PUPIL PREMIUM REVIEW DOCUMENTATION

2018-20

NEWSHAM PRIMARY SCHOOL

Pupil premium strategy / self-evaluation Newsham Primary School 2018-20

1. Summary information					
School	Newsham Primary School				
Academic Year	2019-20	Total PP budget	£221,344	Date of most recent PP Review	Sept 19
Total number of pupils	455	Number of pupils eligible for PP	141	Date for next internal review of this strategy	Dec19

Current attainment 2019			
	*Pupils eligible for PP (**2019 progress, using 2018 progress value calculations)*	*School all pupils*	*Pupils (national average) Where * based on 2018*
Foundation Stage GLD (9/52)	67.2%	69.8%	71.5%*
Phonics Cohort 21/60	86%	87%	82%*
KS1 Cohort 21/56	Reading 67%	77%	75%
	Writing 63%	65%	70%
	Maths 63%	77%	76%
% achieving expected standard or above in reading, writing & maths KS2	46%	63%	64%
Progress in reading	Data not available but disadvantaged progress better than non-disadvantaged	-0.5	0
Progress in writing	Data not available but disadvantaged progress in line with than non-disadvantaged	0.35	0
Progress in mathematics	Data not available but disadvantaged progress in line with than non-disadvantaged	0.1	0

1. Barriers to future attainment *(for pupils eligible for PP)*	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Learning gaps that require catching up in Literacy and Numeracy
B.	Literacy and Numeracy fluency in preparation for Secondary education and beyond
C.	Aspiration of learners for career futures
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Support from home with readiness to learn
E.	Vulnerable pupils requiring additional support to enable learning development

2. Intended outcomes *(specific outcomes and how they will be measured)*		
A.	Ongoing improvement of pupil outcomes in Literacy and Numeracy	Secure attainment in line with National at EYFS, Phonics, KS1 and KS2
B.	Ongoing improvement in progress and aspirations for disadvantaged pupils across school	Positive progress across EYFS, KS1 and KS2 for disadvantaged pupils in Reading Writing and Maths. Ensure that there are no barriers in the experience offered by the new enriched curriculum
C.	Improve whole school attendance and increase disadvantaged attendance rates	Whole school attendance to 95% and disadvantaged gap below National gap of 1.3%.

3. Review of expenditure			
Previous Academic Year			
i. Quality of teaching for all			
Action	**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**
Ongoing improvement of pupil outcomes in Literacy and Numeracy	EYFS increased those achieving a good level of development by almost 5%. With FSM measure there was almost no gap with non FSM. With broader curriculum, there was only a 9% gap for children achieving all elements of the Foundation Stage profile. Again there was an above National pass rate in phonics screening with very small disadvantaged gap. Maintain standards at KS1 in line with National while ensuring that disadvantaged gap remains below National gap. KS2 Improve value added judgements continue to be is in line with National and the disadvantaged pupils' value added gap is smaller than National. Disadvantged pupils made more rapid progress in reading and similar for maths and writing.	*Continue with strategies, as there seems to be positive impact. There is still a considerable attainment gap at KS2, so further commitment to strategies that reduce this gap required.*	

ii. Targeted support			
Action	**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)	
Delivery of high quality research proven intervention for pupils to improve outcomes and progress in reading. All pupils' and disadvantaged pupils achieve higher outcomes.	Progress in reading age beyond one year improvement through 2018.19 *Reading age tests showed that 'all pupils' and disadvantaged pupils made progress beyond the 9 months of measure. AR being well used by staff and pupils but there are still further developments that can be made, using AR diagnostics.* Ongoing positive reading progress EYFS, Y1 Phonics, KS1 and although slight dip in KS2 attainment, still strong performance.	*Continue to develop positive strategies and support with reading rich wider curriculum introduction.*	
Targeted Interventions with high quality training and resources.	As above Additional progress for pupils receiving Intervention. Maths across KS2 saw third year of rise with above National progress for 'all pupils' and disadvantaged pupils.	*Continuation and further development of Intervention strategies and training in maths fluency. Ensure this balances with new reading rich curriculum and STEM objectives.*	
iii. Other approaches			
Action	**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)	
Engaging curriculum, extra-curricular offer and programme to dive up attendance Support for families and vulnerable pupils. Pupils feel safe, supported and ready for learning engagement. Challenge and reward strategies for attendance improvement	Overall school attendance to be reach 96% was target but have achieved 95%. Disadvantaged attendance was 94.6%. Therefore disadvantaged gap is significantly lower than National gap.	*Consideration of parent / pupil views about attendance strategies to blend with research backed strategies. Consideration of additional visits/ visitors and bespoke attendance targets and meetings.*	
			£203,252

