

# Newington Green Primary School



## Pupil Premium Report 2014

Newington Green Primary School received £264,600 Pupil Premium funding in the financial year 2013-14. The funding was based on the number of children on roll, who were in receipt of free school meals in the last 6 years (EFSM) from the local authority in January 2013. We are committed as a school to ensure that this money is spent to significant effect.

Newington Green is an oversubscribed on entry, two form entry school, with a 52 place Nursery. The school works in partnership with the Factory Children's Centre, who run our extended services provision.

The school serves a diverse community. 76.1% of children are eligible for free school meals (Ever 6). The school's deprivation indicator is 0.51, which is significantly higher than the national average of 0.24.

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

### **Provision**

In order to meet the above requirements, the Governing Body of Newington Green Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities at Newington Green Primary School are:

- To narrow the gap for those pupils not on track to achieve Level 4 at the end of KS2.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To use academic research (Sutton Trust report, Carol Dweck, John Hattie etc ) to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme.
- Provision of extra-curricular learning.
- Provision for more able pupils.

## Expenditure 2013/2014

Intervention and cost	Description	Impact and approximate spend									
<p><b>Learning mentor</b></p> <p><b>Approx cost with resources £35,000</b></p>	<p>Targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their attainment.</p> <p>The role includes developing, agreeing and implementing time bound action plans for identified pupils, one to one mentoring with pupils needing support, small group sessions in nurture, self-esteem, conflict resolution and promoting friendships.</p> <p>The role also includes work with parents, external agencies and secondary schools.</p>	<p><b>43 children in the school from years 2-6 worked with the Learning Mentor on a regular basis.</b>  <b>41 children EFSM 2 NFSM</b></p> <p><b>Impact on behaviour and engagement in learning</b></p> <p><b>Quotes from Ofsted December 2011</b>  <i>'Outstanding care, guidance and support generates great confidence in the pupils when facing new experiences such as moving year group or transferring to Secondary school.'</i></p> <p><i>'Pupils show respect for each other and are polite and courteous towards visitors. The new behaviour policy has led to greater consistency in the way all members of staff manage the pupils' behaviour. As a result, pupils behave well and get on harmoniously together, irrespective of their backgrounds.'</i></p> <p><b>Quotes from children on the caseload 2013-2014</b></p> <p><i>'Jennifer you have been my mentor for a very long time, you have helped me loads with my behaviour. I can now say my behaviour is calming down. Thank you for your help.'</i></p> <p><i>'I look forward to coming to school, because I know no matter how I feel there will always be a smile waiting for me and kind words to start my day. Thank you for helping me understand more about MS, this has helped my relationship with both of my parents. At last I can say I feel confident, thanks to you, you have made me do things I would never had done before. I can now say at last that I have friends.'</i></p> <p><b>Quotes from parents/carers of children on the caseload 2013-2014</b></p> <p><i>'Thank you so much for all the support you have given me and my children. I know it has been tough, but you never gave up on us. Her attitude at home has improved a lot, she will talk to me more now and she now talks about what she finds difficult at school, so thank you.'</i></p> <p><i>Jennifer thank you for all the guidance you have given my grandson. He has embraced your teaching; he has grown to be a lovely boy. He now loves coming to school he is not getting in trouble like before so thank you!</i></p> <p><i>Wow, I loved your session with C. I have never heard him talk so much about his anger. I loved the way how you give him time to talk and how calm you are. If only I could be like you.'</i></p> <p><b>Quotes from professionals working with the school's Learning Mentor 2013-2014</b>  <i>'It has been a pleasure working with you; you are patient, calm and understand the families that we support together. The families have all said that if it wasn't for you they don't know what would of happen with their children. You go all out to support our young people. Keep up all the fantastic work.'</i> (Chance UK)</p> <p><b>Attainment and progress</b></p> <p>Year 6 children -13 children on caseload.  <b>13 children EFSM</b></p> <table border="1" data-bbox="544 1727 1241 1861"> <thead> <tr> <th colspan="3">Average Point Score Progress from KS1-KS2 for targeted children in Y6 (National benchmark 12 APS = Expected progress)</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>15.8 APS</td> <td>16.3 APS</td> <td>14.5 APS</td> </tr> </tbody> </table> <p><b>In DFE progress measures</b></p> <p><b>Reading – 100% Expected progress (2 levels progress ) 54% More than expected (3 levels of progress+)</b>  <b>Writing – 100% Expected progress (2 levels progress ) 54% More than expected (3 levels of progress+)</b>  <b>Maths– 100% Expected progress (2 levels progress ) 38% More than expected (3 levels of progress+)</b></p>	Average Point Score Progress from KS1-KS2 for targeted children in Y6 (National benchmark 12 APS = Expected progress)			Reading	Writing	Maths	15.8 APS	16.3 APS	14.5 APS
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Year 5 children- 6 children on caseload

