

PUPIL PREMIUM REVIEW SEPTEMBER 2018

NEWBOLD VERDON PRIMARY SCHOOL'S PUPIL PREMIUM PROFILE AS AT SEPT 2018

Total number of main school and unit pupils: 248

Number of eligible PP pupils end 2017-2018:

- 58 main school children – 1 adopted, 4 LAC, 3 Special guardianship order
- 1 playgroup child
- 9 unit children

There are fluctuations in numbers throughout the year as children move in/out of school or new applications are made.

Amount per pupil:

£1320 per PP child

£1900 per LAC (varies by Local Authority)

Total PP Budget

2014-2015 £75,119

2015-2016 £63,620

2016-2017 £78,120

2017-2018 £75,820

2018-2019 £85,759 (from January census data)

Next review due Sept 2019

ATTAINMENT AND PROGRESS

The school uses a nationally recognised software package called Target Tracker for assessing the attainment and progress of pupils over time.

1 point = approximately half a term's expected progress but terms vary in length.

Pupils are aiming for 5+ points per year and 4+ for Year 1

Many pupils with Pupil Premium funding are also on the Special Educational Needs register.

Caution is needed, as some data groups have a very small sample size and therefore each pupil may have a disproportionate impact on the results.

A Pupil Premium Schedule is maintained during the year to show how individual pupils have benefitted from the PP money.

Academic Interventions may include:

- One to one support
- Group support within the classroom
- 5 Minute Boxes – literacy and maths daily one to one support
- Code X – reading and writing small group intervention
- Maths scheme intervention sessions
- Bug Club Reading
- Tutoring after school
- Booster sessions after school
- Weekly Homework Club for Years 3-6
- SAQ – physical training sessions
- Music lessons, drama club
- Resources to support learning at home

Other possible interventions:

- Attendance Management support
- Play Therapy
- After school club 100% fees funded & residential trips 50% funded
- ELSA (social and emotional) support during the school day

POINTS PROGRESS - 2017 TO 2018 (Target 5+ points per year)

Year 6	Reading	Writing	Maths
Whole class (32)	7.2	7.6	7
Free School Meal pupils (5)	8.8	9.2	6.8
Pupil Premium pupils (10)	8	8.3	7
Non-PP pupils (22)	6.8	7.3	7
SEN Support pupils (5)	9.5	10	7
PP not SEND (7)	7	6.9	6.7

Of the 5 SEN pupils 2 are also Pupil Premium

Year 5	Reading	Writing	Maths
Whole class (29)	5.8	5.7	5.6
Free School Meal pupils (7)	5.1	5.3	4.7
Pupil Premium pupils (12)	5.4	5.7	5
Non-PP pupils (17)	6.1	5.8	5.9
SEN Support pupils (6)	5.3	5.2	4
PP not SEND (8)	5.6	6	5.6

Of the 6 SEN pupils 4 are also Pupil Premium

Year 4	Reading	Writing	Maths
Whole class (33)	5.2	5.6	6.2
Free School Meal pupils (4)	0.7	1.7	3.3
Pupil Premium pupils (9)	3.7	4.1	5.4
Non-PP pupils (24)	5.6	6	5.5

AVERAGE POINTS ATTAINMENT - 2017 TO 2018

Year 6	Reading	Writing	Maths
Whole class	70.4	70	70.2
Free School Meal pupils (5)	67.4	66.8	66.2
Pupil Premium pupils (10)	68.8	67.7	68
Non-PP pupils (22)	71.1	71	5
Difference - Whole v PP	1.6	2.3	2.2
PP not SEND (7)	70.4	69.9	70
Diff - Whole v PP (not SEN)	0	0.1	0.2

Year 5	Reading	Writing	Maths
Whole class (29)	63.7	63.2	63.3
Free School Meal pupils (7)	61.7	60.9	60.9
Pupil Premium pupils (12)	62.5	61.8	61.7
Non-PP pupils (17)	64.5	64.2	64.4
Difference - Whole v PP	1.2	1.4	1.6
PP not SEND (7)	63.1	63	63.1
Diff - Whole v PP (not SEN)	0.6	0.2	0.2

