



Pupil premium strategy statement – 2018/19

1. Summary information					
School	New Marston Primary school				
Academic Year	2018/19	Total PP budget	80, 520	Date of most recent PP Review	June 2016
Total number of pupils	348	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Dec 2018

2. Current attainment & progress Data		
	<i>% children eligible for PP on track to reach age related expectations by summer 2019</i>	<i>% children eligible for PP on track to make expected progress by summer 2019 (whole school)</i>
Reading	59.2%	67%
Writing	51%	74%
Maths	55%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>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
<b>External barriers</b> ( <i>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>B.</b>	For pupils in the EYFS to have a solid foundation in communication and language.	For 75%+ of children in Reception to make expected progress in Communication and Language
<b>C.</b>	For pupil premium children to be at ARE in Reading	75%+ of PP children in each year group will be at ARE
<b>D.</b>	For pupil premium children at ARE in Writing	75%+ of PP children in each year group will be at ARE
<b>E.</b>	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		2018-19			
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.	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.	CW and RV	Dec 2018
For pupils in Reception to reach a GLD in Communication and Language.	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.	Language and literacy provide us with the <b>building blocks</b> not just for academic success, but for fulfilling careers and rewarding lives.  <b>Oral language interventions</b> which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. 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)	Planning monitoring Assessment analysis Intervention registers.	SD/AW	Feb 2019

<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          PP pupils books marked first          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>When children read daily their reading improves. Any areas of difficulty can be addressed and quickly recapped.          Assessment outcomes will be accurate and swiftly addressed.          Phonics will be encouraged as a strategy to reading in the classroom when necessary.          Books will be on display in the classrooms and work on the walls will show the children's interest in books.          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 2018</p>
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<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.          PP pupils books marked first          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          All learning walks to include a note on PP pupils</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.          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.</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 2018</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.          PP pupils books marked first          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>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/DG</p>	<p>December 2018</p>

<b>Total budgeted cost (Attendance officer and HSLW -33000, RWI/FS training - 1000 and resources - 1500, TA training time/resources – 500, Dani course – 1000, SLT time 1200 pp.</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</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>
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. Sports and wellbeing 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.	TS/AG	December 2018
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 2018
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	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 2018

For pupil premium children to make accelerated progress in Maths	1 <sup>st</sup> class @ number to be implemented. 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.	RV	February 2018
<b>Total budgeted cost (Clubs and trips 3000, ARCH 300, 1<sup>st</sup> class @ number and standardised testing/intervention time 9000), staff training and SLT time 8,000</b>					20, 300
<b>iii. Other approaches</b>					
<b>Desired outcome</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>
Individual provision for pupils to address needs to support an improvement in their behaviour.	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.	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 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.	Regular communication takes place between all adults who interact with children particularly when they are participating in these groups. All staff are aware of the behaviour policy and the chain of command when escalation takes place. Consequences occur immediately.	SL and RV	December 2017 April 2018 July 2018  Family links also implemented
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 2018
Parental engagement of PP pupils to improve	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	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 are events.	KS and RV	December 2018

	<p>More evidence of successes to populate website with</p> <p>International evening</p> <p>Better communication with parents</p> <p>Social media use to be improved.</p> <p>Family Links.</p> <p>Clinics for hard to reach parents with the offer of help for non school related issues.</p>				
TA support to develop independent learning and focus on attainment/progress	TA training on developing independence, growth mindset and to develop subject knowledge.	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 2018
<b>Total budgeted cost: Nurture TA(s) 18, Art room/sports mentoring 5000, IncCo time 1200</b>					24,200



6. Review of expenditure				
Previous Academic Year		2017 18		
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 maintain a high 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 New SLT link for attendance, new attendance officer. Day 1 home visits for pupils on 'at risk' list.	Attendance for all improved from an absence rate of 5.64 in 2017 to 5.08 in July 2018. PP attendance improved from an absence rate of 8.08 in 2017 to 6.4 in July 2018.  Persistent absence improved from 27.4% to 13.3% absence rate. PP PA 26.4% to 20.29%.  We made improvements in this area but still need to work to achieve the 4% absence rate for all pupils, including PP in 2018-19.	Support from the LEA has started to be useful; they have monitored attendance. Systems put in place are starting to take effect and need time and consistency to further develop the attendance rates.  Cont with action plan. Change HSLW and letter routine so that a phone call from HSLW is first and wording on letters changed, in response to parent feedback. Include reception aged children from their statutory age and send home letters when they are statutory age with the policy.	£33,000 (HSLW, Attendance officer and IncCo time)
For Reception pupils to make expected progress in Communication and Language	PP children to sit at the front of the Reception class Training for staff in EY in this area Extra support for pupils to attain GLD	N/A  Our PP child left the school mid way through the year. He did achieve a GLD.  2 PP children remained but they had low attendance and 3 months in another County. The group of PP children in Early Years has not been statistically relevant.  67% of all pupils achieved a GLD, with 70% achieving at GLD in Understanding and listening, and 67% in speaking	Talk Boost to be set up and run from Christmas for children eligible for PP and those who are working just below so that the CLL % increases to 80%+  EET information to share with staff at INSET day	£300

