



Pupil Premium strategy statement:

This report outlines how our school is planning to spend the Pupil Premium allocation in 2018-2019. It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do.

The Pupil Premium Grant:

The Pupil Premium is a funding stream which is additional to main school funding. It was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM) currently or who have been at any point in the previous six years. A smaller amount of funding is also allocated according to the number of children of service families on-roll and an allocation for each pupil who has been 'looked after' (in care) for six months or more.

Schools are free to spend the Pupil Premium as they see fit since they are best placed to assess what additional provision should be made for individual pupils. Our approach and vision for our pupils is to provide the children with access to a variety of enriching experiences as well as focussing upon academic achievement. It may also be appropriate to provide support to nurture their well-being so that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how to best use the Pupil Premium Grant are based on the findings of high quality research and publications, eg, The Sutton Trust, as well as OfSTED's own 'best practice' guides. These have supported our decisions on expenditure over the best and most effective use of our Pupil Premium funding. We are also aware of the unique features of our local environment and how the socio-economic factors can influence child competencies.

Principles of Pupil Premium Grant Expenditure:

We believe that:

- All children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides.
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (or have been in receipt thereof) will be socially disadvantaged.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Our Pupil Premium funding will be spent in a wide and imaginative variety of ways, to benefit the diversity of interests and needs of our children.
- Our Pupil Premium funding will be spent according to 'best value principles' and related to activities which research suggests will make the very best of the finances available.
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

Regular pupil progress meetings throughout the year allow all year groups to be carefully monitored for underperformance and this is addressed immediately.

1. Summary information					
School	Newburgh Primary School				
Academic Year	2018/19	Total PP budget	£92,420	Date of most recent PP review	September 2018
Total number of pupils	427	Number of pupils eligible for PP	63	Date for next internal review of this strategy	July 2019

2. Current attainment Year 6 2017-18				
<i>Cohort 16/ 64 ~ 25%</i>	<i>Pupils eligible for PP (school ~ 2018)</i>	<i>Pupils eligible for PP (national ~ 2018)</i>	<i>Pupils not eligible for PP (school ~ 2018)</i>	<i>Pupils not eligible for PP (national ~ 2018)</i>
% achieving Expected or above in reading, writing and maths	63%	48%	71%	68%
% achieving Expected or above in reading	75%	60%	85%	78%
% achieving Expected or above in writing	81%	66%	77%	82%
% achieving Expected or above in mathematics	81%	63%	90%	81%

<i>Cohort 16/ 64 ~ 25%</i>	<i>Pupils eligible for PP (school ~ 2018)</i>	<i>Pupils not eligible for PP (school ~ 2018)</i>
% achieving Greater Depth in reading, writing and maths	13%	17%
% achieving Greater Depth in reading	19%	35%
% achieving Greater Depth in writing	13%	31%
% achieving Greater Depth in mathematics	13%	29%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally / emotionally).
B.	Pupils eligible for PP are attaining lower standards than pupils who are not eligible for PP.
C.	Poor learning skills, eg, organisation, commitment, resilience.
D.	Gaps in prior learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Access to resources, such as books, internet and life experiences.
F.	Low self-esteem and resiliency in PP pupils.
G.	A lack of regular routines including home learning, reading, spellings and having the correct equipment in school (eg, PE kit)
H.	Parental engagement with school and perceptions of education.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps are identified and targeted teaching / interventions to fill-in gaps and diminish differences. To raise the %age of pupils who are meeting age related expectations in reading, writing and mathematics.	Summative and formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress. Pupils eligible for PP make as much or more progress as other pupils. Measured by teacher assessment, teacher assessments and successful moderation practices.
B.	Pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met. To further develop current good practice in supporting the well-being of pupils, particularly those with social, emotional and mental health difficulties.	Pupils are ready to learn in class without the need for formal intervention. The number of interventions to ensure pupils are ready to learn is reduced.
C.	Develop resiliency and self-efficacy in PP pupils through targeted interventions, parental engagement. To continue to increase targeted extended school opportunities for PP pupils.	Barriers to learning identified and self-esteem is raised. Pupils are supported in the development of their confidence and character. Pupils demonstrate more resilient behaviours in a range of situations. Evidence of raised aspirations and more independent pupil choice.
D.	Pupils are exposed to a wide range of social / cultural and sporting experiences.	Pupils attend events and / or visit places they would not usually be exposed to.

