talk Boost to run with pupils in Nursery and Reception.</p> <p>Increase in staff:pupil ratios and non teaching leadership role.</p> <p>Support from RLT – visits.</p> <p>Hand gym to be used consistently.</p> <p>Vocabulary actions below.</p>	<p>Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing. (EEF)</p>			
<p>For 75%+ pupil premium pupils to reach ARE in reading</p>	<p>Whole school approach on reading for pleasure daily</p> <p>Whole class shared reading sessions</p> <p>Whole school reading competitions</p> <p>PP pupils to make up the majority of the Pupil Progress meetings</p> <p>All learning walks to include a note on PP pupils</p> <p>Improvements in library stock</p> <p>Class dojo pre teaching</p>	<p>When children read daily their reading improves. Any areas of difficulty can be addressed and quickly recapped.</p> <p>Assessment outcomes will be accurate and swiftly addressed.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when necessary.</p> <p>Books will be on display in the classrooms and work on the walls will show the children’s interest in books.</p> <p>If children celebrate making progress on a regular basis, it will encourage them to persevere with their reading.</p>	<p>Monitoring of plans, classrooms, talking to children</p>	<p>TS/KS</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

<p>For 75%+ pupil premium children to reach ARE in writing</p>	<p>Embed fresh start phonics and RWI throughout the school (Y3/4 focus) Embed using the RWI spelling scheme from Y2 Review the feedback and marking policy PP pupils to make up the majority of the Pupil Progress meetings All learning walks to include a note on PP pupils Gather pupil voice to evaluate PP pupils' confidence and support to engage in writing. No more marking used as training for staff on expectations. PP children WB – why? Is there consistency in the reasons?</p>	<p>EEF reported that pupils confidence in reading and writing improved as a result of the FS intervention. In school tracking showed accelerated progress on standardised testing which transferred onto Target Tracker.</p>	<p>Monitoring of plans, learning walks and registers to ensure RWI/FS is happening. Provision maps. English coordinator learning walks.</p>	<p>RV/KS/KM</p>	<p>December 2019</p>
<p>For 75%+ pupil premium children to reach ARE in maths.</p>	<p>Embed consistent calculation approach. In depth teaching of topics to develop mastery. Staff training to focus on PP in all subjects to develop an ethos and culture of putting PP pupils first as a class teacher and subject lead. PP pupils to make up the majority of the Pupil Progress meetings All learning walks to include a note on PP pupils WRH materials used consistently. Class dojo pre teaching</p>	<p>For children to achieve ARE in maths, calculation strategies must be understood and applied. If parents understand the strategies children are using, they are more likely to help at home. For any additional support to be given by staff with sound subject knowledge and strategies to develop independent thinkers.</p>	<p>Monitoring of plans, books, homework. Observations of Maths lessons. Maths outcomes.</p>	<p>NP/KH</p>	<p>December 2019</p>

Total budgeted cost					27000
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?
Continue to facilitate integration of all PP children in school and extra-curricular activities	Encourage and finance all clubs and residential that take place in school that PP children would like to attend. PE lead to ensure all PP children are offer a funded or subsidised club.	All children need a broad experience. We aim to expand the life experience of children who may need it as in general, these children do not visit places which might enrich the work they do in school.	QCA / SDQ scores will improve. Questionnaires will identify positive aspect of attendance. Appropriate staff know who the children are to identify opportunities.	BW	December 2019
For pupil premium children to make accelerated progress in reading.	Recruited additional volunteer readers, 1:1 reading and small group work. Fresh Start for all who need it. RWI in Y3/4 to be developed.	In general these children do not read regularly at home and do not show much desire to read. We want to support them to read regularly and to develop a love of books and reading. Good role models inspire children to read. Additional support can build confidence and a growth mindset.	Observations of reading sessions, comments in reading diary, progress in reading ability. Discussions at pupil progress meetings.	RV, KM	December 2019

For pupil premium children to make accelerated progress in writing.	Improved support for pupils with dyslexia via specialist assessments and interventions (e.g. Engaging Eyes). Embed clicker and use of laptops for pupils. Precision teaching for spelling. Pre teaching of English texts for those who are PP and SEN.	Spelling was a key weakness when writing was moderated. Addressing this will improve the writing of pupils. The National Curriculum places a significant emphasis on accurate spelling.	Learning walks and monitoring via provision maps of spelling support. Data analysis of key pupils – is Clicker having an impact? Discussions in pupil progress meetings.	RV	December 2019
For pupil premium children to make accelerated progress in Maths	Children’s standardised scores are monitored to assess the impact of any additional help.	In general these children lack the knowledge of basic skills which impedes their ability to make progress in line with their age-related expectations. The consistency in calculation means that they are building on their existing knowledge rather than re-learning concepts each year. Additional support can build confidence and a growth mindset.	Observations of Maths sessions, progress in mathematical ability. Discussions at pupil progress meetings. Monitoring of books.	NP/KH	February 2020
Total budgeted cost					5000
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?
Individual provision for pupils to address needs to support an	Nurture room set up, drawing and talking, art therapy. Behaviour reflection forms. The	In order for children to be ready to learn they need to feel safe and secure. “The child works at his own pace toward his own solutions, gaining mastery of fears and	Regular communication takes place between all adults who interact with children particularly when they are participating in these groups. All staff	SL and RV	December 2019

