

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Newlyn School				
Academic Year	2019 - 2020	Total PP budget	£78,463	Date of most recent PP Review	Summer 2019
Total number of pupils	135	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Autumn 2019

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (LA average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	46%	45%	70%
Reading EXS	64%	58%	80%
Writing EXS	64%	65%	83%
Maths EXS	46%	62%	80%
Progress scores for disadvantaged pupils	reading	Writing	maths
	-2.33	-1.42	-5.15

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	High number of pupils unable to fully access learning due to barriers predominately related to social, emotional and mental health.
B.	Where pupils are working at greater depth, some are unable to attain EXS due to lack of available parental support
C.	At Newlyn school more pupils with resilience barriers are also PP funded.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for PPG pupils is on average 3% lower than Non PPG pupils.	
E.	Lack of opportunities for some PPG children to be involved in extra-curricular activities.	
F.	Some pupils hold low life expectation for themselves	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve. Measured by class TIS assessments and PP ACE assessments.	TIS assessment show decrease in need for emotional support for pupils who have had TIS interventions in 2019 -2020.
B.	Identified GD PP pupils will have individual and group support in GD area. Specialist TA will be identified to lead PPGD interventions. All GD PP pupils to access resilience training in preparation for SATs and other year group	Pupils with GD indicators will maintain expected progress in all GD areas
C.	Develop playtime through Play leadership – focus on good play, group play, managing friendships and de-escalation	Emotional resilience and self-regulation of pupils enables purposeful playtimes.
D.	Attendance for all pupils eligible for PPG is in line with whole school attendance.	There will be an improvement in attendance and a decrease in the number of lates. Attendance for PPG pupils shows a reduction PA pupils Reduce the number of persistent absentees among pupils eligible for PP
E.	Allocation of funding to all PP funded pupils to support parental choice for extra curricular activities with consideration for additional depending on need.	All pupils who wish to attend extra-curricular activities do so
F.	Opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils cultural events and experiences are a focus of school planning	All children have a rich diet of extra-curricular activities, and experiences to relate their learning.

5. Review of expenditure

Previous Academic Year

2018 -2019

i. Quality of teaching for all **A**

Action	Intended outcome	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
To ensure pupil premium children make good to outstanding progress in all core subjects.	Employment of HLTA to cover teachers to work with pupil premium children on a 1:1 or small group basis and high quality teaching assessment support focussing on PP.	Assessment shows that our pupil premium children have achieved in line or better than non-pupil premium children except where there is a high proportion of SEND children in reading and writing. They are still below in maths in some year groups.	The approach has had a positive impact and we will continue with it next year with targeted support for more able PP children.	cost of HLTA and TAs £35,000

ii. Targeted support **BC**

Action	Intended outcome	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 learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	One to One and group intervention and mentoring to overcome emotional need barriers. Playtime support New PSHE scheme of work	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Continue with provision but ensure it is a whole school approach for maximum impact. Play leader support and Little Bird Music has had a noticeable impact on behaviour both in school and in the playground. PSHE scheme introduced but needs to be embedded by being given a higher profile in school alongside our virtue's curriculum.	1 x TA pm 16 Refurbishment of TIS room New PSHE Scheme Lunchtime support/ Little Bird Music
To provide additional, focused and targeted Speech and Language support for identified PP children in KS1 who are below age related expectations.	KS1 children make good progress in reading and writing	Identified children have made progress, particularly with reading.	Continue with provision.	7 Hours TA pw
Opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils Cultural events and experiences are a focus of school planning	Opportunity for experiences beyond cultural understanding for PP pupils at school.	All pupils had enhanced provision that supported increases in cultural understanding.	Change focus to support funding for specific pupils to access opportunities within classes and residential trips and to offer the opportunity to learn a musical instrument.	Provision of input @ £7,500

iii. Other approaches **DEF**

Action	Intended outcome	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
All PP children are able to participate in extra-curricular activities and opportunities.	Higher number of PP take part in clubs, activities and play musical instruments,	Achieved Scope and range of clubs increased	Focused support for club provision and funding has increased but we need to ensure that all children can access clubs like the cycling club where lack of equipment is a barrier.	£5,500

