



*Together we create a spiritual environment where everyone in our school is encouraged to have fun, love learning, be creative, active and caring and be the best we can be*

## Newick Church of England Primary School Pupil Premium Strategy Report 2017-18

### What is Pupil Premium?

Schools are given an amount of money to spend, over and above their allocated budget, known as Pupil Premium. This additional money is given to schools to support the needs of pupils who are disadvantaged and at risk of underachievement. It is intended to support these pupils in reaching their full potential.

### How is Pupil Premium allocated to schools?

The amount each school receives is determined by the number of pupils known to be eligible (currently or within the last 6 years) for free school meals (FSM). This is known as Ever 6 FSM. In addition an allocation of funding is made available for pupils who are Looked after Children (LaC), Service Children (children of armed services personnel at any time in the last 4 years) and for children adopted from care, or who have left care under a Special Guardianship Order or Residence Order.

### Who decides how the funding is used?

Schools decide how funding is used and are trusted to ensure that it is used for its intended purposes. Schools are held accountable for how they use the funding and performance tables capture the achievement of pupils covered by Pupil Premium.

### What are aims and objectives on spending Pupil Premium funding at Newick CE Primary School?

Pupil Premium at Newick was spent in line with the agreed Pupil Premium Policy to support the progress and learning of FSM and other vulnerable pupils. The aim, as always, was to reduce the gap in achievement between disadvantaged pupils and others at the school. We recognise that pupils may be subject to multiple disadvantages and that reasons for lack of progress or attainment may involve a range of factors, some of which are not easily affected by in-school actions. We are therefore guided by the following principles:



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- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first-hand experiences and development of literacy and numeracy skills.
- We use assessment systems to identify pupils who are under achieving.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- The Inclusion Leader and Head Teacher have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
- We ensure class teachers know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.
- FSM will be the priority indicator for prioritising or targeting pupils for interventions, however, it will not be the only one and other indicators of need, risk or vulnerability will be considered. These are clearly set out in the pupil premium lists shared with class teachers.
- The aim of closing the gap can only be achieved where actions result in vulnerable pupils being more included as part of the school community. Actions should therefore aim to bring pupils and families from community together.
- While some actions directly focus on learning, other actions will be planned to support other factors which may impact on pupil achievement, for example, social, emotional, health and cultural or economic factors.

How do we identify pupils eligible for Pupil Premium funding and support?

We are committed to meeting the learning needs of all our pupils and ensuring that our provision secures the teaching and learning opportunities to meet the needs of all. During our Pupil Progress reviews we ensure our disadvantaged pupils are discussed and assessed and any additional needs addressed. In making provision at Newick, we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged will be entitled to FSM.

Pupil premium funding is allocated for individuals and groups of pupils identified as:

- FSM and EVER 6 FSM pupils



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- Looked after Children
- Children who we know have been adopted from care, or who have left care under a Special Guardianship Order or Residence Order
- Service children
- Children having been identified as socially disadvantaged, subject to child protection plans or identified as vulnerable.

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils is monitored closely through the schools extensive tracking systems. Pupil Progress Review meetings are held termly, when individual pupil progress and attainment is monitored and reviewed. Interventions and support are allocated and adjusted accordingly to meet the needs of pupils across the school.

### **Pupil Premium Funding**

Pupil Premium Funding is calculated by the government and allocated to schools on a financial year basis.

Financial Year	Percentage of Ever 6/FSM Pupil Premium Pupils (National Average 19%)	Number of Ever 6 Pupil Premium Pupils	Amount of Pupil Premium Funding
2015-2016	13%	6	£41,760
2016-2017	10%	6	£33,260
2017-2018	6%	4	£20,800
2018-2019	5%	3	£15,100



