

Newington Green Primary School



Pupil Premium

Review of expenditure 2015-2016

Expenditure 2015/2016

Intervention and cost	Description	Impact and approximate spend
<p>Learning mentor</p> <p>Approx cost with resources £40,000</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>30 children in the school from years Rec-Y6 worked with the Learning Mentor on a regular basis.</p> <p>The Learning Mentor also worked with 4 classes on a regular basis across the year.</p> <p>Impact on behaviour and engagement in learning</p> <p>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>Quotes from Ofsted December 2011 <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>Quotes from children on the caseload 2015-2016 <i>'Throughout my time at Newington Green you have helped me to improve my behaviour at home and at school. At first it was really hard, but you never gave up on me. I know I can do anything I put my mind too and that's all thanks to you.'</i></p> <p>Quotes from parents of children on the caseload. <i>'Every school needs to have a Learning Mentor. You are kind caring and fair. You have been like a second mum to my daughter. Thanks for looking after her, I can now see how much her behaviour has improved and that's thanks to you.'</i></p> <p><i>'You are one in a million. You always have time for us, even when you are busy. You have worked so hard with my son to help him with his behaviour. Thanks you so much!'</i></p> <p>Quotes from professionals working with the school's Learning Mentor 2015-2016 <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 mentor)</p> <p><i>'We would like to thank you again for your support with our young people. You are a credit to Newington Green. Your knowledge of each family is fantastic, this has been a great help in our referral process. The parents always speak highly about the support you have given. Every school needs mentors like you.'</i> (CHANCE UK)</p> <p>Attainment and progress- See End of report for Progress data for KS1 and KS2</p>

<p>Home school Worker (Approx cost with resources £32,000)</p>	<p>Targeted family work to support families in overcoming barriers to attendance and barriers to their children's learning.</p> <p>Organise courses and training sessions for parents and carers.</p> <p>Run attendance interventions for children whose attendance is below 90%</p> <p>Liaise with outside agencies to signpost families to appropriate services</p>	<p>Impact on attendance</p> <p>Our attendance is now above national and borough averages.</p> <table border="1" data-bbox="547 264 1310 445"> <thead> <tr> <th>Year</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr> <td>Whole school attendance</td> <td>92%</td> <td>94.9%</td> <td>95.4%</td> <td>95.9%</td> <td>96.6%</td> <td>96.14%</td> </tr> </tbody> </table> <p>14 different parents/carers courses and workshops were run throughout the year in the school premises. These were attended by 129 parents.</p> <p>Courses included; Supporting your children with maths, IT, phonics, reading, science, PE and SPAG. Mindfulness and meditation, healthy eating, managing money, learning through play and SRE.</p> <p>Impact on parents and families who attended the courses.</p> <p><i>'It has helped me save money, be more confident to speak to my children and say no to what I don't need.'</i></p> <p><i>'I really enjoyed it! Lots of resources to help my child''</i></p> <p><i>'I linked the phonics class. It is very useful to show me how to help my daughter.'</i></p> <p><i>'Great to know how the curriculum is changing and how the school is crafting their response. Also good to know how calculations are done and what language to use to support children.'</i></p>	Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Whole school attendance	92%	94.9%	95.4%	95.9%	96.6%	96.14%
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<p>DHT for teaching and Learning</p> <p>Approx cost with resources and Continuous Professional Development Expenditure £70,000</p>	<p>Team teaching and planning</p> <p>Provide modelled lessons and opportunities to share good practice.</p> <p>Provide Targeted CPD</p> <p>Ensure there is consistency across year groups by monitoring and evaluating practice.</p> <p>Support targeted individuals</p>	<p>Impact on teaching and learning</p> <p>In 2015-2016, 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 progress for pupils over time.</p> <p>Our Teacher Learning Community (TLC) was set up in January 2013, in partnership with the London Borough of Islington. The aim is to develop assessment for learning techniques in our school and continue to develop the quality of teaching and learning, with a focus on children's progress. The project is primarily based on the research and materials of Dylan William and John Hattie.</p> <p>Every half term, the staff at Newington Green meet to study a piece of research, linked to an area of assessment for learning or whole school improvement. Each member of teaching staff creates an action plan for trialling a new idea, linked to the research. They then invite a colleague to observe them teach with this specific focus in mind. During the peer observations, teachers fill in a feedback form for their colleague, which they later meet to discuss in detail. This is an opportunity for staff to share good practice and enter into a professional dialogue. In Spring Term of 2015, the community also carried out a community based action research project, working together to find out more about pupil resilience and discover effective strategies for developing resilience in school.</p>														

- Questioning to elicit information about learning
- Enabling effective dialogue
- Opening up Maths – open ended application in maths lessons
- Deepening pupil learning using reflection tools (metacognition)
- Feedback to move pupils' learning forward
- Effective use of learning objectives
- Effective use of success criteria
- Challenging the more able
- Activating pupils as owners of their own learning.
- Activating pupils as instructional resources for one another
- Developing pupil resilience – a community based action research project spanning over four months.
- Developing the use of shared success criteria.

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. (Y2 Class teacher)

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

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.

65 Children involved
Impact Y2

Amount of children in Y2 reading programme	Average increase in reading age in 10 months
65	21 months

- The proportion of disadvantaged students at Newington Green working at the expected standard in Reading at KS1 is 15.0% greater than the national disadvantaged students' average.
- The proportion of disadvantaged students at Newington Green working at greater depth within the expected standard in Reading in KS1 is 17.0% greater than the national disadvantaged students' average.