improvement in their behaviour.	language of choice and consequence is used. Zones of regulation to be embedded for key children. Lunch and breakfast club in nurture room.	resolution of hurts and worries. He makes gains in self-confidence and achieves a healthier self-esteem....the child ... can concentrate on his work” (Rye, Journal of Family Health, 2011). Giblin 2015 said that Brain development is relationship dependent and experience dependent.	are aware of the behaviour policy and the chain of command when escalation takes place. Consequences occur immediately.		
To enable children to attend all trips	Payment of School Trips	Children being enabled to attend school trips with peers, which increases their confidence and self –esteem.	Children engage in the opportunities that trips offer and can widen their knowledge of the world.	TS	December 2019
Parental engagement of PP pupils to improve	LPPA award work to focus on PP parents. Are a range of parents accessing initiatives. Set up café. International evening Social media use to be improved via Facebook and implementation of dojo/embedding of Tapestry. Family Links to continue. Clinics for hard to reach parents with the offer of help for non school related issues. Classes for parents, including English, Maths and ESOL.	A better understanding of pupil learning is crucial for parents to be able to support their child at home. Parents need a chance to ask questions and to feel comfortable doing this.	Parental involvement/attendance of PP parents at events. LPPA award gained	KS and RV	December 2019
TA and teacher support to develop independent learning and focus on attainment/progress	TA training to develop subject knowledge. Scaffolding to be developed consistently (word banks etc the same), displayed and used by staff. OXSIT support.	The £5 billion per year asset of teaching assistants can be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children’s learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress.	Learning walks OXSIT support and visits Lesson observations TA audit of skills and confidence	RV	December 2019
Total budgeted cost:					35000

6. Review of expenditure				
Previous Academic Year		2018-19		
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
To reach a good level of attendance	<p>To focus attention on children who are falling below national expectations and to unpick reasons for this.</p> <p>Initiate parental contracts and TACs where needed</p> <p>Appoint a governor for attendance</p> <p>Day 1 home visits for pupils on 'at risk' list.</p> <p>Consistent and structured plan within policy for dealing with attendance concerns.</p> <p>LEA support.</p> <p>Include Reception aged pupils in procedure.</p> <p>Breakfast club free places for PP pupils to ensure smooth transition into school</p>	<p>Attendance for all improved from an absence rate of 5.64 in 2017, 5.08 in July 2018 to 5% in July 2019.</p> <p>PP attendance improved from an absence rate of 8.08 in 2017 to 6.4 in July 2018 and has decreased in July 2019 to 8.4 in July 2019.</p> <p>Persistent absence improved from 27.4% to 13.3% absence rate in July 2018. This has improved again to 9.16% in July 2019 and we have been recommended as a case study for the LEA for our work on this.</p> <p>We made improvements in the area of attendance but the 7 PA PP children need to be a key focus for 2019/20.</p>	<p>Support from the LEA has started to be useful; they have monitored attendance.</p> <p>Systems put in place are starting to take effect and need time and consistency to further develop the attendance rates. Academy support for PA PP pupils (specific cases).</p> <p>Cont with action plan.</p> <p>Include reception aged children from their statutory age and send home letters when they are statutory age with the policy.</p>	<p>6,400</p> <p>HSLW 16000</p>

<p>For pupils in Reception to reach a GLD in Communication and Language</p>	<p>Training for all staff in this area. GLD outcome planned daily. Parent workshops in this area. Early Talk Boost to run with pupils in Nursery and Reception.</p>	<p>75% of PP pupils achieved 40-60S in Comm and Language. The 4th pupil arrived under the SVPRS scheme and has made great progress in all areas. He has some further catching up to do as he arrived with No English.</p>	<p>Include writing as a an area of focus next year as this prevents the PP children from getting a GLD overall grade.</p>	<p>300</p>
<p>For 75%+ pupil premium pupils to reach ARE in reading</p>	<p>Whole school approach on reading for pleasure daily Whole class shared reading sessions Whole school reading competitions Staff training to focus on PP in all subjects to develop an ethos and culture of putting PP pupils first Appraisals to include PP pupils PP pupils to make up the majority of the Pupil Progress meetings</p>	<p>Year 1 – n/a (No PP) Year 2 – 78% Year 3 – 80% Year 4 – 67% (from 50% July 2018) Year 5 – 64% (from 28% July 2018) Year 6 – 75%</p>	<p>Cont with the RWI focus in KS1 and use Fresh Start for Y5/6 children, targeting PP children from Oct data. Whole class reading and good/outstanding teaching in this area in all classes.</p>	<p>9500 (staff training and release time) 3550 RWI and FS Maths training 900 PP lead 3600</p>

