

New Brancepeth Primary School

Pupil Premium Strategy Statement 2018 – 2019

1. Rationale

At New Brancepeth Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result all our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

2. Reception – Year 6 Pupil Premium Funding

| Pupils Eligible for PP Funding | Number of Eligible Boys | Number of Eligible Girls | Number of Looked After Children/ PLAC | Number of Service Children |
|--------------------------------|-------------------------|--------------------------|---------------------------------------|----------------------------|
| | Per Pupil £1,320 | Per Pupil £1,320 | Per Pupil £1,700 | Per Pupil £300 |
| | (£) | (£) | (£) | (£) |
| 54 | 23 | 31 | 2 | 0 |

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

4. Pupil Premium Summary Information

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| Total Number of Pupils (Inc. FTE) | 113 | Number of Pupils Eligible | 55 |
| Total Pupil Premium Budget | £65,260 | % of Pupils Eligible | 48% |

5. 2018 – Outcomes

| KS1 Year 2 - pupils | PP Pupils | | | Other | | | SCH GAP | Year 6 - pupils | PP Pupils | | | Other | | | SCH GAP |
|------------------------|-----------|------------|-----|-------|------------|-----|------------|---------------------|-----------|------------|-----|-------|------------|-----|------------|
| | SCH | NA 2017 | DIF | SCH | NA 2017 | DIF | | | SCH | NA 2017 | DIF | SCH | NA 2017 | DIF | |
| Expected Standard R | 78 | 62 | 16 | 73 | 79 | -6 | -1 | Expected Standard R | 67 | 59 | 8 | 67 | 77 | -10 | -10 |
| Expected Standard W | 78 | 53 | 25 | 73 | 72 | -1 | 6 | Expected Standard W | 83 | 66 | 17 | 67 | 81 | -14 | 2 |
| Expected Standard M | 78 | 60 | 18 | 80 | 78 | 2 | 0 | Expected Standard M | 50 | 63 | -13 | 67 | 80 | -13 | -30 |
| Year 1 Phonics | | | | | | | | Expected GPS | 67 | 66 | 1 | 67 | 81 | -14 | -14 |
| EYFS GLD | 60 | 56 | 4 | 71 | 73 | -2 | -13 | | | | | | | | |

| Area for Development, Barrier & Proposed impact | Strategy What is the evidence and rationale for choices? | Cost | How will we ensure this is implemented well? (Monitoring) | Impact Autumn Term | Actions to carry forward into Spring Term | Impact Spring Term |
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| <p>1. To continue to close the attainment gap between disadvantaged children in school and those nationally by ensuring class sizes represent the needs of the children and effective support is in place to provide targeted interventions</p> | <p>Class sizes reflect the needs of children within cohorts and percentage of FSM children within these. Teacher support is evident through smaller cohort sizes on a morning to clearly target English and maths. Teaching Assistant support is identified to allow the provision of targeted interventions in terms of 1:1/small group reading, HFW together with a range of social skills and physical interventions.</p> <p>Any child not hitting ARE expectations will work with a TA daily on 1:1 reading and maths support. This will be monitored by the English and Maths leads.</p> <p>Additional TA hours to facilitate some full time TA's in school to support teaching and learning.</p> | <p>£ 35,000 (additional teaching assistants 0.6 KS1 and KS2)</p> <p>£1,000</p> <p>£500</p> | <p>Review of interventions will take place to show that TA's are intervening positively and impacting on pupil outcomes through pupil progress meetings.</p> <p>Book monitoring will show positive impact of single cohort classes and progress will improve across all cohorts.</p> <p>SLT to monitor the impact on attainment and progress of additional 0.3 Year 4 teaching to address underperformance</p> <p>TA's to keep accurate records of 1:1/group interventions and SLT to monitor the impact of these regularly.</p> <p>Maths lead to monitor quality of maths interventions and provide</p> | <p>Evidence through monitoring and reading data shows improvements in reading particularly evident in children's reading ages.</p> <p>Monitoring of TA's shows an improvement in the record keeping in relation to individual children and learning walks show interventions are carried out. All TA's undertook CPD in relation to reading, phonics and the role of the TA in school.</p> <p>Booster classes are up and running in year 2 and 6.</p> <p>Monitoring has tracked the role of the TA and lesson observations show TA's are more effective in facilitating</p> | <ul style="list-style-type: none"> • Ensure progress continues to be tightly tracked for those children not yet making at least expected progress. • Report to governors at the end of the spring term the percentage of pupil premium children who have made better than expected progress in reading, writing and maths. • Ensure all staff update CPD records with the impact of their CPD on teaching and learning to ensure reflective practice for all staff. • Continue to monitor the impact of DHT non-contact time on the quality of | |

