**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** | | | | | | |
|  | | | | *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)** | | | | | | |
| **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 | | | |
|  | 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. | | | |
|  | 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. | | | |
|  | 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** | | | | | | |
| **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 Moody  SLT | Termly |
| **Total budgeted cost** | | | | | | £49.645 |
| 1. **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?** |
| 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 Moody  SLT | 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 Worker  Relateen Counselling Service  Multicultural Services  LSAT | | 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 Moody  SENCO | Termly |
| **Total budgeted cost** | | | | | | £10,250 |
| 1. **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?** |
| 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 Green  Jane 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** | | | | | |
| **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 children  Letters and sounds/phonics Years ¾  Cool Kids  Toe by Toe  PLT- 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. |  |
| Identifies progress and attainment and also identifies children with a specific special educational need. | 5 LSAT sessions purchased  Works 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. |  |
| 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. |  |
| To ensure that all children have equal access to all additional experiences to enhance the curriculum | Subsidies for school visits, residentials  Emergency transport for 2 Y6 children  Employ 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. |  |