

# Newington Green Primary



## Pupil Premium Strategy Document 2017-2018

## 1. Summary information

<b>School</b>	Newington Green Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£340, 980	<b>Date of most recent PP Review</b>	July 2017 Internal
<b>Total number of pupils</b>	439	<b>Number of pupils eligible for PP</b>	198	<b>Date for next internal review of this strategy</b>	July 2018
<b>Total number of pupils eligible for PP in EYFS</b>			16	<b>Total EYFS PP budget</b>	£4834

## 2. Achievement Profile 2017

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
Year 1 - Phonics Screening Check:	78%	89%
Year 2 – Phonics Re-check:	88%	80%
<b>Key Stage 1: Attainment</b>		
% achieving 'expected' in reading	65%	73%
% achieving 'expected' in writing	68%	77%
% achieving 'expected' in maths	71%	81%
% achieving 'expected' in reading, writing and maths	56%	65%
% achieving 'greater depth' in reading	32%	42%
% achieving 'greater depth' in writing	21%	31%
% achieving 'greater depth' in maths	26%	46%
% achieving 'greater depth' in reading, writing and maths	15%	27%

<b>Key Stage 2: Attainment</b>		
% achieving 'expected' in reading	85%	82%
% achieving 'expected' in writing	78%	82%
% achieving 'expected' in maths	83%	73%
% achieving in reading, writing and maths	71%	73%
% achieving in SPAG	88%	82%
% achieving 'greater depth' in reading	22%	55%
% achieving 'greater depth' in writing	15%	55%
% achieving 'greater depth' in maths	22%	27%
% achieving 'greater depth' in reading, writing and maths	10%	25%
% achieving 'greater depth' in SPAG	34%	45%
<b>Key Stage 2: Progress</b>		
Scaled score progress in reading	+2.1	+5.8
Scaled score progress in writing	+0.7	+6.2
Scaled score progress in maths	+2.0	+2.0

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|---|
| <b>A.</b> | Poor oral language/literacy skills and lack of reading opportunities outside of school                        |
| <b>B.</b> | Quality of teaching to ensure accelerated progress for PP pupils  |
| <b>C.</b> | Access to a range of social, cultural and sporting activities, which can impact on maths and English outcomes |
| <b>D.</b> | The number of children with social and emotional, mental health issues  |

#### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

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|-----------|---|
| <b>D.</b> | Lower level of attendance and punctuality at school |
|-----------|---|

<b>E</b>	Low level of attainment at entry
<b>F</b>	Mobility- Many children enter the school at different points in their school life
<b>G</b>	Overcrowded housing

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All teaching to be good or better in whole class teaching and interventions and assessment information used by teachers and support staff to target and close gaps for PP pupils	Targets for individual pupils met Progress gap to narrow between PP and non PP students Gaps close in attainment (Particularly in KS1) Teaching all recorded as good or better in triangulated learning walks. Evidence of impact of intervention programmes
<b>B.</b>	Greater number of PP pupils achieving Greater Depth at the end of KS2 in Reading, writing and maths	Gap closes between Non PP and PP achieving Greater Depth across the subjects
<b>C.</b>	Effective staff support in place to support children's Social, Emotional and mental health	Early identification of children's needs Pastoral Care register shows support in place to meet identified needs Monitoring and tracking shows impact of support Engagement through Academic enrichment activities Behaviour and exclusion data to show impact of pastoral care.
<b>D.</b>	Targeting PP children for attendance planning mtgs. Involving External agencies where appropriate.	Rates of PA for PP reduce from last year Rates of attendance for PP improves Attendance to be better than national benchmarks.

**Planned expenditure****Academic year****2017-2018**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Budget allocation</b>
Ensure the quality of teaching remains good or outstanding	Teaching and Learning Communities used to enable research to lead good practice  Maths and English leaders to be non-class based, so they are able to model lessons and team-teach in class where required.	Evidence from Sutton trust on Metacognition and collaborative learning  School focus on Global mindsets and personalised learning leading to challenge for all.	Whole school focus on Global mindset including curriculum development and parent sessions  Regular Learning walks and book looks  Regular staff opportunities to share good practice	DHT Teaching and Learning  AHTS	£75,000
Improve robustness of assessment data and the use of gap analysis to close the gaps	Raising quality of teaching for all pupils  Whole school training on using assessment data to plan for personalised lessons  Guided groups to become a key part of lessons  Directed teaching for PP pupils to close gaps	Evidence from Sutton Trust on importance of personalised feedback.  All staff will know children well and will plan effectively for their progress  Appraisal targets to include analysis of PP pupils to ensure that there is accelerated progress  Close analysis of PP data to provide timely interventions	DHT for Teaching and Learning to run regular training  Regular Pupil Progress mtgs reviewing individual children's progress.  Teachers and support staff's appraisal linked to children's progress  Regular learning walks and evaluation of quality of feedback	SLT	£50,000
<b>Total budgeted cost</b>					£125,000