**6 EFSM**

Average Point Score Progress for targeted children in Y5		
Reading	Writing	Maths
4.7 APS	3 APS	4 APS

Year 4 children- 9 children on caseload

**9 EFSM**

Average Point Score Progress for targeted children in Y4		
Reading	Writing	Maths
5.5 APS	2.8 APS	3.75 APS

Year 3 children- 9 children on caseload

**9 EFSM**

Average Point Score Progress for targeted children in Y3		
Reading	Writing	Maths
4.2 APS	3.8 APS	4.2 APS

Year 2 children- 6 children on caseload

**4 EFSM 2 NFSM**

Average Point Score Progress for targeted children in Y2		
Reading	Writing	Maths
5.7 APS	6.8 APS	6 APS

**AHT for teaching and Learning**

Approx cost with resources **£66,000**

Team teaching and planning

Provide modelled lessons and opportunities to share good practice.

Provide Targeted CPD

Ensure there is consistency across year groups by monitoring and evaluating practice.

Support targeted individuals

**Impact on teaching and learning**

**In 2013-2014, based on triangulated outcomes (lesson observations, quality of marking and feedback and progress of pupil) teaching was broadly good with a significant proportion graded as outstanding. This has led to outstanding achievement for pupils over time.**

There has been a rapid rise in outcomes over 3 years at EYFS, KS1 and KS2.

There is evidence of closing the attainment gap across the academic year in the majority of classes.

Phonics subject knowledge and the teaching of phonics across the school have improved, leading to strong outcomes in the phonics screening check.

Subject specialist teachers in Music, MFL, Computing and PE lead to outstanding outcomes in these subjects.

Overall, teachers have high expectations in terms of behaviour and the quality of learning produced. Consistent reference to the behaviour policy and well established classroom routines lead to calm and purposeful learning environments, which are observed consistently as good or outstanding

Lessons are well resourced, include a range of practical and engaging activities and are usefully linked to real life contexts, allowing children to make connections in their learning.

Additional adults are planned for and well deployed in lessons, making a marked contribution to pupils' learning. All observations of support staff in 2013-2014 were graded good and outstanding.

Lessons are well structured and mini-plenaries are used effectively by many teachers to address misconceptions and check understanding.

A range of differentiation techniques are used to ensure that all children are challenged and make progress in lessons, including children self-selecting tasks or the use of peel-off techniques, which evidences the impact of CPD.

The language of dialogue is promoted in class enabling children to build on each other's ideas.

Collaborative learning and open ended tasks lead to challenge for the more able, which evidences the impact of CPD.

Learning objectives and success criteria are clearly shared with children, with some opportunities for children to generate their own success criteria.

Effective teaching of early reading has led to outstanding progress in EYFS and Year 1 and 2.

Pupils who have DSEN, FSM and EAL make similar or better progress than other pupils, this is because of highly effective intervention by teacher and teaching assistants. Of particular note is the progress of DSEN pupils who make outstanding progress in comparison the school's expectations of APS progress.

We have continued our development of our own Teaching and Learning Community (TLC). The aim is to develop assessment for learning techniques in our school, with a focus on children's progress. The project is based on the research and materials of Dylan William and John Hattie.

