

Pupil Premium Review Documentation 2016-17

Newsham Primary School has a clear [vision statement](#) that emphasises our relentless drive to improve outcomes and opportunities for all pupils, from whatever their starting point and whatever barriers they have to their learning. That said, there is a significant challenge to improve the outcomes particularly for those children who are classed as disadvantaged¹.

The school receives considerable funding to improve outcomes for this group of pupils. Last year the school received £196,540. This year there is a forecast budget of £230,440. The school presents information about this spending on the [website](#).

In an effort to maximise the benefit of this investment the school is conducting a focussed review of all of the strategies we use to support this group of pupils. The aim is to support these pupils to make significant progress and therefore secure value for money with the Pupil Premium budget. This work will be conducted by the Pupil Premium Review Group, who consist of SLT and the Governing Body. Links to the recommended paperwork for [Pupil Premium Review](#) can be found here. However, the school have gone deeper than minimum requirements of scrutiny. The purpose of this document is to signpost all areas of this review.

Current Position

Newsham Primary currently has 167 Pupil Premium pupils. This ranges from 27% in Reception to 61% in Y6.

Ofsted Jan 16 had the following to say about Intervention and Disadvantaged Pupils' achievement at Newsham;

- *(Summary) Pupils make good progress in their learning from their individual starting points, and achieve well. This includes disadvantaged pupils and the most-able pupils.*
- *(Leadership) Leaders and governors have carefully and effectively managed pupil premium funding, a large part of which has been used for additional staffing to reduce class sizes and provide targeted support for pupils, as well as online educational support programmes. The impact of these actions is clearly seen through the progress made by disadvantaged pupils across the school.*
- *(Teaching) Teaching assistants and teachers work closely together to ensure that timely and constructive advice and support is given to pupils, including those who have special educational needs or who are disabled. The quality of support is high, whether adults are working with a group or an individual pupil, resulting in good academic progress, as well as strong emotional and social development. The role and impact of teaching assistants in Newsham is a strength of the school.*
- *(Teaching) The school is quick to identify any pupils who are at risk of falling behind, including in the early years. Staff make effective provision for these pupils either within class, in small groups or individually. This includes pupils who are disabled or who have special educational needs. These pupils make good progress from their starting points because teachers give them activities that are well matched to their ability and needs.*
- *(Outcomes) As a result of effective use of the pupil premium funding, disadvantaged pupils make good progress and achieve well across the school in both English and mathematics. The gap between disadvantaged pupils and their classmates is narrowing, and the proportions making and exceeding expected progress is now in line with all pupils.*
- *(In EYFS) All groups of children make typical progress and many make progress that is better than this in early years, including the most able, those with special educational needs, disabled pupils and disadvantaged pupils. However, not all pupils are yet making consistently high rates of progress.*

Detailed analysis of performance information can be found in the documents listed below. However, we believe that measurements of Reading, Writing and Maths are only part of the picture and Newsham Primary will continue to focus of the development of the 'whole child' and promote and celebrate numerous areas of learning and development.

[Blyth Data 2016](#)

[2016 NPS Performance Information](#) (school analysis information about attainment and progress at EYFS, Phonics, KS1 and KS2)

[Know Your Class Level 2](#) (information about progress and attainment for each class during 2015-16)

[Raiseonline](#) (2015 document. From November 2016 it is expected we will also have Raiseonline 2016)

[KS2 Figures Official Documentation](#) (summary document from DFE)

KS1 Figures Official Documentation (summary document from DFE)

[Most able disadvantaged](#) (school document of analysis of most able disadvantaged group)

Note: There will be further updates to this information when greater detail about the National picture from 2016 emerges. For example, key data for comparison will be National non disadvantaged.

Current Position Summary

There are a number of strengths in the current disadvantaged position at Newsham. However, 2016 data presents us with some significant challenges.

End of Key Stage and Phonics Performance Information: Three Year Trend

		Reading	Writing	Maths	Comment
EYFS	2014	Gap = 24 percentage points	Gap = 24 percentage points	Gap = 21 percentage points	It is clear that after a very small gap in all areas last year, there is a significant gap now. However, there is evidence of disadvantaged progress being strong across the FS and the figures are significantly affected by admits.
	2015	Gap = 14 percentage points	Gap = 6 percentage points	Gap = 6 percentage points	
	2016	Gap = 49 percentage points	Gap = 46.35 percentage points	Gap = 48.7 percentage points	
Phonics	2014	-23% gap			For 2 years previously, although there has been a gap, the disadvantaged pupils have had phonics score better than National all pupils. This year, disadvantaged will be below National and the new measure of National non-disadvantaged.
	2015	-22% gap			
	2016	-16% gap			
KS1	2014				This year there is a significant gap in all three areas. Disadvantaged pupils have made expected progress across the Key Stage.
	2015				
	2016	-32%	-30%	-20%	

				However, except in maths, the gap has increased due to the fact non disadvantaged pupils have made better than expected progress.
KS2				After a no gap in all areas two years ago, there is a significant gap now. However, there is evidence of disadvantaged progress being stronger across KS2 than non-disadvantaged (and positive in writing and maths) if mobiles are removed from the figures.
Attainment				
2014				
2015				
2016	-27.5%	-21.5%	-31.4%	
Progress				
2014				
2015				
2016	-2.2	2.3	-1.1	

What we want success to look like

Obviously, the school are aiming to diminish the differences in outcomes between disadvantaged pupils and non-disadvantaged pupils nationally, with the aim of giving them the most advantageous start secondary school with. As well as the plans in this document, the [School Development Plan](#) highlights the plans to secure this. These gaps can not disappear immediately, and blunt measures of end of key stage data is not the only guide of success. For example, pupil confidence, happiness, speaking and listening skills, resilience, readiness for learning, and community engagement are not captured by this data. We value so many elements of growth and development of pupils, that we have designed other measures of success.

