

# Newsham Primary School:2017-2019 Pupil Premium Strategy Statement – Updated September 2017

1. Summary information				
<b>Total number of pupils</b>	405 440 Inc. Nursery	<b>Number of pupils eligible for pupil premium funding</b>	148	
<b>Number of pupil premium children in each year group:</b> Reception = 11; Yr 1 = 18; Yr 2 = 19; Yr 3 = 27; Yr 4 = 27; Yr 5 = 24; Yr 6 = 22				
<b>Total pupil premium budget:</b>	£195360	<b>Amount per pupil:</b> £1320.00 (£300.00 per service child, £1900.00 per LAC pupil)		
<b>Date of pupil premium review start:</b>	<b>Date of internal half termly reviews: October 17 (Completed) Next: January 18</b> Green = above national Red = below National			
2. Early Years: Pupils achieving a Good Level of Development in July 2017 (Reception class)				
	<i>Attainment of our children eligible for the Early Years pupil premium funding. (20 Pupils 33%)</i>		<i>National Average</i>	
% achieving a Good Level of Development (GLD)	<b>73.6%</b>		<b>70.6% (+3%)</b>	
3. Y1 Children : Pupils passing the Phonics Screening Test				
	<i>Attainment of our children eligible for the Early Years pupil premium funding. (19 Pupils 33%)</i>		<i>National Average</i>	
	<b>79%</b>		<b>81% (-2%)</b>	
4. End of Key Stage 1 (Year 2) June 2017 Attainment Figures				
	<i>Attainment of our Year 2 pupils eligible for pupil premium funding (27% Pupils 45%)</i>		<i>National averages for others nationally</i>	<i>Difference %</i>
% reaching expected standard in reading	<b>67%</b>		<b>76%</b>	<b>-9%</b>
% reaching a high score/working at greater depth in reading	<b>7%</b>		<b>25%</b>	<b>-18%</b>

% reaching expected standard in writing	59%	68%	-9%
% reaching a high score/working at greater depth in writing	11%	16%	-5%
% reaching expected standard in maths	63%	75%	-12%
% reaching a high score/working at greater depth in maths	11%	21%	-10%

### 5. End of Key Stage 2 (Year 6) 2017 Attainment Figures and Progress Key Stage 1 to Key Stage 2

	<i>Attainment of our Year 6 pupils eligible for pupil premium funding. (35 pupils 59.3%)</i>	<i>National averages for others nationally</i>	<i>Difference %</i>
% reaching expected standard in reading test	33%	71%	-38%
% reaching a high standard in reading test progress in reading	0%	25%	-25%
% reaching expected standard in writing (teacher assessment)	66%	76%	-10%
% reaching a high score/working at greater depth in writing progress writing	9%	18%	-9%
% reaching expected standard in maths test	50%	75%	-25%
% reaching a high standard in maths test progress in maths	5%	23%	-18%
% reaching expected standard in grammar, punctuation and spelling test	42%	77%	-35%
% reaching high standard in grammar, punctuation and spelling test	8%	31%	-23%

<b>6. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018</b>	
<b>A.</b>	Attendance levels of disadvantaged pupils
<b>B.</b>	Quality of teaching and learning in reading (particularly in KS2)
<b>C.</b>	Support from home with reading to ensure excellent progress (particularly in KS2)
<b>D.</b>	Vulnerable families requiring significant support to enable provision of learning support
<b>E.</b>	Vulnerable pupils requiring additional support to enable learning development

<b>6. Outcomes and success criteria for summer 2018</b>	
<b>A.</b>	Maintain minimal gap in GLD at end of Foundation stage.
<b>B.</b>	Continue progress in reduction in gap between disadvantaged pupils and all pupils in Phonics screening.
<b>C.</b>	Continue progress in reduction in gap between disadvantaged pupils and all pupils in KS1 reading, writing and maths.
<b>D.</b>	Reduce gap in progress between disadvantaged and non-disadvantaged pupils in KS2 reading and maths.
<b>E.</b>	Improve attendance across school and reduce the gap between disadvantaged and all pupils.
<b>F.</b>	Provide continued enriched curriculum for disadvantaged pupils

