

Pupil premium strategy statement

1. Summary information					
School	New End Primary School				
Academic Year	2018-2019	Total PP budget	£125,400	Date of most recent PP Review	Sept 2018
Total number of pupils	374	Number of pupils eligible for PP	95	Date for next internal review of this strategy	Jan 2019

2. Current attainment			
KS2 data	Pupils eligible for PP - New End	Pupils not eligible for PP	
		national average	New End
% achieving in reading, writing and maths (cohort size)	45%	71%	75%
Average progress in reading, writing and mathematics	Reading: 2.19 Writing: -0.59 Mathematics: -0.24	Reading: 0.3 Writing: 0.2 Mathematics: 0.3	Reading: 3.92 Writing: 0.46 Mathematics: 3.09
Average scaled scores in reading, maths and GPS	Reading: 104.6 Mathematics: 101.8 GPS: 104.1	Reading: 101 Mathematics: 104.0 GPS: 105.0	Reading: 106.8 Mathematics: 104.7 GPS: 108.0
% achieving a high level of attainment in reading, writing and mathematics	Reading: 30% Writing: 10% Mathematics: 5%	Reading: 25% Writing: 18% Mathematics: 25%	Reading: 39% Writing: 11% Mathematics: 23%

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

In-school barriers

A.	Poor oral language skills. Language acquisition: Significant % of those identified as PP are also EAL. The English and wider curriculum that we are developing is focused around enrichment and accurate, timely use of language structures. Teachers deliver a programme that takes advantage of the rationale provided by the CLPE in order to enhance progress of all.
B.	Low achievement of a higher standard in written English in particular, an indication of limited conceptual understanding.
C.	Aspiration: proportion of children identified as coming from families as having less interest in academic achievement, impacting on attendance, homework, home-school partnership.
D.	Take up of funding is reduced by FSM for Reception and KS1.

External barriers

E.	Low attendance and poor punctuality in specific families, limited life experiences and cultural enrichment opportunities, financial constraints - all leading to reduced opportunities to enrich language, knowledge and imagination.
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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>For PP children across KS1 and 2 to meet or exceed their targets in Reading, Writing and Maths based on their EYFS or KS1 results.</p> <p>For PP children across KS1 and 2 to close the gap in attainment between them, their peers and Others Nationally in maths.</p> <p>For Y6 PP children to improve progress scores to be closer to 0 or above</p>	<p>100% of PP children to meet or exceed their targets in each year group based on starting points.</p> <p>Each year group to increase PP children attaining EXS+ by 10% and GDS by 5%</p>
B.	<p>More disadvantaged children achieving reading, writing and maths at Y6.</p>	<p>Improved outcomes showing a smaller gap between them and their peers.</p> <p>A smaller gap in Year 6 than in 2018 between PP children and Others Nationally achieving EXS+ in Reading, Writing and Maths combined.</p>
C.	<p>High attaining disadvantaged pupils to meet their potential.</p>	<p>All children leaving EYFS at Exceeding the ELG to achieve GDS at the end of KS1.</p> <p>All Children leaving KS1 at GDS to maintain progress across KS2.</p> <p>All Children leaving KS1 at GDS to achieve GDS at the end of KS2.</p> <p>13 Y6 children were judged in the higher attainment band in KS1 – Target 100% GDS</p> <p>18 children achieved Level “3 or 2A” at KS1 in reading - Target 100% GDS</p> <p>9 children achieved Level “3 or 2A” at KS1 in writing - Target 100% GDS</p> <p>15 children achieved Level “3 or 2A” at KS1 in maths - Target 100% GDS</p>
D.	<p>Children not on track from starting points are targeted in teaching and interventions to meet their potential.</p>	<p>On-going assessment and end of year outcomes show an improvement in numbers across classes and year groups.</p> <p>Pre- and post-intervention assessments show accelerated progress.</p>

