# Pupil premium strategy statement Newbrough Church of England Primary

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| 1. **Summary information** | | | | | |
| **School** | Newbrough C of E Primary | | | | |
| **Academic Year** | 18/19 | **Total PP budget** | £4600 | **Date of most recent PP Review** | Jul 18 |
| **Total number of pupils** | 60 | **Number of pupils eligible for PP** | x | **Date for next internal review of this strategy** | Jan 19 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (our school)* |
| **Y3 achieving at age related expectations** | | | **100%** | | *100%* |
| **Y4 achieving at age related expectations** | | | **0%** | | 100% |
| **expectations** | | |  | |  |
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| 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)* | | | | | |
|  | | Poor learning behaviours including concentration | | | |
|  | | Low self-esteem | | | |
| **C.** | | Some PP children also have additional learning needs | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Parents need to be confident in knowing how to support their children’s learning | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | 100% of PP children in Y4 to achieve age-related expectations at end of the year | | | Teacher assessment at end of Y4 | |
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|  | 100% of PP children in Year 5 to achieve learning targets | | | Targets achieved over year | |
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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **£4,600** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved learning behaviours | Class teacher fully briefed by SENDco about previous issues | | PP children show a lack of resilience and concentration which impacts on progress | Drop ins; classroom observations | JT | July 2019 |
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| **Total budgeted cost** | | | | | | £200 plus time |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| more rapid progress | IEP targets implemented for individual | | short achievable targets need to be set for this group of learners | termly IEP meetings with involved adults | JT | termly |
| gap doesn’t widen with peer group | External support for identification of appropriate teachingstrategies | | as above | data scrutiny | JT | termly Pupil Progress meetings |
| self -esteem improved leading to better outcomes | class teacher uses positive reinforcement | | evidence shows that quality of relationships improves motivation | observations, drop-ins and learning walks | JT | termly Pupil Progress meetings |
| **Total budgeted cost** | | | | | | £700 (ext agency) plus additional input as needed as identified |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| improved self esteem | PP children to learn a musical instrument funded by school | | opportunity to have 1:1 tuition in non- academic subject where pupils have not previously experienced problems | Monitoring of progress | JT | Mar 19 |
| Improved times tables knowledge | Times tables games twice per week on ICT | | Pupils are not learning times tables at home and in school strategies may help | Internal maths assessments | JC | Jan 19 |
| Improved confidence in reading and use of literary language | Daily reading and time for book talk | | Pupils are not reading regularly at home and this is impacting on literacy in school- quality and confidence | Internal book scrutiny | JC | Jan 19 |
| **Total budgeted cost** | | | | | | **£2400** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2016/17** | | **£3800** | | |
| 1. An accurate review of pupil premium spending has been carried out in school BUT because of the small number of pupilsinvolved it is difficultto publish this without identifying individuals. | | | | |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above.  Pupils with additional needs also receive 1:1 support in class. |