We also want to secure good value for money with our Pupil Premium Grant. Therefore, every action of targeted support is selected based on evidence of potential impact, is designed to meet the needs of our children and school capacity, is continually evaluated and is cost measured.

Barriers register

The [Barriers Register](#) lists the disadvantaged pupils that were considered by staff to have particular barriers to making rapid and sustained progress. This is based upon our deep understanding of our children and their families. As our aim is improved outcomes for Pupil Premium pupils, we expect that work on removing these barriers will ultimately diminish the difference between those in receipt of the Pupil Premium Grant and non-disadvantaged National data for end of Key Stage outcomes. However, our school recognises that focussed steps are required to reach this goal. Furthermore, improved outcomes can not only be measured in external test data. Therefore, the Pupil Premium Review Group have agreed SMART targets for each potential barrier so that progress can be fully evaluated.

Planning

From our 'barriers' information gathering, the Pupil Premium Review Group then considered possible strategies for improving outcomes. Suggested programmes were only selected if they were proven by research to be effective and were known to be cost effective. Planned programmes of work needed to suit our pupils and their families. The strategic planning involved consideration of evaluated previous strategies, and research from organisations like the [Education Endowment Foundation](#).

Monitoring

NJ will report to the Pupil Premium Review Team on termly progress and attainment data based on school data for Y1-6.

CE will report termly for EYFS.

At the end of the year, full analysis will be completed on internal data and end of Key Stage submissions.

Beyond this monitoring, staff have been assigned 'barriers' to monitor. There is a proforma for monitoring this review, and this will be presented to the Pupil Premium Review Group at arranged intervals. This evaluation will be based on SMART criteria designed by the Pupil Premium Review Group.

All evaluations will also identify any amendments to strategy for the forthcoming period. This monitoring paperwork can be accessed via the monitoring column in Summary of Actions 2016-17.

Summary of Actions 2016-17

Possible Barriers to Progress	Measure	What will success look like?	Suggestions for improvement/ Intervention	Reason for this intervention	Cost	Responsible for monitoring	Review Details Hyperlink reports for impact
Feedback	Continuous high quality feedback	Work Scrutiny will show consistently	High quality feedback https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/	Quality feedback (EEF+8)	Monitoring £900	MER team	

Reading Age	Reading Age Test	Progress faster than chronological age increase since last test.	Reading Comprehension Interventions and in class https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/ High quality Phonics teaching https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/	Reading comprehension strategies (EEF +5) Phonics (EEF +4)	£630 £1680	JS	Christmas, Easter and Summer Report to PP group.
Attendance	Attendance data	Attendance improvement in this year and on same period in previous years.	Follow up attendance meetings Rewards EWO Involvement Parental guidance	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf	£156	CW	
Maths Fluency	Termly age appropriate tables test	15% improvement on term score			Boosters £1500 3 rd Space Learning £4000	WA	
Communication and Language							
Spelling	Termly age appropriate spelling test	15% improvement on term score				JS	

Support for vulnerable pupils and families (inc behaviour)	DHT behaviour records	Reduction in records of DHT negative behaviour contact. Improvement in positive reward count. No yellow cards No fixed term exclusions.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/	Behaviour Interventions (EEF +5)	Staff time £35076	NJ	
Parental Engagement	Registers of attendance at parent evenings, information sessions, homework signed, AFA	Full attendance at parent evenings, information sessions, homework signed		Parental Engagement (EEF +3)	£1800	CE	
Homework	Class Homework Records		https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/	Homework (EEF +2)	Subscriptions for E Learning £3300	MER team	
Highest achieving						LC	
Social and emotional			https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/	Social and Emotional (EEF +1)	£5760	MB	
SEND			As with profile		£10,656 £2486	CE	

School engagement	Clubs, visits, responsibilities				Subsidising trips £8,818 Uniform £640 Breakfast and ASAC £5332	DG	
EYFS			https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/			CE	
CP			https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/	Social and Emotional (EEF +1)	Staff Time £35,000	AMA	
Class Size/ Tutor	Reduced class size in Y6		https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/	Reducing Class Size (EEF +3)	£22,500 £14 609.20 £1750	NJ	

¹ A pupil will be defined as disadvantaged if they are recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

This follows the changes announced in the Department for Education's Statement of Intent of July 2015:

Changes to the definition of disadvantaged pupils

In the 2015 performance tables, the definition of a disadvantaged pupil will change to reflect changes to the conditions of funding for the pupil premium in 2014-2015.

- In 2013-2014, children looked after continuously for at least six months were eligible for the pupil premium. In 2014-2015, this has changed so that children looked after continuously for 1 day or more are now eligible for the pupil premium
- In 2014-2015, the pupil premium now includes those pupils recorded on the School Census as being adopted from care