Small group reading programme for all children in Yr 1

Approx cost £25000 with resources

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

60 Children involved
Impact Year 1 Progress

Amount of children in Y1 reading programme	Average increase in reading age in 10 months
60	31 months

- 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.

<p>Precision teaching</p> <p>Approx cost £12000</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>38 children from yrs 1-6</p> <ul style="list-style-type: none"> • At Newington Green the percentage of pupils achieving the expected level in Y2 Phonics is 95.0%. This is 4.0% higher than the national average, and 4.3% higher than the average for Outstanding schools. • The proportion of disadvantaged students at Newington Green achieving the expected standard in English Grammar, Punctuation and Spelling is 26.0% greater than the national disadvantaged students' average.
<p>Training and resources for children with autism</p> <p>Approx cost £10000</p>		<p>Impact</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>Additional Educational Psychologist time</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>Impact</p> <p>Assessment of children who needed an EHCP from the local authority.</p> <p>3 new EHC plan in Summer term 2016.</p> <p>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>Funding for extra-curricular activities</p> <p>Approx cost £16000</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>The children went on a wide range of extra-curricular trips to enrich the curriculum.</p> <p>All children were able to take part in these trips regardless of parental contributions.</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>Enrichment educational visits are timetabled to ensure that the children are able to attend a wealth of sporting, spiritual and cultural trips by the time they are in Y6.</p> <p>Trips last year included; London Transport Museum, Museum of London, The Garden Classroom at Hop Farm Kent, The Science Museum, London Central Mosque, Florence Nightingale Museum, National Portrait Gallery, The Jewish museum, The synagogue, The Chocolate museum, The Globe Theatre, London Zoo, the Hindu temple, Hampstead Heath, the Bank of England, The Ragged School Museum The Planetarium, Archery, sailing, and visits to the see the pantomime and The Nutcracker.</p> <p>In questionnaires all clubs were rated highly by the children and parents. <i>'I love multi-sports club! You have fun with your friends and keep fit and healthy!'</i> <i>'Choir is fun! We do performances and visit the old people in the care home.'</i></p> <p>Children's comments about trips</p> <p><i>I loved the trip to the pantomime, it was so funny!'</i> <i>'Hop farm is so great, it felt like we were real hop pickers!'</i> <i>'Hop farm was amazing! We even tried rabbit stew!'</i> <i>The chocolate museum was great. We learnt lots of new things about chocolate.'</i> <i>'The science museum was so much fun! We learnt loads!'</i></p>
<p>2 additional classroom teaching assistants in EYFS</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. 76.4 % of children met the GLD</p> <p>For children in our Nursey and Reception:</p> <p>PSED 100% have made progress 38/39 made expected or more than expected progress – 97% 28/39 made more than expected progress from their baseline – 72%</p> <p>Literacy 100% have made progress 38/39 made expected or more than expected progress – 97% 25/39 made more than expected progress from their baseline – 64%</p> <p>Maths 100% have made progress from their baseline 38/39 made expected or more than expected progress – 97% 28/39 made more than expected progress from their baseline – 72%</p>
<p>Easter school/Saturday school for Year 6 children</p>	<p>4 days of additional revision in reading and maths. Run by 3 teachers and 2 teaching assistants.</p>	<p>See KS2 attainment data on the next page.</p>

Performance of disadvantaged pupils at end of KS2

In 2015-2016 100% of children in Year 6 at Newington Green were entitled to the Pupil Premium.

Reading

The proportion of disadvantaged students at Newington Green achieving the expected standard in Reading is 10.0% greater than the national disadvantaged students' average.

Writing

The proportion of disadvantaged students at Newington Green working towards the expected standard in Writing is 10.0% greater than the national disadvantaged students' average.

Maths

The proportion of disadvantaged students at Newington Green achieving the expected standard in Maths is 25.0% greater than the national disadvantaged students' average.

SPAG

The proportion of disadvantaged students at Newington Green achieving the expected standard in English Grammar, Punctuation and Spelling is 26.0% greater than the national disadvantaged students' average.

English (Reading and writing) and Maths

The proportion of disadvantaged students at Newington Green achieving the expected standard in Reading, Writing (TA) and Maths is 14.0% greater than the national disadvantaged students' 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 7.0% greater than the National PP average.

At Newington Green the percentage of pupils achieving the expected standard in Y2 Phonics is 95.0%. This is 4.0% higher than the national average, and 4.3% higher than the average for Outstanding schools.

Reading

The proportion of disadvantaged students at Newington Green working at the expected standard in Reading is 15.0% greater than the national disadvantaged students' average.

The proportion of disadvantaged students at Newington Green working at greater depth within the expected standard in Reading is 17.0% greater than the national disadvantaged students' average.

Writing

The proportion of disadvantaged students at Newington Green working at the expected standard in Writing is 17.0% greater than the national disadvantaged students' average.

The proportion of disadvantaged students at Newington Green working at greater depth within the expected standard in Writing is 16.0% greater than the national disadvantaged students' average.

Maths

The proportion of Pupil Premium students at Newington Green achieving the expected standard in Maths is 19% greater than the National PP average.

The proportion of disadvantaged students at Newington Green working at greater depth within the expected standard in Maths is 13.0% greater than the national disadvantaged students' average.