**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
 |
| **School** | Newport CE Junior School |
| **Academic Year** | 2016/17 | **Total PP budget** | £63,000 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 278 | **Number of pupils eligible for PP** | 41 | **Date for next internal review of this strategy** | 07.17 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving ARE or above in reading, writing & maths**  | **29%** | 53% |
| **% achieving ARE in reading** | **86%** | 66% |
| **% achieving ARE in writing** | **50%** | 74% |
| **% achieving ARE in mathematics** | **86%** | 70% |
| **% achieving ARE in SPAG**  | **64%** | 72% |
| **% Key stage 1 -2 progress in reading**  |  |  |
| **% Key Stage 1-2 progress in writing**  |  |  |
| **% Key Stage 1-2 progress in maths**  |  |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Parental engagement in supporting learning. |
|  | SEND children within the Pupil Premium group of learners who have additional needs.  |
| **C.** | Higher ability Pupil Premium Pupils who can lack aspiration or life experience |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Lack of home support for Reading. |
| **E.** | Not all eligible pupils are identified early enough. |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  | Higher rates of progress and attainment for Pupil Premium learners. | 1. Attainment of Pupil Premium learners is in line with or above National.
2. Progress is in line with or exceeding National.
3. learners is in lir exceeding wNational
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|  | Pupil Premium learners will demonstrate a confidence in their own ability. | 1. Pupil Premium learners will demonstrate a confidence in school.
2. Pupil voice will evidence that Pupil Premium learners can articulate their confidence and understanding with clarity.
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|  | Pupil Premium learners will have the opportunity to access all activities offered by the school. | 1. All Pupil Premium learners will attend at least one club.
2. All pupils will feel they can take part in day and residential visits.
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|  | All eligible Pupil Premium learners are identified early. | 1. Families are supported in completing the application process.
2. Pupils are recognised early and additional support is in place.
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| 1. **Planned expenditure**
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| **AcAcademic year** | **2016-2017** |
| 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 |
| 1. **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?** |
| Higher rates of progress and attainment for Pupil Premium learners. | Structured Conversations led by class teacher with pupil and parent(s) present. | We are part of the Achievement for All Programme and having achieved the Quality Mark we are working towards Quality Lead. This programme has researched the impact of structured conversations. | * Engage parents by allowing them to set dates and times.
* Cover class teachers to attend during the school day if necessary,
* Collate outcomes for school development plan.
 | Nicola Moody | Termly |
| Higher rates of progress and attainment for Pupil Premium learners.All eligible Pupil Premium learners are identified early. | Use of an additional teacher to provide Senior Leader, SENCO and Middle Leader release. | EEF Toolkit – Mastery Learning +5, Metacognition +8, individualised instruction +2 | * Timetabled, regular release time to ensure SEND pupils/disadvantaged have personalised learning in place and reviewed.
* SENCO release to research case study pupils to drive school improvement.
* Senior and Middle leader cycle of release to ensure a quality curriculum provision that enables for example inquiry learning.
* Senior leader release to monitor the quality of provision.
 | Nicola MoodySLT | Termly |
| **Total budgeted cost** | £49.645 |
| 1. **Targeted support**
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| **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?** |
| Pupil Premium learners will demonstrate a confidence in their own ability. | TA mentoring system | EEF Toolkit Mentoring + 1 – ‘It is often characterised as aiming to build confidence, or to develop resilience and character.’ | * Regular contribution to Pupil Progress Meetings from Teaching Assistants.
* Monitoring through Pupil Voice for impact.
* Note keeping to focus on impact.
* Use AFA CPD on ‘Effective Learning Mentors’
 | Nicola MoodySLT | Half Termly |
| Pupil Premium learners will demonstrate a confidence in their own ability.Higher rates of progress and attainment for Pupil Premium learners.All eligible Pupil Premium learners are identified early. | Employment of an Early Intervention Family Support WorkerRelateen Counselling ServiceMulticultural ServicesLSAT | EEF Toolkit – Social and Emotional +4, Behaviour Intervention +4, one to one tuition +5,  | * Completion of referral forms ensuring criteria are met.
* Evaluation of impact.
* Assessment of pupils on entry to identify necessary support.
* Effective liaison with external providers.
 | Nicola MoodySENCO | Termly |
| **Total budgeted cost** | £10,250 |
| 1. **Other approaches**
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| **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?** |
| Pupil Premium learners will have the opportunity to access all activities offered by the school. | Offering financial support with day and residential visits.School clubs are offered inclusively for free. | EEF Toolkit – Sports Participation +2, Outdoor Adventure Learning +3, Extending school time +2, Arts participation +2 | * Pupil Premium parents will be contacted at the point of information about a trip/residential to offer financial support so that this does not become a barrier to attendance.
* Monitor uptake of financial support through personalised costing trackers.
 | Lesley GreenJane Kerr | Half Termly |
| Pupil Premium learners will have the opportunity to access all activities offered by the school. | School swimming teacher to provide inclusive opportunity for swimming. | EEF Toolkit – Sports Participation +2 | * Pupil Premium children to be offered additional swimming opportunities.
* Pupil voice and confidence assessments.
 | Lesley Green | Termly |
| **Total budgeted cost** | **£3225** |

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| 1. **Review of expenditure**
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| **Previous Academic Year 2015-2016** | **2015-2016** |
| 1. **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 close the gap in attainment and accelerate children’s progress. | To provide additional support for vulnerable groups through intervention programmes e.g Booster sessions for year 6 childrenLetters and sounds/phonics Years ¾Cool KidsToe by ToePLT- whole school | * All Year 6 pupils attainment exceeded National in Reading, Writing and Maths which showed an extremely positive impact in accelerating their progress.
* Pupil Premium attainment did not match that of other pupils.
 | * Consider the mix of pupils in a booster group for maximum impact.
* CPD for booster leaders.
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| Identifies progress and attainment and also identifies children with a specific special educational need. | 5 LSAT sessions purchasedWorks with children, speak to parents and report back to classteacher and offer advice and recommendations for implementation for helping to support the children. | * Informed decision making about pupil support and next steps.
* SEND and Pupil Premium learners did not attain in line with other learners.
 | * Whole school provision map to be refined.
* Consider the approach where Pupil Premium learners are also SEND especially in self esteem and engaging parents.
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| 1. **Other approaches**
 |
| **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 improve attendance of all pupils | An appointed EWO through the Cluster. Meets with the school once a month to monitor attendance, attendance at TAC meetings.Home visit to parents should it be required to ensure good attendance | * Whole school attendance is above National.
* Pupil Premium pupils have very good attendance.
 | * The procedures adopted by the EWO impact upon pupil attendance.
* Continue to monitor and ensure systems are maintained.
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| To ensure that all children have equal access to all additional experiences to enhance the curriculum | Subsidies for school visits, residentialsEmergency transport for 2 Y6 childrenEmploy lifeguard to enable vulnerable and emotional children to have confidence in the water | * Impact on the % of children able to swim 25m+.
* Increased % of pupils accessing day and residential visits.
 | * We need to ensure this offer is made to all pupils so that finance is not a barrier to opportunity.
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