

Newton Road School
Pupil premium strategy statement 18/19



1. Summary information					
School	Newton Road School				
Academic Year	2018/19	Total PP budget	113520	Date of most recent PP Review	2/5/17
Total number of pupils	286	Number of pupils eligible for PP	86 (30%)	Date for next internal review of this strategy	16/11/18

2. Current Outcomes (last Year's data)		
Key Stage 2	Pupils eligible for PP (Newton Road School)	Pupils eligible for PP (National average 2017)
% achieving Age Expected or above in Reading, Writing & Maths	55%	60%
% achieving Age Expected in Reading	82%	71%
% achieving Age Expected in Writing	82%	79%
% achieving Age Expected in Maths	55%	75%
Progress in Reading	1.84	
Progress in Writing	0.13	
Progress in Maths	-3.71	
Key Stage 1	Pupils eligible for PP (Newton Road School)	Pupils eligible for PP (National average figures 2015-16)
% achieving the expected level in Phonics Year 1	17%	81%
% achieving the expected level in Phonics Year 2	93%	91%
% achieving Age Expected in Reading	53%	60%
% achieving Age Expected in Writing	20%	65%
% achieving Age Expected in Maths	40%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barrier (issues to be addressed in school, such as poor oral language skills)		
A	Reading and writing skills need developing – especially comprehension skills, writing with more accuracy and spelling and punctuation	
B	Development of using and applying maths skills to improve reasoning and problem solving skills	
C	Develop opportunities for challenges for the more able pupils	
D	A group of pupils receive emotional and behavioural support, as their academic progress is affected	
E	Support for PP pupils at risk of exclusion	
External barriers (issues which also require action outside school, such as low attendance and family support)		
F	Attendance of pupil premium and persistent absence is a barrier to consistent learning for a minority of pupils	
4. Desired Outcomes		
	<i>Desired Outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	<ul style="list-style-type: none"> Improve the rate of attainment in Key Stage 1 and 2 in Reading and Writing for PP narrowing the gap to peers and National Non PP Improve the rates of progress from KS1 to KS2 in Reading and Writing Improve the % of pupils reaching the expected standard in phonics in years 1 and 2 	<p>Key Stage 1 % Attainment for PP in reading and writing is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 17/18. % attainment for phonics is higher than previous academic year and in school gap is closer to 0%</p> <p>Key Stage 2 % Attainment for PP in reading and writing is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 17/18. Progress rates from KS1 to KS2 for reading and writing are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>
	<i>Lessons Learned</i>	<p>Robust teaching and learning monitoring cycle ensures that teaching is at a good or better standard- linked with data collection points in order to ensure school agreed approaches are implemented consistently. Cross Trust Moderation has been positive. Comprehensive timetable of professional development to support the quality of provision. Ensure PP children are a focus in pupil premium meetings between class teachers and SLT.</p> <p>Next Steps: Ensure clear and robust systems for staff absence and ensuring induction includes information regarding to the Pupil Premium strategy</p>

		<p>Training on using data and assessment to identify and close gaps across the school – introduction to the use of PiXL</p> <p>Ensure new school agreed approaches are implemented consistently.</p> <p>Ensure clear training and opportunity to observe good practice of new strategies.</p>
B	<ul style="list-style-type: none"> Improve the rate attainment in Key Stage 1 and 2 in Maths for PP narrowing the gap to peers and National Non PP Improve the rates of progress from KS1 to KS2 in Maths 	<p>Key Stage 1</p> <p>% Attainment for PP in maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 17/18</p> <p>Key Stage 2</p> <p>% Attainment for PP in maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 17/18.</p> <p>Progress rates from KS1 to KS2 for maths are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>
Lessons Learned		<p>Ensure PP children are discussed at pupil progress meetings as an agenda item.</p> <p>Ensure PP children have their work moderated within school and externally to discuss what could be done to better improve their progress or achievements.</p> <p>Next Steps:</p> <p>Training on using data and assessment to identify and close gaps across the school – introduction to the use of PiXL</p> <p>Ensure new school agreed approaches are implemented consistently.</p> <p>Ensure clear training and opportunity to observe good practice of new strategies.</p>
C	<ul style="list-style-type: none"> Improved % of PP pupils achieving the higher standard in KS1 and KS2 for Reading, Writing and Maths 	<p>% Attainment at the higher standard for PP is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 17/18</p> <p>Progress rates from KS1 to KS2 for reading, writing and for more able PP pupils are improved from previous academic year, in school gap is reduced and school progress for more able PP pupils is closer to the national rates for non PP.</p>
Lessons learned		<p>Need to ensure this is a key priority for the whole school not just PP as Greater depth figures for KS2 in 18/19 were lower than in the previous year for the whole cohort.</p>
D	<ul style="list-style-type: none"> Reduced behaviour incidents for those children targeted. 	<p>Reduction in the number of 'red' behaviour logs term on term for identified pupils.</p>
Lessons learned		<p>SIMS Tracking gave instant feedback and clear tracking for all pupils, allowed identification and early intervention and support, which meant reduction in</p>