**Impact on teachers involved in the TLC project**

*'I have found the TLC has provided me with a focus and direction on a specific area of a lesson. The practical support offered by peers has encouraged me to think 'outside the box'. For example: one lesson feedback suggested children use hand signs to signal they were thinking the same thing ... I knew this wouldn't work for my kids (they like to be hands on) so I made flashcards for them to show me their thinking instead. This has been much more successful, and never would have been considered if it wasn't for that initial suggestion. All children now feel listened to and participate with enthusiasm. As we develop further by focusing/reflecting on different areas of a lesson it can only enhance my practice and benefit the children further. The most positive thing about the TLC for me is that I don't feel as if I'm being 'watched'. Instead I feel the advice is 'guiding' me.'* (KS2 Class Teacher)

*'I've loved seeing people's different teaching styles/classroom management. I've also really liked having a window of opportunity to be reflective with another teacher- it's great having the time to discuss and try and out new things, which enrich our teaching and children's learning. I've really enjoyed the INSETs ... it's been nice seeing that some of the things you do in class anyway are valid and great for children's cognition and development.'* (KS1 Class Teacher)

**For attainment and progress data for KS1 and KS2 see the summary at end of document.**

**Home school Worker (Maternity cover for academic year)**  
Approx cost with resources £30,000

Targeted family work to support families in overcoming barriers to attendance and barriers to their children's learning.

Organise courses and training sessions for parents and carers.

Run attendance interventions for children whose attendance is below 90%

Liaise with outside agencies to signpost families to appropriate

**Impact on attendance**

**Our attendance is now above national and borough averages, and has been consistently increasing over time.**

Whole school attendance	2010/11	2011/12	2012/13	2013/14
PAs as % of whole school	92%	94.9%	95.4%	95.93%

10 different parents/carers courses and workshops were run throughout the year in the school premises. Due to spacing issues because of the school refurbishment project parents were also signposted to the Mildmay Community Centre and the Factory Children's Centre for additional courses.

Extensive support was provided for parents to allow them to develop their own skills. (Computer course, FAST project, Employability, Claudia Jones organisation, KMEWO, Housing Benefits Advice, Income Maximisation, Benefits workshop, Women's Health workshop, PTA)

Sessions were run to allow parents to support their children's learning throughout the curriculum. (Supporting your child in Maths Yrs 3-4, Supporting your Maths Yrs 5-6, Supporting your child with Literacy, Phonics, Story Sacks, International day, Parental Involvement workshop.)

