



Pupil premium strategy statement

1. Summary information					
School	New Marston Primary school				
Academic Year	2017/18	Total PP budget	£76,700	Date of most recent PP Review	June 2016
Total number of pupils	348	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan 2018

2. Current attainment & progress Data		
	% children eligible for PP on track to reach age related expectations by summer 2018 (whole school) end of KS1/KS2 results	% children eligible for PP on track to make expected progress by summer 2018 (whole school)
Reading	44% (56%)	74%
Writing	33% (37%)	74%
Maths	50% (63.5%)	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<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
External barriers (<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.	For PP children in Reception to make expected progress in Communication and Language	PP children will make expected progress in Communication and Language
C.	For pupil premium children to be at ARE in Reading	80% of PP children in each year group will be at ARE
D.	For pupil premium children at ARE in Writing	80% of PP children in each year group will be at ARE
E.	For pupil premium children at ARE	80% of PP children in each year group will be at ARE

5. Planned expenditure

Academic year

2016-17

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 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. New policy including rewards.	Attendance is intrinsically linked to outcomes and improved relationships with families will help support this. 94.36% whole school attendance 2016 17 91.92% PP attendance 2016 17	Weekly attendance meeting. Weekly analysis of attendance. Termly analysis of groups.	CW and RV	Dec 2017

For pupil premium children in KS2 to make expected progress in Reading	Whole school approach on reading for pleasure daily Whole class shared reading sessions Whole school reading competitions	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) 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.	Monitoring of plans, classrooms, talking to children	TS/KS	February 2018
For pupil premium children in KS2 to make expected progress in Writing	Embed fresh start phonics and RWI throughout the school Begin using the RWI spelling scheme from Y2 Review the feedback and marking policy	EEF reported that pupils confidence in reading and writing improved as a result of the FS intervention. 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.	Monitoring of plans, learning walks and registers to ensure RWI/FS is happening. Provision maps.	SL/RV	February 2018
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.	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.	Monitoring of plans, books, homework. Observations of Maths lessons. Maths outcomes.	DG	February 2018
Total budgeted cost (Attendance officer and HSLW -33000, HSLW - RWI/FS training - 3000 and resources - 1500, TA training time/resources - 500)					38,000

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 residentials that take place in school that PP children would like to attend.	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.	All staff	April 2018
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.	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	February 2018
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.	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
Total budgeted cost (Clubs and trips 3000, ARCH 300, Numskills and standardised testing/intervention time 9000)					12,500
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 improvement in their behaviour.	Nurture groups including separated parents, play therapy, art therapy, reward charts. 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 resolution of hurts and worries. He makes	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	TS and RV	December 2017 April 2018 July 2018

	language of choice and consequence is used. Sports coach to engage children in meaningful play at lunch times. Art room	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.	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	July 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 More evidence of successes to populate website with International evening Better communication with parents Social media	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	February 2018
Total budgeted cost: Nurture TA(s) 20, Art room/sports mentoring/play therapy 5000, IncCo time 1200					26,200

6. Review of expenditure				
Previous Academic Year		2016 17		
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. Consider offering transport for hard to reach families. Initiate parental contracts and TACs where needed Appoint a governor for attendance Invite LA attendance and engagement officer to inclusion meeting Breakfast club	Attendance success criteria was not clear enough – PP attendance did not reach the school target of 96% though.	Link member of SLT needed to drive the outcome and ensure it's rigorous monitoring and implementation Parental contracts issued, but swifter.	£11000
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	Target not met. 75% did, 1 child (25%) did not.	Cohort this year have come in needing to focus on this area. More specific intervention/training needed.	£300

<p>For pupil premium children in KS2 to make expected progress in Reading</p>	<p>Whole school approach on reading for pleasure through revamp of library. Guided reading is taught and recorded consistently. Consistent expectations for reading homework and comments from parents/carers. Reading journals used across the school. TA appraisals are linked to progress of PP in reading – library visits, training for TAs Whole school reading intervention (summer term) Reading corner work.</p>	<p>The scaled score for pupils in reading was -1.85. Target not achieved.</p>	<p>Library to be used now revamped as well as ERIC sessions to continue to encourage children to read for pleasure. TA appraisals not specific to a subject but focused on in class support being to a good standard.</p>	<p>Storytelling £9000</p>
<p>For pupil premium children in KS2 to make expected progress in Writing</p>	<p>Storytelling training and project across the school. Storytelling used consistently in units of work across the school. Consistent expectations for spelling homework. SPAG sessions daily as part of Literacy lesson.</p>	<p>The scaled score for pupils in writing was -11.72</p>	<p>Storytelling will be used as part of a toolkit this year. Spellings to be looked at in more detail.</p>	

For pupil premium children in KS2 to make expected progress in Maths	Consistent calculation approach. In depth teaching of topics to develop mastery. PP children to be asked more questions. Success Maker programme introduced and all PP offered a club to do this in. Parents invited to one session p/w. IMPACT programme.	Standardised testing for pupils taking part did not show an acceleration in progress for children using success maker The scaled score for KS2 pupils in maths was - 1.82.	Not to continue Work on in class teaching methods and support. Numskills considered for pupils with gaps – this did show accelerated progress when provision mapping.	1250 (Success maker)
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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
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. Holiday club	QCA scores for PP pupils varied and the average was -3.2. There were some significant gains for specific pupils and some large decreases in specific children's social and emotional scores.	Make clear the % offered so all staff are being consistent. Liaise with parents in time so that the subsidised cost affects their decision to participate.	£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. Success Maker.	The scaled score for pupils in reading was -1.85. Target not achieved.	Success Maker did not have the impact – no longer to be used Staffing affected the impact of RWI – continue to use but adequately train staff and have a system to cover absences. Member of SLT to lead.	RWI development days 1500 Resources – 2000 Training days 1300
For pupil premium children in KS2 to make expected progress in Reading	Writing booster groups. 1:1 writing support and small group work. Write Away Together (WAT)	The scaled score for pupils in reading was -1.85. Target not achieved.	In class work needs to be strengthened before intervention.	£1000

iii. Other approaches

Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost
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	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
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.	Behaviour target not specific enough – how to measure the impact of this is not clear enough. Individual pupils saw a reduction in exclusions.	Continue with the approach but have a clearer success criteria.	25,000
To enable children to attend all trips	Payment of school trips	Children mostly attending trips – not all, but the vast majority.	Continue	costed above

<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 IMPACT programme More evidence of successes to populate website with</p>	<p>Outcomes/success criteria not specific enough.</p>	<p>Need to clarify the way this will be measured next academic year. It is still an issue.</p>	<p>22,000</p>
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<p>7. Additional detail</p>
<p>Focus needs to be on progress of all pupils next year, not just KS2 results.</p>