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Criteria	Financial Year 2015-16	Financial Year 2016-17	Financial Year 2017-18	Financial Year 2018-19
Number of Ever 6/ FSM Pupils eligible for the Pupil Premium	23@£1320 per child=£30360	18@ £1320 per child=£23760	10@£1320 per child=£13200	10@1320 per child=£13,200
Number of Looked after Pupils eligible for the Pupil Premium	0	0	0	0
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship Order or Residence Order	6@£1900=£11400	5@£1900 =£9500	4@ £1900 per child= £7600	1@£1900 per child = £1900
Number of Ever 4 Service Children eligible for the Pupil Premium.	0		0	



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		2016-2017 New attainment and progress measures were introduced in 2015-2016. Attainment is no longer reported using levels. Test outcomes are now reported as scaled scores: 100 = expected outcome; 110 = high standard.			2017-2018		
		Disadvantaged	Newick 'non-disadvantaged' (all 2016-2017)	National 'non-disadvantaged' (all 2016-2017)	Newick disadvantaged	Newick 'non-disadvantaged' (all 2017-2018)	National 'non-disadvantaged' (all 2017-2018)
<b>Reading</b>	% of pupils EXS	75%	93%	77%	100%	91%	80%
	% of pupils GDS	0	41%	29%	0	44%	32%
	progress+	2.3	0.9	0.3	1.4	0.7	0.2



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	(progress score = 0 or above)						
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<b>Writing</b>	% of pupils EXS	50%	93%	81%	100%	94%	83%
	% of pupils GDS	0	17%	21%	0	28%	23%
	progress+ (progress score = 0 or above)	-5.0	-0.7	0.2	1.5	-0.1	0.2
<b>Maths</b>	% of pupils EXS	75%	93%	80%	100%	91%	80%
	% of pupils	0	45%	27%	0	34%	28%
	progress+	-4	1.1	0.3	1.4	-0.5	0.2



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EXS- Expected standard

From 2016-17 update to Newick data

KS2

- Disadvantaged pupils were significantly under-achieving in expected standards for reading, writing, and maths compared to the non-disadvantaged pupils at Newick.
- The dis-advantaged pupils of Newick were only slightly below the **non-disadvantage** children nationally. In reading and writing and maths disadvantaged pupils did not achieve greater depth.
- The progress in reading for disadvantaged children was good.

From 2017-18

- KS1 – In Reading, writing and maths the disadvantaged children underperformed the non-disadvantaged children
- KS2 – Outcomes for disadvantaged children significantly improved in 2018 compared to 2017, with 100% disadvantaged children achieving EXS in reading, writing and Maths.

### Rationale for Pupil Premium Spending 2017-2018

Type of support	Annual Cost	Rationale	Evaluating Impact
Teacher to support Literacy	£11,116.00	Across the school, children present with complex and specific Literacy needs. This requires specialist teaching, advice, support and resources. Through weekly access to	Teachers will review children's targets 3x a year and children will be discussed with the Inclusion leader and Head teacher during pupil progress meetings. Data will be



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		a specialist teacher children can be assessed and bespoke programmes developed for children to access within the context of ongoing classroom learning.	analysed.
Support for Numeracy, Year 6	£3,829	Children identified as needing gaps filled in their Mathematic knowledge. Planning done by class teacher and individualised programme of support delivered by learning support assistants.	Learning support assistants tracking will be checked by the Inclusion leader. Teachers will review children's targets 3x a year and children will be discussed with the Inclusion leader and Head teacher during pupil progress meetings. Data will be analysed.
Support for catch up groups	£4,410	Children identified as needing support in specific areas. Planning done by class teacher and support given by Learning Support assistants.	Learning support assistants tracking will be checked by the Inclusion leader. Teachers will review children's targets 3x a year and children will be discussed with the Inclusion leader and Head teacher during pupil progress meetings. Data will be analysed.
Nurture resources	£465.71		Nurture resources will support the nurture group which will be monitored by the Inclusion leader. Children attending nurture will be assessed through the Boxall profile





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			to monitor the impact of the group.
Breakfast Club	£1,170		Disadvantaged children to access breakfast club where there is need.
Resources to support individuals	£311.75		ICT equipment will be bought for children who have been identified (through assessment) as needing it to progress.
Total	£21,302.46		