Year 4	Reading	Writing	Maths
Whole class (33)	57.2	56.9	58.3
Free School Meal pupils (4)	52	52	53.8
Pupil Premium pupils (9)	55.4	55.1	56.7
Non-PP pupils (24)	57.8	57.5	58.9

SEN Support pupils (8)	3.1	3.6	5.9
PP not SEND (6)	6	5.8	5.8

Of the 9 SEN pupils 5 are also Pupil Premium

Difference - Whole v PP	1.8	1.8	1.6
PP not SEND (7)	58.5	57.7	58
Diff - Whole v PP (not SEN)	-1.3	-0.8	0.3

Year 3	Reading	Writing	Maths
Whole class (30)	5.8	6	6.1
Free School Meal pupils (3)	4.3	5.3	4.7
Pupil Premium pupils (8)	5	5.7	5.8
Non-PP pupils (22)	6	6	6.2
SEN Support pupils (8)	4.7	5.5	5.5
PP not SEND (4)	4.3	5.7	4.7

Of the 8 SEN pupils 6 are also Pupil Premium

Year 3	Reading	Writing	Maths
Whole class (30)	51.7	50.8	51.4
Free School Meal pupils (3)	48.3	46.7	46.7
Pupil Premium pupils (8)	49	47.6	48.9
Non-PP pupils (22)	52.7	51.9	52.3
Difference - Whole v PP	2.7	3.2	2.5
PP not SEND (7)	50	48.8	49.3
Diff - Whole v PP (not SEN)	1.7	2	2.1

Year 2	Reading	Writing	Maths
Whole class (31)	5.6	5.1	5.7
Free School Meal pupils (3)	4	1.3	5
Pupil Premium pupils (9)	4.8	3	5
Non-PP pupils (22)	5.9	5.9	8
SEN Support pupils (10)	4.4	2.6	6.1
PP not SEND (7)	5.8	5.8	5.2

Of the 10 SEN pupils 4 are also Pupil Premium

Year 2	Reading	Writing	Maths
Whole class (31)	45.6	45	46.2
Free School Meal pupils (3)	41.7	39.7	44
Pupil Premium pupils (9)	43.4	42	44.9
Non-PP pupils (22)	46.5	46.3	46.8
Difference - Whole v PP	2.2	3	1.3
PP not SEND (7)	47.2	47	47
Diff - Whole v PP (not SEN)	-1.6	-2	-0.8

Year 1 (Target 4+)	Reading	Writing	Maths
Whole class (31)	5.1	6.3	5.1

Year 1	Reading	Writing	Maths
Whole class (31)	39.1	39.3	40.1

Free School Meal pupils (3)	2.3	5.3	3.3
Pupil Premium pupils (5)	3.2	5.6	4.2
Non-PP pupils (26)	5.5	6.4	5.3
SEN Support pupils (5)	2.3	6.3	3
PP not SEND (2)	5	6.5	6

Of the 5 SEN pupils 4 are also Pupil Premium

Above 5 points progress
At 5 point progress
Below 5 points progress



NB. Some Y2 and Y4 pupils were re-assessed during the year

Free School Meal pupils (3)	34.3	34	36.7
Pupil Premium pupils (5)	35.2	34.6	37.2
Non-PP pupils (26)	40.6	40.2	40.6
Difference - Whole v PP	3.9	4.7	2.9
PP not SEND (7)	39.5	40	40.5
Diff - Whole v PP (not SEN)	-0.4	-0.7	-0.4

Less than one term difference (0-1.9)
Half to one term difference (2-2.9)
More than one term difference (3+)
Negative score - PP (not SEN) exceeds Whole class



Barriers to future attainment

In school barriers:

- Poor starting points in EYFS (81% of children entered Foundation below age expectation in 2017)
- Low level support from home – low level of home reading & support in learning
- Domestic/social issues causing disengagement with learning
- Lack of inspiration for children - low aspirations and few cultural experiences

External barriers:

- Low parental engagement with school
- Poor level of parental education
- Some attendance issues – specific family issues

Outcomes:

- Academic support to reduce the gap in attainment and progress across the school between PP and non-PP.
- Increased parental engagement & guidance in how to support at home. Learning valued and encouraged by pupils and parents
- Inspirational experiences to excite children into learning
- Decrease in stress/anxiety in children's lives to enable better engagement in learning. Support for social and emotional needs provided in school.
- Improved attendance

Planned expenditure for 2018-2019:

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 and in booster sessions.	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	Termly Target Tracker data reviewed for progress.	Pupil Progress meetings and half termly data. (Progress and attainment) End of year external examination results. Essex Tracker data analysis throughout the year.
Inspirational experiences to excite children into learning.	Dragon Day activities, visitors into school, visits out (e.g. theatre, Life Education Bus). Music lessons offered to all from Y3. Year 4 whole class music lessons and instrument loan. Subsidised trips and half price residential. Swimming free. After school clubs paid for to	School to fill the gap in offering 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. Clubs offered to all PP free of charge.	Pupil questionnaire and questioning about learning experiences. Data re take up of after school clubs and music lessons. Pupil Premium Schedule is maintained.

	encourage confidence and inspire. Resources to use at school and home to engage learners in their passions.					
				TOTAL BUDGETED COST:		£45,000

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	Interventions to be led by LSAs and overseen by teachers. Quality resources purchased e.g. 5 Minute Boxes, Maths intervention scheme and Code X for reading and writing. Tutoring after school by LSAs. Focused pupils with specific learning goals. Short booster sessions.	Afternoon sessions ensure QT isn't missed. Reinforces recent learning. Encourages confidence. Focus identified by class teacher and reviewed regularly for impact. Tutoring to help close the gap. Gives	Class teacher to identify pupils needs and monitor LSA/teacher's impact.	Class teachers, HLTA, LSA	Term 1 Term 2 Term3	Pupil Progress meetings and half termly data. Progress and attainment. End of year external examination results. Essex Tracker data analysis. Gobs overview of attainment and progress termly.

Focus on specific pupil's poor attendance	Attendance Management support for specific issues.	support to pupils with less parental support. Improved attendance will promote learning.	Attendance Management consultant engaged.	Attendance Manager		Attendance - half termly review HT and clerk. Govs advised termly.
Decrease in stress/anxiety in children's lives to enable better engagement in learning. Support and nurturing.	<p>Social groups – ELSA staff 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>One to one support either in class or during unstructured times for children with specific SEN needs.</p> <p>Recruitment of specialist one to one support for specific PP pupils as</p>	<p>Some children have serious issues that need overcoming before they can learn effectively.</p> <p>Some may need specific support to work through issues with a professional play therapist.</p> <p>Unstructured play times may be times of anxiety and pressure. Poor behaviour may result.</p>	<p>Professional services are engaged. E.g. Play Therapist. Staff trained to lead social groups.</p> <p>One to one LSAs with behaviour remit. Reducing anxiety and following professional guidance (PRU, EP or Autism outreach).</p>	<p>Trained in-house staff (ELSAs)</p> <p>Play therapist engaged weekly – two pupils each week. Overseen by SENCO.</p>		<p>Social groups well attended and feedback pupil questionnaires completed regarding successes.</p> <p>Therapy review meetings to evidence improvement in scores.</p> <p>Fewer behaviour incidents reported for pupils with known underlying issues.</p> <p>Action plans followed and incidents recorded to feed into professional</p>

	required. Lunch time support for some pupils to reduce time wasted on issues relating to friendships and unstructured play. E.g. sports coach and social group inside.	Happier play times ensure settled learning in class.	Fun activities planned to engage and reduce friction. Adult led.	LSA and sports coaches		meetings and assessments. CPOM incidents and behaviour monitored over time for focus children.
				TOTAL BUDGETED COST:		£40,000

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 & cohort meetings provided by all staff to engage parents in learning.	Workshops were poorly attended in the past but we will review this and aim for higher attendance.	Staff to plan ways to improve engagement. Use parental feedback.	HT, teachers and LSAs		Attendance levels measured.
Learning valued and encouraged by pupils and parents	Parents invited in to get involved in school life whenever	One off events opened up to parents whenever	Teachers' commitment to engaging with	Teachers		Review on number of events parents involved in.