	services.	<p><b>Impact on parents and families who attended the courses.</b></p> <p><i>'Being here has given me more confidence to help my son in phonics, thanks!'</i>  <i>'Very useful to know what we can do to support our children at home'</i>  <i>'Thanks for giving me the confidence to apply for jobs again!'</i></p>																																														
<p><b>Small group reading programme for all children in Yr 2</b></p> <p>(This is also attended by children in Y3 who achieved less than a 2c in their KS1 assessments.)</p> <p>Approx cost £30,000 with resources</p>	<p>4 x half hourly reading programme all year in small groups run by teachers and teaching assistants to promote early reading.</p>	<p>54 Children involved  <b>43 FSM 11 NFSM</b></p> <p><b>Impact Y2</b></p> <table border="1" data-bbox="544 414 1240 524"> <thead> <tr> <th colspan="2">Phonics retakes in Y2 % achieving expected standard</th> </tr> </thead> <tbody> <tr> <td>PP at Newington Green</td> <td>100%</td> </tr> <tr> <td>Newington Green</td> <td>100%</td> </tr> <tr> <td>National</td> <td>66%</td> </tr> </tbody> </table> <p><b>At Newington Green the percentage of pupils achieving the expected level in Y2 Phonics is 100%. This is 34% higher than the national average, and 28% higher than Outstanding schools.</b></p> <table border="1" data-bbox="544 678 1058 844"> <thead> <tr> <th colspan="2">Average point score at end of KS1 in reading</th> </tr> </thead> <tbody> <tr> <td>PP at Newington Green</td> <td>17.1</td> </tr> <tr> <td>Newington Green Non PP</td> <td>16.2</td> </tr> <tr> <td>National PP</td> <td>15.0</td> </tr> <tr> <td>National Non PP</td> <td>17.0</td> </tr> </tbody> </table> <p><b>The KS1 Average Points Score for reading amongst Pupil Premium students is 0.9 points greater than the non-Pupil Premium students average, and 2.1 points greater than the National PP average.</b></p> <table border="1" data-bbox="544 1001 1058 1140"> <thead> <tr> <th colspan="2">Children achieving L2b + in reading</th> </tr> </thead> <tbody> <tr> <td>PP at Newington Green</td> <td>86%</td> </tr> <tr> <td>Newington Green Non PP</td> <td>80%</td> </tr> <tr> <td>National PP</td> <td>69%</td> </tr> <tr> <td>National Non PP</td> <td>85%</td> </tr> </tbody> </table> <p><b>The proportion of Pupil Premium students at Newington Green achieving the expected level in Reading is 6.0% greater than the non-Pupil Premium students average, and 17% greater than the National PP average.</b></p> <table border="1" data-bbox="544 1294 1058 1433"> <thead> <tr> <th colspan="2">Children achieving L3 + in reading</th> </tr> </thead> <tbody> <tr> <td>PP at Newington Green</td> <td>36%</td> </tr> <tr> <td>Newington Green Non PP</td> <td>25%</td> </tr> <tr> <td>National PP</td> <td>17%</td> </tr> <tr> <td>National Non PP</td> <td>35%</td> </tr> </tbody> </table> <p><b>The proportion of Pupil Premium students at Newington Green achieving Level 3 in Reading is 11% greater than the non-Pupil Premium students average, and 19% greater than the National PP average.</b></p> <table border="1" data-bbox="544 1590 1418 1671"> <thead> <tr> <th>Amount of children in Y2 for the reading programme</th> <th>Average Point Score Progress for children in Y2 reading programme</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>4.85 APS</td> </tr> </tbody> </table> <table border="1" data-bbox="544 1697 1418 1778"> <thead> <tr> <th>Amount of children in Y3/4 for the reading programme</th> <th>Average Point Score Progress for children in Y2 reading programme</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6 APS</td> </tr> </tbody> </table>	Phonics retakes in Y2 % achieving expected standard		PP at Newington Green	100%	Newington Green	100%	National	66%	Average point score at end of KS1 in reading		PP at Newington Green	17.1	Newington Green Non PP	16.2	National PP	15.0	National Non PP	17.0	Children achieving L2b + in reading		PP at Newington Green	86%	Newington Green Non PP	80%	National PP	69%	National Non PP	85%	Children achieving L3 + in reading		PP at Newington Green	36%	Newington Green Non PP	25%	National PP	17%	National Non PP	35%	Amount of children in Y2 for the reading programme	Average Point Score Progress for children in Y2 reading programme	51	4.85 APS	Amount of children in Y3/4 for the reading programme	Average Point Score Progress for children in Y2 reading programme	6	6 APS
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<p><b>Small group reading programme for all children in Yr 1</b></p> <p>Approx cost <b>£23,000</b> resources</p> <p>cost with</p>	<p>4 x half hourly reading programme all year in small groups run by teachers and teaching assistants to promote early reading.</p>	<p>51 Children involved <b>30 FSM 21NFSM</b></p> <p><b>Impact Year 1 Attainment</b></p> <p><b>Progress</b></p> <table border="1" data-bbox="544 309 1417 389"> <thead> <tr> <th>Amount of children in Y1 reading programme</th> <th>Average Point Score Progress for children in Y1 reading</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>6.4 APS</td> </tr> </tbody> </table> <table border="1" data-bbox="544 468 1240 607"> <thead> <tr> <th colspan="2">Phonics % achieving expected standard</th> </tr> </thead> <tbody> <tr> <td>PP at Newington Green</td> <td>71%</td> </tr> <tr> <td>Newington Green (all y1 pupils)</td> <td>80%</td> </tr> <tr> <td>National PP</td> <td>63%</td> </tr> <tr> <td>National</td> <td>78%</td> </tr> </tbody> </table> <p><b>The proportion of Pupil Premium pupils at Newington Green achieving the expected level in Year 1 phonics is 8% better than the national pupil premium average.</b></p>	Amount of children in Y1 reading programme	Average Point Score Progress for children in Y1 reading	55	6.4 APS	Phonics % achieving expected standard		PP at Newington Green	71%	Newington Green (all y1 pupils)	80%	National PP	63%	National	78%
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<p><b>Catch up literacy</b></p> <p>Approx cost <b>£8000</b></p>	<p>This is a 1:1 adult/child reading intervention delivered by trained Teaching Assistants twice weekly for 15 minutes all year.</p>	<p>15 children from yrs 3-6 <b>EFSM 12 children NFSM 3 children</b></p> <p><b>Impact</b></p> <table border="1" data-bbox="544 898 1495 978"> <thead> <tr> <th colspan="2">Average Point Score Progress for children who did catch-up literacy</th> </tr> <tr> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>5.9</td> <td>3.6</td> </tr> </tbody> </table> <p><b>When tested using the Salford reading test the average increase in reading age in nine months was 20.2 months.</b></p>	Average Point Score Progress for children who did catch-up literacy		Reading	Writing	5.9	3.6								
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<p><b>Catch up numeracy</b></p> <p>Approx cost <b>£5000</b></p>	<p>This is a 1:1 adult/child numeracy intervention delivered by trained Teaching Assistants twice weekly for 15 minutes all year.</p>	<p>10 children from yrs 2-6 <b>EFSM 8children NFSM 2 children</b></p> <p><b>Impact</b></p> <table border="1" data-bbox="647 1265 917 1346"> <thead> <tr> <th>Average point score progress in maths</th> </tr> </thead> <tbody> <tr> <td>6.2</td> </tr> </tbody> </table>	Average point score progress in maths	6.2												
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<p><b>Precision teaching</b></p> <p>Approx cost <b>£5000</b></p>	<p>Precision Teaching is a 1-1 teaching method used to accelerate progress particularly in word reading and spelling skills. It is delivered by trained Teaching Assistants twice or three times weekly for 15 minutes all year</p>	<p>23 children from yrs 1-6 <b>EFSM 20 children NFSM 3 children</b></p> <table border="1" data-bbox="647 1664 917 1744"> <thead> <tr> <th>Average point score progress in maths</th> </tr> </thead> <tbody> <tr> <td>4.75</td> </tr> </tbody> </table> <p><b>At Newington Green the percentage of pupils achieving the expected level in Y2 Phonics is 100%. This is 34% higher than the national average, and 28% higher than Outstanding schools.</b></p> <p><b>The percentage of Pupil Premium students at Newington Green making expected progress in Reading is 100%. This is 12% greater than the National PP average.</b></p>	Average point score progress in maths	4.75												
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<p><b>Speech and language groups</b></p> <p>Approx cost £700</p>	<p>Small Speech and language groups were run twice weekly by a trained HLTA</p> <p>A number of language groups were run in Nursery and Reception across the cohort.</p>	<p>13 key children in Yrs Rec-5 <b>13 EFSM</b></p> <p><b>Impact</b> All individual speech and language targets were achieved. 2 children have now been discharged from the Speech and Language Service as their language skills now fall between expected levels for their age.</p> <p>Quote from school Speech and Language Therapist: <i>'Provision of language groups for children with high levels of need is very good. This contributes to successful and effective outcomes for the children.'</i></p>		
<p><b>Maths skills booster</b></p> <p>Approx cost £2000</p>	<p>Tailored maths interventions for groups of 6 children where teachers have identified gaps in the children's mathematical learning. Ran for 30 mins each week for 12 weeks. Groups were run by teaching assistants.</p>	<p>33 children in years 2-5 FSM 25 children NFSM 3 children</p> <p><b>Impact</b> Average progress this year of group in: Maths 4.7 APS</p>		
<p><b>Level 3 maths booster</b></p> <p>Approx cost £700</p>	<p>Small group sessions for children in year 2 targeted to get a level 3. Ran by a HLTA for 20 weeks for 1 hour each week.</p>	<p>16 children in Y2. <b>13 EFSM 3NFSM</b></p> <p><b>Impact</b></p> <table border="1" data-bbox="647 1066 916 1146"> <tr> <td><b>Average point score progress in maths</b></td> </tr> <tr> <td>6</td> </tr> </table> <p>100% of the children in the group achieved a level 3 in their KS1 assessment.</p> <p><b>At Newington Green 33% of pupils achieve or surpass level 3 in Maths. This is 9.0% higher than the national average, 9.9% higher than the average for Good schools, and 1.7% higher than the average for Outstanding schools.</b></p>	<b>Average point score progress in maths</b>	6
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6				
<p><b>Level 6 maths boosters</b></p> <p>Approx cost £1000</p>	<p>Small group sessions for children in year 6 targeted to get a level 6. Ran by a HLTA for 30 weeks for 1 hour each week.</p>	<p>9 children in Y6 <b>9 EFSM</b></p> <p><b>Impact</b> <b>6 children achieved L6 maths (12%). This is 3% higher than national</b></p> <p><b>Average progress of group in maths from KS1-KS2 18 APS</b></p>		
<p><b>Level 6 reading and writing boosters</b></p>	<p>Small group sessions for children in year 6 targeted to get a level 6. Ran by a teacher for 10 weeks for 1 hour each week.</p>	<p>6 children in Y6 <b>6 EFSM</b></p> <p><b>Impact</b> <b>3 children achieved L6 writing (6%). This is 4% higher than national</b> <b>2 children achieved L6 reading (4%) This is 4% higher than national</b> <b>4 children achieved L6 SPAG (8%) This is 4% higher than national</b></p> <p><b>Average progress of group in writing from KS1-KS2 18 APS</b> <b>Average progress of group in reading from KS1-KS2 15.6 APS</b></p>		

