

Newton Tony CE VC Primary School

Pupil premium strategy statement

1. Summary information					
<b>School</b>	Newton Tony C of E Primary School				
<b>Academic Year</b>	September 2018- July 19	<b>Total PP budget (ringfenced)</b>	£12060	<b>Date of most recent PP Review</b>	31.7.18
<b>Financial Year</b>	Apr 2018- March 2019		£1012 monthly		
<b>Total number of pupils</b>	Aut census–43 Spr census - 48	<b>Number of pupils eligible for PP</b>	8 children	<b>Date for next internal review of this strategy</b>	5.2.19

2.Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Children have their emotional learning supported by our school ELSA. The MoD and Newton Tony School fund Kaleidoscope Counselling Service for any child who needs ongoing long term emotional support.
<b>B.</b>	Children with poor oral language skills have access to daily speech and language support sessions at Newton Tony C of E School. The speech and Language Support is provided through a trained speech and language teaching assistant. Wiltshire LA Speech and Language Therapists offer advice and support.
<b>C.</b>	Children have access to a funded breakfast club which ensures children are ready for learning. It provides a healthy start to the school day and provides enrichment activities.
<b>D.</b>	We provide Teaching Assistants, to support SEND PP children, we provide tailored provision and not a Velcro model as we value and support developing independence.
<b>E.</b>	Children have the opportunity to access individual musical instrument lessons which are funded by the school to provide a creative outlet
<b>F.</b>	We fund extra curricula activities including: after school clubs, school trips
<b>G.</b>	We fund able children provision at Braeside Education Centre
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A</b>	Newton Tony school liaise closely with the LA Educational Welfare Officer, monitoring borderline attendance and promoting attendance in line with the National Average.
<b>B</b>	We liaise with multi agencies to ensure children are Safeguarded and information is current and all parties are informed of any changes.
<b>C</b>	We work alongside Secondary Schools to support transitions, the SENCOs arrange extra transition meetings with parental involvement

<b>3.Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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 the Wiltshire Tracker each half term, progress and attainment should be in line with children who are not Pupil Premium. The Kaleidoscope 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>B.</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
<b>C.</b>	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
<b>D.</b>	Children will participate in a range of clubs, trips and musical instrument lessons, developing their enjoyment and life experiences	Children participate in a range of clubs, trips and musical instrument lessons
<b>E.</b>	Newton Tony provide named pupil Teaching Assistants, to support SEND PP 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

**4.Planned expenditure**

<b>Academic year</b>	<b>2018-19</b>
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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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
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 want 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.	<p>ELSA to attend Network Meetings to liaise with other ELSAs, attend training and develop skills.</p> <p>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.</p> <p>Emotional progress is assessed through a 1-5 system</p>	ELSA SH CTs	Ongoing
	Employ the professional counselling skills of the Kaleidoscope 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.	<p>Kaleidoscope counsellors keep detailed records about childrens' disclosures and their emotional progress. They discuss any concerns and progress with the Head Teacher.</p>	HT Counsellors	Termly

	Train new 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. HT to train and mentor new staff	Dioceses advisor HT All staff Governors	Ongoing
<b>Costs</b>	ELSA - £983	Kaleidoscope counselling - £1365	Restorative Justice Training - £0	<b>Budgeted cost - £2348</b>	
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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 TAs 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. Two new intervention programmes to continue from September – First Class @ number and Project	TAs CTs SENCo HT	ongoing
<b>Budgeted cost</b>					£3306 TA £2500 resources Total - £5806
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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, if a child is very creative and has shown 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 the child and his/her parents about how they feel the child is progressing.	Guitar teacher	Ongoing
					<b>Budgeted cost</b> £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 after school 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 sport, IT and art and encourage the children to take part in the activities	We will informally monitor the after school clubs. We will check if necessary that the club is recommended by cluster school. We will discuss with parents about how they feel the club is impacting on the children.	After school clubs	Ongoing
					<b>Budgeted cost</b> £252 £2058

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
					<b>Budgeted cost</b> 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/ Child protection meetings to monitor pupil's attendance. Closely monitor attendance and reopen CAF if needed.	HT EWO CTs	<b>Budgeted cost</b>
					<b>Total budgeted cost</b> SLA

**Total budgeted cost £12.921**

## 5. Review of expenditure

**Previous Academic Year 2017 - 2018**

### 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. PP children received ELSA support and 60-80 %made expected standard in attainment.	Order Wiltshire Rightchoice ELSA traded resources 2018-2019	£1761 ELSA staffing costs  Subscription to Rightchoice - £95
	Employ the professional counselling skills of the Kaleidoscope 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 2018-2019. Apply for MoD funding – Armed Force Education Grant	£1500 counsellor

### 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 Project X and First Class@number interventions	Children worked in small groups with CT or TA in class 100% of PP Y1 children made expected in Phonics Check 100% of PP children made expected in Y2 recheck	Continue with Intervention programmes in afternoon alongside tailored provision. Encourage keep up not catch up ethos in KS1. Programmes are First Class @ Number and Project X.	£3789 Intervention TA £400 resources
<b>iii. Other approaches</b>				
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	£1752 school trips PP £215  £1710 guitar lessons PP £210  £3036 breakfast club Staffing  £2945 breakfast expenditure PP £368  Total - £11,374

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our personalised strategy document can be found in the Head Teacher's office.

Armed forces trust Funding was secure in February 2018 which enabled three children to access Kaleidoscope counselling  
 FONTs PTA funded the purchase of £200 books to support LA readers  
 Underspent £691 due to donated intervention book scheme by cluster school