Whole school priorities linked to Learning Improvement Plan 2018-19:

1. IMPROVE SPELLING ACCURACY – Children become better at spelling in their independent writing, improving attainment and progress in writing.
2. CONTINUE TO EMBED THE ‘MASTERY’ METHOD OF TEACHING MATHEMATICS – ensuring that standards of attainment and achievement reach a consistently sustainable level which is reflective of the practice evidenced daily.
3. DEVELOP RESILIENCE WORK WITH ALL CHILDREN – so that all children and families benefit from different ways of tackling problems that arise.
4. TEACHING and LEARNING - so that Phase leaders drive, evaluate and cross-moderate standards within their phase. Subject leaders to be equally accountable for driving and developing their subject.

Whole school priorities linked to Learning Improvement Plan (February 2019 post OFSTED update):

Priority 1: IMPROVE SPELLING ACCURACY Well-formed Outcomes: <ul style="list-style-type: none"> ➤ Children are more accurate at applying their knowledge of spelling rules. ➤ Children become better at spelling in their independent writing. ➤ Home learning supports the embedding of spelling rules and generalising of these rules to other words
Priority 2: CONTINUE TO EMBED THE ‘MASTERY’ METHOD OF TEACHING MATHEMATICS Well-formed Outcomes: <ul style="list-style-type: none"> ➤ Most children (80-95%) reach the expected standard for their year group. ➤ Some children (20-25%) will achieve at greater depth. ➤ All children are to be exposed to this method of teaching.
Priority 3: TO DEVELOP A SKILLS LADDER FOR SUBJECTS OTHER THAN ENGLISH AND MATHS Well-formed Outcomes: <ul style="list-style-type: none"> ➤ To develop subject champions/ teams for all curriculum areas. ➤ To develop skills ladders for 6 subjects(History, Geography, Science, Art, Health and Wellbeing, and Computing) ➤ To provide subject champions with support and training to help them develop within their leadership roles.
Priority 4: TEACHING and LEARNING (link to raising standards and rate of progress of SEND pupils) Well-formed Outcomes: <ul style="list-style-type: none"> ➤ SEND pupils make good, or better than good, progress from their starting points ➤ All Teachers and staff who work with pupils with SEND understand their additional needs and plan effectively to meet those needs.

Planned expenditure 2018-2019					
Record of planned Pupil Premium Grant spending by item / project					
Action	Priority	Cost	Objective	Monitoring	Expected outcome
Sustain current staffing levels: <ul style="list-style-type: none"> ➤ Sustain 14-class model ➤ Retain SENCo hours for management of early support and EHCPs matched to need. ➤ PPG champion to work in tandem with SENCo to analyse data, assess progress and direct provision. 	A/B	£45000	Increase awareness of provision, expand resources and enrich the lives / experiences of PP pupils. Improve support and partnerships to facilitate better learning. Accelerate progress and attainment in English and mathematics.	The Headteacher / SENCo / PPG champion will work closely together to ensure that all PP pupils receive 'quality first' teaching and interventions as appropriate.	<ul style="list-style-type: none"> ➤ PPG champion develops an excellent understanding of barriers for PP pupils and ensures that staff deliver highly effective intervention programmes which raise progress and attainment. ➤ Raise levels of attainment and progress for PP pupils. ➤ SEND / PP pupils receive appropriate support.
Provide increased levels of support from specialist services: <ul style="list-style-type: none"> ➤ Access to regular Specialist Teacher Service visits, Educational psychologist and Speech and Language service. ➤ Provide a specialist TA ➤ Provide responsive support for SEMH (Social, Emotional and Mental Health). ➤ Weekly support from the school counsellor to address emotional wellbeing. Impact – whole school	B	£7827	Expand resources to support children's access to the learning opportunities. Accelerate the progress of vulnerable pupils to ensure that they meet age related expectations, or make better than expected progress.	Phase leaders will monitor through pupil progress meetings. The STS teacher will help set specific targets for individual IEPs as appropriate.	<ul style="list-style-type: none"> ➤ Increased confidence and self-esteem for PP pupils. ➤ Raise levels of attainment and progress for PP pupils.
Specialist Teaching Assistant: <ul style="list-style-type: none"> ➤ 4 x am per week Impact – whole school PP pupils with SEND	A/B/C	£9000	Accelerate the progress of vulnerable pupils to ensure that they meet age related expectations (or make expected or better than expected progress given their relative starting points). Targeted provision for small groups of PP pupils who may be just above the usual cusp of SEND.	The SENCo and class teachers will monitor the interventions through measuring pupil progress within targeted subject support. The STS teacher will help to set specific targets for individual IEPs as appropriate.	<ul style="list-style-type: none"> ➤ Increased confidence and self-esteem for PP pupils. ➤ Raise levels of attainment and progress for PP pupils.
Nurture group provision: <ul style="list-style-type: none"> ➤ 2 x TA2 dedicated to support for nurture. ➤ 1 x pm per week Impact – Y4,5, 6 nurture group	C/D	£3228	Improve support and partnerships to facilitate better learning. Provide emotional support and guidance to pupils with emotional difficulties and poor social skills. To remove the barriers to learning, enable pupils to attain age related expectations (or make expected or better progress from relative starting points) and close the gap for disadvantaged pupils.	The SENCo will work closely with TAs to monitor and evaluate the impact of nurture group provision. Progress made by pupils will be measured using the Boxall Profile.	<ul style="list-style-type: none"> ➤ Raised progress and attainment. ➤ Reduced barriers for PP pupils. ➤ With appropriate support and guidance, children and young people can move forward positively.