4. Planned expenditure 2019-2020

a. 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
EARLY YEARS GLD Pupils to achieve GLD in line with national and continue to narrow the gap. To continue to minimise the disadvantaged gap in key measurement areas of reading, writing and maths at the end of EYFS, moving into KS1.	• Ensure early intervention opportunities are maximised for pupils, supported by appropriate staff training, HQT, assessment and tracking including new Reception baseline assessment. Targeted and evidence based strategies will be delivered where possible by staff. • To ensure that a revised curriculum supports language development through high quality interaction and play underpin intervention and practice. • Improve staff knowledge relating to progression of maths skills, particularly using methods such as the part, part whole model (staff training). • Tips By Text to support parental engagement.	Considerable progress was made in this area last year at Newsham. In order to maintain progress: http://www.ican.org.uk/talkboost https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/ 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. https://www.suttontrust.com/research-paper/closing-gaps-early/ This discussion document is important in considering the impact of 30 hour provision and the importance in quality EYFS provision for all pupils. Tips by Text is an innovative trial to engage parents in pupil learning. It is approved by the EEF and Newsham Primary School are developing it through 2019-20	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. Regular training opportunities for staff to evaluate outcomes for children and associated provision. Monitoring through data analysis, lesson observation and book scrutiny. Tips By Text admin and training delivered.	CE NJ	Increase those achieving a good level of development in Literacy by 3% and ensure that disadvantaged gap is below National gap.
PHONICS Disadvantaged pupils to achieve Phonics screening pass rate in line with or above national and maintain gap below national gap.	• 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. • Re-evaluate adaptations to the current programme to ensure these have not reduced its impact. • Identified disadvantaged pupils for support from data using improved tracking systems	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. Teaching and Learning Toolkit (2016): Phonics https://educationendowmentfoundation.org.uk/index.php?/evidence/teaching-learning-toolkit/phonics/ National Reading Panel (2000), 2-96. National Reading Panel (2000), 2-99. The Evidence4Impact database is a useful repository of information regarding evaluations of available programmes: http://www.evidence4impact.org.uk/index.php	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.	NJ, JS, CE Resources	Maintain 'above National' pass rate in Phonics screening while ensuring that disadvantaged gap remains below National gap.

KS1 READING WRITING AND MATHS Disadvantaged pupils to achieve expected attainment rate in line with or above national and maintain gap below national gap	1. Develop pupils' speaking and listening skills and wider understanding of language (Talk4Writing training further proliferation with new staff, investment in Guided Reading training and resources) 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). 3. Improve staff knowledge relating to progression of maths skills, particularly 4. With regard to fluency and reasonningl (staff training). 5. Improved staffing ratios to support smaller group sizes	Considerable progress was made in this area over the last few years at Newsham. In order to maintain progress: 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. o 1.Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, R., Major, L.E. and Coe, R. (2013) The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit.London: Education Endowment Foundation. Available athttp://educationendowmentfoundation.org.uk/uploads/pdf/Teaching_Assistants_Toolkit_References.pdf o Clarke, P. J., Snowling, M. J., Truelove, E., & Hulme, C.(2010). Ameliorating children's reading-comprehension difficulties a randomized controlled trial. Psychological Science, 21(8), 1106-1116. o Teaching and Learning Toolkit (2016): Oral language interventions https://educationendowmentfoundation. org.uk/toolkit/toolkit-a-z/oral-language-interventions/; Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D. and Olinghouse, 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, http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch; 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. o Graham, S. et al (2012); Saddler, B., & 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. o The evidence for including both decoding and comprehension-led approaches in teaching reading is extensive. o Savage, R., Burgos, G., Wood, E., & 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. http://dx.doi.org/10.1002/berj.3177; Wyse, D., & Styles, M. (2007). 'Synthetic phonics and the teaching of reading: the debate surrounding England's 'Rose Report'.' o Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & 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 whatworks.gov/publications/practiceguides. 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. High quality A4L, manipulatives, high quality Interventions	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.	NJ JS WA Resources and staffing	Maintain standards at KS1 in line with National while ensuring that disadvantaged gap remains below National gap.
					£13,116

