

Pupil premium strategy statement : Newton Longville C of E Primary School

1. Summary information					
School	Newton Longville C of E Primary School				
Academic Year	2018-2019	Total PP budget	£24,720	Date of most recent PP Review	July 2017
Total number of pupils	208	Number of pupils eligible for PP	19 (9.1%)	Date for next internal review of this strategy	Nov 2018
Priorities taken from the whole school development plan	GDS development Continuing to secure quality first teaching Maths				
Priorities taken from the Pupil Premium Action Plan	GDS development Continuing to secure quality first teaching to narrow gaps Maths				

2. Previous academic attainment/progress (2017 – 2018)		
Year groups FS-6 in 2017-2018 academic year	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	6%	64%
% achieving expected standard or above in reading	57%	75%
% achieving expected standard or above in writing	57%	78%
% achieving expected standard or above in maths	33%	76%
% expected or better than expected progress in reading	71.4%	Not available until Dec 2018
% expected or better than expected progress in writing	80.9%	Not available until Dec 2018
% expected or better than expected progress in maths	57.1%	Not available until Dec 2018

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 in receipt of Pupil Premium have complex needs – SEN (9 out of 21 = 42.8% 2017 – 2018), poorer literacy and numeracy skills – lower starting points. Attainment is low and progress is good.
B.	Pupils in receipt of Pupil Premium have lower attainment and progress in maths compared to in reading and writing.
C.	Address the needs of the higher achieving Pupil Premium children so that their progress is at least expected or so that they exceed progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor home learning environment and low aspirations for some pupils
E.	Social and emotional well-being and awareness, lack of resilience, confidence and self-esteem.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A reduction in the gap between Pupil Premium and Non Pupil Premium pupils with a particular focus on SEN.	Data shows that the gap has narrowed or closed and that pupil premium children with SEN make good progress.
B.	Pupils in receipt of Pupil Premium make accelerated progress in maths to reduce the attainment gap.	Data shows that the gap has narrowed or closed and that pupil premium children make good progress in Maths.
C.	Ensuring quality focussed teaching with positive outcomes for all and access to the best opportunities.	Teaching across the school is at least good with outstanding practice shared. This will be reflected in the data and progress that children make and through whole school monitoring.
D.	Whole school Growth Mindset approach will build resilience and improved learning behaviour for all pupils. Breaking barriers through curriculum evenings and information for parents on how to support at home. Secondary school transition support from Pupil Premium Champion. Continued development of nurture group to support removing barriers to learning.	Children develop and engage as independent and active learners. Evaluated through whole school monitoring and pupil voice. Parents of pupil premium children have access to and engage with curriculum opportunities to support their child. All children with Pupil Premium will transition successfully to secondary school. Pupil premium children who have attended nurture group are able and ready to make good or better progress in class.
E.	Staff training in resilience and bereavement. Staff CPD in mental health and emotional well-being.	Attendance of staff at courses. Deployment of these skills as required and through nurture group.

5. Planned expenditure

Academic year	2018-19				
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?
To monitor progress and provision of pupil premium children.	Pupil Premium Champion Teacher & Member of SLT x 1.5 days per week.	Appointment of Pupil Premium Champion from SLT who has time to co-ordinate and monitor the provision, provide updates to Governors and monitor pupil progress.	Provision will be personalised to individual needs to accelerate specific areas of learning and reduce the progress and attainment gaps.	F. Saevarsdottir	
A reduction in the gap between Pupil Premium and Non Pupil Premium pupils with a particular focus on SEN.	<p>SEN CPD and review of effective practice.</p> <p>Pupil progress tracking and data by PP Champion to inform pupil progress meetings.</p> <p>Clearly set plans and targets</p> <p>Attendance and punctuality tracking and monitoring.</p>	<p>New tracking system in place for Pupil Premium children and data analysis based on learning ladders to inform additional provision.</p> <p>Class provision maps use effective intervention practices to ensure Quality First teaching.</p> <p>Class provision maps match Pupil Premium pupils needs each half term.</p> <p>Punctuality and attendance of Pupil Premium pupils will be in line with their peers if not better as a reduction in school hours causes learning disruption.</p>	<p>Staff CPD. Sharing of good practice. Review of Provision Maps.</p> <p>Pupil progress tracking ensures that the attainment and progress gaps do not widen and that pupils are on track to make expected or better progress, where this is not the case barriers are explored and intervention implemented rapidly.</p> <p>Punctuality ensures that the beginning of lessons and early morning intervention activities are not missed.</p>	<p>SEND/CO/ S. White</p> <p>F. Saevarsdottir</p>	
Pupils in receipt of Pupil Premium make accelerated progress in maths to reduce the attainment gap.	<p>Introduction of PowerMaths scheme of work across the school.</p> <p>Maths mastery CPD for staff and teaching assistants.</p> <p>Increase fluency skills Opportunities for Pupil Premium children to access online fluency based games.</p>	New tracking system in place for Pupil Premium children and data analysis based on learning ladders to inform additional provision.		<p>Maths Lead/R.Haycock</p> <p>F.Saevarsdottir</p>	
<p>Poor home learning environment and low aspirations for some pupils</p> <p>Social and emotional well-being and</p>	Uniform provision	<p>The Convention of the Rights of the Child – Article 27</p> <p>All children have the right to ‘food, clothing... You should not be disadvantaged so that you can’t do many of the things other children can do.’</p>	Pupils wear their uniform with a sense of pride and belonging to our school.	<p>F.Saevarsdottir</p> <p>Headteacher/ S.White</p> <p>Office Staff</p>	

awareness, lack of resilience, confidence and self-esteem.	Trips/Residential Visits fully paid for or subsidised.		Pupils will have access to trips and residential visits with their peer group and enjoy external experiences to enhance their learning, social, emotional well-being and awareness.		
	Extra-Curricular opportunities and access to clubs/music lessons fully paid for or subsidised.		Pupils have the opportunity to develop their well-being through experiences they wouldn't have in everyday life.		

6. Review of expenditure				
Previous Academic Year		2017-18		
i. 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 develop opportunities for enriching the curriculum	Developing a creative curriculum with additional opportunities for after school provision, school trips and visitors and specialist teaching	Success criteria met. All children attended at least one additional provision and were involved in school trips / visits. Impact for whole school of creative curriculum has shown increased rate of progress for most areas	This will be continued. There is a need for setting out our practice in terms of what we offer all PP children and sharing with relevant parents from onset to increase awareness. Consider PP policy and practice document	
ii. Targeted support				
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
All PP children to have plan set up identifying targeted support to ensure consistency and progression	PP plan template established and allocated to each child, with needs analysis	Support / provision based on needs analysis and therefore reflecting individuals. Funding directed appropriately and supporting specific children.	This will continue but will be extended to reflect data analysis for individual targeting.	
iii. 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 ensure expected progress and secondary readiness for all PP Year 6	One to One tutoring Secondary Skills profile development	All children in Year 6 were ready for secondary school and received enhanced transition. Children made progress in areas targeted.	Extend secondary skills profile development into year 5 to increase time available to support, and develop independence skills. Baseline assessments worked well for One to One, and supported measuring impact.	£2,218.75

7. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.newtonlongville.bucks.sch.uk