



Pupil premium strategy statement

1. Summary information					
School	New Marston Primary school				
Academic Year	2016/17	Total PP budget	£85,800	Date of most recent PP Review	June 2016
Total number of pupils	371	Number of pupils eligible for PP	65	Date for next internal review of this strategy	March 2017

2. Current attainment & progress Data		
	% children eligible for PP on track to reach age related expectations by summer 2017 (whole school)	% children eligible for PP on track to make expected progress by summer 2017 (whole school)
Reading	49.2% (68.3%)	23.3% (21.1%)
Writing	43.1% (59.4%)	27.7% (20.5%)
Maths	33.8% (59.1%)	15.4% (17.8%)

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.	Parental engagement
B.	Poor home learning environments
C.	Poor oral language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Support for families – Completing Secondary School application, Mediating with careful communication between separated parents and regular meetings.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To maintain a high level of attendance	In line with National Expectations - 96% +
B.	For PP children in Reception to make expected progress in Communication and Language	PP children will make expected progress in Communication and Language

C.	For pupil premium children in KS2 to make expected progress in Reading	PP children will make expected progress in Reading
D.	For pupil premium children in KS2 to make expected progress in Writing	PP children will make expected progress in Writing
E.	For pupil premium children in KS2 to make expected progress in Maths.	PP children will make expected progress in Maths

5. Planned expenditure

Academic year

2016-17

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.

i. 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?
To maintain a high level of attendance	To focus attention on children who are falling below national expectations and to unpick reasons for this. Consider offering transport for hard to reach families. Initiate parental contracts and TACs where needed Appoint a governor for attendance Invite LA attendance and engagement officer to inclusion meeting Breakfast club	Attendance is intrinsically linked to outcomes and improved relationships with families will help support this.	Attendance on weekly inclusion meeting agenda. Monthly analysis of attendance. Regular meetings with parents (both if separated) as appropriate dependent on child's attendance.	KD and RV	February 2017
For Reception pupils to make expected progress in Communication and Language	PP children to sit at the front of the Reception class Training for staff in EY in this area Extra support for pupils to attain GLD	Good communication skills support positive self esteem and confidence. Children need good communication skills to learn to read, to achieve well at school and maximise their personal and social life chances. Children whose speech, language and communication needs are resolved by five and a half years of age are more likely to develop literacy skills and have good academic and social outcomes. ⁵ Children with persisting speech, language and communication needs achieve half as many A*-C grades as their peers (Speech Language and Communication Needs: Evaluating Outcomes. Commissioning Support Programme)	Learning walks in EYFS setting Provision mapping Analysis of data	LS and SD	March 2017