E.	Disadvantaged pupil's attendance and punctuality to improve.	2017-18 whole school attendance 94.7 % (Autumn and Spring) 2017-18 PP attendance 92.7% (Autumn and Spring) 2017-18 School others attendance 95.5% (Autumn and Spring) 2017-18 others nationally tbc % Case studies for persistent absentees.
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5. Planned expenditure					
Academic year		2018-2019			
i. Quality of teaching for all					
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?
All staff are aware of PP children in their classes and develop a greater understanding of the specific support they require.	Awareness raising for staff including training about PP, EEF toolkit, school data, class data, PP strategy, focus areas.	Feedback showed that not all staff are confident in these areas and so awareness raising needs to take place with Teachers and TAs.	Staff will be more confident in supporting and talking about these children.	HT	Ongoing monitoring cycle. Termly data / pupil progress meetings Progress and attainment
For PP children across KS1 and 2 to meet or exceed their targets in Maths based on their EYFS or KS1 results. For PP children across KS1 and 2 to close the gap in attainment between them, their peers and Others Nationally in maths.	All teachers to receive training, resources and support where necessary to enable Maths No Problem to be taught in all KS1 and 2 classes.	As a school we have always been well below national in Maths and have not managed to significantly close the gap for the whole cohort and PP children. This has also then had the knock on effect on numbers achieving Reading, Writing and Maths combined at Year 6.	The school monitoring system will evaluate provision. Support will be put in place where needed.	DHT	Ongoing monitoring cycle. Termly data / pupil progress meetings Y6 outcomes

<p>More disadvantaged children achieving reading writing and maths at Y6.</p>	<p>Intervention TA available to work across Y2, 5 and 6 to support most vulnerable learners in maths.</p>	<p>Smaller class sizes, mean that PP children will get more teacher and TA time. Data shows that more children in the chosen classes are not on track to meet their targets.</p>	<p>The school monitoring system will evaluate provision. Termly data will show impact.</p>	<p>DHT</p>	<p>Ongoing monitoring cycle. Termly data / pupil progress meetings Y6 outcomes</p>
<p>For PP children across KS2 to meet or exceed their targets in maths, reading and writing based on their KS1 results. For PP children across KS2 to close the gap in attainment between them, their peers and Others Nationally in maths and writing. More disadvantaged children achieving reading, writing and maths at Y6.</p>	<p>All teachers to receive training, resources and support where necessary to enhance impact of whole class teaching in all KS2 classes.</p>	<p>As a school we have not managed to significantly close the gap between our pupils and national. PP children have been below others in the school and others nationally and higher attaining PP children have not always met their targets based on their starting points. After using and trialling a range of reading/writing strategies it has been decided that whole class CLPE-based literacy lessons will continue across the school, and whole-sale use of White Rose approach in maths.</p>	<p>The school monitoring system will evaluate provision. Support will be put in place where needed.</p>	<p>DHT</p>	<p>Ongoing monitoring cycle. Termly data / pupil progress meetings Y6 outcomes</p>
<p>Total budgeted cost</p>					<p>£ 25 000</p>

ii. Targeted support					
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?
For PP children to have support in attending school punctually and regularly.	EWO	Some of our pupils do not have the consistent support from home to enable them to regularly or punctually attend school. This leads to lost learning time and gaps in knowledge and understanding. It also leads to disruption for their classes.	EWO report	HT	Half termly
For PP children across KS2 to meet or exceed their targets in reading based on their KS1 results. For PP children across KS2 to close the gap in attainment between them, their peers and Others Nationally in reading. For high attaining disadvantaged pupils to meet their potential.	Varied interventions (according to need) to be provided during and before school.	Some children do not get enough opportunity to read and have conversations about books at home. Some children across all year groups are not on track to meet their targets based on KS1 outcomes. Some children are assessed as being WTS and we are trying to accelerate their progress so that they can achieve EXS.	Ongoing assessment by teachers. The school monitoring system will evaluate provision. Pre and post testing for intervention programmes will measure impact. Termly data.	DHT	Termly data / pupil progress meetings Y6 outcomes

