



Pupil premium strategy statement 2019/20: Newport Primary School

SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	July 2020
Total number of pupils:	291	Total pupil premium budget:	Predicted £240,000
Number of pupils eligible for pupil premium:	166	Amount of pupil premium received per child:	£1300

STRATEGY STATEMENT

Newport Primary School's Pupil Premium strategy is a universal offer due to the fact that a high majority of our pupils are disadvantaged (factors include: social and economic deprivation; asylum seeker and refugee population; low-cost low-quality housing resulting in high migration and mobility within central Middlesbrough). Also, a number of our pupils who are not entitled to free school meals (FSM) are often disadvantaged as parents are not entitled to claim benefits but are often working in low-income, zero-hour contract jobs.

We aim to ensure that every child at Newport has equal opportunities to access high- quality education in order to raise aspirations and increase prospects for future education and employment. We employ a holistic approach to develop well-rounded children who are resilient and able to achieve their full potential in spite of numerous barriers to learning.

What has worked well:

- Overall attendance improved academic year 2018/19
- Therapy and pastoral interventions improved resilience and ability to undertake end of Key Stage (EOKS) assessment
- School trips have enhanced pupils' real-life experiences and supported creative curriculum work
- Pupil progress meetings with staff have enabled staff to have a clearer understanding of pupil need and focused team meetings have improved planning and quality of targeted intervention
- EAL adapted provision has positively impacted on the positive well-being and accelerated language acquisition of new arrivals and allowed for targeted support of key marginals within class
- Internal data demonstrates that a higher percentage of PP pupils in most year groups are working at ARE compared to the previous year and are in-line with, or higher than, non-PP pupils
- EOKS outcomes for Key Stage demonstrate improved combined outcomes and an increase in percentage of pupils achieving greater depth (1% higher than national)

What hasn't worked well:

- Maths consultancy did not have the whole-school impact or end of Key Stage impact desired therefore will not be retained for the academic year 2019/220. Instead we will be using in-house specialism from Maths Mastery Specialist
- Writing moderation was not as robust as desired therefore steps have been taken
- Targeted pupil intervention was undertaken but analysis of need was not forensic enough to inform small steps of progress for significant impact (particularly in Maths)
- The overall aims of our pupil premium strategy are :
 - To reduce attainment gap between the school's disadvantaged pupils and others nationally
 - ARE outcomes for each year group in school will increase by 5% based on previous years outcomes

Assessment information

EYFS				
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	School Average	National average
Good level of development (GLD)	58%	45%	54%	72%

YEAR 1 PHONICS SCREENING CHECK			
Pupils eligible for PP	Pupils not eligible for PP	School average	National average
41%	46%	44%	82%

END OF KS1				
	Pupils eligible for PP	Pupils not eligible for PP	School average	National average
% achieving expected standard or above in reading, writing and maths	70%	48%	58%	65%
% making expected progress in reading	80%	48%	63%	75%
% making expected progress in writing	75%	48%	61%	70%
% making expected progress in maths	75%	48%	61%	76%

END OF KS2				
	Pupils eligible for PP	Pupils not eligible for PP	School average	National average
% achieving expected standard or above in reading, writing and maths	15%	20%	17%	65%
% making expected progress in reading	31%	47%	37%	73%
% making expected progress in writing	31%	40%	34%	78%
% making expected progress in maths	23%	27%	24%	79%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Although there are no patterns in gaps of attainment between our PP and Non-PP pupils, there are differences in attainment between disadvantaged children at Newport Primary School and 'other' children nationally.

School Improvement Priorities 2019/2020:

- Improve combined outcomes and progress measures in core subject areas, across all year groups, to impact positively on EOKS results:
 - Maths – focus on improving application (within and across curriculum areas), basic skills and reasoning
 - Reading – continue to develop a love of reading and embed whole class teaching of key skills
 - Phonics – due to the changing nature of school with mobility levels implement a phonics programme to address needs of all pupils
 - Writing – focus on writing within and across curriculum areas, age-related expectations and accurate moderation
- Development of foundation subject leaders and evidence of progression within subjects
- Addressing identified vulnerability factors for pupils to reduce barriers to learning and improve attendance to 96% across the school
- Specific focus on White British and constant (from Reception) pupils to ensure expected progress. Prior middle and higher attainers to achieve expected EOKS outcomes

Academic barriers:

A	Social and emotional barriers to learning
B	No groups of children with specific matching barriers – no single difficulty faced by all