8. Planned expenditure 2017-2018					
8.1 Maintain standards of achievement at Foundation Stage, Phonics Screening and KS1 while further improving disadvantaged					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p>EARLY YEARS GLD</p> <p>Pupils to achieve GLD in line with national and continue to narrow the gap; including between the lowest achieving 20% and the rest of the cohort. To continue to minimise the gap in key measurement areas of reading, writing and maths at the end of EYFS, moving into KS1.</p>	<ul style="list-style-type: none"> <li>Ensure early intervention opportunities are maximised for pupils, supported by appropriate staff training, HQT, assessment and tracking. Targeted and evidence based strategies will be delivered where possible by staff.</li> <li>To ensure that language development through high quality interaction and play underpin intervention and practice.</li> <li>Improve staff knowledge relating to progression of maths skills, particularly using methods such as the part, part whole model (staff training).</li> <li>Ensure the EYFS curriculum is underpinned by learning in the prime areas and has the development of literacy and language skills at its core.</li> </ul>	<p>Considerable progress was made in this area last year at Newsham. In order to maintain progress:</p> <p><a href="http://www.ican.org.uk/talkboost">http://www.ican.org.uk/talkboost</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/</a></p> <p>Research shows that delivery of specific intervention programs that are language/literacy or numeracy based can significantly impact on outcomes for pupils. EEF research analysis supports the use of structured high quality play, where skilful adult intervention is evidenced.</p> <p><a href="https://www.suttontrust.com/research-paper/closing-gaps-early/">https://www.suttontrust.com/research-paper/closing-gaps-early/</a></p> <p>This discussion document is important in considering the impact of 30 hour provision and the importance in quality EYFS provision for all pupils.</p>	<p>Analysis of EYFS data against school and national trends will support key actions and areas for priority. Monitoring of provision, practice and outcomes together with at least termly evaluation by SLT / PLT.</p> <p>Regular training opportunities for staff to evaluate outcomes for children and associated provision.</p> <p>Monitoring through data analysis, lesson observation and book scrutiny.</p>	<p>CE NJ</p> <p>Linda Talent training and resources £1000</p>	<p>Increase those achieving a good level of development in Literacy by 3% and ensure that disadvantaged gap is below National gap.</p> <p>Talk Boost training has happened 10.11.17</p> <p>Social group intervention, small group phonics started</p>

<p>PHONICS</p> <p>Pupils to achieve Phonics screening pass rate in line with or above national and maintain gap below national gap.</p>	<ul style="list-style-type: none"> <li>• Ensure all staff have the necessary pedagogical skills and content knowledge. E.g. sufficient linguistic knowledge and understanding to deliver whole class and small group phonics sessions. This includes more detailed training for Y3 staff and refresher training for EYFS and KS1 staff.</li> <li>• Re-evaluate adaptations to the current programme to ensure these have not reduced its impact.</li> </ul>	<p>Considerable progress was made in this area last year at Newsham. In order to maintain progress: The use of a systematic phonics programme is supported by very extensive evidence. Seven meta-analyses, which include studies of 5-7-year old pupils, have consistently demonstrated the impact of phonics on early reading.</p> <p><small>Teaching and Learning Toolkit (2016): Phonics <a href="https://educationendowmentfoundation.org.uk/index.php?evidence/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/index.php?evidence/teaching-learning-toolkit/phonics/</a></small></p> <p><small>National Reading Panel (2000), 2-96.</small></p> <p><small>National Reading Panel (2000), 2-99.</small></p> <p><small>The Evidence4Impact database is a useful repository of information regarding evaluations of available programmes: <a href="http://www.evidence4impact.org.uk/index.php">http://www.evidence4impact.org.uk/index.php</a></small></p>	<p>Priorities in relation to phonics have been identified using internal data and profession judgements established through effective dialogue. External evidence has been used to identify possible solutions. Evaluations will take place on a termly basis.</p>	<p>NJ, JS, CE</p> <p>Since September all of these pupils receive daily phonics intervention, are engaged in to Literacy. They also have regular reading sessions with support staff. Guided reading with teacher once a week. Read Write Inc intervention and also have RWI approach</p> <p>£1000 Resources</p>	<p>Maintain 'above National' pass rate in Phonics screening while ensuring that disadvantaged gap remains below National gap.</p> <p>EYFS conversations ongoing with JS and re-planning of Phonics</p>
---	---	--	--	---	--

