

Newton Road School
Pupil premium strategy statement 17/18



1. Summary information					
School	Newton Road School				
Academic Year	2017/18	Total PP budget	118800	Date of most recent PP Review	2/5/17
Total number of pupils	286	Number of pupils eligible for PP	90 (31%)	Date for next internal review of this strategy	12/11/18

2. Current Outcomes (last year's data)		
Key Stage 2	Pupils eligible for PP (Newton Road School)	Pupils eligible for PP (National average)
% achieving Age Expected or above in Reading, Writing & Maths	15%	60%
% achieving Age Expected in Reading	38%	71%
% achieving Age Expected in Writing	31%	79%
% achieving Age Expected in Maths	38%	75%
Progress in Reading	-2.64	
Progress in Writing	-3.33	
Progress in Maths	-3.40	
Key Stage 1	Pupils eligible for PP (Newton Road School)	Pupils eligible for PP (National average based on 2015/16 figures)
% achieving the expected level in Phonics Year 1	35%	81%
% achieving the expected level in Phonics Year 2	88%	91%
% achieving Age Expected in Reading	47%	74%
% achieving Age Expected in Writing	35%	65%
% achieving Age Expected in Maths	83%	73%

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

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

A	Reading and writing skills need developing – especially comprehension skills, writing with more accuracy and spelling and punctuation
B	Development of using and applying maths skills to improve reasoning and problem solving skills
C	Develop opportunities for challenges for the more able pupils
D	A group of pupils receive emotional and behavioural support, as their academic progress is affected
E	Support for PP pupils at risk of exclusion

External barriers (issues which also require action outside school, such as low attendance and family support)

F	Attendance of pupil premium and persistent absence is a barrier to consistent learning for a minority of pupils
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4. Desired Outcomes

	<i>Desired Outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	<ul style="list-style-type: none"> Improve the rate of attainment in Key Stage 1 and 2 in Reading and Writing for PP narrowing the gap to peers and National Non PP Improve the rates of progress from KS1 to KS2 in Reading and Writing Improve the % of pupils reaching the expected standard in phonics in years 1 and 2 	<p>Key Stage 1 % Attainment for PP in reading and writing is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17. % attainment for phonics is higher than previous academic year and in school gap is closer to 0%</p> <p>Key Stage 2 % Attainment for PP in reading and writing is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17. Progress rates from KS1 to KS2 for reading and writing are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>

B	<ul style="list-style-type: none"> • Improve the rate attainment in Key Stage 1 and 2 in Maths for PP narrowing the gap to peers and National Non PP • Improve the rates of progress from KS1 to KS2 in Maths 	<p>Key Stage 1 % Attainment for PP in maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p>Key Stage 2 % Attainment for PP in maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17. Progress rates from KS1 to KS2 for maths are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>
C	<ul style="list-style-type: none"> • Improved % of PP pupils achieving the higher standard in KS1 and KS2 for Reading, Writing and Maths 	<p>% Attainment at the higher standard for PP is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p>Progress rates from KS1 to KS2 for reading, writing and for more able PP pupils are improved from previous academic year, in school gap is reduced and school progress for more able PP pupils is closer to the national rates for non PP.</p>
D	<ul style="list-style-type: none"> • Reduced behaviour incidents for those children targeted. • Improve the rate of attainment in Key Stage 1 and 2 in Reading, Writing and Maths for PP narrowing the gap to peers and National Non PP • Improve the rates of progress from KS1 to KS2 in Reading, Writing and Maths 	<p>Reduction in the number of 'red' behaviour logs term on term for identified pupils.</p> <p>% Attainment for PP in reading, writing and maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p>Progress rates from KS1 to KS2 are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>
E	<ul style="list-style-type: none"> • Reduced behaviour incidents for targeted children • Reduced number of exclusions for PP • Clear Individual Pupil Profiles mapping progress • Improve the rate attainment in Key Stage 1 and 2 in Reading and Writing for PP narrowing the gap to peers and National Non PP • Improve the rates of progress from KS1 to KS2 in Reading and Writing 	<p>Reduction in the number of 'red' behaviour logs term on term for identified pupils.</p> <p>Reduction in the number of exclusions for targeted PP pupils term on term</p> <p>IPPs have clear targets reflecting external advice and demonstrate progress children have made.</p> <p>% Attainment for PP in reading, writing and maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p>Progress rates from KS1 to KS2 are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>

