

PUPIL PREMIUM REVIEW JULY 2016

NEWBOLD VERDON PRIMARY SCHOOL'S PUPIL PREMIUM PROFILE

Total number of main school and unit pupils: 223

Number of eligible PP pupils:

- 46 main school children
- 1 playgroup child
- 6 unit children

Amount per pupil:

£1320 per PP child

£1900 per LAC, adopted or special guardianship order

Total PP Budget

2014-2015 £75,119

2015-2016 £63,620

2016-2017 £

Next review due July 2017

POINTS PROGRESS - 2015 to 2016 (Target 5+)

YEAR 6	READ	WRITE	MATHS		YEAR 3	READ	WRITE	MATHS
20	6.6	8.7	7.7		25	5.9	5.8	6
FSM 2	7.5	8	8		FSM 4	5.8	5.5	5.8
PP 6	5	9.2	9		PP 8	5.6	5.5	5.9
Non-PP	7.3	8.5	7.1		Non-PP	6.1	6	6.1
SEN 4	5.3	11	12		SEN 3	5.3	5	5.3
MAP 4	5.8	6	5.3		MAP 4	6.8	6.5	6.8
YEAR 5	READ	WRITE	MATHS		YEAR 2	READ	WRITE	MATHS
29	4.9	4.2	5.3		35	6.8	5.9	6.5
FSM 7	5	5.5	4.8		FSM 3	7.5	5.5	6.5
PP 9	4.4	4.3	5.1		PP 10	7.1	5.4	6.1
Non-PP	5.1	4.2	5.3		Non-PP	6.7	6	6.6
SEN 3	6	0.5	4		SEN 7	5.3	4.3	6.5
MAP 3	5.5	6.5	6		MAP 3	7.3	6.7	7
YEAR 4	READ	WRITE	MATHS		YEAR 1	READ	WRITE	MATHS
31	5.9	5.8	6		29	6.3	6.1	4.9
FSM 3	5	5.5	5.5		FSM 3	6	6	4
PP 9	5.9	6.3	6.4		PP 4	6.3	6	4.3
Non-PP	5.9	5.6	5.9		Non-PP	6.3	6.2	5
SEN 3	7.5	8.5	8.5		SEN 4	4.8	5.3	3
MAP 4	6.3	6.3	6.8		MAP 0	0	0	0

1 = 1 half term's progress




2 = 1 full term's progress

PP to Non-PP POINTS ATTAINMENT COMPARISON

YEAR 6	READ	WRITE	MATHS		YEAR 3	READ	WRITE	MATHS
All	66.8	64.7	65.6		All	52.2	51.7	51.9
PP	65.2	62	62		PP	51.4	51	51
Non PP	67.5	65.8	67.1		Non PP	52.6	52	52.3
Differ	2.3	3.8	5.1		Differ	1.2	1	1.3

YEAR 5	READ	WRITE	MATHS		YEAR 2	READ	WRITE	MATHS
All	62.4	61.3	62.6		All	45.9	45	46.2
PP	61.6	60.8	61.6		PP	45.1	44	45.1
Non PP	62.8	61.5	63		Non PP	46.2	45.4	46.7
Differ	1.2	0.7	1.4		Differ	1.1	1.4	1.6

YEAR 4	READ	WRITE	MATHS		YEAR 1	READ	WRITE	MATHS
All	57.9	57.4	57.9		All	41	40.4	39.6
PP	57	56.4	57.1		PP	40.8	40.5	39.3
Non PP	58.2	57.7	58.2		Non PP	41	40.4	39.6
Differ	1.2	1.3	1.1		Differ	0.2	-0.1	0.3

	Less than half term difference
	Half to one term difference
	More than one term difference

Evidence of school performance

Attainment (TA) (Y6 at July 2015)	Pupils eligible for PP in NVPS - 5 pupils (3 have SEN)	Pupils not eligible for PP – 21 pupils (National average in brackets)
% achieving L4b or above in read/write/maths	20%	85.7%
% making at least 2 levels progress in reading	80%	95% (92%)
% making at least 2 levels progress in writing	80%	90.5% (95%)
% making at least 2 levels progress in maths	80%	95% (91%)

Attainment in SATS (Y6 at July 2016)	Pupils eligible for PP in NVPS - 6 pupils (2 have SEN)	Pupils not eligible for PP – 14 pupils (National average in brackets)
R/W/M	16%	
Reading	50%	57%
Writing	50%	71%
Maths	33%	57%

Barriers to future attainment

In school barriers:

- Lower than average starting points in EYFS (less than 20% achieving 'expected' standard at entry baseline in Sept 2015)
- Support from home in learning
- Domestic/social issues for some
- Few aspirational and cultural experiences for some
- Sufficient challenge to improve outcomes through full governor overview

External barriers:

- Parental engagement
- Low parental education for some

Outcomes:

- Academic support to reduce the gap in attainment and progress across the school.
- Increased parental engagement & guidance in how to support at home.
- Inspirational experiences to excite children into learning
- Decrease in stress/anxiety to enable better engagement in learning.
- Challenge from governors sufficient to propel action plan forward

Planned expenditure for 2016-2017:

QUALITY OF TEACHING FOR ALL – IMPROVED PEDAGOGY

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	Milestones and completed dates	When will it be reviewed and by whom?
Academic support to reduce the gap in attainment and progress across the school.	Support staff in every classroom to support learning in small groups within lessons.	Smaller groups allows for more focused support and encourages confidence in learners. Allows greater focus on targets.	Class teacher to identify pupils needs and monitor LSA impact.	Class teachers	Term 1 Term 2 Term3	Pupil Progress meetings and half termly data. (Progress and attainment) End of year external examination results.
Inspirational experiences to excite learning.	Dragon Day activities, visitors into school, visits out (e.g. theatre trip). Music lessons offered to all from Y2. Subsidised trips and half price residential. Swimming free. After school clubs paid for (homework, dance, drama) to encourage confidence and inspire. Resources to use at school and home to	School to offer inspirational experiences to engage the excitement of pupils. Creating a passion for learning.	Professional events and personnel employed to ensure high quality experiences. Focus on pupils' needs and passions so personalised focus. (e.g. pupils select instrument to study).	Professionals employed for each experience. Quality overviewed by teachers. Research into suitability and ongoing involvement.	All year groups to consider needs of children. E.g. trips linked to curriculum. Cubs offered to all PP free of charge.	Pupil questionnaire about learning experiences – action to take. Data re take up of after school clubs and music lessons.

	engage learners in their passions.					
				TOTAL BUDGETED COST:		£18,910

TARGETTED SUPPORT

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	Milestones and completed dates	When will it be reviewed and by whom?
Academic support to reduce the gap in attainment and progress across the school	<p>Buzz Groups – small catch up sessions or extensions following teacher review. Afternoon sessions to compliment main teaching lessons.</p> <p>Where possible qualified teachers employed to lead interventions to ensure high quality provision.</p> <p>Tutoring after school by LSAs. Focused pupils with specific learning goals. Short (6 week) booster sessions.</p>	<p>Afternoon sessions ensure QT isn't missed. Reinforces recent learning. Encourages confidence.</p> <p>Teacher to support leaning in small group sessions. Focus identified by class teacher and reviewed regularly for impact.</p> <p>Tutoring to help close the gap & extend. Gives support to pupils with less parental support.</p>	Class teacher to identify pupils needs and monitor LSA/teacher's impact.	Class teachers, HLTA, LSA	<p>Term 1</p> <p>Term 2</p> <p>Term3</p>	<p>Pupil Progress meetings and half termly data. Progress and attainment.</p> <p>End of year external examination results.</p> <p>Govs overview of attainment and progress termly.</p> <p>Short term targets set reviewed by teacher.</p>

	<p>Attendance Management support for specific issues.</p> <p>LCFC Reading Stars – inspiring pupils to read regularly. Promoting good reading habits.</p>	<p>Improved attendance will promote learning.</p> <p>Children encouraged to read regularly in order to achieve sporting rewards.</p>	<p>Attendance Management consultant engaged.</p>	<p>Attendance Manager</p>		<p>Attendance - half termly review HT and clerk. Gobs advised termly.</p>
<p>Decrease in stress/anxiety to enable better engagement in learning. Support and nurturing.</p>	<p>Social groups – LSA trained to lead groups and rotated through age range of school.</p> <p>Play Therapy for identified pupils (rotate this resource during year depending on need)</p> <p>Lunch time social club to support children during unstructured times.</p> <p>One to one support either in class or during unstructured times for children with specific SEN</p>	<p>Some children’s issues need addressing before they can learn effectively.</p> <p>Some may need specific support from a professional play therapist.</p> <p>Unstructured play times may be times of anxiety and pressure.</p>	<p>Professional services are engaged. E.g. Play Therapist.</p> <p>Staff trained to lead social groups.</p> <p>ELSA training to be arranged for two LSAs this year.</p> <p>One to one LSAs with behaviour remit. Reducing anxiety and following professional guidance (e.g. PRU, EP or Autism outreach).</p>	<p>Trained in-house staff (LSAs)</p> <p>Play therapist engaged weekly</p>		<p>Social groups well attended and feedback pupil questionnaires completed regarding successes.</p> <p>Therapy review meetings.</p> <p>Fewer behaviour incidents reported.</p> <p>Action plans followed and incidents recorded to feed into professional meetings and assessments.</p>

	needs. Training of two staff members to lead ELSA groups. Recruitment of specialist one to one support for specific PP pupil.		Dedicated LSA to support learning on child and improve family liaison.			
				TOTAL BUDGETED COST:		£59,010

OTHER APPROACHES (WHOLE SCHOOL STRATEGIES)

Desired outcome & success criteria	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	Milestones and completed dates	When will it be reviewed and by whom?
Increased parental engagement & guidance in how to support at home.	Workshops provided by all staff to engage parents in learning. ELSAs offering small workshops.	ELSAs may offer small group sessions to encourage more parental involvement in supporting learning. One off events opened up to parents whenever possible.	Staff and ELSAs to plan ways to improve engagement.	HT, teachers and ELSAs		Attendance levels measured.

	<p>Parents invited in to get involved in school life whenever possible. To be included in inspirational events whenever possible.</p> <p>Parents to be approach with specific suggestions for supporting their child. (e.g. Phonics packs)</p>	<p>Teachers to review areas where parents can offer more and consider method of helping parents to get involved. E.g. providing resource.</p>	<p>Teachers' commitment to engaging with parents.</p> <p>Teachers to plan for opportunities.</p>	<p>Teachers</p> <p>Teachers and LSAs</p>		<p>Termly review on number of events parents involved in.</p>
<p>Challenge from governors sufficient to propel action plan forward</p>	<p>PP to feature within Full Governors' meetings and be included in Head's Report.</p>	<p>Head held to account to action plan being successful</p>	<p>Agenda item set</p>	<p>HT an Governors</p>	<p>Full Govs</p>	
				<p>TOTAL BUDGETED COST:</p>		<p>£200</p>