<p>For 75%+ pupil premium children to reach ARE in writing</p>	<p>Embed fresh start phonics and RWI throughout the school Begin using the RWI spelling scheme from Y2 Review the feedback and marking policy Whole school focus and training on vocabulary in English action plan. Staff training to focus on PP in all subjects to develop an ethos and culture of putting PP pupils first</p>	<p>Year 1 – n/a (No PP) Year 2 – 78% Year 3 – 60% Year 4 – 56% Year 5 – 62% Year 6 – 67%</p>	<p>PP focus for learning walks and training on writing. Use OXSIT support to embed scaffolds for writing. Identify key children and look closely at their work – is there a common barrier to writing?</p>	
<p>For 75%+ pupil premium children to reach ARE in maths.</p>	<p>Consistent calculation approach. In depth teaching of topics to develop mastery. Staff training to focus on PP in all subjects to develop an ethos and culture of putting PP pupils first as a class teacher and subject lead. Appraisals to include PP pupils PP pupils to make up the majority of the Pupil Progress meetings All learning walks to include a note on PP pupils Gather pupil voice to evaluate PP pupils' confidence and support to engage in Maths. Staff training on assessment tools and gap analysis is used.</p>	<p>Year 1 – n/a Year 2 – 78% Year 3 – 80% Year 4 – 67% Year 5 – 56% Year 6 – 67%</p>	<p>Review Y5 in Oct 2019 – do we need to use some additional teacher led booster sessions for Y6 cohort? Cont with developing teachers and good/outstanding teaching in the classroom. Strong maths leadership to ensure WRH, manipulatives and vocabulary are consistently taught through school. Trial use of videos on class dojo as pre teach/support for parents/carers.</p>	
<p>ii. Targeted support</p>				

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
Continue to facilitate integration of all PP children in school and extra-curricular activities	Encourage and finance all clubs and residential that take place in school that PP children would like to attend.	100% of PP pupils engaged with an extra curricular activity. Y5/6 football Y2/3 multi skills Y4/5 multi skills Karate Dance	Cont with approach – pupil voice shows us that children recall experiences of extra curricular activities as something they enjoy at school. PP voice tells us it has helped to improve their attendance (Case study)	3000
For pupil premium children to make accelerated progress in reading.	Recruited additional volunteer readers, 1:1 reading and small group work. Fresh Start for all who need it. RWI in Y3/4 to be developed.	FFT data – value added for PP pupils is +3.9	See actions above.	
For pupil premium children to make accelerated progress in writing.	Improved support for pupils with dyslexia via specialist assessments and interventions (e.g. Engaging Eyes). Embed clicker and use of laptops for pupils. Precision teaching for spelling. Pre teaching of English texts for those who are PP and SEN.	FFT data – value added for PP pupils is 0 (They made expected progress)	Focus on accelerated progress for children. See actions above.	

<p>For pupil premium children to make accelerated progress in Maths</p>	<p>1st class @ number to be implemented. Children's standardised scores are monitored to assess the impact of any additional help.</p>	<p>FFT data – value added for PP pupils is +4.</p>	<p>See actions above</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Individual provision for pupils to address needs to support an improvement in their behaviour.</p>	<p>Nurture groups, drawing and talking, art therapy. Behaviour reflection forms. The language of choice and consequence is used. Sports coach to engage children in meaningful play at lunch times. Breakfast club free places for PP pupils to ensure smooth transition into school</p>	<p>QCA scores for identified children improved by +2. Behaviour commented on as good/outstanding by visitors, e.g. peer review</p> <p>Behaviour was exemplary with a focused and calm atmosphere. There was a clear consistency of practice across the school. This was evident in both the teaching, children's work and displays in the classroom.</p>	<p>Nurture room to support children with increased needs working together in groups, with peer models..</p>	<p>18000</p> <p>HSLW see above</p>

<p>To enable children to attend all trips</p>	<p>Payment of School Trips</p>	<p>All children have participated in trips. A significant amount of school funding has been used to support this.</p>	<p>Yearly overview for children so parents/carers can plan their finances. Continued support and messages for parents that school can help.</p> <p>Gather pupil voice</p>	<p>10,000</p>
<p>Parental engagement of PP pupils to improve</p>	<p>Inclusion team to focus on parental engagement as part of weekly meetings HSLW PP parents to be offered first time slots at events Drop ins/coffee mornings More evidence of successes to populate website with International evening</p>	<p>LPPA award on track (mid point verification visit) 95%+ attendance at parents evening and in increase in numbers of parents completing surveys. PP parents engaging in Book at bedtime, story sharing sessions, phonics sessions.</p>	<p>Cont with LPPA and case studies to demonstrate impact.</p>	<p>see above PP lead</p>

<p>TA support to develop independent learning and focus on attainment/progress</p>	<p>TA training on developing independence, growth mindset and to develop subject knowledge.</p>	<p>Lesson obs, peer review and learning walks deem support to be consistent: There was a clear consistency of practice across the school</p>	<p>Cont to develop TA support and rigorous observations of the support and use of profiles for those with SEND and PP. New curriculum support requested by Tas.</p>	<p>see above staff training, including Nathan Crook etc.</p>
				<p>85,600</p>