		behaviour incidents. Next Steps: Continue to use SIMS to monitor and track both behaviour points but introduce recording achievement points.
E	<ul style="list-style-type: none"> • Reduced behaviour incidents for targeted children • Reduced number of exclusions for PP • Clear Individual Pupil Profiles mapping progress 	<p>Reduction in the number of 'red' behaviour logs term on term for identified pupils.</p> <p>Reduction in the number of exclusions for targeted PP pupils term on term</p> <p>PPs have clear targets reflecting external advice and demonstrate progress children have made.</p>
Lessons learned		<p>SIMS Tracking gave instant feedback and clear tracking for all pupils, allowed identification and early intervention and support, which meant reduction in behaviour incidents.</p> <p>Next Steps: Continue to use SIMS to monitor and track both behaviour points but introduce recording achievement points. Review behaviour policy in line with attachment in mind and ensure all staff are trained in attachment and emotion coaching. Review how provision and SEMH support is targeted through early identification.</p>
F	<ul style="list-style-type: none"> • Attendance improved for those eligible for PP and the gap is closing on National Non PP • Reduction in Persistent Absence for PP pupils and the gap is closing on National Non PP. 	<p>Reduce the number of persistent absentees (PA) among PP pupils to below 11% and closer to 8% (national non PP %).</p> <p>Overall attendance among PP pupils to at least 96.5%</p>
Lessons learned		<p>Improved attendance and persistent absence through clear cycles</p> <p>Next steps: Review how provision and SEMH support is targeted through early identification and therefore reduces % of FTE.</p>

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Pupil Premium Lead High impact and low cost when linked to feedback if approach taken slips into mentoring this becomes low impact (EEF Toolkit).	Works with class teachers and subject leaders to monitor and track pupil progress. Clear analysis and evaluation of data and pupil progress information to focus appropriate learning interventions. Strategic overview of actions and strategies in line with this document.	Desired outcomes section 4 A-F	All year groups	Continued	£8000	LA
Outcomes						
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019		
Pupil profiles in place and shared with staff		Pupil profiles being used by staff to identify effective strategies for pupils		Pupil profiles used as tracking documents Tracking document identifies all aspects of spend		

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Reduced maths class sizes As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.(EEF toolkit)	Enables the teaching to focus more specifically on the needs of the individual pupils	Desired outcomes section 4 B and C	Year 1 and 2	New	£6600	
Outcomes						
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019		
Year 1 attainment in line with end of Summer term Year 2 attainment PP increased by 25%		Year 1 pupils making at least expected progress 75% of Y2 pupils have made more than expected progress		Year 1 pupils made at least expected progress All year 2 pupils made more than expected progress KS1 PP attainment increased from 40% in 2018 to 55.5% in 2019		

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Provision for SEMH pupils (including play therapy and animal therapy and mentoring) <i>Moderate impact for moderate cost. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.(EEF Toolkit)</i>	Provides additional support to identified pupils whose needs are complex Develops the learning skills and behaviours for pupils to be successful in their own class	Desired outcomes section 4 D and E	All year groups	Continued	£4000	LA
Outcomes						
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019		
Play therapy in place – SDQs indicated improvements for all pupils that have taken part		Play therapy in place – SDQs indicated improvements for all pupils that have taken part		Play therapy in place – SDQs indicated improvements for all pupils that have taken part Reduction in the number of 'red' behaviour logs term on term for identified pupils.		