<p>KS1 READING WRITING AND MATHS Pupils to achieve expected attainment rate in line with or above national and maintain gap below national gap</p>	<ol style="list-style-type: none"> <li>1. Develop pupils' speaking and listening skills and wider understanding of language (Talk4Writing training, investment in Guided Reading training and resources)</li> <li>2. Continue to develop a balanced and engaging approach to developing reading which integrates both decoding and comprehension skills (curriculum evaluation, reading skills training and resources).</li> <li>3. Improve staff knowledge relating to progression of maths skills, particularly using methods such as the part, part whole model (staff training).</li> <li>4. Improved staffing ratios to support smaller group sizes</li> </ol>	<p>Considerable progress was made in this area last year at Newsham. Maths was less positive. In order to maintain progress:</p> <p>Action 1 is based on extensive evidence from 9 meta-analyses that include pupils aged 5-7-years. These studies examine a range of areas related to speaking and listening skills, and a range of outcomes including reading and writing.</p> <ul style="list-style-type: none"> <li>1.Higgins, S., Katsipetaki, M., Kokotsaki, D., Coleman, R., Major, L.E. and Coe, R. (2013) The Sutton Trust-Endowment Foundation Teaching and Learning Toolkit.London: Education Endowment Foundation. Available at<a href="http://educationendowmentfoundation.org.uk/uploads/pdf/Teaching_Assistants_Toolkit_References.pdf">http://educationendowmentfoundation.org.uk/uploads/pdf/Teaching_Assistants_Toolkit_References.pdf</a></li> <li>Clarke, P. J., Snowling, M. J., Truelove, E., &amp; Hulme, C.(2010). Ameliorating children's reading-comprehension difficulties: a randomized controlled trial. Psychological Science, 21(8), 1106-1116.</li> <li>Teaching and Learning Toolkit (2016): Oral language interventions <a href="https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/oral-language-interventions/">https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/oral-language-interventions/</a>; Graham, S., Bollinger, A., Booth Olson, C., D'Acust, C., MacArthur, C., McCutchen, D. and Clinghouse, N. (2012) 'Teaching elementary school students to be effective writers: A practice guide' (NCEE 2012-4058), Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="http://ies.ed.gov/hcee/wwc/publications_reviews.aspx#pubsearch">http://ies.ed.gov/hcee/wwc/publications_reviews.aspx#pubsearch</a>; National Reading Panel (2000) 'Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups'. Washington, DC: National Institute of Child Health and Human Development, 4-4.</li> <li>Graham, S. et al (2012); Saddler, B., &amp; Graham, S. (2005). 'The effects of peer-assisted sentence-combining instruction on the writing performance of more and less skilled young writers.' Journal of Educational Psychology, 97(1), 43-54.</li> </ul> <p>The evidence for including both decoding and comprehension-led approaches in teaching reading is extensive.</p> <ul style="list-style-type: none"> <li>Savage, R., Burgos, G., Wood, E., &amp; Piquette, N. (2015). 'The Simple View of Reading as a framework for national literacy initiatives: a hierarchical model of pupil-level and classroom-level factors.' British Educational Research Journal, 41(5), 820-844. <a href="http://dx.doi.org/10.1002/berj.3177">http://dx.doi.org/10.1002/berj.3177</a>; Wyse, D., &amp; Styles, M. (2007). 'Synthetic phonics and the teaching of reading: the debate surrounding England's 'Rose Report''</li> <li>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038), Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://whatworks.gov/publications/practiceguides">whatworks.gov/publications/practiceguides</a>.</li> </ul> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>High quality A4L, manipulatives, high quality Interventions</p>	<p>Priorities in relation to English have been identified using internal data and profession judgements established through effective dialogue. External evidence has been used to identify possible solutions. Evaluations will take place on a termly basis.</p>	<p>NJ JS WA</p> <p>Training Costed in other areas</p> <p>Resources and staffing £13,233</p>	<p>Maintain standards at KS1 in line with National while ensuring ensuring that disadvantaged gap remains below National gap.</p> <p>Talk for writing training delivered 14.9.17.</p> <p>CPD on discussing text 20.10.17</p> <p>New text availability. Planning in place.</p>
--	---	---	--	---	---

