

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Newick CE Primary School				
Academic Year	2018/19	Total PP budget	£15,671	Date of most recent PP Review	Jan 19
Total number of pupils	210	Number of pupils eligible for PP	8	Date for next internal review of this strategy	July 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
Year 2017-2018 Key Stage 2					
% achieving expected standard or above in reading, writing & maths			100%	82.9%	
% making expected progress in reading (as measured in the school)			100%	91%	
% making expected progress in writing (as measured in the school)			100%	94%	
% making expected progress in mathematics (as measured in the school)			100%	91%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Social and emotional factors				
B.	Poor Speech and language skills				
C.	Low levels in Literacy and Maths				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Personal issues, including medical diagnosis, poor home environment and attendance				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	

A.	For pupils to make expected/more than expected progress in Maths	Pupils eligible for PP make at least expected progress in maths.
B.	For pupils to make expected/more than expected progress in literacy	Pupils eligible for PP make at least expected progress in Literacy.
C.	Emotional barriers to learning are supported so that children's Social, Emotional and Mental Health improves allowing them to progress across other areas of the Curriculum.	Boxall profile assessments show improvement in their attitude to learning and an improvement in their SEMH.

5. Review of expenditure				
Previous Academic Year: 17/18		Budget: £ £18,423		
i. Quality of teaching for all				
Action	Intended outcome	Impact made: 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
Employ a teacher to support literacy improvement for all in a class where there is a high level of need.	Children will make expected progress in Literacy.	With extra teacher support the children – not eligible for PP- were able to make their expected progress whilst the class teacher concentrated on those with extra needs.	This approach is unsustainable. Children will be Identified/assessed and personalised learning programmes will be delivered to those who need it.	11,11600
ii. Targeted support				

Action	Intended outcome	Impact made: 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 give identified children in year 6, Numeracy support.	Children will meet their targets and the gap between them and their peers will be narrowed.	100% of disadvantaged pupils met National expectations in reading, writing and Maths.	Continue with this approach.	£3,829
Catch up groups across the school given to children to help narrow the gap between them and their peers.	Children will meet their targets and the gap between them and their peers will be narrowed.	100% of disadvantaged pupils met National expectations in reading, writing and Maths.	Interventions need more intense monitoring and programmes need to be used only when national research shows impact is positive. Use TAs with specific skills and training to lead the groups.	£4,410
iii. Other approaches				
Action	Intended outcome	Impact made: 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

Nurture offered to children to improve their well-being, enabling them to make the best progress they can.	Boxall assessments will show children's well being has improved.	Children in the Nurture group were given opportunities to re-visit early learning skills, their social and emotional development has been supported and improvements in 5/6 of the children's outlook to learning was made.	The Nurture group has been very successful and we would like to offer two groups across the school. We will also look at embedding the nurture principles into our teaching across the school. We will offer support through other means (such as signposting to CAMHs, play therapy) when Nurture is not an appropriate resource for children.	£465.71
Breakfast Club	Improve a child's well-being at the start of a day, enabling them to achieve a better outcome.	Children were supported with a positive start to the day, eating a healthy breakfast and arriving on time for school.	This has had a positive impact on the well-being for our children, which influences their enjoyment of learning. We will continue to offer breakfast club to all pupils and support vulnerable families.	£1,170
Resources to support individual needs	Specific resources will enhance children's learning.	IT equipment to support all children with a specific difficulty such as noise (wearing headphones), using a laptop instead of writing to ease pressure for those with Dyslexia (benefits our PP and non PP with dyslexia)	This will be a continued approach as children with a specific learning need benefit from the use of IT. Improved writing outcome as the children can be creative with their ideas when not having to write.	£311.75

6. Planned expenditure

Academic year **18/19: £15,671**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employ an extra teacher to support with the learning in Year 6.	Children will meet their targets and the gap between them and their peers will be narrowed.	To close the gap between those still working below and their peers.	SENCO and Head teacher to monitor through lesson observations and pupil progress meetings.	JW	May
Total budgeted cost					£18,845.00
ii. Targeted support					
Action	Intended outcome	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 give identified children in year 6, Literacy support. (Terms 3 and 4)	Children will meet their targets and the gap between them and their peers will be narrowed.	Internal data shows gaps in attainment.	SENCO and DHT to monitor support and impact through Pupil progress meetings.	Sharon Lynskey	May
To deliver a Nurture provision KS 1 and 2.	Children will have improved well-being which in turn will impact on the learning, enabling them to make more progress.	Previous experience showing good outcomes for children attending nurture provision.	SENCo to use the Boxall profile to measure impact on their well-being and emotional development. Impact on Learning through data and discussions in Pupil progress meetings.	Louise Beach/ Sophie James	July
Total budgeted cost					£3,050.00
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Breakfast Club financial support for vulnerable families	All children to be able to access this resource.	Previous experience has shown us that this gives children a routine at the start of the day which sets the way forward for the rest of the day.	Any child can come to breakfast club (if places are available). Sometimes we will offer financial support to families to attend the club or suggest that children come to help with attendance and other difficulties children may experience in school.	Sophie James	July
School trip financial support for vulnerable families	All children to be able to access this resource.	All children should be entitled to go on a school trip to enrich the curriculum whatever their financial circumstances.	Families apply to the school for financial help. This is granted by the headteacher and school governors.	Natalie Alty	July
Total budgeted cost					£1,950.00
7. Additional detail					

There will be additional support for individual children which is specific to their needs, identified throughout the year. This will be published when we review the plan in July.