b. Quality of teaching for all: to improve the percentage of good and outstanding teaching of reading to 100%.					
Desired outcome	**Actions**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Impact**
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of disadvantaged pupils, so they stretch and challenge them appropriately.	• Reorganise provision of Intervention throughout the school, but particularly in KS2 • Develop Intervention evaluation programme from KS2 to KS1 • Ongoing CPD for support staff in Intervention and guided reading strategies • Extra support staff/ teacher planning and review time	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. EEF identifies best support is based on a clearly specified approach which teaching assistants have been trained to deliver.	Coordinator of KS2 Intervention responsible for monitoring provision to develop role into KS1 Support staff engaged in ongoing training programme for Intervention Monitoring through data analysis, lesson observation and book scrutiny.	NJ SLT LCha Catch up Literacy Numeracy Talk Boost	Pupils who have Interventions have proven progress which accelerates their progress beyond that which should be achieved without programme.

2) High quality STEM opportunities have been identified as supporting raised aspirations and developing work readiness capabilities. The new curriculum will ensure that a rich and sequential STEM programme will engage disadvantaged pupils.	Construct a STEM enriched curriculum that is ambitious and designed to give disadvantaged pupils the knowledge, skills, and understanding that they need to succeed in life. Ensure the STEM elements of the e curriculum are coherently planned, carefully structured and sequenced in a way that maximises life chance for our disadvantaged pupils and builds the knowledge required for future learning and employment. Ensure that STEM enhanced curriculum modifications that engage and inspire disadvantaged pupils are utilised effectively to improve their reading and writing skills No barriers for any Disadvantaged pupils for any of the following projects.	Some of the STEM projects the school will engage in include; Gatsby and the Primary Pilot Learning Programme (CEIAG) https://www.gatsby.org.uk/education/focus-areas/good-career-guidance Primary Engineer Programme, Coding and Computing Development of Primary Physics including the development of a 'Phys Lab'. Thinking Scientifically Goblin Car Many opportunities available through the Ogden Trust https://www.ogdentrust.com/	Curriculum Monitoring Steve Rutland STEM Hub lead through Head Teacher Partnership Analysis of pupil outcomes in Science Pupil Questionnaires to monitor engagement with STEM curriculum Head Teacher's role on STEM Strategic Stearing Group, with external partners across the region. Attendance rates comparison in events.	AMA and DG	100% of disadvantaged pupil engagement in STEM opportunity. Planned carefully sequenced curriculum STEM delivery. Similar high attendance rates of disadvantaged pupils and non-disadvataged pupils at all STEM opportunities. Diminishing gaps in Science for disadvantaged pupils
3) Further embed tracking reading system to support teachers and leaders monitor progress, plan support, target CPD and challenge underperformance	• Ongoing training for staff in delivery and management • Inform parents/ carers • Deliver programme • Monitor usage robustly • Evaluate impact	Disadvantaged readers, especially in KS2, are below non-disadvantaged. However, KS2 disadvantaged progress is rising. Research by the EEF found that Accelerated Reader had an impact of +3 moths 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).	Implemented scheme with training delivered. Parents and carers informed of process. Monitoring of progress included in SLT discussion, phase meetings and teacher analysis which then informs planning.	SLT Accelerated Reader cost, plus 1 year subscription	Improve value added judgements over 2 years so that by 2020 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National. Progress in reading age beyond one year improvement through 2019.20
					£46,010

c. 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	• Ongoing improvements to the library through improved management schemes	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 ongoing. Training of staff in use of AR has taken place. More training in AR analysis. Staff time for cataloguing.	JS and SLT Most already costed. Cataloguing of new library	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	• Significant purchase of reading books linked to new reading rich curriculum • Increasing the range of diversity that the children experience through reading to support aspirations and develop connectivity/ purpose of reading	Disadvantaged readers, especially in KS2, are below non-disadvantaged. 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. EEF toolkit KS2 Literacy	SLT monitoring will ensure that Library is opened to pupils with new stock purchase catalogued, resources, and equipment in place to facilitate use. Further management of IT to assist testing for AR.	CW JS and SLT Books .	All pupils using AR scheme, completing STAR and Accelerated Reader tests. Disadvantaged pupils achieving progress beyond their chronological age increase Ongoing increases in reading engagement.