<b>Total budgeted cost =</b>					<b>£ 15,233</b>
<b>8.2 Quality of teaching for all: to improve the percentage of good and outstanding teaching of reading to 100%.</b>					
<b>Desired outcome</b>	<b>Actions</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>Impact</b>
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<ul style="list-style-type: none"> <li>Reorganise provision of Intervention throughout the school, but particularly in KS2</li> <li>CPD for support staff in Intervention and guided reading strategies</li> <li>Extra support staff/ teacher planning and review time</li> </ul>	<p>Research indicates that the in most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.</p> <p><a href="#">EEF identifies</a> best support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>Additional 45 minute sessions every fortnight for teaching and support staff to share Intervention progress and updates</p> <p>Newly appointed coordinator of KS2 Intervention responsible for monitoring provision</p> <p>Support staff engaged in comprehensive training programme for Intervention</p> <p>Monitoring through data analysis, lesson observation and book scrutiny.</p>	<p>NJ SLT LCha</p> <p>Catch up Literacy Numeracy Talk Boost</p> <p>£4620</p>	<p>Pupils who have Interventions have proven progress which accelerates their progress beyond that which should be achieved without programme.</p> <p>Catch up Numeracy training in Upper KS2. Catch up Literacy 20.11.17 Training on Project X. Planned training on precision teaching Sessions for staff/ support staff liaison have begun.</p>
2) All teachers and TA's have a performance management target linked to pupil premium or SEND	<ul style="list-style-type: none"> <li>Pupil premium passports ensure targeted provision for disadvantaged pupils</li> <li>Leaders evaluate provision and impact on regular basis</li> </ul>	<p>Reinforcement of Leadership desire to prioritise this issue by linking it to Performance Management targets.</p>	<p>Performance Management cycle to include requirement to track full range of provision for disadvantaged pupils.</p>	<p>All teachers set targets for PP Passport and have reviewed the first half term.</p>	<p>Every PP pupil has bespoke package of support recorded and evaluated half termly.</p>

<p>3) Improve the quality of guided reading so it impacts strongly on the attainment and progress of pupil premium children.</p>	<ul style="list-style-type: none"> <li>• High quality CPD for staff</li> <li>• High quality reading materials purchased for guided reading</li> </ul>	<p><a href="#">EEF guidance</a> report suggests that the most effective way to support reading is through the development of fluent reading capabilities and to teach through modelled guidance and supported practice.</p> <p>Book choices to inspire readers research based and advised; National Literacy Trust CLPE, Professor Nickie Gamble, Pie Corbett</p>	<p>High quality CPD delivered and monitored.</p> <p>Purchase of high quality materials and embedded usage in class.</p> <p>High quality guided reading sessions regularly observed.</p> <p>Monitoring through data analysis, lesson observation and book scrutiny.</p>	<p>SLT</p> <p>High quality training delivered (observation HT) Literature and planning available. Common agreement on record keeping in phases.</p> <p>JS Training provision and Guided Reading material £6210</p>	<p>Improve value added judgements over 2 years so that by 2019 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.</p> <p>Progress in reading age beyond one year improvement through 2017.18</p>
--	---	---	--	--	---

