

## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Newport School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£233640	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	739	<b>Number of pupils eligible for PP</b>	177	<b>Date for next internal review of this strategy</b>	Spring 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (within school)</i>
<b>% achieving 100 Scaled Score or above in reading, writing &amp; maths</b>	<b>74</b>	53% (national)
<b>Average progress in reading</b>	<b>4.4</b>	3.8
<b>Average progress in writing</b>	<b>4.8</b>	3.5
<b>Average progress in maths</b>	<b>7.7</b>	7.5
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	In school attainment gap at end of Reception for CL, PD, PSED, Literacy – prevents parity in achievement of GLD.	
<b>B.</b>	Maths achievement at Greater Depth standards at KS1 lower than for peers. This impacts achievement of GD combined outcomes.	
<b>C.</b>	Without additional intervention high rates of achievement and parity between PP/Non PP eligible pupils at KS2 may be compromised	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low starting points on entry at Reception in all areas against age related expectations	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improve language, literacy and physical development skills for PP children in EYFS	Gap between PP and non PP children reduced – percentage of PP children achieving GLD increased.

<b>B.</b>	Higher rates of progress in maths across KS1 for higher attaining pupils eligible for PP	Reduced internal gap between pupils eligible for PP and their peers for achievement at GD
<b>C.</b>	Maintain high rates of achievement and parity between PP/Non PP eligible pupils at KS2	Rates of attainment and progress remain above national averages
<b>D.</b>	Increased uptake of parental support programmes/activities from EYFS including Nursery (PP targeted).	Improved on entry baseline scores for children eligible for PP

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</b>			
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					
<b>i. Quality of teaching for all</b>					
<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>When will you review implementation?</b>
Improve language and literacy skills for children in EYFS	Staff training on SaLT, language and literacy development Additional EYP support Experiential learning opportunities e.g. trips	A significant number of children, begin school with very low levels of language and literacy; this includes high numbers of those presenting with SLC needs, and increasingly, with diagnosed ASD. As pupils eligible for PP have achieved below their peers, specialist training would support staff in early identification and intervention strategies. This will have a long term benefit to embed good practice. Additional staffing facilitates smaller ratios which enables group/individual intervention. Experiential learning involving life experiences/trips/weekly cooking	Training will be conducted internally by qualified specialists (SaLT/ EP) with knowledge of the school. Observations conducted by specialists e.g. SaLT/EP and school leaders to monitor impact. Pupil data outcomes will evidence improvement for pupils eligible for PP. Observations conducted of intervention groups and experiential activities to monitor quality and effectiveness.	Head of EYFS	Spring 2017

<p>Higher rates of progress in maths across KS1 for higher attaining pupils eligible for PP</p>	<p>Maths clubs. Develop use of maths skills across curriculum e.g. Enterprise Week Staff development of mastery approach e.g. Primary Advantage Maths – resources and training. Maths games library Real life maths skills programme led by HLTA Maths module undertaken by teacher for Masters’ course CGP homework books</p>	<p>Further development of staff with regards to subject knowledge and understanding of mastery concepts will benefit all pupils. The training undertaken will be led by providers of proven programmes, local maths hubs and teachers with maths specialism knowledge.</p> <p>Provision of resources such as homework books, maths games library and online subscriptions enable all children to access resources at home regardless of individual circumstances.</p> <p>Real life programmes and cross curricular use of maths will enable pupils to apply knowledge and skills broadly – providing opportunities to develop greater depth.</p>	<p>Quality assurance of training provision by school leaders will be undertaken to ensure its effectiveness. Classroom observations and pupil data will be used to evidence impact of training.</p> <p>Known resources with previously identified effectiveness will be purchased to support pupils’ learning. Opportunities provided at school as well as at home to access materials.</p> <p>Staff performance management to be used as method to QA the programmes offered. Reduced gaps between PP/non PP at end of KS will evidence efficacy.</p>	<p>Head of School</p>	<p>Spring 2017</p>
<b>Total budgeted cost</b>					<p>£54859.00</p>

<b>ii. Targeted support</b>					
<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>When will you review implementation?</b>
<p>Improve language and literacy skills for children in EYFS</p> <p>Improve Physical Development skills for children in EYFS</p>	<p>SaLT – one day a week allocated to Yr R</p> <p>EP support and staff consultations for specific children</p> <p>Daily and Weekly intervention programmes, including Art, PE, Music with specialist tutors</p>	<p>Some of the eligible pupils require additional input in order to address barriers and provide opportunities to practise and consolidate their learning. The staff working with the children will have in depth knowledge of their strengths and needs as their intervention programmes will follow individual assessment or class lessons.</p>	<p>Programmes will be implemented by specialist staff:</p> <p>Art, Music, PE, tutors or additional adults with knowledge of the children e.g.HLTA, EYP.</p> <p>Pupil data will evidence closing gaps between those eligible for PP and their peers in end of key stage data.</p>	<p>Head of EYFS</p>	<p>Spring 2017</p>
<p>Higher rates of progress in maths across KS1 for higher attaining pupils eligible for PP</p>	<p>Saturday School</p> <p>Lunch time Maths clubs</p> <p>Additional adult small group intervention</p>	<p>Saturday school is an approach which has been applied successfully in previous years and is well received by the community. The programme is delivered by school staff, enabling clear communication and tasks relating to the weekly programme.</p>	<p>Monitoring of programmes by senior staff</p> <p>Monitoring via pupil progress meetings</p>	<p>Head of School</p>	<p>Spring 2017</p>