F	<ul style="list-style-type: none"> • Attendance improved for those eligible for PP and the gap is closing on National Non PP • Reduction in Persistent Absence for PP pupils and the gap is closing on National Non PP. 	<p>Reduce the number of persistent absentees (PA) among PP pupils to below 11% and closer to 8% (national non PP %).</p> <p>Overall attendance among PP pupils to at least 96.5%</p>
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Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Pupil Premium Lead High impact and low cost when linked to feedback if approach taken slips into mentoring this becomes low impact (EEF Toolkit).	Works with class teachers and subject leaders to monitor and track pupil progress. Clear analysis and evaluation of data and pupil progress information to focus appropriate learning interventions. Strategic overview of actions and strategies in line with this document.	Desired outcomes section 4 A-F	All year groups	Continued	8000	LA

Outcomes

By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018
Stronger monitoring and data analysis systems are in place to support forward planning	Data analysis system enables better evaluation of PP attainment and progress	<p>Key Stage 1</p> <p>Pupils eligible for Pupil Premium attainment in reading = 53% (+6%) Pupils eligible for Pupil Premium attainment in writing = 20% (-15%) Pupils eligible for Pupil Premium attainment in maths 40= % (-43%) Gap between PP and non in reading = 5% (reduced by 18%), in writing = 15% (reduced by 5%) and in maths = 22% (reduced by 6%) Gap between PP and non has reduced within school, and is lower than the national PP/non PP gap in reading and writing, but higher in maths. Strategies to raise attainment in 18/19 is a key focus of school development, with a restructure of the morning lessons in place for September 2018. No pupils in KS1 achieved the higher standard in R W or maths</p> <p>Phonics</p> <p>Y1 Pupils eligible for pupil premium reaching the expected level = 17% (-18%)</p>

Gap between PP and non 39% (reduced by 5%)
 Y2 Pupils eligible for pupil premium reaching the expected level 93% (+5%)
 Gap between PP and non (reduced by 1%)
 Y1 attainment is lower, Y2 is higher
 Gap between PP and non has reduced within school, and is lower than the national PP/non PP gap
 Strategies to raise attainment in 18/19 is a key focus of school development, with a restructure of morning lessons, and an investment in training for September 2018.

Key Stage 2

The number pupils eligible for reaching the expected level in reading = 82% (+44%)
 Gap between PP and non is 14% **more PP** achieved the expected level
 The number pupils eligible for reaching the expected level in writing = 82% (+ 51%) Gap between PP and non is 14% more PP achieved the expected level
 The number of pupils reaching the expected level in maths = 55% (+ 17%) Gap between PP and non is 8% less PP achieved the expected level
 PP attainment levels are above national (all pupils) in reading (+7%) and writing (+4%)
 In KS2, 27% of pupils eligible for PP reached the higher standard (+12), 9% in writing (+9%) and 9% in maths (-3%)

Progress between K21 and KS2

	Academic Year 2015/2016			2016/2017			2017/18		
	R	W	M	R	W	M	R	W	M
Overall	-2.94	1.28	-5.00	-1.6	-1.8	-3	0.62	-0.45	-2.23
PP	-5.20	0.32	-6.61	-2.64	-3.33	-3.40	1.84	0.13	-3.71
Non PP	-1.00	2.07	-3.62	-0.48	0.02	-2.55	-0.22	-0.88	-1.22
Gap	-4.2	-1.75	-2.99	-2.16	-3.35	-0.85	+2.06	+0.25	-2.49

Reading shows an improving 3 year trend for PP progress, and narrowing of gap between PP and non. Progress is above national
 Writing progress has improved from last year for PP, and gap has narrowed. Progress is above national.
 Progress for PP is lower than last year and below national

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Provision of support staff with a focus on behaviour and well-being of pupils with social and emotional difficulties For teaching assistants to be effective, support needs be individual or small group, which this support is. This is shown to have moderate positive impact. Clearly specified approaches for the staff is key. (EEF Toolkit)	Provides additional support to identified pupils whose needs are complex	Desired outcomes section 4 D and E	All year groups	Continued	£30000	LA

Outcomes

By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018
The number of PP pupils with a fixed term exclusion in 2017-18 has reduced by 75% compared to this time last year. This work will continue. Pupils with reduced timetables are consistently reviewed and have a reduced number of behaviour incidents. This work will continue.	The number of pupils with a fixed term exclusion who are eligible for PP has reduced term on term. Pupils on part time timetable have increased hours Number of behaviour incidents has reduced term on term. This work will continue	Fixed term exclusions reduced term on term 9 pupils with more than 10 'reds' – partly attributed to pupils on part time timetables having their hours increased. This is a reduction on last year. Autumn term – average of 15 reds per week Summer term – average of 11 per week