	possible. To be included in inspirational events whenever possible. (e.g. Performances, assemblies, one off events) Parents to be approach with specific suggestions for support their child. (e.g. Phonics packs)	possible. Teachers to review areas where parents can offer more and consider method of helping parents to get involved. E.g. providing resource.	parents. Teachers to plan for opportunities.	Teachers and LSAs		
				TOTAL BUDGETED COST:		£500

REVIEW OF EXPENDITURE 2017-2018

QUALITY OF TEACHING FOR ALL – IMPROVED PEDAGOGY

Desired outcome	Chosen action/approach	Estimated impact (Attainment, progress, case studies)	Lessons learnt	Cost £41,542
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.	See data above.	Teachers need to oversee the target setting and review and use observations to ensure quality maintained.	Teachers, HLTA and LSAs.
Inspirational experiences to	Dragon Day activities,	Children take part in wider	Continue to provide such	

excite children into learning.	visitors into school, visits out (e.g. theatre trip). Music lessons offered to all from Y3. 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 engage learners in their passions.	opportunities and engage in learning across the curriculum. Children are able to socialise without money being a barrier. Children learn to swim. Children learn to play an instrument. They are inspired by professional teachers. Homework is supported and children without ICT at home don't miss out.	activities and try to establish an even wider set of after school activities. Use PE Funding too to inspire athletic activities.	
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TARGETTED SUPPORT

Desired outcome	Chosen action/approach	Estimated impact (Attainment, progress, case studies)	Lessons learnt	Cost £33,253
Academic support to reduce the gap in attainment and progress across the school	LSA interventions overseen by teachers. Tutoring after school by LSAs. Focused pupils with specific learning goals. Short (6 week) booster sessions. Attendance Management support for specific issues.	See above	To continue with these support schemes. Essex Tracker data used to analyse success over time and ensure success of interventions. Attendance Management improves attendance over time.	
Decrease in stress/anxiety in	Social groups – LSA trained	School social and emotional	Two school ELSAs now	

children's lives to enable better engagement in learning. Support and nurturing.	<p>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>One to one support either in class or during unstructured times for children with specific SEN needs.</p> <p>Lunchtime social groups to support specific pupils during unstructured times.</p>	environment calmer. Pupil resilience higher.	<p>trained up and in place for new school year. One ELSA timetabled for whole school support. Will be more flexible to respond to needs of pupils.</p> <p>Experienced LSAs in place and supportive in class.</p> <p>Social Club not running consistently (staffing issues) however, new rota in place for new year.</p>	
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OTHER APPROACHES (WHOLE SCHOOL STRATEGIES)

Desired outcome	Chosen action/approach	Estimated impact (Attainment, progress, case studies)	Lessons learnt	Cost £0
Increased parental engagement & guidance in how to support at home. Learning valued and encouraged by pupils and parents	<p>Workshops & cohort open evenings provided by all staff to engage parents in learning.</p> <p>Parents invited in to get involved in school life whenever possible. To be included in inspirational</p>	<p>Cohort parent meetings well attended and lots of opportunities to share expectations from both sides.</p> <p>Parents invited in to school at themed days and sporting activities. Performances well attended. Parents' evening</p>	<p>Continue to use this method to share supportive ideas for learning.</p> <p>Even greater involvement to be encouraged next year.</p>	<p>Teacher time planning event.</p> <p>Planning needed for these opportunities. Low cost.</p>

	<p>events whenever possible.</p> <p>Parents to be approach with specific suggestions for support their child. (e.g. Phonics packs)</p>	<p>well attended. Art gallery & book launch well supported.</p>		
<p>Challenge from governors sufficient to propel action plan forward</p>	<p>PP regularly reviewed as part of curriculum and standards meeting and data sharing.</p>	<p>Governors holding HT and school to account for spending decisions regarding PP.</p>	<p>PP information to feature within Full Governors' meetings and be included in Head's Report.</p>	<p>Time to prepare review.</p>