<p>4) New tracking system to support teachers and leaders monitor progress, plan support, target CPD and challenge underperformance</p>	<ul style="list-style-type: none"> <li>• Research and purchase scheme</li> <li>• Train staff in delivery and management</li> <li>• Inform parents/ carers</li> <li>• Deliver programme</li> <li>• Monitor usage robustly</li> <li>• Evaluate impact</li> </ul>	<p>Disadvantaged readers, especially in KS2, are below non-disadvantaged. KS2 disadvantaged progress is low. Research by the EEF found that Accelerated Reader had an impact of +3 months for pupils in relation to their reading attainment. The intervention group exposed to Accelerated Reader recorded higher literacy scores than the control group, using the GL Assessment New Group Reading Test. The overall effect size of +0.24 is the equivalent of approximately 3 months of additional progress in reading age after 22 weeks. The evaluation also indicates a positive impact for FSM-eligible pupils (+0.38).</p>	<p>Implemented scheme with training delivered.</p> <p>Parents and carers informed of process.</p> <p>Monitoring of progress included in SLT discussion, phase meetings and teacher analysis which then informs planning.</p>	<p>SLT</p> <p>All pupils registered and completed initial testing of STAR READER and Accelerated Reader tests. Staff using evidence to identify Intervention aims.</p> <p>Accelerated Reader cost, plus 1 year subscription £1263.92</p>	<p>Improve value added judgements over 2 years so that by 2019 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.</p> <p>Progress in reading age beyond one year improvement through 2017.18</p>
<b>Total budgeted cost =</b>					<b>£ 12,093.92</b>

### 8.3 Improve outcomes through improvements to reading opportunities.

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Opportunities to develop love of reading with access to high quality texts at an appropriate level	<ul style="list-style-type: none"> <li>Improvements to the library through improved management schemes</li> </ul>	Disadvantaged readers, especially in KS2, are below non-disadvantaged. KS2 disadvantaged progress is low. Research commissioned by the EEF found that a well-managed and well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, were the main requirements for successful implementation for the AR programme, which led to considerable gains for pupils.	SLT will ensure that Library software and AR software is commissioned. Training of staff in use of AR has taken place. Staff time for cataloguing.	JS and SLT  Most already costed. Cataloguing of new library £3375	All pupils using AR scheme, completing STAR and Accelerated Reader tests.  Disadvantaged pupils achieving progress beyond their chronological age increase.
Opportunities to develop love of reading with access to high quality texts at an appropriate level	<ul style="list-style-type: none"> <li>Improvements to Library through significant investments in stock</li> </ul>	Disadvantaged readers, especially in KS2, are below non-disadvantaged. KS2 disadvantaged progress is low. Book choices to inspire readers research based and advised; National Literacy Trust CLPE, Professor Nickie Gamble, Pie Corbett A key issue is selecting suitable texts in order to extend pupils' reading comprehension capabilities: too easy and pupils do not need to use the strategies, too hard and they cannot understand the text. Teachers should read and carefully consider the challenges and opportunities presented by a text before using it. <a href="#">EEF toolkit KS2 Literacy</a>	SLT monitoring will ensure that Library is opened to pupils with significant new stock purchase catalogued, resources, and equipment in place to facilitate use, including 6x computers and 6x ipads. Also furniture for storing books.	CW and SLT  Books Ipads, safe, computers, furniture, fitting £24,981	All pupils using AR scheme, completing STAR and Accelerated Reader tests.  Disadvantaged pupils achieving progress beyond their chronological age increase