ADDITIONAL BARRIERS

External barriers

C	Attendance rates for pupils eligible for PP needs to be maintained
D	Complex home lives
E	Less home support to support learning (parents or carers often do not have the language to support pupils at home)

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	PPG pupils will be identified through use of in-house systems and termly pupil progress meetings. Targets around ARE and progress are built into performance appraisal meetings. Pupils' subsequent progress towards their identified targets will then be recorded and monitored using in-house data analysis.	Pupils eligible for PP will have the required interventions/support. Pupil progress will be monitored at least termly, more for pupils who are in danger of falling behind. The success criteria is that there will not be a gap with 'other' children and PP pupils at Newport.
B	Higher rates of progress across KS2 for ARE pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils identified as ARE, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established in-house and across the co-operative Trust
C	Maintain good attendance and punctuality rates for pupils eligible for PP. Attendance rates (2017/18) for pupils eligible for PP were 96.1% (excluding leavers). If attendance is not maintained, pupils' school hours reduce and this causes them to miss vital learning, resulting in potential gaps in understanding and knowledge. A private Educational Welfare Officer (EWO) has been employed and weekly meetings are held with school Attendance Officer, PSA and a member of SLT to review current absence and work closely with families to plan support.	Overall PP attendance is maintained at 96% in line with 'other' pupils (excluding leavers). No persistent (or a reduction in) absenteeism amongst PPG pupils which will enable a greater access to learning.
D	Address issues affecting PP pupils' home lives to prevent family stress escalating – ensuring children come to school motivated and ready to learn. Enhancing school's pastoral system by professional therapeutic interventions (Play Therapy, Private EP) and in-house pastoral support (0.8 HLTA, PSA, Therapy and intervention dog and pastoral team).	Identified pupils to engage with appropriate pastoral support either in-house or external support. Signpost vulnerable families to support networks, working alongside external agencies as appropriate, so that support offered significantly improves outcomes for families and pupils – academically, socially and emotionally. Social and emotional well-being results in pupils being able to make academic progress; PP children make required or accelerated progress to diminish differences over time.
E	Offer quality out of school hours provision to identified PP children which supports and enhances their learning. Enable disadvantaged children to have greater access to a qualified teacher – additional support staff in every classroom to enable class teacher to focus on high quality group work.	Identified children's attainment is accelerated so that the 'gap' with 'other' children diminishes and is eliminated over time.

Planned expenditure for current academic year

ACADEMIC YEAR 2019/20

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
A/B. Attainment and progress gaps between PPG and pupils nationally decreases/closes over time.	Individual and tailored support for children – driven by use of in-house tracking systems. Targeted provision ensuring challenge and best outcomes for children.	High quality teaching and feedback in small groups with some 1 to 1 support throughout school diminishes the difference in pupils' attainment by effectively addressing gaps in learning.	Regular monitoring of Pupil Premium children's performance through effective marking and feedback Implementation of the school feedback policy Pupil progress meetings – termly (or half-termly as appropriate) Half-termly monitoring of PP children through in-house data systems Work closely with School Improvement Partner to challenge data and strategic management decision making All Year 6 pupils provided with revision books free and booster classes from February 2020 Additional time for Maths Mastery Specialist Two Level 4 EAL specialists to provide language intervention to enable pupils to work within ARE expectations within their year group. Deliver bespoke language sessions for 6 weeks and provide targeted in-class support. To undertake and support TA's to make continued NASSEA assessments over the academic year. Part-time member of staff employed to enhance EAL provision for new arrivals Specialist ICT packages to support learning across the curriculum	All staff All staff HT/DHT HT/DHT/KS Leads AS / Team Lead	Termly

