

# Newington Green Primary School



## Pupil Premium Report 2015

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## Pupil Premium Report

Newington Green Primary School received £247,500 Pupil Premium funding in the financial year 2014-15. 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 2014. 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 serves a diverse community. 80.3% 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.

**In 2015 Newington Green Primary School won £1000 in the Key Stage 2 category of the Pupil Premium Awards.**

### 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/ Secondary readiness 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.
- To improve attendance

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 2014/2015

Intervention and cost	Description	Impact and approximate spend																																				
<p><b>Learning mentor</b></p> <p><b>Approx cost with resources £38,000</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>28 children in the school from years 2-6 worked with the Learning Mentor on a regular basis. 27 children EFSM 1 NFSM The Learning Mentor also worked with 3 classes on a regular basis across the year.</p> <p><b>Impact on behaviour and engagement in learning</b> In all cases these pupils were supported to manage their emotions and to engage in learning in class over time so that they were able to make academic progress.</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 2014-2015</b> <i>'I now am able to control my temper when things don't go my way at playtime.'</i></p> <p><i>'Jennifer helped me at school and at home. I now feel excited about going to Secondary school, not scared!'</i></p> <p><b>Quotes from professionals working with the school's Learning Mentor 2013-2015</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 -7 children on caseload. <b>7 children EFSM</b></p> <table border="1" data-bbox="544 1211 1240 1346"> <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>14.9 APS</td> <td>13.1 APS</td> <td>17.1 APS</td> </tr> </tbody> </table> <p><b>In DFE progress measures</b></p> <p><b>Reading – 98% Expected progress (2 levels progress ) 42% More than expected (3 levels of progress+)</b>  <b>Writing – 96% Expected progress (2 levels progress ) 29% More than expected (3 levels of progress+)</b>  <b>Maths– 100% Expected progress (2 levels progress ) 67% More than expected (3 levels of progress+)</b></p> <p>Year 5 children- 6 children on caseload <b>5 EFSM</b></p> <table border="1" data-bbox="544 1682 1240 1771"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y5</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3.4 APS</td> <td>3.7 APS</td> <td>3.1 APS</td> </tr> </tbody> </table> <p>Year 4 children- 4children on caseload <b>4 EFSM</b></p> <table border="1" data-bbox="544 1872 1240 1962"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y4</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3.5 APS</td> <td>3 APS</td> <td>4 APS</td> </tr> </tbody> </table> <p>Year 2 children- 5 children on caseload (1 left mid-year) <b>5 EFSM</b></p> <table border="1" data-bbox="544 2029 1240 2119"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y2</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>4.5 APS</td> <td>5 APS</td> <td>6.5 APS</td> </tr> </tbody> </table>	Average Point Score Progress from KS1-KS2 for targeted children in Y6 (National benchmark 12 APS = Expected progress)			Reading	Writing	Maths	14.9 APS	13.1 APS	17.1 APS	Average Point Score Progress for targeted children in Y5			Reading	Writing	Maths	3.4 APS	3.7 APS	3.1 APS	Average Point Score Progress for targeted children in Y4			Reading	Writing	Maths	3.5 APS	3 APS	4 APS	Average Point Score Progress for targeted children in Y2			Reading	Writing	Maths	4.5 APS	5 APS	6.5 APS
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**AHT for teaching and Learning**

**Approx cost with resources and Continuous Professional Development Expenditure £70,000**

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 2014-2015, 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 4 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 found it really valuable to hear from colleagues about their experiences with pupils in their class. I will use the ideas that I have heard about from other members of staff. It is good to share good practice. It has been a thought provoking experience". (Laura Dwyer, Music Specialist)*

*"It was good to experience this as part of a community – to listen to the ideas of colleagues and see the impact of their interventions on children in the same school. Discussing data collected allowed me to explore new ideas in a safe environment and absorb them more readily than if I'd just read the information. It was also useful to hear from staff working with a range of ages to see how these experiences differ across the school". (Georgina Simmons, Year 1 Teacher)*

*"I've loved seeing peoples' 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 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".*

*"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." (Class Teacher)*

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

**Home school Worker**  
(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 services.

**Impact on attendance**

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

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Whole school attendance</b>	<b>92%</b>	<b>94.9%</b>	<b>95.4%</b>	<b>95.9%</b>	<b>96.6%</b>

11 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.