<p>Opportunities to develop love of reading with access to high quality texts at an appropriate level</p>	<ul style="list-style-type: none"> <li>Improvement to reading scheme stock KS2 through the purchase of new materials.</li> </ul>	<p><a href="#">Oxford Reading</a> scheme which allows for progression across KS2 and rigorous synthetic phonics varied choice of writing styles, genres and artwork styles at every level.</p>	<p>SLT will ensure that pupils are accessing Oxford Reading scheme and taking home reading materials each week. Evidence in reading records.</p>	<p>Oxford Reading Scheme £2561</p>	<p>Disadvantaged pupils achieving progress beyond their chronological age increase</p>
<p>Increased opportunities for reading</p>	<ul style="list-style-type: none"> <li>Staffed library opening times that allow for increased pupil access</li> <li>Staffed library opening times that allow for increased family access</li> </ul>	<p>Encouraging pupils and their families to read high quality reading and develop a lifelong love of reading. A key issue is selecting suitable texts in order to extend pupils' reading comprehension capabilities: too easy and pupils do not need to use the strategies, too hard and they cannot understand the text. Teachers should read and carefully consider the challenges and opportunities presented by a text before using it. <a href="#">EEF toolkit KS2 Literacy</a></p>	<p>Employment of support staff member to staff library.  All classes timetabled for specific Library time.  Library open for pupils as extracurricular opportunity.  Library open to families.</p>	<p>SLT £960</p>	<p>Disadvantaged pupils achieving progress beyond their chronological age increase  100% engagement in library</p>
<p><b>Total budgeted cost =</b></p>					<p><b>£ 31,877.00</b></p>

### 8.4 Improve outcomes through improvements in progress across KS2 in Reading Writing and Maths.

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Ongoing improvements to the quality of Teaching and Learning throughout KS2	<ol style="list-style-type: none"> <li>1. Develop pupils' speaking and listening skills and wider understanding of language (Talk4Writing training, investment in Guided Reading training and resources) Training provided in these areas.</li> <li>2. Improve staff knowledge relating to progression of maths skills, particularly using methods such as bar model (staff training and Mastery Maths resources).</li> <li>3. Renew subscription to Education City and PhonicsPlay to support parents and learning at home.</li> </ol>	<p><a href="#">EEF recognises</a> that teaching writing transcription through regular practice and modelling is the most effective way of ensuring progress.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>High quality A4L, manipulatives, high quality Interventions. <a href="#">IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE Guidance Report (EEF)</a></p>	<p>CPD delivered monitored by SLT</p> <p>Monitoring through data analysis, lesson observation and book scrutiny.</p>	<p>NJ JS WA SLT</p> <p>Others already costed; Talk for Writing Shanghai Maths Bar Modelling Bar Model resources £5736</p>	<p>Improve value added judgements over 2 years so that by 2019 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.</p>

<p>Intervention and Booster- Further increase proportion of disadvantaged pupils in high quality Intervention and Booster sessions</p>	<ol style="list-style-type: none"> <li>1. One to One tuition training for staff and delivery in Numeracy and Literacy Catch Up</li> <li>2. Staff training and delivery of Project X</li> <li>3. Increased CPD in staff CPD in delivery of proven strategies of small group targeted learning.</li> <li>4. Delivery of Booster Sessions</li> </ol>	<p>EEF research through meta study indicates that pupils can make accelerated progress from both of these Intervention strategies.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/Reading-comprehension">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/Reading-comprehension</a> can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.</p>	<p>Evidence from research project by LCha that increase in pupils accessing Intervention and Booster.  Attendance records at Booster</p>	<p>NJ and CE Training already costed  Proportion of Booster delivery cost  £4000</p>	<p>Improve value added judgements over 2 years so that by 2019 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.</p>
<p>SEND support and teaching assistants to develop learning and social and emotional wellbeing</p>	<ul style="list-style-type: none"> <li>• Support for SEND pupils</li> <li>• Top up funding and financial support application</li> <li>• Support for families of pupils with SEND</li> </ul>	<p>60% of SEND pupils are also PP. There is significant need for support for these pupils. Support staff provide high level, quality first teaching support in class and Interventions. Support staff have accessed training for Talk Boost, Accelerated Reader, Guided Reading, Bar Model maths, Precision Teaching, Project X. They also have dedicated time for planning and sharing progress and targets with staff. Staff have received training from recommendations for <a href="#">Teaching Assistants</a></p>	<p>Monitoring by SENCo and Governors on progress and achievement of pupils. Lesson observations provide insight into A4L development. Monitoring of Interventions by KP and LCh shows progress. Parent Voice.</p>	<p>CE  60% of SEND support  - top up funding  - notional SEND funding  £52026</p>	<p>Disadvantaged SEND pupils make progress in line with National across KS2</p>