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| | <p>CPD identified for teaching assistants in relation to specific interventions</p> <p>CPD for all staff in relation to the use of teaching assistants across school</p> <p>Role of the DHT revised to a non-teaching role to support teaching and learning across school and impact on improved outcomes for children</p> <p>Booster classes for identified children in year 2 and year 6 to accelerate progress.</p> <p>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</p> | <p>£10,000</p> <p>£1,000</p> | <p>support and development for TA's</p> <p>English lead will monitor the quality of interventions in literacy and provide support and development for TA's</p> <p>Reading records show clear evidence of 1:1 reading in children's records and this impacts on improved pupil outcomes within reading ages/teacher assessments</p> <p>Planned booster classes happen and impact on improved outcomes for disadvantaged children.</p> | <p>learning within a lesson</p> <p>Additional hours were identified and this has impacted positively on the level of interventions offered in School.</p> <p>The DHT was initially non teaching however due to budget issues and staffing changes has needed to go back into class teaching.</p> | <p>teaching and learning.</p> | |
| <p>2. To improve attainment in reading so it is closer to national at the end of EYFS, KS1 and KS2</p> | <p>Further CPD for all staff to enable them to develop new resources and support relevant children in relation to developing both word reading and comprehension.</p> | <p>Additional CPD £2,000</p> <p>Literacy Boxes £1,200</p> | <p>Bug Club purchased and its use evidenced in guided reading in all classes</p> <p>Staff are confident in delivering guided reading sessions</p> | <p>Only specific bits of Bug Club were purchased and staff prefer the literacy boxes as they feel they better match the current needs of the children in relation to</p> | <ul style="list-style-type: none"> Look at vocabulary teaching and how we can further develop this in the context of current provision to support writing as well as reading. | |

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| <p>To develop comprehension strategies for children through targeted 1:1 reading sessions with a clear focus on vocabulary development and understanding.</p> <p>To use reading Vipers via Literacy Shed to support and develop reading within school</p> <p>Purchase of additional reading materials to further support guided reading and update home readers</p> <p>Purchase of class sets of novels to support teaching through novels across literacy to link to topics and engage children further</p> <p>Data shows reading has dipped over the last two years and school is poorly resourced with resources being outdated of low level interest to children. EEF Literacy Guidance 2017 suggests pupils need support to become confident and</p> | <p>Literacy Shed subscription £200</p> <p>£2,000</p> <p>£1,000</p> | <p>The quality of guided reading sessions improves in all classrooms</p> <p>Attainment and progress in reading improve across all cohorts in both word reading and comprehension strands.</p> <p>Attainment at the end of EYFS, KS1 and KS2 is closer to national</p> | <p>comprehension tasks.</p> <p>Guided reading monitoring and improved outcomes for children support that the quality of guided reading is improving within school.</p> <p>Reading Vipers have been purchased and planning and books show evidence of these being used in some classes.</p> <p>Class sets of novels have been purchased and staff report they are finding it easier to plan using these.</p> <p>Additional reading resources have been purchased to support access to quality home reading materials.</p> | <ul style="list-style-type: none"> Ascertain children's perspective of new reading materials and new guided reading resources and report to governors – particular focus on pupil premium children. | |
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| | fluent readers and the direct teaching of comprehension is a key part of reading development. | | | | | |
| 3. To strengthen knowledge and understanding of basic skills in maths to enable children to apply these within the wider mathematics curriculum through a mastery approach. | <p>To further develop a mastery approach to maths for children regardless of ability using White Rose Materials.</p> <p>Purchase further adequate resources to allow concrete material to be used across school to support this approach.</p> <p>Maths lead to become involved with North East Maths Hub to support the development of this.</p> <p>Support for new Maths lead via EDA contract to ensure improved outcomes for children</p> <p>Develop children's knowledge in relation to times tables to support basic skills</p> | <p>Staff CPD time to develop knowledge of White Rose resources and new maths resources via the Great North Maths Hub to support concrete understanding £2,000</p> <p>£500</p> <p>Times Table Rockstars £200</p> | <p>Monitoring will show evidence of mastery teaching in children's books showing fluency, problem solving and reasoning and this will impact on improved outcomes for children in relation to application of basic skills in a range of contexts.</p> <p>Maths lead to monitor and evaluate the impact of these materials and new resources.</p> <p>Maths lead will have a clear picture of mastery teaching in order to develop staff's understanding of this.</p> | <p>Staff have accessed specific CPD in relation to mastery teaching.</p> <p>Temporary maths lead has accessed support from the maths EDA in relation to maths and monitoring of judgements and all judgements were verified to be accurate.</p> <p>Times Tables Rockstars has been purchased and children enjoy accessing this and are keen to get onto the leader board.</p> <p>Schoffield and Sims books have been purchased to support ongoing</p> | <ul style="list-style-type: none"> Identify further TA CPD for maths As substantive maths lead returns ensure a smooth handover of action plans etc. | |