Increased opportunities for reading to support target area for disadvantaged pupils.	• Staffed library opening times that allow for increased pupil access • Staffed library opening times that allow for increased family access	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. EEF toolkit KS2 Literacy	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.	SLT	Disadvantaged pupils achieving progress beyond their chronological age increase 100% engagement in library
•					**£11,420**

d. 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 to develop progress and attainment for all with focus on identified areas for disadvantaged pupils (engagement)	1. Further 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. 2. Renew subscription to Education City Mathletics TT Rockstars and PhonicsPlay to support parents and learning at home. 3. Training events for parents to improve engagement 4. Extracurricular opportunities for pupils with reduced access for online learning.	EEF recognises that teaching writing transcription through regular practice and modelling is the most effective way of ensuring progress. 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. High quality A4L, manipulatives, high quality Interventions. IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE Guidance Report (EEF)	CPD delivered monitored by SLT Monitoring through data analysis, lesson observation and book scrutiny.	NJ JS WA SLT Others already costed; Talk for Writing	Improve value added judgements over 2 years so that by 2020 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.

Further develop maths fluency to support progress in mathematics which is an identified area of weakness for disadvantaged pupils	Maths CPD to support fluency teaching with teachers and support staff.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3 EEF guidance suggests there is a clear link between building fluency and developing maths skills. too many of our young people do not make the grade and, as a result, risk social and economic exclusion. These pupils are disproportionately drawn from disadvantaged homes. Last year, over half of those eligible for free school meals had not achieved the expected level in maths by age 16. That's one in two young people from low-income households who are automatically denied access to secure and well-paid careers, as well as to further study. This is not just a personal tragedy for the individual; it's a waste of talent on a national scale and a huge barrier to improving social mobility.To truly break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school.	CPD delivered monitored by SLT Monitoring through data analysis, lesson observation and book scrutiny.	NJ JS WA SLT	Improve value added judgements over 2 years so that by 2020 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.
Intervention and Booster- Further increase proportion of disadvantaged pupils in high quality Intervention and Booster sessions	1. One to One tuition training for staff and delivery in Numeracy and Literacy Catch Up 2. Increased CPD in staff CPD in delivery of proven strategies of small group targeted learning. 3. Delivery of Booster Sessions	EEF research through meta study indicates that pupils can make accelerated progress from both of these Intervention strategies. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.	Evidence from research project by LCha that increase in pupils accessing Intervention and Booster. Attendance records at Booster	NJ and CE Training already costed Proportion of Booster delivery cost	Improve value added judgements over 2 years so that by 2020 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.

SEND support as part of Action Research project to reduce referrals from mainstream to specialist schools	Targeting of cognitively able pupils who present with behavioural issues. Pupils selected for the project are disadvantaged. Work collaboratively with partner schools and Outstanding Special School leading the learning hub	See SEND plan for details of action research project.	Evidence from research project by CE that pupils do not require specialist school due to support from Intervention	Meeting time for CE and KP DB plus additional research time and investment with pupils	Pupils remain in mainstream school and continue to make progress
SEND support and teaching assistants to develop learning and social and emotional wellbeing	• Support for SEND pupils • Top up funding and financial support application • Support for families of pupils with SEND • Boardmaker Training for specific disadvantaged pupils	68% 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 Teaching Assistants	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.	CE 68% of SEND support - top up funding - notional SEND funding	Disadvantaged SEND pupils make progress in line with National across KS2
Maintenance of high level of support and smaller class size Y6	• Group Size reduction for least able of Y6 classes to maximum of 20 for Numeracy lessons. • Additional teaching support for targeted pupils in upper KS2 in Literacy	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. EEF	Class size reduction in Y6	Cost of additional teacher	Improve value added judgements over 2 years so that by 2020 'all pupils' value added judgement is in line with National and the disadvantaged pupils' value added gap is smaller than National.
****	•				**£89,976**