<p><b>Easter Maths and English schools</b></p> <p>Approx cost £8000</p>	<p>3 half day sessions run by teachers in Maths and English.</p>	<p>14 children in Y6 <b>14 EFSM</b></p> <p><b>Impact</b></p> <p><b>See attainment and progress data for KS1 and KS2 see the summary at end of document.</b></p>
<p><b>Training and dyslexia resources for HLTA in dyslexia</b></p> <p>Approx cost £2000</p>		<p><b>Impact</b></p> <p>Early identification of children so that appropriate interventions and resources can be put into place. Staff training so that children are well supported in class. Individualised programmes for children to allow them to make a progress. Parent sessions to help them to support their children better.</p>
<p><b>Additional Educational Psychologist time</b></p> <p>Approx cost £6000</p>	<p>Assessment of learning and emotional needs of individual children.</p> <p>Advisor in TAC meetings and Annual Review meetings</p> <p>Teacher consultation meetings to devise effective interventions to raise educational standards.</p> <p>Parent drop-in sessions to support children's' learning.</p>	<p><b>Impact</b></p> <p>Assessment of children who needed a statutory assessment from the local authority. Personalised intervention programmes enabled children to make progress in line with their peers. Parents were better able to support their children at home.</p>
<p><b>Funding for extra-curricular activities</b></p> <p>Approx cost £10000</p>	<p>A range of clubs took place at school. These included The Music Hub ((violin and cello tutoring) sewing and needle work, dance, drama, choir, coding, arts and crafts, song writing, ukulele and sports.</p>	<p>In questionnaires all clubs were rated highly by the children and parents. <i>'I like handball club because it gives you energy and keeps you fit.'</i> <i>'I love choir because you get to sing great songs with your friends.'</i></p>