Maintenance of high level of support and smaller class size Y6	<ul style="list-style-type: none"> <li>Group Size reduction for least able of Y6 classes to maximum of 20 for Literacy and Numeracy lessons.</li> </ul>	Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced substantially, such as to fewer than 20 or even 15 pupils. <a href="#">EEF</a>	Class size reduction to 20 in Y6	Cost of additional teacher £22,467	Improve value added judgements over 2 years so that by 2019 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.
<b>Total budgeted cost =</b>					<b>£ 84,229.00</b>

### 8.5 Other approaches to raise the attainment and progress of pupil premium children through support for vulnerable pupils and their families

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
CPOMS launched to track, record and support most vulnerable pupils in school.	<ul style="list-style-type: none"> <li>Research and purchase of package</li> <li>Develop system to make bespoke settings for Newsham</li> <li>Staff training in usage</li> <li>Monitoring of system to track and support vulnerable pupils and families</li> <li>Monitor effective and compliant staff usage</li> <li>Use system for liaising with external agencies more effectively</li> </ul>	<b>CPOMS</b> is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school's existing safeguarding processes, <b>CPOMS</b> is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying,	<p>Training for leaders September 2017</p> <p>Training for all staff September 2017</p> <p>Monitoring of all uploads by SLT with ongoing feedback</p>	AMA,NJ,CE, CW, VH Proportion of CPOMS £537	Clear evidence of where vulnerable pupils and their families have been supported

	<ul style="list-style-type: none"> <li>Use system for supporting transition more effectively</li> </ul>	<p>special educational needs, domestic issues and more. Using <b>CPOMS</b>, schools can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration.</p> <p><a href="http://www.cpoms.co.uk/testimonials/">http://www.cpoms.co.uk/testimonials/</a></p>	<p>Statistical analysis of reporting checked by SLT on termly basis</p>		
Extensive support for pupils with CP and EHA status	<ul style="list-style-type: none"> <li>Significant Leadership time for CP and EHA including ongoing support for pupils and families in school</li> <li>Further CPD for SLT for EHA management and CP</li> <li>Further staff training for CP</li> </ul>	<p>Due to the high volume of complex CP and EHA cases at the school, significant investment in time required from those most experienced to provide care, guidance and support. 87% of pupils who appear on Vulnerable Pupils register for CP and EHA are in receipt of Pupil Premium funding.</p> <p><a href="#">Keeping Children Safe in Education</a></p>	<p>Statistical analysis of reporting checked by SLT on termly basis</p>	<p>AMA,NJ,CE, CW, VH Representative costs, though likely to be far higher £30,659</p>	<p>Clear evidence of where vulnerable pupils and their families have been supported</p>
Support for vulnerable pupils	<ul style="list-style-type: none"> <li>Support worker for pupils and families available in mornings</li> <li>Emotional and mental health support worker available for pupil drop ins</li> <li>Staff training in mental health support</li> </ul>	<p>80% of the pupils and families who regularly use the morning drop in services for families and pupils are in receipt of Pupil Premium funding.</p> <p><a href="#">Mental health is shaped by the wide-ranging characteristics (including inequalities) of the social, economic and physical environments in which people live.</a> Successfully supporting the mental health and wellbeing of people living in poverty, and reducing the number of people with mental health problems experiencing poverty, require engagement with this complexity.</p>	<p>Case study examples of pupils and families who have been supported with recorded positive outcomes.</p>	<p>MB Support Worker availability £1000</p>	<p>Clear evidence of where vulnerable pupils and their families have been supported</p>