Enrichment activities: <ul style="list-style-type: none"> ➤ Specialist music tuition offered free of charge to children currently claiming FSM and subsidised to PP pupils on a case by case basis. ➤ Fund after-school clubs for children entitled to FSM. ➤ Fund school visits for children entitled to FSM (including residential visits in Years 5 & 6). ➤ Fund / subsidise school visits for individual PP pupils on a case by case basis. ➤ Fund swimming lessons for children entitled to FSM. ➤ Subsidise swimming lessons for individual PP pupils on a case by case basis. Impact – whole school	B/C/D	£9290	To secure children's engagement across the curriculum and wider provision, developing behaviours for learning, attendance and well-being and supporting pupils' personal resilience.	The Headteacher will work closely with all class teachers and office administrators to monitor and encourage all PP pupils to attend enrichment activities where their peers are attending to support their social and emotional wellbeing.	<ul style="list-style-type: none"> ➤ Raised self-esteem and confidence. ➤ Increased number of PP pupils participating in enrichment activities. ➤ All PP pupils are able to attend school visits if they wish to do so with no financial constraints. ➤ All PP pupils attend swimming lessons with no financial constraints.
Learning Mentor: <ul style="list-style-type: none"> ➤ Individual children timetabled to be supported pastorally. ➤ 'Rapid response' time also provided. ➤ Work with individual children where the barrier to learning is not academic. ➤ 5 days per week Impact – whole school	B	£13500	Provide emotional support and guidance to pupils with emotional difficulties. To remove barriers to learning, enable pupils to attain age related expectations (or make expected or better progress) and close the gap for disadvantaged pupils.	The SENCo will work closely with TAs to monitor and evaluate the impact of Learning Mentor provision. Progress made by pupils will be measured using the Boxall Profile.	<ul style="list-style-type: none"> ➤ Raised progress and attainment. ➤ Reduced barriers for PP pupils. ➤ With appropriate support and guidance, children and young people can move forward positively.
Improve partnerships between home / school: <ul style="list-style-type: none"> ➤ Employ the service of a Parent Support Advisor. ➤ Identify families in need of Early Support. ➤ Target resources. Impact – whole school	B/C	£4575	Targeted support to disadvantaged pupils and families. To improve parental involvement and support families facing difficulties. Develop positive relationships between parents, carers and school. This opens communication between school and home. Parents can be signposted to access additional support outside of school.	The Headteacher, Learning Mentor and SENCo will work closely with the PSA to identify need and monitor and evaluate the impact of enhanced support.	<ul style="list-style-type: none"> ➤ Remove barriers to learning in the home environment. ➤ PSA attends meetings / offers support to families.

