

PUPIL PREMIUM REVIEW SEPTEMBER 2019

NEWBOLD VERDON PRIMARY SCHOOL'S PUPIL PREMIUM PROFILE AS AT SEPT 2019

Total number of main school and unit pupils: 250

Number of eligible PP pupils end 2018-2019:

- 46 main school children – 1 adopted, 4 Looked After Children (LAC), 1 Special guardianship order (SGO)
- 0 playgroup child
- 7 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

Maximum £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 £83,160

Next review due Sept 2020

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
- One to one reading support (Y1 & Y2)
- 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 - 2018 TO 2019 (Target 5+ points per year)

Year 6	Reading	Writing	Maths
Whole class (29)	7.2	7.3	7.2
Free School Meal pupils (6)	7.5	8	7.2
Pupil Premium pupils (10)	7.6	7.7	7.1
Non-PP pupils (19)	7	7	7.2
SEN Support pupils (7)	7.6	8.2	7.3
PP not SEND (6)	7.5	7	6.8

Of the 7 SEN pupils 5 are also Pupil Premium

Year 5	Reading	Writing	Maths
Whole class (35)	5.9	5.4	5.6
Free School Meal pupils (5)	7.3	6.6	6.3
Pupil Premium pupils (10)	6.2	6	5.7
Non-PP pupils (25)	5.7	5.1	5.5
SEN Support pupils (6)	5.5	4.6	5.3
PP not SEND (5)	5.6	6.2	5.6

Of the 9 SEN pupils 4 are also Pupil Premium

Year 4	Reading	Writing	Maths
Whole class (31)	5.5	5.7	5.7
Free School Meal pupils (5)	4.2	5.2	5.6
Pupil Premium pupils (9)	4.7	5.4	5.7
Non-PP pupils (22)	5.8	5.7	5.7
SEN Support pupils (8)	4.8	5	5.5
PP not SEND (5)	5.5	5.8	5.8

Of the 8 SEN pupils 4 are also Pupil Premium

Year 3	Reading	Writing	Maths
Whole class (32)	4.1	5.3	4.6
Free School Meal pupils (4)	2.5	5.3	3.6
Pupil Premium pupils (9)	3.3	5.1	3.8
Non-PP pupils (23)	4.5	5.3	4.9
SEN Support pupils (12)	2.2	4.1	2.8
PP not SEND (4)	5.25	6.25	6.25

Of the 12 SEN pupils 5 are also Pupil Premium

AVERAGE POINTS ATTAINMENT - 2018 TO 2019

Year 6	Reading	Writing	Maths
Whole class (29)	71.1	70.8	71
Free School Meal pupils (6)	70	70	70
Pupil Premium pupils (10)	70.5	70.1	69.9
Non-PP pupils (19)	71.5	71.2	71.6
Difference - Whole v PP	0.6	0.7	1.1
PP not SEND (6)	71.3	70.8	70.5
Diff - Whole v PP (not SEN)	-0.2	0	0.5

Year 5	Reading	Writing	Maths
Whole class (35)	63.1	61.9	63.3
Free School Meal pupils (5)	59	58.3	60
Pupil Premium pupils (10)	62	60.8	62.1
Non-PP pupils (25)	63.4	62.3	63.7
Difference - Whole v PP	1.1	1.1	1.2
PP not SEND (5)	64.6	64.6	63.6
Diff - Whole v PP (not SEN)	-1.5	-2.7	-0.3

Year 4	Reading	Writing	Maths
Whole class (31)	57.5	56.3	57.5
Free School Meal pupils (5)	52.2	50.8	55.8
Pupil Premium pupils (9)	54.3	52.8	56
Non-PP pupils (22)	58.6	57.6	58
Difference - Whole v PP	3.2	3.5	1.5
PP not SEND (5)	58.2	57.8	57.8
Diff - Whole v PP (not SEN)	-0.7	-1.5	-0.3

Year 3	Reading	Writing	Maths
Whole class (32)	49.7	50.2	50.8
Free School Meal pupils (4)	45.5	46.5	47.8
Pupil Premium pupils (9)	46.7	47.1	48.7
Non-PP pupils (23)	51	51.5	51.7
Difference - Whole v PP	3	3.1	2.1
PP not SEND (4)	52.5	53.25	53.25
Diff - Whole v PP (not SEN)	-2.8	-3.05	-2.45

Year 2	Reading	Writing	Maths
Whole class (33)	6.1	6.2	5.5
Free School Meal pupils (5)	6.7	8.7	5.5
Pupil Premium pupils (6)	6	7.2	4.8
Non-PP pupils (27)	6.2	5.9	5.6
SEN Support pupils (9)	6.1	6.9	5.1
PP not SEND (3)	7.5	6	6.5


Of the 9 SEN pupils 3 are also Pupil Premium




Year 1 (Target 4+)	Reading	Writing	Maths
Whole class (28)	4.4	4.5	4.3
Free School Meal pupils (3)	5	5.4	5
Pupil Premium pupils (4)	4.6	5	4.7
Non-PP pupils (24)	4.4	4.4	4.3
SEN Support pupils (5)	3.6	3.4	3.8
PP not SEND (4)	4.6	5	4.7



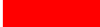
Of the 5 SEN pupils 0 are also Pupil Premium



