

Newington Green Primary School



Pupil Premium Statement 2016 -2017

For the financial year 2016-17 Newington Green Primary School has been allocated £336,000.00 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. Primary Schools receive £1900 for Children who are Looked After.

Summary of the barriers to learning:

Deprivation - The school serves a community which reflects extreme social and economic challenges. 79% of children eligible for free school meals (ever 6), which is the second highest figure in Islington borough. The school's deprivation indicator is 0.51, which is significantly higher than the national average of 0.24.

Social Care needs-14.2% of families supported historically or currently by Social Care, which is a nationally exceptional figure. Parents need support from school to help them to address their needs and to support their children's learning.

Behavioural, Mental and Social health and wellbeing needs- Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

Diversity – 86.3% children from minority ethnic families, 67% speak English as an additional language. Some of the children need targeted support in order to catch-up with their peers in terms of language and oracy.

Start Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. In 2015 baseline to Nursery showed 75% of children coming in below or significantly age related expectations in language and communication.

Mobility - the school has very high mobility putting the school in the bottom quintile for stability, with many children arriving from overseas, often with no English and little/no formal education.

1. Planned expenditure

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?
<p>For attendance to be in line with national average or better</p>	<p>Continue to employ a Home School Support Officer.</p>	<p>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. We have chosen this approach as we can't improve outcomes for children if they are not attending school regularly. The introduction of the HSW has significantly improved attendance in the school since her appointment.</p>	<p>Line management mtgs to ensure early identification of children with attendance issues.</p> <p>Systematic calling for children who have not attended school</p> <p>Workshops and parent mtgs to promote attendance</p> <p>Regular review of attendance data</p>	<p>HSW Deputy Headteacher</p>	<p>Jan 2017</p> <p>Total budgeted cost £33,000 with resources included</p>

<p>For children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning.</p>	<p>To 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 or family difficulties. The Learning mentor develops targeted behavioural interventions for identified students. The Learning Mentor also organises parental work alongside these interventions</p>	<p>The Learning Mentor's work has significantly reduced the number of behavioural incidents in school over the past three 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>Line management mtgs to ensure early identification of children with behavioural issues.</p> <p>Weekly pastoral meetings where whole 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> <p>LM regularly leads at and attends Islington LM forum to share good practice.</p>	<p>Learning Mentor Deputy Headteacher</p>	<p>Jan 2017</p> <p>Total budgeted cost £40,000 with resources included.</p>
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<p>For children's progress and attainment in reading to be at national average and better at key benchmarks.</p>	<p>To enhance the teaching of reading in the school by having a literacy leader without whole-class responsibility. This will ensure that teachers and 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.</p>	<p>The progress measures in reading for 2015-2016 (0.7) were less than writing (2.4) and maths (4.7). The demands of the new curriculum in reading means that we need to invest in high-quality first teaching of reading and outstanding interventions will promote this.</p> <p>Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.</p>	<p>Small group reading programme for all children in yrs 1 and 2 plus any child not hitting national benchmarks at KS1 in reading.</p> <p>Line management meetings with HLTAs who thus will monitor support staff interventions.</p> <p>Regular learning walks of reading across the school.</p> <p>Literacy leader to run regular training sessions and drop-in sessions.</p> <p>Parent workshops on reading.</p>	<p>Associate Headteacher Deputy Headteacher Literacy leader HLTAs</p>	<p>Jan 2017</p> <p>Total budgeted cost £90,000 with resources and intervention costs included.</p>
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<p>For teaching, marking and feedback to be consistently good or better across the school</p>	<p>Additional support from Deputy Head (Teaching and Learning) 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 NFSM is closed.</p>	<p>The Sutton Trust EEF toolkit identifies the following as significantly improving children's progress: Feedback, collaborative learning, mastery learning and metacognition.</p> <p>The DHT (Teaching and Learning) organises a teaching and learning community to ensure that these techniques are consistently used in lessons across the school.</p>	<p>Monitoring of teaching to evidence quality over time.</p> <p>DHT and Phase AHTs to share weekly teaching and learning updates to rapidly identify and address any areas for development.</p> <p>CPD impact analysis to identify strengths and areas for development.</p> <p>Evidence of progress towards targets in books/learning walks.</p> <p>Evidence of successful intervention for children at risk of not making required progress.</p> <p>Scaled scores to broadly reflect a national picture.</p> <p>Progress for RWM is broadly reflecting national picture.</p>	<p>DHT Teaching and Learning</p>	<p>Jan 2017</p> <p>Total budgeted cost £150,000 including literacy leader being out of class, resources intervention costs, additional support staff and CPD.</p>
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<p>To continue to run booster sessions in English and Maths (HLTAs, Maths and English Leaders) for Year 6 children to increase the attainment of children in KS2.</p>	<p>Easter and Saturday booster days prior to Y6 SATS</p>	<p>Children who attended booster sessions in the last academic year made more progress in reading and maths and reported to be more confident about assessment week.</p>	<p>High-quality provision from Y6 teachers and HLTAs</p> <p>Children rewarded for attending all sessions</p> <p>Parent workshop to explain content and to encourage attendance</p> <p>Sessions monitored by SLT</p>	<p>Headteacher</p>	<p>July 2017</p> <p>Total budgeted cost £6000 with and CPD included.</p>
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<p>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.</p>	<p>A range of trips across the year groups planned for in the year. These will include the pantomime, the opera and a major sporting event.</p>	<p>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.</p> <p>The quality of children's writing greatly improved after educational visits (see book look feedback)</p>	<p>Lead person for booking trips and monitoring quality</p> <p>Book looks following trips</p> <p>Questionnaires and feedback from children and teachers</p>	<p>Literacy lead</p>	<p>Total budgeted cost £30000 including time allocated to organise provision</p>
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We will review our strategy for how we use the premium in July 2017, at the full Governing Body meeting.

Information on how we spent last year's pupil premium can be found at the end of the 2015 report. Information on the impact of last year's spending of the pupil premium can be found here from the 1st of November 2016.