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Pastoral support to provide targeted work for specific pupils and families <i>Moderate impact for moderate cost. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. This provision is more specialised programmes which are targeted at pupils and families with particular social or emotional problems.(EEF toolkit)</i>	Provides skilled and specialist support for children and parents for identified areas of need, either through school's own identification processes or outside agencies including social care.	Desired outcomes section 4 D, E and F	All year groups	Continued	£29520	LA
Outcomes						
By the end of term 2 2018	By the end of Term 4 2019	By the end of term 6 2019				
7 programmes have been delivered to the benefit of 57 pupils	Targetted work timetabled for pupils at lunchtimes	84% of pupils eligible for PP have had pastoral support Parents of 48% of pupils eligible for PP have had support from the Parent Support Advisor. Reduction in % of Part time timetables and fixed term exclusions. Reduction in the number of 'red' behaviour logs term on term for identified pupils.				

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Attendance officer role National statistics show that children on free school meals or those with SEN are around 3 times more likely to be persistently absent.	Ensure attendance remains at least above national average by ensuring first day response is consistent and tracking systems are thorough, providing accurate information to EIP and challenge parents at all stages where attendance is a concern.	Desired outcomes section 4 F	All year groups	Continued	£4000	LA
Outcomes						
By the end of term 2 2018	By the end of Term 4 2019	By the end of term 6 2019				
PP attendance within 1% of non PP		<p>In 2017-18, 11.3% of current PP had attendance below 90%, this has reduced to 8%</p> <p>In 2017-18, 42% of current PP pupils had attendance above 96.5%, this has increased to 50%</p> <p>PP attendance is within 0.7% on non PP which is an improvement from the previous year.</p>				

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Breakfast club for 40 pupils (priority given to pupils in receipt of PP funding) and extended provision to help children with their studies <i>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (EEF Toolkit).</i>	Promotes a positive start to the school day so that pupils go into class ready to learn. Supports children with the learning beyond the classroom. Improved attendance and punctuality.	Desired outcomes section 4 A-F	All year groups	Continued	£4000	LA
Outcomes						
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019		
Breakfast club uptake has increased for pupils eligible for PP	Over 50% of the regular places at breakfast club are allocated to pupils eligible for PP	Attendance for PP breakfast club attendees is 96.4% which is closer to the National expectations.				

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
<p>Pupil Premium Learning Interventions based on individual personalised need reviewed regularly through Pupil Progress Meeting and IPP reviews.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition</p>	<p>Provides 1:1 and group support, within or out of class, for pupils through specific learning interventions, directed by the teacher, SENCo or Pupil Premium Lead for English and maths, targeting key areas to accelerate progress.</p>	<p>Desired outcomes section 4 A-C</p>	<p>All year groups</p>	<p>Continued</p>	<p>£36000</p>	<p>LA</p>
Outcomes						
By the end of term 2 2018	By the end of Term 4 2019		By the end of term 6 2019			
<p>Through the use of PP profiles, staff have identified more accurately the interventions required</p>	<p>Pupils premium profiles continue to be used to inform interventions required</p>		<p>At EYFS 100% of PP pupils achieved ARE. At KS1, PP performed inline with their peers. At KS2, PP Progress from KS1 was greater than all pupils in Reading and Maths KS2 % achieving are related in reading, writing and maths was greater than all pupils.</p>			

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
<p>Reduced RWI group sizes Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>RWI groups are more tightly focussed on the levels of attainment of the groups</p>	<p>Desired outcomes section 4 A and C</p>	<p>KS1</p>	<p>Continued</p>	<p>£6600</p>	<p>JB</p>
Outcomes						
By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018				
		<p>In Year 1 statistically % of children eligible for PP is insignificant. All PP children made expected progress from baseline. In year 2, 78% of pupils eligible for PP achieved the expected standard, increased from 17% in year 1</p>				

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Phonics training All staff delivering the school's phonics programme will have up to date training	Develops the skills of all staff delivering the school's phonics programme to accelerate pupil progress and provide consistency of practice.	Desired outcomes section 4 A and C	Year 1 and 2	New	£1800	
Outcomes						
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019		
A			In Year 1 statistically % of children eligible for PP is insignificant. All PP children made expected progress from baseline. In year 2, 78% of pupils eligible for PP achieved the expected standard, increased from 17% in year 1			

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Nurture support staff On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF toolkit)	Develops the learning skills and behaviours for pupils to be successful in their own class	Desired outcomes section 4 A, B, D, E and F	Year R – 4	New	13000	
Outcomes						
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019		
Pupils in nurture provision showing improved learning behaviours Timetables are increasing			Risk of exclusion for pupils attending nurture was reduced. Learning behaviours have improved, and pupils have increased the time spent in their base classes Reduction in the number of 'red' behaviour logs term on term for identified pupils. % of Fixed term exclusions for children in nurture reduced and reduction in part time tables.			