<b>Total budgeted cost =</b>	<b>32,196.00</b>
------------------------------	------------------

<b>8.6 Improved outcomes through improvements to attendance</b>					
<b>Desired outcome</b>	<b>Actions</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>Impact</b>
Improve outcomes through increased consideration of research led provision to improve attendance	<ul style="list-style-type: none"> <li>Review documentation of successful provision for improving attendance</li> <li>Implement plan of improvements. <a href="#">Review Document Sept 18</a></li> </ul>	<p>Disadvantaged pupils have attendance below the National average at Newsham. Increased attendance at school has a well-proven link in performance outcomes.</p> <p><a href="#">The link between absence and attainment at KS2</a></p>	<p>SLT to review attendance on half-termly basis.</p> <p>Governors to review attendance on termly basis.</p>	NJ, CW	<p>Overall school attendance to rise to 96%</p> <p>School disadvantaged gap with all pupils to remain below National gap of 1.3</p>

Improved outcomes through higher attendance through an improved attendance	Develop enrichment programme <ul style="list-style-type: none"> <li>• residential visits</li> <li>• trips</li> <li>• visitors into school</li> <li>• clubs</li> </ul>	Disadvantaged pupils have attendance below the National average at Newsham. Schools that have improved attendance have developed further their enrichment programmes. <a href="#">Review Document Sept 18</a>	SLT and Governors will ensure that PE award, in recognition of curricular and extra-curricular activities is achieved. Existing residential and improved residential to France delivered. Music and other peripatetic lessons (Lady from the past, sign language etc). Increased offer of day, curricular visits. Evidence will be available in planning documentation.	SLT Subsidising visits £25,000	Overall school attendance to rise to 96%  School disadvantaged gap with all pupils to remain below National gap of 1.3
Improved outcomes through higher attendance through an improved attendance	Enrichment within the curriculum. Ensuring purpose for education links with local community and job prospects are clear	Disadvantaged pupils have attendance below the National average at Newsham. Schools that have improved attendance have developed further their links with job opportunities and the local community. <a href="#">Review Document Sept 18</a>	SLT and Governors will ensure through planning scrutiny and lesson observation that there have been significant opportunities for pupils to consider real workplace opportunities.	STEM week equipment £300	Overall school attendance to rise to 96%  School disadvantaged gap with all pupils to remain below National gap of 1.3
Improved outcomes through higher attendance through an improved attendance	Rewards to encourage higher attendance <ul style="list-style-type: none"> <li>• Consultation with pupil voice</li> <li>• Trophies</li> <li>• Celebration visits</li> </ul>	Disadvantaged pupils have attendance below the National average at Newsham. Schools that have improved attendance have rewarded positive attendance. <a href="#">Review Document Sept 18</a>	SLT and Governors will ensure that prizes and rewards are well publicised and understood by parents/ carers and pupils.	Visits and prizes £1045	Overall school attendance to rise to 96%  School disadvantaged gap with all pupils to remain below National gap of 1.3

Improved outcomes through higher attendance through an improved attendance	Challenge of parents and carers with attendance below expected. <ul style="list-style-type: none"> <li>• Letters</li> <li>• Informal challenge meetings</li> <li>• Formal challenge meetings with SLT and/ or EWO</li> </ul>	Disadvantaged pupils have attendance below the National average at Newsham. Schools that have improved attendance have challenged parents/ carers of pupils with low attendance. <a href="#">Review Document Sept 18</a>		£1479	
<b>Total budgeted cost =</b>					<b>£27,824</b>
<b>Overall Total =</b>					<b>£203,252.92</b>