

Newton Tony C of E Primary School VC Pupil premium strategy statement



1. Summary information					
School	Newton Tony C of E Primary School				
Academic Year	2016-2017	Total PP budget	£22,600	Date of most recent PP Review	25.4.17
Total number of pupils	45	Number of pupils eligible for PP	9 5 current 4 Ever 6	Date for next internal review of this strategy	21.7.17

2. Current attainment				
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
	<i>KS1 (Y2) 3 children</i>	<i>KS2(Y6) 2 children (one of those children Educational Health Care plan and did not participate in tests)</i>	<i>KS1(Y2) 5 children</i>	<i>KS2 (Y6) 4 children</i>
% achieving in reading	67%	50%	60%	75%
% achieving in writing	67%	50%	80%	75% 25% greater depth
% achieving in maths	67%	0%	80%	100%
% making progress in reading	66.6 %		60%	
% making progress in writing	66.6 %		80%	
% making progress in maths	100%		100%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children have their emotional learning supported by our school ELSA. The MoD and Newton Tony School fund Talkabout Counselling Service.
B.	Children with poor oral language skills have access to x4 weekly sessions at Newton Tony C of E School. The speech and Language Support is provided through

	a trained Speech and Language Teaching Assistant.	
C.	Children have access to a SATS funded breakfast club which extends and consolidates learning in preparation for the tests	
D.	Children have access to a funded breakfast club which extends and consolidates learning. It also provides enrichment activities.	
E.	Newton Tony provide named pupil Teaching Assistants, to support SEND children, we provide tailored provision and not a Velcro model as we value and support developing independence.	
F.	Children have the opportunity to access individual musical instrument lessons which are funded by the school to provide a creative outlet	
G	Newton Tony fund extra curricula activities including: after school clubs, school trips	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A	Newton Tony school liaise closely with the LA Educational Welfare Officer, monitoring borderline attendance and promoting attendance in line with the National Average.	
B	We liaise with multi agencies to ensure children are Safeguarded and information is current and all parties are informed of any changes.	
C	We work alongside Secondary Schools to support transitions, the SENCOs arrange extra transition meetings with parental involvement.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will develop their emotional learning and be able to manage their emotions which will lead to improved academic success. Their academic progress and attainment will be measured using Classroom Monitor each half term, progress and attainment should be in line with children who are not Pupil Premium. The Talkabout counsellor will record progress per session and liaise with class teacher or Head teacher if there is a disclosure.	Children will be able to independently manage their emotional needs during social interaction activities ie playtimes and in the classroom. Children's attainment and progress will be in line with the other children who are not pupil premium
B.	Children will develop their oral speech and language skills through participating in our Speech and Language programme. Progress will be measured half termly at school and the Local Authority Speech and Language therapist will assess children and set new targets.	Children will make progress from their starting points and continue to meet the Speech and Language targets
C.	Children will attend the SATS funded breakfast club daily which extends and consolidates learning in preparation for the tests. The Year 6 class teacher will lead this club and assess progress and attainment using SATs past papers and school trackers	Children will reach expected (or above) in Year 6 SATS. Children will develop their confidence when participating in the tests.
D.	Children will attend the daily funded breakfast club and participate in a range of activities	Children will be provided with a healthy breakfast and develop life skills.
E.	Newton Tony provide named pupil Teaching Assistants, to support SEND children, we provide tailored provision and not a Velcro model as we value and support developing independence.	Children make progress in line with the children who are not Pupil Premium. Children

5. Planned expenditure					
Academic year	2016-2017				
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.					
i. 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
Prevent under achievement and accelerate progress by minimising 'emotional' barriers.	Continue to develop the ELSA's skills and understanding when supporting children with emotional needs.	We intend to invest some of the PP in longer term change which will help all children. The EEF (Education Endowment Foundation) Toolkit suggest that Behaviour interventions have a moderate impact with a moderate cost and therefore is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	ELSA to attend Network Meetings to liaise with other ELSAs, attend training and develop skills. One afternoon per week will be ELSA provision. Detailed records are kept and class teachers are asked to complete a proforma to give to the ELSA to assess and prioritise the needs of the children in the school. Emotional progress is assessed through a 1-5 system	ELSA SH CTs	Ongoing
	Employ the professional counselling skills of the Talkabout Service	We want to invest some of the PP in supporting children with CIN multi complex needs. These needs have been identified during multi agency meetings. The EEF Toolkit suggest that Social and Emotional Learning has a moderate impact with a moderate cost and therefore is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Talkabout counsellors keep detailed records about childrens' disclosures and their emotional progress. They discuss any concerns and progress with the Head Teacher.	HT Counsellors	Termly