Breakfast Club provided	PP children will have breakfast provided	This was only taken up by a small group of pupil premium children.	We need to advertise the club to get a better take up and review the strategy next year.	£3,500
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6. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All classes have target focuses marking for writing that specifies next learning steps.	Feedback to PPG pupils is enhanced via more regular conference support from Teacher and TA	EEF research guidance https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Markings_Review_April_2016.pdf chapter 6 In recent monitoring pupils were less sure about making use and individual targets. (feedback +8)	Monitoring of targets within books Pupil conferencing CPD	IS, JF, PM	July 2020
Teaching supports all PPG pupils to fully engage with the learning process and understand their contribution to learning	All PPG children have access to learning support assistant who can support learning in context and with pupils during intervention	EEF research guidance : 'Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.'	Monitoring of intervention teaching. Lesson observations to ensure high quality teaching for all.	IS, JF, PM, SM	July 2020

There is a focus on high quality teaching of reading across the school. This includes regular guided reading using high quality texts and upgrading of the school library. Pupil premium children will benefit from the support of a Pupil Premium Reading Champion who will support them individually and in high ability groups.	Standards in reading will improve across the school with identified pupil premium children making at least as much progress as their peers.	Research shows that children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read. (Institute of Education Study) EEF: (reading comprehension strategies +6)	Regular monitoring of the teaching of reading Pupil voice Assessment analysis	JF, IS	July 2020
Total budgeted cost					£20,000
ii. Targeted support – focus on smaller groups of PP pupils					
Action	Intended outcome	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 learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	Early intervention to support emotional needs	Research shows that being supported with self-regulation can have a significant impact based on learning. https://educationendowmentfoundation.org.uk (self-regulation +7/ social and emotional learning +4)	Monitoring of pupils via TIS support plans and intervention exit data Monitoring of the teaching of PSHE	JW, LWH, HJ with class teachers IS	July 2020
Improve oral language skills for pupils eligible for PP in KS1. Enhanced internal provision for SALT pupils have needs met in EYFS	Reduction of Pupils continuing with external SALT provision in KS1	Poor language predicts poor literacy skills and without the right help, between 50% and 90% of children with persistent communication needs go on to have reading difficulties. (The Communication Trust) EEF: oral language interventions +5	Monitoring of pupils SALT support plans and intervention exit data	JW and JN	July 2020

Allocation of funds to support class, group and whole school trips, visits and visitors.	Finance is not a barrier to planning whole school or class experiences that support learners.	Reduction in voluntary contributions from parents have made some trips not viable. To support curriculum aims and provides a varied and inspiring range of enhancing experiences funding to support these is necessary.	Staff awareness of fund to support trips an allocation proportionate to PPG pupils within classes.	Class teachers with SBM	March 2020 to ensure all groups have accessed funds
Small group and 1:1 support for more able pupil premium children in core subjects targeted at specific needs of children	More able children achieve GD	EEF: one to one tuition +5/small group tuition +4	Monitoring of intervention and impact using pupil voice and assessment analysis	JF, SM, IS	July 2020
Play leader support at lunchtimes to learn to play and self-regulate emotions.	There is a decrease in behaviour issues at lunchtimes which impact on time in the classroom.	Evidence for this approach can be seen in the improvement last year in behaviour across the school but particularly at playtimes.	Monitoring of the Red Book showing a decline in entries.	JO, IS	July 2020
Total budgeted cost					£35,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance will be part of the SDP with a whole school reward system introduced and measures in place to monitor lateness in more detail.	There will be an improvement in attendance and a decrease in the number of lates.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	The attendance coordinator will work closely with the EWO and the Head to oversee attendance.	SM	July 2020
All PP children are able to participate in extra-curricular activities including access to music	PP children will have the same opportunities to participate in extra-curricular activities as non PP children.	A large proportion of our children live in areas of high deprivation. Deprivation can have a large and pervasive impact on educational attainment, (Programme for International Student Assessment: PISA)	Termly analysis to see which PP children are accessing music opportunities and extra-curricular activities	DR, JF	July 2020

Total budgeted cost		£19,000
7. Additional detail		