e. 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 further embedded as a means of supporting vulnerable families/ pupils	• Training for Governors in analysis tools • Ongoing staff training in usage • Monitoring of system to track and support vulnerable pupils and families • Monitor effective and compliant staff usage • Use system for liaising with external agencies more effectively • Use system for supporting transition more effectively	**CPOMS** 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, **CPOMS** is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and more. Using **CPOMS**, schools can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration. http://www.cpoms.co.uk/testimonials/	Training for Governors December 19 Training for all staff September 19 Monitoring of all uploads by SLT with ongoing feedback Statistical analysis of reporting checked by SLT on termly basis	AMA,NJ,CE, CW, VH	Clear evidence of where vulnerable pupils and their families have been supported
Extensive support for pupils with CP and EHA status	• Significant Leadership time for CP and EHA including ongoing support for pupils and families in school • Further CPD for SLT for EHA management and CP • Further staff training for CP	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.85% of pupils who appear on Vulnerable Pupils register for CP and EHA are in receipt of Pupil Premium funding. Keeping Children Safe in Education	Statistical analysis of reporting checked by SLT on termly basis	AMA,NJ,CE, CW, VH Representative costs, though likely to be far higher	Clear evidence of where vulnerable pupils and their families have been supported

Support for vulnerable pupils	• Support worker for pupils and families available in mornings • Emotional and mental health support worker available for pupil drop ins • Staff training in mental health support	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. <u>Mental health is shaped by the wide-ranging characteristics (including inequalities) of the social, economic and physical environments in which people live</u>. 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.	Case study examples of pupils and families who have been supported with recorded positive outcomes.	MB Support Worker availability	Clear evidence of where vulnerable pupils and their families have been supported
	•				**£33,880**

f. Improved outcomes through improvements to attendance

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Improve outcomes through increased consideration of research led provision to improve attendance	• Review documentation of successful provision for improving attendance • Implement plan of improvements. Review Document 19	Disadvantaged pupils have attendance below the National average at Newsham. Increased attendance at school has a well-proven link in performance outcomes. The link between absence and attainment at KS2	SLT to review attendance on half-termly basis. Governors to review attendance on termly basis via HT report.	NJ, CW	Overall school attendance to rise to 95% School disadvantaged gap with all pupils to remain below National gap of 1.3
Improved outcomes through higher attendance through an improved attendance with 'no barrier opportunities'	Further evelop enrichment programme • residential visits • trips • visitors into school • clubs • Forest Schools	Disadvantaged pupils have attendance below the National average at Newsham. Schools that have improved attendance have developed further their enrichment programmes. Review Document 19	SLT and Governors will ensure that PE award, in recognition of curricular and extra-curricular activities is achieves Existing residentials and improved residential to France delivered. Additional visit with art/STEM focus to Edinburgh introduced. Increased offer of day, curricular visits. Evidence will be available in planning documentation. Forest School award.	SLT and Governors	Overall school attendance to rise to 95% School disadvantaged gap with all pupils to remain below National gap of 1.3

Improved outcomes through higher attendance through an improved attendance with 'no barrier' opportunities	Enrichment within the curriculum. Ensuring purpose for education links with local community and job prospects are clear STEM equipment and support for Blyth STEM hub opportunities	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. Review Document 19	SLT and Governors will ensure through planning scrutiny and lesson observation that there have been significant opportunities for pupils to consider real workplace opportunities.	SLT and Governors	Overall school attendance to rise to 95% School disadvantaged gap with all pupils to remain below National gap of 1.3 Disadvantaged engagement equal to non disadvantaged pupils
Improved outcomes through higher attendance through an improved attendance	Rewards to encourage higher attendance • Certificates • Bespoke Targets	Disadvantaged pupils have attendance below the National average at Newsham. Schools that have improved attendance have rewarded positive attendance. Review Document 19	SLT and Governors will ensure that prizes and rewards are well publicised and understood by parents/ carers and pupils.	SLT and Governors	Overall school attendance to rise to 95% 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. • Letters • Informal challenge meetings • Formal challenge meetings with SLT and/ or EWO	Disadvantaged pupils have attendance below the National average at Newsham. Schools that have improved attendance have challenged parents/ carers of pupils with low attendance. Review Document 19	SLT will have clear evidence of challenge to poor attendees.	SLT and Governors	Overall school attendance to rise to 96% School disadvantaged gap with all pupils to remain below National gap of 1.3%
					£30,632
				Overall Total =	£226,234