	Train all staff in the Restorative Justice approach	We want to invest some of the PP in whole school approach to changing the way emotional/behavioural support is managed. The EEF Toolkit suggest that Meta-cognition and self-regulation has a high impact with a low cost and is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. It is also an approach that the cluster schools have adopted and the Dioceses of Salisbury are recommending an excellent evidence based approach to change.	The training has been selected using evidence of effectiveness after an advisory meeting with a Diocese representative. Twilight training was delivered alongside a cluster school (who paid 2/3 of the cost) Peer observation of attendees' classes after the course, to embed learning (no assessment). Restorative Justice Approach embedded in school Behaviour policy.	Dioceses advisor HT All staff Governors	Ongoing
Costs	ELSA - £983	Talkabout -- £1365	Restorative Justice Training - £225 Joint cluster with Christ the Kings who paid 2/3 . Actual cost £75 (1PSA credit)		Budgeted cost £2423

ii. 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?
Improved progress and attainment for PP children inline with progress of children who are not PP	Tailored personalised provision	Some of the children need targeted support to ensure they make progress in line with the children who are not PP. The provision is personalised and tailored and responsive to the needs of the child. This approach is proven to be more successful than delivering intervention that is not personalised and tailored.	CTs will ensure that planning is provided for the Teaching Assistants (x2) which is responsive to daily marking and feedback, this approach will support learning on a daily basis. HT will monitor progress and attainment through classroom monitor. SENCo will monitor progress and attainment of PP children who are also SEND.	TAs CTs SENCo HT	ongoing

Budgeted cost				£7856.88 TA £9461.28 TA	Total £17318.16
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iii. 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?
Access to activities and the wider curriculum	To fund PP children to ensure they are given the opportunities that non PP children are given.	The music lessons are given as one to one tuition and the EEF suggest that this provides moderate impact for a high cost. Our children are very creative and show an interest in how to play the guitar. As a school we value the arts and will provide the opportunity for our children to foster a love for the arts.	We will informally monitor the guitar lessons, speak to parents about how they feel their child is progressing.	Guitar teacher	Ongoing
					Budgeted cost £2394
Access to activities and the wider curriculum	To fund PP children to ensure they are given the opportunities that non PP children are given.	The maths activities are given in a small group and the EEF suggest that this provides moderate impact for a moderate cost. As a school we actively encourage a love for maths and encourage children to participate in maths based activities	We will informally monitor the maths club. We will check that the club is recommended by cluster school. We will discuss with parents about how they feel the maths club is impacting on the children.	Magical maths club	Ongoing
					Budgeted cost £105 (T4)
Access to activities and the wider curriculum	To fund PP children to ensure they are given the opportunities that non PP children are given.	We provide funding for PP children to access curriculum based trips. We believe that all children despite family income should be able to access enrichment activities.	We will discuss with the class teacher and child whether the class trip enriched the child's learning.	CT	Ongoing
					Budgeted cost Salisbury Cathedral trip Cinema trip Swimming £315
Increased attendance rates	LA EWO Tracey Satchell liaison with school	It is difficult to improve attainment for children if they aren't attending school. The National Foundation for Educational research (NfER) briefing for school leaders identifies addressing attendance as a key step.	Regular meetings with the LA EWO with thorough discussions about existing absence issues. Attend CIN meetings to monitor attendance	HT EWO CTs	Budgeted cost
					Total budgeted cost SLA
Total budgeted cost £22555.16					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Prevent under achievement and accelerate progress by minimising 'emotional' barriers.	Continue to develop the ELSA's skills and understanding when supporting children with emotional needs.	ELSA completed training. Emotional progress scoring started in July 2017 PP children received ELSA support and 60-80 %made expected standard in attainment.	Continue with ELSA and scoring system in Sept 17	£983
	Employ the professional counselling skills of the Talk about Service	Three PP children accessed the service. All children's behaviour significantly improved, which ensured playtimes are calm and well managed for all children.	Continue with Service in Sept 17.	£1365
	Train all staff in the Restorative Justice approach	All staff trained and implementing restorative justice approach. Children are beginning to use the approach independently.	Continue to embed into the positive behaviour management strategies of the school.	£0
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attainment for PP children inline with progress of children who are not PP	Tailored provision	Children worked in small groups with CT or TA in class. 60% - 80% mad expected standard in attainment.	Introducing Intervention programmes in afternoon alongside tailored provision. Encourage keep up not catch up ethos in KS1. Programmes are First Class @ Number and Project X.	£3306 TA £2500 resources
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Access to activities and the wider curriculum	To fund PP children to ensure they are given the opportunities that non PP children are given	All PP children were supported by the school to access enrichment activities	This will continue next academic year. Guitar lessons School trips Breakfast club	£2394 £315 £1463 Total - £12,326
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Individual Pupil Premium strategy document, which identifies children, is kept at school in the Head Teacher's office