C. Maintain attendance and punctuality. Attendance rates for pupils eligible were 96.1% in the academic year (2017/18). This must be maintained as a reduction in their school hours causes them to fall behind.	Employment of Educational Welfare Officer (one day per week) to work with families falling below our targets. Fortnightly updates held with relevant school staff and Attendance Officer (AO) reviewing current absence and planning how to support families.	High levels of attainment and progress can't be achieved if children aren't attending school. The AO, working alongside EWO, will work with parents to ensure improved attendance.	Weekly reviews of attendance by AO. Fortnightly reviews by HT/DHT/EWO and AO. Weekly attendance statistics including PP as a specific group. Focus groups with children who have low attendance	All staff Attendance Officer	Weekly / half termly
ABCD. Curriculum is well-planned, meaningful, engaging and has high quality learning experiences to provide motivation and the means to acquire secure understanding of learning outcomes. Parents are involved in their child's learning through opportunities provided in school and regular updates provided through development of the school website and use of media such as Facebook.	Teachers respond to outcomes in the work taught and adjust quickly so that it is responsive to need. Curriculum teams work collaboratively when writing their development ensuring cross-curricular links, particularly with Literacy.	"A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned." Amanda Spielman, Chief Inspector of Schools. A bespoke creative curriculum based on giving pupils breadth of experience and accumulation of knowledge is at the very heart of our curriculum. It is well-taught, appropriately sequenced and thoughtfully designed to ensure clear progression.	PPA weekly in teams Marking informs planning Half termly pupil progress meetings Post and Pre teaching using PIXL resources Regular weekly team/staff meeting time spent on moderation across teams RSC initiative implemented Internet Café to be implemented monthly Purchase of class set of iPads to be used in UKS2 to promote access to intervention programmes for reading and maths (which can also be utilised at home) Sounds Write training to be delivered to remaining KS1 staff	All staff All staff HT/DHT/teaching staff All staff Key stage teams	Half-termly pupil progress meetings Weekly PPA time Regular moderation across teams (x3 per half term)
Total budgeted cost:					£194,011

Targeted support

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
D. Identify and address issues affecting PP pupils' home lives.	HLTA – 0.8 – specific pastoral and working with parents and children PSA - to support vulnerable families to ensure good attendance, emotional support, many families are given level 2 support	Children cannot be taught effectively if they are not emotionally prepared. This is evident in the results at the end of KS2. Parents/carers cannot provide adequate/appropriate support to school and children if they are not equipped.	Ensure that staff are well deployed to support pupil emotional needs Regular meetings – half termly to discuss individual pupil needs and priorities. (Earlier if needed) Play therapy intervention – additional sessions purchased* Trauma-informed CPD to be delivered whole staff Restorative practice training for key staff – disseminate practice to staff Fare Share shop to be provided (food and clothes) Subsidised/free: - enhanced breakfast provision - free school uniform for identified families - after-school clubs for identified families - school holiday clubs for identified families - Emergency fund *50% PP, 50% SEN Funding	HT HT/Pastoral Team Pastoral / SENCO / DHT HT HT Pastoral Team HT/DHT/SBM	Ongoing

E. Address issues affecting children with less support at home.	To offer quality additional support in school and out of school hours to enhance and support learning.	Gaps in learning and potential lack of support outside of school has a negative impact on attainment and progress.	On-going rewards for pupil attendance – whole school and individual End of year attendance trip for pupils who have achieved 100% attendance January 2019 to May 2019 – after school booster sessions delivered to Y6 pupils to secure ARE in reading, writing and maths TVM Music delivery Specialist music teacher for bespoke small group lessons and choir sessions	Att Officer / HT/ DHT Att Officer / HT/ DHT Team Lead /UKS2 staff Music Leader HT	On-going
Total budgeted cost:					£55,408
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
ABDE. To enable every disadvantaged child to access all educational visits and trips without money being a barrier.	Subsidy for educational visits/trips – based on need.	At Newport Primary School there is a strong focus on engaging pupils in real life experiences. Creative curriculum trips are booked to enhance learning across whole school.	Universal offer that trips are heavily subsidised to ensure that no child misses out on enhanced learning opportunities.	HT	Ongoing
Total budgeted cost:					£15,000
Total cost					264,419

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £220,000				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Individual and tailored support for children – driven by use of in-house tracking systems. Targeted provision ensuring challenge and best outcomes for children.	Pupils eligible for PP will have the required interventions/support. Pupil progress will be monitored at least termly, more for pupils who are in danger of falling behind. The success criteria is that there will not be a gap with 'other' children and PP pupils at Newport.	• Pupil progress meetings undertaken half-termly and used to inform teacher planning and intervention • PP pupils have made expected or greater than expected progress in R, W and M in Year 4 and 6. In Year 3 they have made expected progress in R and M but not writing. Pupils in Year 5 have not made expected progress in any area, however, they made more progress than non PP peers in R and W • Staff feedback demonstrates that they have greater confidence in understanding pupil starting points and targets	• Key Stage 2 outcomes were not in line with national expectations and were lower than previous year – maths consultant is not being used this year and Maths Mastery Specialist will be basing her outreach time in school • Additional time and resources needed for teaching of maths across UKS2 • Purchase of iPads required to enable efficient and effective implementation of targeted software including Times Table Rock stars (across KS2) • Additional staff member would be beneficial for Summer term 2019/20 to provide tailored interventions in UKS2 • PiXL resources to continue be used to target pupils for intervention based on data analysis • Need to use electronic marksheet for PIRA/PUMA to enable forensic analysis of test outcomes – CPD for all staff to be booked	£153,410