<p>For pupil premium children in KS2 to make expected progress in Reading</p>	<p>Whole school approach on reading for pleasure daily Whole class shared reading sessions Whole school reading competitions</p>	<p>Progress for end of Key Stage 2 results 3.9 – whole cohort</p> <p>Progress in Year 5 – 6.72 Progress in Year 4 – 6.33 Progress in Year 3 – 6.33</p> <p>Progress on Fresh Start + 23 months for all pupils on the programme. For PP pupils this was 21.75. Of pupils passing the fresh start programme 75% then passed SATs (3/4) Of those finishing the programme in Year 5, 7/8 are now working just within the age related band (88%)</p>	<p>Focus on attainment as well as progress so that PP pupils achieve in line with all pupils nationally</p> <p>Teaching and learning focus on attainment of PP pupils – laserlight focus</p> <p>Cont with actions and Fresh Start and discuss follow ups to ensure they continue their reading journey and the children are securely working at age related, as well as passing the Standardised tests.</p>	<p>5000 (Resources and training RWI and FS)</p>
<p>For pupil premium children in KS2 to make expected progress 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</p>	<p>Progress for KS2 data -1</p> <p>Progress in Year 5 – 9.36 (Accelerated) Progress in Year 4 – 7.22 Progress in Year 3 – 7</p>	<p>Teaching and Learning: PP pupils books marked first (all staff) PP parents called for parent meeting (all staff)</p> <p>Staff training focus on PP all subjects to develop an ethos and culture of putting PP pupils first (Tracey, Dani, Rachel) Appraisals to include PP pupils (SLT) PP pupils to make up the majority of the Pupil Progress meetings (SLT) Learning walks to include a note on PP pupils (SLT)</p> <p>Vocabulary focus on English action plan and SEN plan</p>	

For pupil premium children in KS2 to make expected progress in Maths	Consistent calculation approach. In depth teaching of topics to develop mastery.  TA training on developing independence, growth mindset and to develop subject knowledge in maths.	Progress for KS2 data 5.3  Progress in Year 5 – 9.36 (Accelerated) Progress in Year 4 – 7.44 Progress in Year 3 – 6.16	1 <sup>st</sup> class @ Number from Term 3  Staff training focus on PP all subjects to develop an ethos and culture of putting PP pupils first (Tracey, Dani, Rachel) Appraisals to include PP pupils (SLT) PP pupils to make up the majority of the Pupil Progress meetings (SLT) Learning walks to include a note on PP pupils (SLT)	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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	PP pupils attended clubs but all were paid clubs  All Y6 PP pupils that wanted to attend residential did so Funding offered on all letters for trips Not all Y6 pupils attended residential	TS to focus on this – encouraging all PP pupils to attend residential.	3000
For pupil premium children in KS2 to make expected progress in Reading	Recruited additional volunteer readers, 1:1 reading and small group work. Fresh Start for all who need it.	Progress for KS2 data -1 for whole cohort Progress in Year 5 – 6.72 Progress in Year 4 – 6.33 Progress in Year 3 – 6.33 Progress on Fresh Start + 23 months for all pupils on the programme. For PP pupils this was 21.75. Of pupils passing the fresh start programme 75% then passed SATs (3/4) Of those finishing the programme in Year 5, 7/8 are now working just within the age related band (88%)	Focus on attainment as well as progress so that PP pupils achieve in line with all pupils nationally  Teaching and learning focus on attainment of PP pupils – laserlight focus  Cont with actions and Fresh Start and discuss follow ups to ensure they continue their reading journey and the children are securely working at age related, as well as passing the Standardised tests.	300 (Arch)

For pupil premium children in KS2 to make expected progress in Maths	Numskills intervention is delivered to those who need additional help to 'catch up' Children's standardised scores are monitored to assess the impact of any additional help.	Progress for KS2 data 5.3 for whole cohort Progress in Year 5 – 9.36 (Accelerated) Progress in Year 4 – 7.44 Progress in Year 3 – 7	1 <sup>st</sup> class @ Number from Term 3  Staff training focus on PP all subjects to develop an ethos and culture of putting PP pupils first (Tracey, Dani, Rachel) Appraisals to include PP pupils (SLT) PP pupils to make up the majority of the Pupil Progress meetings (SLT) Learning walks to include a note on PP pupils (SLT)	9000 (Interventions and time for RWM)
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Individual provision for pupils to address needs to support an improvement in their behaviour.	Nurture groups including separated parents, play therapy, art therapy, reward charts. Behaviour reflection forms. The language of choice and consequence is used. Sports coach to engage children in meaningful play at lunch times. Art room	Play therapy – good impact – QCA scores rose by an average of 3.6. Pupils involved in play therapy – 2/3 achieved the targets set on their SEN reviews.  Art room – good impact – pupil feedback invaluable and kept as evidence. QCA scores improved by an average of 2.8.  Behaviour across the school deemed as good in a peer review.	In house training to support individual cases via TAs Drawing and Talking to replace PT	20,000 (Nurture Tas)  Art room 11,600  Play therapy 1,800  Sports mentoring 1,600

<p>To enable children to attend all trips</p>	<p>Children to attend all trips</p>	<p>No PP child declined a trip due to funding (Y6) Y6 residential trip funded for key PP pupils and bursaries sought. PP money used for this mapped on a 'costing per child' document.</p>	<p>Continue – Y4 residential? Letter to families so they can budget for the whole year of trips</p>	<p>See above</p>
<p>Parental engagement of PP parents 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>4 surveys returned to inclusion team Data not collected for attendance at events – this needs to be monitored more closely next term.</p>	<p>Use case studies from other schools to find ways of engaging parents of PP children. Use HSLW drop in clinics Look at admission procedure so that relationships and built early. Drop in mornings for reception aged pupils – stay and read/stay and sing Open mornings for parents to see lessons Twitter (Tracey) Facebook (SLT)</p>	<p>See above (HSLW and IncCo time)</p>
				<p><b>85, 600</b></p>