<p><b>2 additional classroom teaching assistants</b></p> <p><b>Approx cost £32000</b></p>	<p>2 additional teaching assistants were employed so that each class had an additional adult to run tailored intervention programmes and to run guided group activities across all ability ranges.</p>	<p><b>See attainment and progress data for KS1 and KS2 see the summary at end of document</b></p> <p>All support staff were graded as good and outstanding. In year progress data showed that children's progress was exceeding national.</p>
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## **Performance of disadvantaged pupils at end of KS2**

**In 2013-2014 98% of children in Year 6 at Newington Green were entitled to the Pupil Premium.**

### **Reading**

At Newington Green 100% of pupils make the expected 2 levels progress in Reading. This is 9.0% higher than the national average, 6.8% higher than the average for Good schools, and 3.0% higher than the average for Outstanding schools.

At Newington Green 100% of pupils achieve or surpass level 4 in Reading. This is 11% higher than the national average, 9.2% higher than the average for Good schools, and 3.2% higher than the average for Outstanding schools.

At Newington Green 94% of pupils achieve or surpass level 4B in Reading. This is 16% higher than the national average, 14% higher than the average for Good schools, and 5.0% higher than the average for Outstanding schools.

The proportion of Pupil Premium students at Newington Green achieving the expected level in Reading is 18% greater than the National PP average.

### **Writing**

At Newington Green 100% of pupils make the expected 2 levels progress in Writing. This is 7.0% higher than the national average, 4.3% higher than the average for Good schools, and 2.6% higher than the average for Outstanding schools.