For pupil premium children in KS2 to make expected progress in Reading	Whole school approach on reading for pleasure through revamp of library. Guided reading is taught and recorded consistently. Consistent expectations for reading homework and comments from parents/carers. Reading journals used across the school. TA appraisals are linked to progress of PP in reading – library visits, training for TAs Whole school reading intervention (summer term) Reading corner work.	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. If children celebrate making progress on a regular basis, it will encourage them to persevere with their reading.	Monitoring of plans, classrooms, guided reading plans/records and reading diaries. Observation of Guided reading sessions.	RV, NH (literacy lead)	February 2017
For pupil premium children in KS2 to make expected progress in Writing	Storytelling training and project across the school. Storytelling used consistently in units of work across the school. Consistent expectations for spelling homework. SPAG sessions daily as part of Literacy lesson.	Storytelling helps teachers to harness the power of stories to inspire and support children's learning. Storytelling aids our EAL pupils learning as before they can become proficient in reading and writing, they must first develop their oral skills. For children to achieve age related expectations, spelling must be consistently sound.	Monitoring of plans, books, homework. Feedback from parents about homework expectations. Observations of English lessons. Writing outcomes.	RV and Literacy lead	March 2017
For pupil premium children in KS2 to make expected progress in Maths	Consistent calculation approach. In depth teaching of topics to develop mastery. PP children to be asked more questions. Success Maker programme introduced and all PP offered a club to do this in. Parents invited to one session p/w. IMPAT programme.	For children to achieve ARE in maths, calculation strategies must be understood and applied. If parents understand the strategies children are using, they are more likely to help at home.	Monitoring of plans, books, homework. Observations of Maths lessons. Maths outcomes.	RV and DG – maths lead SE IMPACT	March 2017
Total budgeted cost					37,000
ii. 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?
Continue to facilitate integration of all PP children in school and extra-curricular activities	Encourage and finance all clubs and residentials that take place in school that PP children would like to attend. Holiday club	All children need a broad experience. We aim to expand the life experience of children who may need it as in general, these children do not visit places which might enrich the work they do in school.	QCA / SDQ scores will improve. Questionnaires will identify positive aspect of attendance. Appropriate staff know who the children are to identify opportunities.	All staff	April 2017
For pupil premium children in KS2 to make expected progress in Reading	Recruited additional volunteer readers, 1:1 reading and small group work. Fresh Start for all who need it. Success Maker.	In general these children do not read regularly at home and do not show much desire to read. We want to support them to read regularly and to develop a love of books and reading. Good role models inspire children to read. Additional support can build confidence and a growth mindset.	Observations of reading sessions, comments in reading diary, progress in reading ability. Discussions at pupil progress meetings.	RV	February 2017
For pupil premium children in KS2 to make expected progress in Writing	Writing booster groups. 1:1 writing support and small group work. Write Away Together (WAT)	In general these children find the process of planning and writing challenging. Extra adult support provides opportunities to improve and celebrate writing. Additional support can build confidence and a growth mindset.	Observations of writing sessions, progress in writing ability. Discussions at pupil progress meetings.	RV	February 2017
For pupil premium children in KS2 to make expected progress in Maths	Tailored teaching approaches such as Numicon (Abacus) are utilised. Success Maker club is open to all PP children Numskills intervention is delivered to those who need additional help to 'catch up' Children's standardised scores are monitored to assess the impact of any	In general these children lack the knowledge of basic skills which impedes their ability to make progress in line with their age-related expectations. The consistency in calculation means that they are building on their existing knowledge rather than re-learning concepts each year. Additional support can build confidence and a growth mindset.	Observations of Maths sessions, progress in mathematical ability. Discussions at pupil progress meetings. Monitoring of books.	RV	February 2017
Total budgeted cost					26,450

iii. 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?
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Individual provision for pupils to address needs to support an improvement in their behaviour.	Nurture groups including separated parents, play therapy, art therapy, reward charts. Behaviour reflection forms. The language of choice and consequence is used. Sports coach to engage children in meaningful play at lunch times.	In order for children to be ready to learn they need to feel safe and secure. "The child works at his own pace toward his own solutions, gaining mastery of fears and resolution of hurts and worries. He makes gains in self-confidence and achieves a healthier self-esteem....the child ... can concentrate on his work" (Rye, Journal of Family Health, 2011). Giblin 2015 said that Brain development is relationship dependent and experience dependent.	Regular communication takes place between all adults who interact with children particularly when they are participating in these groups. All staff are aware of the behaviour policy and the chain of command when escalation takes place. Consequences occur immediately.	HB and RV	February 2017
To enable children to attend all trips	Payment of School Trips	Children being enabled to attend school trips with peers, which increases their confidence and self –esteem.	Children engage in the opportunities that trips offer and can widen their knowledge of the world.	HB	July 2017
Parental engagement of PP pupils to improve	Inclusion team to focus on parental engagement as part of weekly meetings HSLW PP parents to be offered first time slots at events Drop ins/coffee mornings IMPACT programme More evidence of successes to populate website with	A better understanding of pupil learning is crucial for parents to be able to support their child at home. Parents need a chance to ask questions and to feel comfortable doing this.	Parental involvement/attendance of PP parents are events.	KS and RV	March 2017
Total budgeted cost					22,000

6. Review of expenditure

Previous Academic Year

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

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

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

7. Additional detail

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