Maintain high rates of achievement and parity between PP/Non PP eligible pupils at KS2	Saturday School Y6 Study Breakfast SHINE Small group teaching using additional experienced teachers	All actions have proven successful in previous years. The model is well established and familiar to the children	Monitoring of provision by senior leaders  Pupil data outcomes will evidence comparable outcomes between those eligible for PP and peers – and compare favourably with national averages.		
<b>Total budgeted cost</b>					£171781
<b>iii. Other approaches</b>					
<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>When will you review implementation?</b>
Increased uptake of parental support programmes /activities from EYFS including Nursery (PP targeted).	Workshops and programmes for parents including: UFA Areas of learning focused events Musical stars  Closer liaison with Children's Centre	Early intervention and support provides parents/carers with the understanding and skills to support language, physical development and personal/social skills. A secure acquisition at age related expectations will position children more securely to achieve a GLD or better.	Parental uptake of programmes offered will be monitored. Parents/carers specifically invited to attend.  Programmes monitored on school review programme. UFA course has run for 2-3 years with excellent participant feedback.	EYFS lead	Spring 2017
<b>Total budgeted cost</b>					<b>£7000</b>

<b>Academic year</b>	<b>2015-2016</b>	<b>Total Pupils: 730</b>	<b>PP Eligible Pupils: 188</b>	<b>Total PP Budget: £248160</b>
<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>	<b>2015-2016</b>			
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Accelerate progress to rates, at least in line with national averages.	Intervention staff for small group tuition and booster sessions.  Saturday School  Study Breakfast  IT based programmes e.g. Mathletics	<b>High:</b> Pupil data outcomes at end of KS2 evidence that as a cohort, pupils achieved above the national average in all areas of attainment and progress. KS2 statutory assessment data demonstrates that pupils eligible for PP achieved higher percentages at the expected standard than their peers.  Success criteria: met	The outcomes achieved indicate that the approach taken by the school was successful in accelerating progress and eliminating achievement gaps. This approach has been employed by the school in recent years and has contributed to maintaining secure outcomes which are consistently above national averages.	£156000 £21060 £23850 £4050
Develop pupil confidence, personal presentation and performance	LAMDA workshops, incl drama production at Y6  SHINE on Saturday			£9455 £25000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved higher level outcomes in statutory GPS assessment at Y6.	Saturday school Y6 study breakfast Booster classes	<b>Limited:</b> The gap between those eligible for PP and their peers has slightly reduced at the higher/Greater Depth level from 11% to 9%.  Success criteria - partially met		Costed above
Develop pupil confidence, personal presentation and performance	LAMDA workshops, incl drama production at Y6	<b>High:</b> 100% of pupils entered for the LAMDA examinations achieved a pass with distinction.  Success criteria: met	As the programme has a very high success rate and has evidenced extremely positive outcomes for pupils' personal confidence, public speaking and performance skills, the programme will be continued in the coming year and extended across our hard federation of schools.	Costed above
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>To close gaps between pupils eligible for PP and peers in rates of attendance</p>	<p>Early morning clubs e.g.C4L</p> <p>Attendance award/class reward</p> <p>Zero tolerance approach to absence – admin and leadership follow up.</p>	<p><b>High:</b> Internal school records indicate that there is no significant difference between overall attendance rates for PP/non PP for any year group.</p> <table border="1" data-bbox="703 260 1196 778"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>96.6</td> <td>96.2</td> <td>+0.4</td> </tr> <tr> <td>Y5</td> <td>95.4</td> <td>96.7</td> <td>-1.3</td> </tr> <tr> <td>Y4</td> <td>96.5</td> <td>96.2</td> <td>+0.3</td> </tr> <tr> <td>Y3</td> <td>96.2</td> <td>95.8</td> <td>+0.4</td> </tr> <tr> <td>Y2</td> <td>97.1</td> <td>94.7</td> <td>+2.4</td> </tr> <tr> <td>Y1</td> <td>93.6</td> <td>93.5</td> <td>+0.1</td> </tr> </tbody> </table> <p>Success Criteria: met</p>		PP	Non PP	Difference	Y6	96.6	96.2	+0.4	Y5	95.4	96.7	-1.3	Y4	96.5	96.2	+0.3	Y3	96.2	95.8	+0.4	Y2	97.1	94.7	+2.4	Y1	93.6	93.5	+0.1	<p>The approach has demonstrated success in terms of reducing gaps between these two focus groups of pupils. Attendance however remains a key issue for the whole school – particularly with the raised threshold of 90% for persistent absence. The approach taken will be continued but further actions will be added in the coming year to further support promotion of good attendance for all pupils.</p>	<p>£6000</p> <p>£15560</p>
	PP	Non PP	Difference																													
Y6	96.6	96.2	+0.4																													
Y5	95.4	96.7	-1.3																													
Y4	96.5	96.2	+0.3																													
Y3	96.2	95.8	+0.4																													
Y2	97.1	94.7	+2.4																													
Y1	93.6	93.5	+0.1																													

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.