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Provision for SEMH pupils (including drawing and talking, play therapy and animal therapy) Moderate impact for moderate cost. Interventions which target	Provides additional support to identified pupils whose needs are complex	Desired outcomes section 4 D and E	All year groups	Continued	£8000	LA

<p>social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. (EEF Toolkit)</p>						
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Outcomes		
By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018
<p>The number of PP pupils with a fixed term exclusion in 2017-18 has reduced by 75% compared to this time last year. This work will continue.</p>	<p>Pupils accessing SEMH provision are increasing their hours in school. The number of pupils with a fixed term exclusion who are eligible for PP has reduced term on term. Pupils on part time timetable have increased hours Number of behaviour incidents has reduced term on term. This work will continue</p>	<p>For pupils attending external provision, progress was seen in English and maths and a significant reduction of behaviour incidents. Positive impact of play therapy seen in:</p> <ul style="list-style-type: none"> • increase of hours for pupils on part time timetables • Reduction of behaviour incidents for targetted pupils

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the	Monitored by
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<p>Pastoral support to provide targeted work for specific pupils and families</p> <p>Moderate impact for moderate cost. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. This provision is more specialised programmes which are targeted at pupils and families with particular social or emotional problems.(EEF toolkit)</p>	<p>Provides skilled and specialist support for children and parents for identified areas of need, either through school's own identification processes or outside agencies including social care.</p>	<p>Desired outcomes section 4 D, E and F</p>	<p>All year groups</p>	<p>Continued</p>	<p>school £33000</p>	<p>LA</p>
<p>Outcomes</p>						
<p>By the end of term 2 2017</p>	<p>By the end of Term 4 2018</p>	<p>By the end of term 6 2018</p>				
<p>The pastoral support worker is currently with 34 families, of which 52 % are PP. She works with 35 pupils, of which 45% are entitled to PP. Impact is monitored through inclusion meetings. This work is to continue.</p>	<p>Over 50% of families worked with are entitled to PP, and increase in number of pupils worked with as well as families. Lunch provision well attended</p>	<p>Increased number of families claiming pupil premium Over 50% of pupils worked with entitled to PP Fixed term excursions reduced term on term The number of pupils who received more than 10 'reds' (behaviour sanctions) has reduced from last year and term on term The number of 'red' behaviour incidents across the school reduced over the year: Autumn term – average of 15 reds per week Summer term – average of 11 per week</p>				

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Attendance officer role National statistics show that children on free school meals or those with SEN are around 3 times more likely to be persistently absent.	Ensure attendance remains at least above national average by ensuring first day response is consistent and tracking systems are thorough, providing accurate information to EIP and challenge parents at all stages where attendance is a concern.	Desired outcomes section 4 F	All year groups	Continued	£4000	LA

Outcomes

By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018
PP attendance 93.66% Non PP attendance 95.75% Gap = 2.09% Gap this time last year = 1.41% 43 stage 1 letters sent compared to 22 this time last year 23 EIP referrals made compared to 13 this time last year Evaluation: More families are requiring attendance intervention this year – method of intervention requires review. PP lead to arrange increased attendance clinics. This work is to continue.	PP attendance is 93.9% Non PP attendance is 95.92% Gap = 2.02% PP Persistent absence is currently 11.5% Non PP is 6.6% Target for end of year is <11% and we are on track for 3.4% 31 EIP referrals made Evaluation: More families continue to require attendance intervention and attendance clinics have taken place. Holiday requests continue to increase but continue to not be authorised. This work is to continue	PP attendance was 93.49% Non PP attendance was 95.2% Gap – 1.71% This was an improvement over the year Attendance was affected by more pupils taking term time holidays and a number of pupils on part time timetables PP persistent attendance was 13.4%, which was affected by pupils on part time timetables. Without those pupils, the figure was 12% (national PP =21.6% and non PP 10.1%)

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Breakfast club for 40 pupils (priority given to pupils in receipt of PP)	Promotes a positive start to the school day so that pupils go into class	Desired outcomes section 4 A-F	All year groups	Continued	£3600	LA