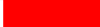
Year 2	Reading	Writing	Maths
Whole class (33)	45.5	45.5	45.3
Free School Meal pupils (5)	42.5	44.2	43
Pupil Premium pupils (6)	41.8	42.3	41.7
Non-PP pupils (27)	46.5	45.9	46
Difference - Whole v PP	3.7	3.2	3.6
PP not SEND (3)	46.3	45.7	44.7
Diff - Whole v PP (not SEN)	-0.8	-0.2	0.6

Year 1	Reading	Writing	Maths
Whole class (28)	39.9	39.5	39.9
Free School Meal pupils (3)	40.3	39.7	40.3
Pupil Premium pupils (4)	39.8	39.5	40.2
Non-PP pupils (24)	39.9	39.5	39.9
Difference - Whole v PP	0.1	0	-0.3
PP not SEND (4)	39.8	39.5	40.2
Diff - Whole v PP (not SEN)	0.1	0	-0.3

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

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	

YEAR 1	
Above 4 points progress	
At 4 point progress	
Below 4 points progress	

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 for some pupils:

- Poor starting points in EYFS (90% of children entered Foundation below age expectation in 2019)
- 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 for some pupils:

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

Outcomes to aspire to:

- 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 2019-2020:

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 PP pupils from Y3 – Y6. Year 4 whole class music lessons and instrument loan. Subsidised trips and	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.

	half price residential. Swimming free. After school clubs paid for to 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	Afternoon sessions ensure QFT isn't missed. Reinforces recent learning. Encourages confidence. Focus identified by class teacher and reviewed regularly	Class teacher to identify pupils needs and monitor LSA/teacher's impact.	Class teachers, HLTA, LSA	Termly data review	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

<p>Focus on specific pupil's poor attendance</p>	<p>learning goals. Short booster sessions.</p> <p>Y6 teacher led after school club for booster sessions for SATs</p> <p>Attendance Management support for specific issues.</p>	<p>for impact.</p> <p>Tutoring to help close the gap. Gives support to pupils with less parental support.</p> <p>Improved attendance will promote learning.</p>	<p>Attendance Management consultant engaged.</p>	<p>Attendance Manager</p>		<p>progress termly.</p> <p>Attendance - half termly review HT and clerk. Govs advised termly.</p>
<p>Decrease in stress/anxiety in children's lives to enable better engagement in learning. Support and nurturing.</p>	<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>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 ELSA/LSAs with behaviour remit. Reducing anxiety and following professional</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 social & emotional scores.</p> <p>Fewer behaviour incidents reported for pupils with known underlying issues.</p>

	<p>Recruitment of specialist one to one support for specific PP pupils as required.</p> <p>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.</p>	<p>Happier play times ensure settled learning in class.</p>	<p>guidance (PRU, EP or Autism outreach).</p> <p>Fun activities planned to engage and reduce friction. Adult led.</p>	<p>ELSA, LSA, LTS and sports coaches</p>		<p>Action plans followed and incidents recorded to feed into professional meetings and assessments.</p> <p>CPOM incidents and behaviour monitored over time for focus children.</p>
				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	Parents invited in to get involved in	One off events opened up to	Teachers' commitment to	Teachers		Review of number of events parents

pupils and parents	school life whenever 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)	parents whenever possible. Teachers to review areas where parents can offer more support and consider method of helping parents to get involved. E.g. providing resource.	engaging with parents. Teachers to plan for opportunities.	Teachers and LSAs		involved in.
				TOTAL BUDGETED COST:		£500

REVIEW OF EXPENDITURE 2018-2019

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	Teachers, HLTA and LSAs.

			maintained. Teachers use LSA PM to deliver feedback. Teachers are to ensure that the sessions are rarely missed.	
Inspirational experiences to excite children into learning.	Dragon Day activities, 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.	Children take part in wider 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.	Continue to provide such activities and try to establish an even wider set of after school activities. Use PE Funding too to inspire athletic activities.	

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	See above	To continue with these support schemes. Essex Tracker data used to analyse success over time and ensure success of interventions.	

	(6 week) booster sessions. Attendance Management support for specific issues.		Attendance Management improves attendance over time.	
Decrease in stress/anxiety in children's lives to enable better engagement in learning. Support and nurturing.	Social groups – LSA trained to lead groups and rotated through age range of school. Play Therapy for identified pupils (rotate this resource during year depending on need) One to one support either in class or during unstructured times for children with specific SEN needs. Lunchtime social groups to support specific pupils during unstructured times.	School social and emotional environment calmer. Pupil resilience higher.	Two school ELSAs now 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. Experienced LSAs in place and supportive in class. More LSAs are acting as LTS and know the children well and are able to offer better support at lunch times. Social Club now running consistently and successfully.	

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	Workshops & cohort open evenings provided by all	Cohort parent meetings well attended and lots of	Continue to use this method to share supportive ideas for	Teacher time planning event.

<p>how to support at home. Learning valued and encouraged by pupils and parents</p>	<p>staff to engage parents in learning.</p> <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 support their child. (e.g. Phonics packs)</p>	<p>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 well attended. Art gallery & book launch well supported.</p>	<p>learning.</p> <p>Even greater involvement to be encouraged next year. All teachers are to encourage parental involvement through regular invitations into school.</p>	<p>Planning needed for these opportunities. Low cost.</p>
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