**ii. Targeted support** Effective support programmes and additional interventions in place

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 ?
Improve quality of teaching overall Improve robustness of assessment data	Raising quality of teaching for all pupils Direct teaching of PP pupils in intervention Appraisal targets linked to PP pupils progress, AHT run appraisal processes for teams	Teaching profile to be good or better so whole class teaching has an impact on all progress and attainment. Focus on PP pupils through PPR so all staff know that this is a high priority. Appraisal targets used for all children so that all staff are accountable for their achievements. Close analysis of PP data from assessments to provide timely interventions for PP pupils.	Regular monitoring of PP data following PIRA, PUMA tests and writing assessment. Regular PPMs to target support and to ensure targets are met. Regular informal learning walks, book looks, lesson observations so triangulated evidence is good or better.	DHT-Teaching and Learning  AHTS	Termly
To increase the rate of children's progress.	To support pupils identified through Pupil Progress Meetings who are at risk of slow progress and run appropriate interventions.	Teachers know pupils and their gaps well and can target children effectively with training to support them.	Delivery by a combination of TAs & teachers, monitored by interventions Manager & AHT  Regular pupil progress meetings and reviewing targets set for individual children	SLT	Termly
To increase the rate of children's progress and to close gaps between PP and non-PP	A range of interventions put in place to allow children to make accelerated progress.	High quality interventions have allowed children to make timely progress against their targets. Y1 and Y2 reading programme has enabled more children to not need as many interventions in KS2. NESSY Software has been implemented for children with specific learning difficulties. Range of EYFS Communication and Language groups to be run across the week.	Delivery by a combination of TAs & teachers, monitored by interventions Manager & AHT  Robust support staff appraisal in place.	DHT AHT HLTAs Support Staff	Termly
<b>Total budgeted cost</b>					£150,000

**iii. Other approaches - Full-time Learning Mentor and Part-time Home School Worker  
Investment in cultural map and educational visits programme.**

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 ?
Children's attendance to be above national average and to reduce number of persistent absentees.	To employ a home-school worker to support attendance plans and to work with parents.	Importance of attendance on school performance.	Line management mtgs to ensure early identification of children with attendance issues. Systematic calling for children who have not attended school Workshops and parent mtgs to promote attendance Regular review of attendance data	HSW	Termly
The social & emotional needs of disadvantaged pupils are met	Full-time Learning mentor to support Pastoral Care And professional liaison in identifying, monitoring and implementing support	<p>School staff need to provide significant pastoral support to identified pupils and their families.</p> <p>The Learning Mentor's work has significantly reduced the number of behavioural incidents in school over the past five years.</p> <p>Parent's response to questionnaires have shown that they value the work that the LM does with their children.</p> <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Weekly pastoral meetings</p> <p>A range of intervention services used and families signposted to them.</p> <p>Behaviour data analysed and targeted interventions planned for and analysed for impact.</p> <p>Line management mtgs to ensure early identification of children with behavioural issues.</p> <p>Weekly pastoral meetings where whole</p> <p>School behavioural data is analysed and actions are put into place for key individuals.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils</p> <p>Regular liaison with external agencies</p>	LM DHT	Weekly

			LM regularly leads at and attends Islington LM forum to share good practice		
All children in the school are entitled to experience a range <b>high quality experiences</b> both within and beyond the school day.	Subsidised cultural map to allow all children to participate in all educational visits.	The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of trip provision. The quality of children's writing greatly improved after educational visits	Curriculum map drawn up to include a range of educational trips All children included for trips Lead person for booking trips and monitoring quality Book looks following trips Questionnaires and feedback from children and teachers		Yearly
<b>Total budgeted cost</b>					£100,000



### 5. Review of expenditure 2017-18 (to be completed Autumn term)

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

### 6. Additional detail