For PP children across KS1 and 2 to meet or exceed their targets in Maths based on their EYFS or KS1 results. For PP children across KS1 and 2 to close the gap in attainment between them, their peers and Others Nationally in maths. For high attaining disadvantaged pupils to meet their potential.	Varied interventions (according to need) to be provided during and after school in Y5 and 6.	Some children do not always grasp the mathematical concepts being covered in the lesson and need extra time to consolidate skills. Teachers have found that some children perform better in lessons when they have had some pre-teaching of the skills being covered. Year 6 data show that some “level 2” children do not go on to meet their targets. High attainers do not always achieve GDS at the end of KS2.	Ongoing assessment by teachers. The school monitoring system will evaluate provision. Termly data will show impact.	DHT	Termly data / pupil progress meetings Y6 outcomes
Total budgeted cost					£100 000
iii. Other approaches					
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?
Pupils have opportunities to go on visits outside of the immediate area.	Several visits throughout the year in every year group. Residential visits in Y6. Eligible pupils attend at a very heavily subsidised rate.	Pupils gain experience of the countryside and the city as a contrast to Camden. They gain knowledge of geography, history, sport and culture, broadening horizons as to what opportunities are available.	Pupil staff and parent voice on trips offered. Numbers taking up opportunities.	HT	Following visits
Pupils have the opportunity to take part in enrichment activities including a range of clubs and activities.	A range of extra-curricular clubs on offer throughout the school day.	Some children do not have the confidence to take part in clubs and can be supported to do this within school.	Clubs are used regularly by a range of children. Some children are supported to attend. Monitoring of clubs and numbers attending. Pupil, Staff and Parent voice.	HT	End of each Term.

Staff to learn new ideas about how to support vulnerable learners and their families.	CPD for PP lead, SENCO and Head.	Some of our parents do not engage with school and are hard to reach. Some have also said that they find it hard to support their children at home.	Ideas shared with staff and used to support children and families in our school.	HT	April 19
Staff to visit other schools to learn about successful strategies used there.	CPD visits for PP lead and SENCO	New knowledge gained and actions put in place to support staff, pupils and families.	New knowledge gained and actions put in place to support staff, pupils and families.	HT	April 19 and onwards
Total budgeted cost					£400

6. Review of expenditure				
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
Closing the gap between Maths and Reading outcomes	TA support in class.	Gap did not close effectively in Key Stage 2 (but evidence shows this is closing within Key Stage 1 and Year 1 Phonics Screening). This was across all groups but most noticeably within Key Stage 2 and within those pupils eligible for the Pupil Premium. White Rose maths and CLPE was effective in improving outcomes at Key Stage 1 2018.	Use of resources and support staff was not effective enough in supporting those pupils. Teachers need to be more knowledgeable in who their pupils are. More direct teacher support for vulnerable pupils. Targets set MUST be relevant to previous Key Stage outcomes and not the previous year to drive forward improvement.	Reviewed then included in 2018-19 plan
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
More able children achieving their potential at the end of KS2.	Teacher to support with deeper work, while TA works with class on occasions	Not enough pupils from higher starting points achieved well at the end of Key Stage 2. This was across all groups not just those eligible for Pupil Premium. It was better in Key Stage 1.	A full external review of the use and impact of the Pupil Premium has revealed that the outcomes for the most able, including those eligible for the Pupil Premium, need to improve. Teachers to use targets taken from pupils' prior attainment at KS1 and EYFS.	Reviewed then included in 2018-19 plan

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
Widening Aspirations with outdoor learning opportunities	School Visits, Residential Trips, Forest School in EYFS.	Broadening of experience provided stimulus and motivation for wider curriculum work.	Recognised as a positive factor in OFSTED inspection and will continue to be regarded as an important feature of a New End education.	Reviewed then included in 2018-19 plan.