Courses included; Open morning for agencies and support in the local area, Literacy open morning, Phonics open morning, science open day, maths open day, homework and achievement open day, FGM awareness, Parent focus group, Attendance group, SRE parent workshop and maths course.

**Impact on parents and families who attended the courses.**

*'Really good to understand how to help the children with their learning with simple day-to-day tasks'*

*'Very good science workshop, it gave me ideas to help out my children'*

*'Fantastic workshop! I now want to do my maths GCSE.'*

**Small group reading programme for all children in Yr 2**

(This is also attended by children in Y3 who achieved less than a 2c in their KS1 assessments.)

Approx cost £35,000 with resources

4 x half hourly reading programme all year in small groups run by teachers and teaching assistants to promote early reading.

51 Children involved  
**40 EFSM 11 NFSM**

**Impact Y2**

<b>Phonics retakes in Y2 % achieving expected standard</b>	
PP at Newington Green	98%
Newington Green	98%
National	66%

**At Newington Green the percentage of pupils achieving the expected level in Y2 Phonics is 98.0%. This is 8.0% higher than the national average, and 4.0% higher than the average for Outstanding schools.**

<b>Average point score at end of KS1 in reading</b>	
PP at Newington Green	16.2
National PP	15.2

**The KS1 Average Points Score for reading amongst Pupil Premium students is 1 point greater than the non-Pupil Premium students' average.**

<b>Amount of children in Y2 for the reading programme</b>	<b>Average Point Score Progress for children in Y2 reading programme in a year</b>
51	5.5 APS

**The children in Year 2 made an average of 26.1 months gain in their reading ages over a period of 12 months.**

<p><b>Small group reading programme for all children in Yr 1</b></p> <p>Approx £25000 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>56 Children involved <b>28 FSM 28NFSM</b></p> <p><b>Impact Year 1 Attainment</b></p> <p><b>Progress</b></p> <table border="1" data-bbox="544 340 1418 423"> <tr> <th>Amount of children in Y1 reading programme</th> <th>Average increase in reading age in 7 months</th> </tr> <tr> <td>56</td> <td>24 months</td> </tr> </table> <table border="1" data-bbox="544 501 1240 638"> <tr> <th colspan="2">Phonics % achieving expected standard</th> </tr> <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> </table> <p><b>The proportion of Pupil Premium pupils at Newington Green achieving the expected level in Year 1 phonics is 7% better than the national pupil premium average.</b></p>	Amount of children in Y1 reading programme	Average increase in reading age in 7 months	56	24 months	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 £8000</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>12 children from yrs 3-6 <b>EFSM 9 children NFSM 3 children</b></p> <p><b>Impact</b></p> <table border="1" data-bbox="544 927 1498 1010"> <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> <tr> <td>5.6</td> <td>4.2</td> </tr> </table> <p><b>When tested using the Salford reading test the average increase in reading age in nine months was 21 months.</b></p>	Average Point Score Progress for children who did catch-up literacy		Reading	Writing	5.6	4.2								
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<p><b>Catch up numeracy</b></p> <p>Approx cost £5000</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>6 children from yrs 2-6 <b>EFSM 6 children NFSM 0 children</b></p> <p><b>Impact</b></p> <table border="1" data-bbox="647 1245 917 1328"> <tr> <th>Average point score progress in maths</th> </tr> <tr> <td>4.9</td> </tr> </table>	Average point score progress in maths	4.9												
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<p><b>Precision teaching</b></p> <p>Approx cost £5000</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>42 children from yrs 1-6 <b>EFSM 28 children NFSM 14 children</b></p> <p><b>At Newington Green the percentage of pupils achieving the expected level in Y2 Phonics is 98.0%. This is 8.0% higher than the national average, and 4.0% higher than the average for Outstanding schools.</b></p> <p><b>The percentage of Pupil Premium students at Newington Green making expected progress in Reading was 98%. This is 12% greater than the National PP average.</b></p> <p><b>The proportion of pupil premium pupils achieving the expected level in spelling and grammar is 16% greater than the national PP average.</b></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>14 children in Y2. <b>14 EFSM</b></p> <p><b>Impact</b></p> <p>100% of the children in the group achieved a level 3 in their KS1 assessment.</p> <p>The proportion of Pupil Premium students at Newington Green achieving Level 3 in Maths is 15% greater than the National PP average.</p>
<p><b>Training and resources for children with autism</b></p> <p>Approx cost £10000</p>		<p><b>Impact</b></p> <p>Early identification of children so that appropriate interventions and resources can be put into place.</p> <p>Staff training so that children are well supported in class.</p> <p>Individualised programmes for children to allow them to make a progress.</p> <p>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.</p> <p>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.</p> <p><i>'I like handball club because it gives you energy and keeps you fit.'</i></p> <p><i>'I love choir because you get to sing great songs with your friends.'</i></p>
<p><b>2 additional classroom teaching assistants in EYFS</b></p> <p>Approx cost £45000</p>	<p>2 additional teaching assistants were employed to enable children in the EYFS to be well supported.</p>	<p>All support staff were graded as good and outstanding. In year progress data showed that children's progress was exceeding national.</p>