At Newington Green 92% of pupils achieve or surpass level 4 in Writing. This is 7.0% higher than the national average and 5.1% higher than the average for Good schools.

At Newington Green 92% of pupils achieve or surpass level 4B in Writing. This is 7.0% higher than the national average and 4.0% higher than the average for Good schools.

The percentage of Pupil Premium students at Newington Green making expected progress in Writing is 10% greater than the National PP average.

### **Maths**

At Newington Green 100% of pupils make the expected 2 levels progress in Maths. This is 11% higher than the national average, 8.5% higher than the average for Good schools, and 4.6% higher than the average for Outstanding schools.

At Newington Green 98% of pupils achieve or surpass level 4 in Maths. This is 12% higher than the national average, 10% higher than the average for Good schools, and 4.4% higher than the average for Outstanding schools.

At Newington Green 90% of pupils achieve or surpass level 4B in Maths. This is 14% higher than the national average, 10% higher than the average for Good schools, and 2.2% higher than the average for Outstanding schools.

### **English and Maths**

The proportion of Pupil Premium students at Newington Green achieving the expected level in both English and Maths is 25% greater than the National PP average.

## **Performance of disadvantaged pupils at end of KS1**

### **Phonics**

The proportion of Pupil Premium students at Newington Green achieving the expected level in Year 1 is 8.0% greater than the National PP average.

### **Reading**

The proportion of Pupil Premium students at Newington Green achieving the expected level in Reading (2b) is 6.0% greater than the non- Pupil Premium students average and 17% greater than the National PP average.

The proportion of Pupil Premium students at Newington Green achieving Level 3 in Reading is 11% greater than the non-Pupil Premium students average and 19% greater than the National PP average.

### **Writing**

The proportion of Pupil Premium students at Newington Green achieving the expected level in Writing (2b) is 4.0% greater than the non- Pupil Premium students average, and 24% greater than the National PP average.

The proportion of Pupil Premium students at Newington Green achieving Level 3 in Writing is 8.0% greater than the non-Pupil Premium students average, and 10% greater than the National PP average.

### **Maths**

The proportion of Pupil Premium students at Newington Green achieving the expected level in Maths is 4.0% greater than the non- Pupil Premium students average, and 21% greater than the National PP average.

The proportion of Pupil Premium students at Newington Green achieving Level 3 in Maths is 3.0% less than the non-Pupil Premium students average, but 19% greater than the National PP average.

## **Pupil Premium 2014-2015**

For the financial year 2014-15, Newington Green Primary School has been allocated £247,500.00 Pupil Premium funding. Primary schools receive £1,300 for each child registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £1,900 for each looked-after pupil.

The school intends to use this funding to:

- Continue to employ a Home School Support Officer. This person will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will also support families to promote early engagement with the school and their children's learning.
- Continue to have a full-time Learning Mentor to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition.
- Promote two Senior leaders to out-of-class Assistant Headteacher roles to work alongside the Deputy Headteacher for Teaching and Learning to support and enhance the teaching and learning across the school. It will be through this, in conjunction with other senior members of staff and class teachers, that we will be able to identify children in need of intervention, meet the needs of Gifted and Talented pupils, ensure all teaching is good and outstanding and raise standards throughout the school.
- To enhance the Support Staff team by having an additional HLTA and Cover Supervisor. This will ensure that teaching assistants are well trained and deployed effectively to accelerate children's progress. They will also assist in creating personalised intervention programmes to best support children's needs.
- Build upon the success of the Catch-up Literacy project by training additional teaching assistants to run the program.
- Build upon the success of the Catch-up Numeracy project by training additional teaching assistants to run the programme.
- To continue to run Level 6 reading and maths classes to ensure that G and T children reach their full potential
- To continue to run small intervention reading sessions for all children in years 1 and 2 to increase the attainment in KS1.
- To provide training for a HLTA in dyslexia to allow her to be a lead support in identifying dyslexia in school and to ensure that teachers and teaching assistants are supporting children with specific learning difficulties.
- To continue to run personalised intervention programmes for children across the school to ensure that all children are making good and outstanding progress in reading, writing and maths.
- To continue to run booster sessions in English and Maths for Year 6 children to increase the attainment of children in KS2.
- To fund a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities. These will include the pantomime, the opera and a major sporting event.