

Pupil Premium Strategy 2017 - 18

Purpose

The Pupil Premium is additional to main school funding. The Government believes it is the best way to address the current underlying inequalities between certain groups of children and their peers. Money should be used to tackle disadvantage, ensuring it reaches the pupils who need it most. Parents can help by advising the school of any changes in circumstances, no matter how short term, so they can be advised on the procedures for registering for Pupil Premium.

Accountability

The Government believes that Head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- The reports for parents that schools have to publish online.

Funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives or has received free school meals at any point in the last six years (not those entitled under the Universal Infant School Meals programme), whose parent is a member of the armed forces (Service Premium,) a looked after child or a child adopted from care. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need. Newbarns has been allocated a total of £96,540 for the academic year 2017-18.

Summary of Barriers to Educational Achievement

The main barrier to educational achievement is the lack of emotional resilience in our children and their families, as well as some parents' difficulties with behaviour at home. We work closely with agencies to address this through our provision below – see below.

Our Approach

1. Release time for four senior leaders has resulted in detailed tracking enabling all staff to monitor progress, identify underperforming groups and individuals, direct appropriate deployment of staff and resources and challenge the aspirations and assumptions of pupils and parents.
2. Release time for teachers to meet with Senior Leaders termly to discuss the progress of all children mean that any barriers to progress can be addressed.
3. £28,978 has been allocated to pay for extra teaching staff. Employing teachers is considered the most effective means of supporting Pupil Premium pupils. This is both evidenced by the Sutton Trust and Ofsted.
4. A further £40,122 has been maintained this year, to increase STA (Senior Teaching Assistant) support throughout the school. This gives the benefit of smaller class sizes and more favourable adult to pupil ratios for all children.
5. £600 for “Young Lives” to work with families struggling with behaviour at home, routines and emotional problems.
6. Funding for “Kidsafe”– a specialised programme teaching children how to keep themselves safe and recognise potential dangers. Resources are used for training of two members of staff and time for them to deliver the programme with children.
7. Funding is made available for all pupils to access a wide range of extra-curricular activities during lunchtime and after school including homework clubs, reading and maths groups.
8. A focus on high quality feedback to pupils about their learning has continued to be of paramount importance in school. Pupil Premium funding has been used for CPD to enhance this.
9. Pupil Premium funding will be used, in part, to pay for continuing professional development (CPD) for staff.
10. Pupil Premium funds are used for subsidising educational visits, curriculum enrichment providers, transport to school, clothing and residential activities.
11. Funding also enables participation in other intervention programmes identified and organised by the SENCo e.g. spelling or reading programmes. Three staff are employed to support emotional resilience in schools (SERIS.) There are close links with Action for Children who run the Children’s Centre attached to school. This enables emotional support for families to be better accessed.

Impact and Outcome

The results of the 2013 cohort of children prompted a swift response and additional support is now used very effectively to enhance the quality of learning, progress and attainment of pupils. The progress and attainment of Pupil Premium children is now tracked far more rigorously. Effective deployment of trained staff has impacted positively on the well-being and emotional development of identified pupils. The success of our deployment of resources will be measured on the progress pupils make (in terms of how many of them are in line with age related expectations – see below) and feedback from them, their teachers and families on their emotional wellbeing.

Evaluation (Sources of Evidence) and Review

Pupil Premium Review undertaken with a Local Leader of Education (2013-14), teacher assessment levels and end of Key Stage 2 SATs results, comparisons with local and national data, Ofsted, school monitoring and evaluation, lesson observations, pupil progress meetings, peer to peer work, feedback and discussion involving parents, carers, teaching and non-teaching staff and children.

Whole School Assessment – End of Summer Term 2017 – Percentages of Children Achieving Age Related Expectations

Year	Reading	Writing	Maths	Cohort No
Year 1 - Total	68%	59%	60%	59
Year 2 - Total	76%	68%	83%	58
Year 3 - Total	76%	66%	74%	61
Year 4 - Total	72%	64%	78%	57
Year 5 - Total	70%	62%	73%	60
Year 6 - Total	72%	78%	60%	60
Pupil Premium				
Year	Reading	Writing	Maths	No. of Pupils
Year 1 - Total	0% (0/2)	0% (0/2)	0% (0/2)	2
Year 2 - Total	50% (4/8)	38% (3/8)	75% (6/8)	8
Year 3 - Total	46% (6/13)	31% (4/13)	38% (5/13)	13
Year 4 - Total	55% (6/11)	55% (6/11)	82%(9/11)	11
Year 5 - Total	57% (4/7)	57% (4/7)	71% (5/7)	7
Year 6 - Total	61% (11/18)	78% (14/18)	56% (10/18)	18

Support – Year 1 – Individual reading, Numicon.

Support – Year 2 - Individual reading, Numicon.

Support – Year 3 – Weekly reading groups, Numicon, Weekly maths group.

Support – Year 4 – Individual reading, weekly reading groups.

Support – Year 5 – 1:1 reading and spelling sessions with support staff.

Support – Year 6 –After-school tuition for maths and English, Extra handwriting, spelling and maths support.