Review of expenditure				
Previous Academic Year	2017-18			
i. Quality of teaching for all				
Desired outcome	Chosen 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
Children become better at understanding texts and answering questions based upon them. Children's reading comprehension skills improve. Individual's ability to infer and deduce from texts are enhanced.	Guided reading activities. Specific teaching of how to understand texts and answer questions accordingly. Specific teaching about answering 'under pressure' and how to search for key words / phrases. Termly 'comprehension weeks' based upon a shared text – all children working towards answering the same questions at the same time (as per end of year examinations). Children are given more opportunities to practice reading comprehension skills (eg, reading, answering, etc) in a specific time. Provide children with opportunities to infer and deduce in texts. Explicitly teach inference and deduction skills. Make children aware of times when we infer and deduce to understand situations from what we read.	Overall our approach to improving reading comprehension was successful, with standards being above national expectations at the end of Year 6. % PP achieving Expected or above in reading 75%(school) 60% (National) : 10% above National PP compared to Non PP 85% (school) 78% (National) 10% below non PP peers and 3% below non PP national peers.	The approach was successful. PP pupils were kept high on the agenda for staff and there is a rigour in the tracking and monitoring of progress and attainment of PP children. Improvements can be further made in developing new staff's knowledge and skills in using our established PP strategies rapidly when joining the school and by continuing to be relentless in our pursuit of higher standards for all children.	
All children have the opportunity to write at length and in depth through extended writing sessions which cover a variety of genres over the year. Children to write automatically in a flowing style which allows children to focus on the content of their written work. Staff feel more confident to teach sentence construction, grammar and punctuation. Children in upper school should be able to manipulate sentences to create the effect within their writing they desire. Children have a good understanding of the grammar and punctuation as dictated in the New National Curriculum for their year group. Children should know and use the correct terminology for aspects of grammar.	Throughout the school, as appropriate over the course of the year, staff will plan for children to complete at least two pieces of extended writing per week. This will take the form of extended writing in English and also writing in other subjects across the curriculum. In upper school teachers plan for extended pieces of independent writing lasting at least 45 minutes every week. In lower school teachers plan for extended pieces of independent writing in different subjects. In order develop their ability to write for sustained periods of time Y 1 should write for 30 minutes and Y2/3 should write for 45 minutes when completing these extended pieces of writing. Handwriting to be taught daily in reception, twice weekly in lower	Overall our drive to improve standards of writing was successful given the relative starting points of the cohort. % PP achieving Expected or above in writing 81% (school) 66% (National) : 15% above National PP compared to Non PP 77% (school) 82% (National) 4% above non PP peers and 1% below National non PP peers.	The approach was successful. PP pupils were kept high on the agenda for staff and there is a rigour in the tracking and monitoring of progress and attainment of PP children. Improvements can be further made in developing new staff's knowledge and skills in using our established PP strategies rapidly when joining the school and by continuing to be relentless in our pursuit of higher standards for all children.	

	<p>school and once weekly in upper school using the agreed whole school cursive style.</p> <p>When children can consistently form all their letters correctly to be given a certificate in assembly.</p> <p>When children reach the required standard of joined handwriting to be awarded a pen user license in assembly.</p> <p>Sentence games should be part of the planning stage of a piece of written work or used as warm up activities within literacy lessons.</p> <p>Grammar and punctuation should be taught within the context of the children's learning but could be a discrete lesson or discrete section of the lesson. Children should be taught this at the planning stage of their writing.</p> <p>Teachers should use the correct language to describe the punctuation or grammar as set out in the New National Curriculum. When the children have been taught this language, it should be displayed within their classroom.</p>			
				<u>£22,500</u>

ii. Targeted support				
Desired outcome	Chosen 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
Children are supported to ensure that they achieve at least as well as their peers in mathematics, reading and writing.	1:1 support for learners as and when required. Small group support if necessary. Learning mentor support to be accessed if the need arises.	<p>KS2 Data shows :</p> <p>% PP achieving Expected or above in reading, writing and maths 63% (school) 48% (National) 15% above National PP compared to Non PP 71%(school) 68% (National)</p> <p>7% below non PP peers and 5% below National non PP peers.</p>	Booster groups along with 1:1 support and access to Learning Mentor time was successful and will continue in a targeted approach.	<u>£43,000</u>

Other approaches				
Desired outcome	Chosen 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
All PP children are able to participate in school activities regardless of cost, eg, residential visits, music tuition, educational school visits, swimming, etc.	Funding is immediately made available for families to access activities as required. Priority given to PP pupils for attendance to extra-curricular activities.	All activities have had attendance by PP pupils. Some subsidy has been taken up for school visits (particularly residential visits) although there remains a certain amount of stigma around claiming for these.	The approach can be improved to ensure that the enrichment is targeted at those families and children most in need, ie, those who are currently in receipt of free school meals. Ever 6 children would be the next priority group. We need to continue to work with our parent body as a whole to ensure that all families who are eligible are claiming free school meals when they are entitled to, as this is not necessarily always happening in the school community.	<u>£17,000</u>
iii. Additional information				
Attendance is not an issue for PP pupils. Data from 2017-2018 indicates the following: <ul style="list-style-type: none"> ➤ PP eligible attendance ~ 94.4% ➤ Overall whole school attendance ~ 96% 				