<p>funding) and extended provision to help children with their studies Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (EEF Toolkit).</p>	<p>ready to learn. Supports children with the learning beyond the classroom. Improved attendance and punctuality.</p>					
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Outcomes		
By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018
<p>39 pupils regularly attend breakfast club. 50% are funded through pupil premium.</p> <p>Attendance of those pupils is 95.6% compared to 93.66% of all PP and 95.75% of non PP.</p> <p>Behaviour concerns are evaluated against the breakfast club register to monitor impact.</p> <p>This provision is to continue.</p>	<p>40 pupils regularly attend breakfast club. 50% are funded through pupil premium.</p> <p>Attendance continues to be 95.6% for pupils eligible for PP attending breakfast club.</p> <p>This provision is to continue</p>	<p>PP attendance of regular breakfast club attenders is 93.3%.</p> <p>Attendance has been affected by an increase in the number of families taking term time holiday.</p> <p>There are 12 pupils attending every day, with 20 places allocated to include 8 children who attend 1 or 2 days per week.</p>

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Pupil Premium Learning Interventions based on individual personalised need reviewed regularly through Pupil Progress Meeting and IPP reviews. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition	Provides 1:1 and group support for pupils through specific learning interventions, directed by the teacher, SENCo or Pupil Premium Lead for English and maths, targeting key areas to accelerate progress.	Desired outcomes section 4 A-C	All year groups	Continued	£18000	LA
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018		By the end of term 6 2018		
7 phonics groups running but interventions and wider English and maths interventions affected by staff absence Action: Interventions to be retimetabled to ensure consistency of delivery. This work is to continue	Pupil progress meetings not yet completed. Data analysis is showing good progress – this requires further analysis for specific interventions	Key Stage 1 Pupils eligible for Pupil Premium attainment in reading = 53% (+6%) Pupils eligible for Pupil Premium attainment in writing = 20% (-15%) Pupils eligible for Pupil Premium attainment in maths 40% (-43%) Gap between PP and non in reading = 5% (reduced by 18%), in writing = 15% (reduced by 5%) and in maths = 22% (reduced by 6%) Gap between PP and non has reduced within school, and is lower than the national PP/non PP gap in reading and writing, but higher in maths. Strategies to raise attainment in 18/19 is a key focus of school development, with a restructure of the morning lessons in place for September 2018. No pupils in KS1 achieved the higher standard in R W or maths Phonics Y1 Pupils eligible for pupil premium reaching the expected level = 17% (-18%) Gap between PP and non 39% (reduced by 5%)				

Y2 Pupils eligible for pupil premium reaching the expected level 93% (+5%)

Gap between PP and non (reduced by 1%)

Y1 attainment is lower, Y2 is higher

Gap between PP and non has reduced within school, and is lower than the national PP/non PP gap

Strategies to raise attainment in 18/19 is a key focus of school development, with a restructure of morning lessons, and an investment in training for September 2018.

Key Stage 2

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Gap between PP and non is 14% **more PP** achieved the expected level

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The number of pupils reaching the expected level in maths = 55% (+ 17%) Gap between PP and non is 8% less PP achieved the expected level

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In KS2, 27% of pupils eligible for PP reached the higher standard (+12), 9% in writing (+9%) and 9% in maths (-3%)

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Non PP	-1.00	2.07	-3.62	-0.48	0.02	-2.55	-0.22	-0.88	-1.22
Gap	-4.2	-1.75	-2.99	-2.16	-3.35	-0.85	+2.06	+0.25	-2.49

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Writing progress has improved from last year for PP, and gap has narrowed. Progress is above national.

Progress for PP is lower than last year and below national

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Reduced RWI group sizes Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	RWI groups are more tightly focussed on the levels of attainment of the groups	Desired outcomes section 4 A and C	KS1	New	£5000	JB
Outcomes						
By the end of term 2 2017	By the end of Term 4 2018		By the end of term 6 2018			
7 groups were organised for the autumn term. All groups have made some progress (see RWI review Jan 2018). 33% of DA pupils on track for expected level. However, a significant number of PP are also identified as SEN. Target for this year is 63-71% compared to 62 % last year Evaluation: The groupings for Spring 2018 need to ensure that adult allocation is carefully considered and RWI interventions are timetabled with strong practitioners	50% of pupils eligible for PP are on track to reach ARE – this is in line with the cohort and targeted support will continue to improve this figure. Grouping have been reorganised with PP pupils with a strong teacher.		Phonics Y1 Pupils eligible for pupil premium reaching the expected level = 17% (-18%) Gap between PP and non 39% (reduced by 5%) Y2 Pupils eligible for pupil premium reaching the expected level 93% (+5%) Gap between PP and non (reduced by 1%) Y1 attainment is lower, Y2 is higher Gap between PP and non has reduced within school, and is lower than the national PP/non PP gap Strategies to raise attainment in 18/19 is a key focus of school development, with a restructure of morning lessons, and an investment in training for September 2018.			