Employment of Educational Welfare Officer (one day per week) to work with families falling below our targets. Fortnightly updates held with relevant school staff and Attendance Officer (AO) reviewing current absence and planning how to support families.	Overall PP attendance is maintained at 96% in line with 'other' pupils (excluding leavers). No persistent (or a reduction in) absenteeism amongst PPG pupils which will enable a greater access to learning.	• Attendance overall was just below 96% for 2018/19 (95.6%), an increase on 2017/18 • PP attendance (95.8%) is higher than non-PP attendance (95.4%)	• Approach has been successful and will be maintained academic year 2019/20	
Teachers respond to outcomes in the work taught and adjust quickly so that it is responsive to need. Curriculum teams work collaboratively when writing their development ensuring cross-curricular links, particularly with Literacy.	Pupils eligible for PP make as much progress as 'other' pupils identified as ARE, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established in-house and across the co-operative Trust	• Planning and book reviews demonstrate that Teachers are responsive to pupil needs and that there are clear links between foundation subjects and Literacy. Moderation has taken place across Trust schools and moderation has been agreed as accurate in most cases. LA Y6 moderation upheld teacher judgements • PP pupils have made expected or greater than expected progress in all R, W and M in Year 4 and 6. In Year 3 they have made expected progress in R and M but not writing. Pupils in Year 5 have not made expected progress in any area, however, they made more progress than non PP peers R and W	• Pupil progress meetings will continue and will ensure that PP pupils are closely tracked. • Moderation materials for writing have been introduced for academic year 2019/20 and training will be delivered to ensure judgements • Cross-curricular links between maths and foundations subjects to be clearer – see Maths plan 2019/20	

Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
HLTA – 0.8 – specific pastoral and working with parents and children PSA - to support vulnerable families to ensure good attendance, emotional support, many families are given level 2 support Learning Support Assistant – to work alongside school staff, engaging parents and providing direct pastoral support to pupils	Identified pupils to engage with appropriate pastoral support either in-house or external support. Signpost vulnerable families to support networks, working alongside external agencies as appropriate, so that support offered significantly improves outcomes for families and pupils – academically, socially and emotionally. Social and emotional well-being results in pupils being able to make academic progress; PP children make required or accelerated progress to diminish differences over time.	• No internal or external exclusions • Multi-agency work undertaken with a number of families to ensure children were able to achieve emotionally, socially and academically • Case studies for specific pupils in Year 6 demonstrate that they were able to access the SATS tests and achieve an outcome • All Year 6 pupils demonstrated resilience throughout SATS testing period and were emotionally able to cope with exam stress • PP pupils have made expected or greater than expected progress in all R, W and M in Year 4 and 6. In Year 3 they have made expected progress in R and M but not writing. Pupils in Year 5 have not made expected progress in any area, however, they made more progress than non PP peers R and W	• Additional play therapy sessions required • Further restorative practice required • Pupil focus groups are more effective at extracting accurate pupil voice in order to implement changes to meet the needs	£52,480
To offer quality additional support in school and out of school hours to enhance and support learning.	Identified children's attainment is accelerated so that the 'gap' with 'other' children diminishes and is eliminated over time.	• In house data demonstrates that a higher % of PP pupils at Newport are working at ARE than non-PP peers	• Provision to continue this year, universal offer is essential as our non-PP pupils are often disadvantaged	

Other approaches

Action	Intended outcome	Impact	Lessons learned	Cost
Subsidy for educational visits/trips – based on need.	Identified children's attainment is accelerated so that the 'gap' with 'other' children diminishes and is eliminated over time.	• Every pupil in school has been given the opportunity to attend every educational trips. All Year 6 pupils were given the opportunity to attend a residential and other end of term visits. • A number of enrichment activities were offered at no cost including sport, music and art delivered by external experts	• Provision to be continued • Building communities with local and national agencies enhances and embeds enrichment opportunities	£15,000