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| | <p>Purchase of Scoffield and Sims books to support basic skills</p> <p>EEF reports suggests On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.</p> | <p>Scoffield and Sims books £350</p> | | <p>development of basic skills.</p> | | |
| <p>4. To support attendance and punctuality so that figures are above those of similar schools nationally</p> | <p>To continue to offer cut price breakfast club to children to ensure they are in school and ready to start their day promptly and appropriately</p> <p>Member of staff to target attendance daily when no phone call is received to notify school and monitor attendance weekly and ½ termly sending out appropriate letters in relation to children's levels of attendance and organising meetings with parents, producing action plans and updating referrals to one point as necessary.</p> <p>Gov.uk 2016 - Central to raising standards in education and ensuring all pupils can fulfil their</p> | <p>Costs relate to staffing (2 x staff due to numbers of children) and food £1,500</p> <p>Staffing costs to follow up attendance £2,000</p> | <p>Attendance will be above national data and continue to improve</p> <p>Persistent absence will be below national data</p> | <p>Previous year's disadvantaged data was 92.7% current years' data is 94.6% however punctuality remains an issue.</p> | <ul style="list-style-type: none"> To impact and improve punctuality by offering free toast and juice from 8:35 a.m. Continue to follow LA policy to improve attendance | |

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| | potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. | | | | | |
| 5. To further develop wider life experiences to impact on children's social and emotional wellbeing and improve behaviour for learning within school | <p>To continue to strengthen outdoor provision so it becomes sustainable through forest school provision and develop own provision through staff CPD in relation to forest schools and OPAL</p> <p>Implement curriculum enrichment weekly with focus on the Arts and PHSE to further develop the curriculum offer and wider experiences</p> <p>Ensure termly visits or visitors for each class to further develop children's life experiences</p> <p>Future steps OT provision to support self-regulation and improve engagement in class</p> <p>Education Endowment fund and Morris 2003</p> | <p>£1,500 (to cover OPAL resources)</p> <p>£3,500</p> <p>£2,000</p> <p>£1,500</p> | <p>Monitored through questionnaires and discussions with teachers and children.</p> <p>Monitoring of behaviour shows a lower incidence of antisocial behaviour at playtime/lunchtime and self-regulation and engagement in the classroom improves. (CPOMS incidents)</p> <p>Lessons observations will continue to show children have more resilience in their learning when faced with challenge</p> <p>Curriculum offer is continues to be enhanced through outdoor provision and wider experiences – DHT monitors curriculum</p> | <p>OPAL provision was started however in light of the issues caused at playtime via some of the equipment and discussions with children through the school council it has been decided to invest in play equipment.</p> <p>Forest Schools CPD is underway.</p> <p>Enrichment activities happen on a Friday and children report they enjoy these.</p> <p>A range of visits and visitors have been to school to support the curriculum offer.</p> | <ul style="list-style-type: none"> • Extend Forest Schools offer to EYFS • Create a specific forest schools space with fire pit and access training for staff • Look at outdoor seating provision and quiet spaces for playtime • Investigate small world provision to support language development. • Plan aspirations week for July | |

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| | <p>recognise the importance of developing confidence, social interaction and physical and mental health through outdoor provision.</p> <p>Educational Endowment fund highlights the importance of speaking and listening in developing writing EEF Guidance 2017</p> | | <p>offer as leader of teaching and learning.</p> <p>Monitoring shows the curriculum offer is broad and balanced and ensures access to wider experiences through the monitoring of visits and visitors</p> | | | |
| | | Total planned spend in relation to disadvantage £68,950 | | | | |

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| Additional Funding Supporting Provision |
| Schools main budget £3,690 |

| Governance | | | |
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| Monitoring The Effectiveness & Impact of Pupil Premium Performance | | | |
| Pupil Premium Governor: Jayne Gibson | | | |
| Pupil Premium Committee Meeting | Autumn: December 2018 | Spring: | Summer: |
| <p>Autumn Summary</p> <p>Headteacher and governor met to complete the review of impact, evaluate spending and identify further actions for the spring term. Data shows that from the end of summer 2018 progress as follows:</p> <p>Reading - Disadvantaged expected plus progress 87% good plus is 39%</p> <p>Writing – Disadvantaged expected plus progress 67% good plus is 41%</p> <p>Maths – Disadvantaged expected plus progress 80% good plus is 32%</p> | | | |
| Spring Summary | | | |
| Summer Summary | | | |

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| Review Date | July 2019 |
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