## **Performance of disadvantaged pupils at end of KS2**

**In 2014-2015 96% of children in Year 6 at Newington Green were entitled to the Pupil Premium.**

### **Reading**

At Newington Green 98% of pupils make the expected 2 levels progress in Reading. This is 7.0% higher than the national average, 5.3% higher than the average for Good schools, and 2.9% higher than the average for Outstanding schools.

At Newington Green 98% of pupils achieve or surpass level 4 in Reading. This is 9% higher than the national average, 7.1% higher than the average for Good schools, and 3.1% higher than the average for Outstanding schools.

The proportion of Pupil Premium students at Newington Green achieving the expected level in Reading is 15% greater than the National PP average.

### **Writing**

At Newington Green 96% of pupils make the expected 2 levels progress in Writing. This is 2% higher than the national average and 0.5% higher than the average for good schools.

At Newington Green 88% of pupils achieve or surpass level 4 in Writing. This is 1.0% higher than the national average and 0.2% higher than the average for Good schools.

The percentage of Pupil Premium students at Newington Green making expected progress in Writing is 8% greater than the National PP average.

### **Maths**

At Newington Green 100% of pupils make the expected 2 levels progress in Maths. This is 10% higher than the national average, 8.3% higher than the average for Good schools, and 5.1% higher than the average for Outstanding schools.

At Newington Green 98% of pupils achieve or surpass level 4 in Maths. This is 14% higher than the national average, 10% higher than the average for Good schools, and 4.3% higher than the average for Outstanding schools.

The percentage of Pupil Premium students at Newington Green making expected progress in Writing is 18% greater than the National PP average.

### **English (Reading and writing) and Maths**

The proportion of Pupil Premium students at Newington Green achieving the expected level in both English and Maths is 15% 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 4% greater than the National PP average.

The proportion of Pupil Premium students at Newington Green achieving Level 3 in Reading is 16% greater than the National PP average.

### **Writing**

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

The proportion of Pupil Premium students at Newington Green achieving Level 3 in Writing is 8% greater than the National PP average.

### **Maths**

The proportion of Pupil Premium students at Newington Green achieving the expected level in Maths is 7% greater than the National PP average.

The proportion of Pupil Premium students at Newington Green achieving Level 3 in Maths is 15% greater than the National PP average.

## **Pupil Premium 2015-2016**

For the financial year 2015-16 Newington Green Primary School has been allocated £385,440.00 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years.

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.
- To enhance the Support Staff team by having an additional HLTA. 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.
- To continue to run small intervention reading sessions for all children in years 1 and 2 to increase the attainment in KS1.
- 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.
- Additional support from Deputy Head, given the higher demands of the new curriculum, to ensure that all pupils, including disadvantaged pupils, achieve highly and that the gap between FSM and Non-FSM pupil remains narrow.