

Newton Poppleford Primary School Pupil Premium Strategy 2018

1. Summary information					
School	Newton Poppleford Primary School				
Academic Year	2018/19	Total PP budget (April 2018)	£46,000	Date of most recent PP Review	Sept 2018
Total number of pupils	189	Number of pupils eligible for PP (April 2018)	32	Date for next internal review of this strategy	May 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.	
In-school barriers	
A.	Poor Oral language skills
B.	Social and emotional development - (behaviour, focus, self-esteem) - Most PP pupils are identified as having Social and Emotional need in most year groups across the school
C.	Low aspirations
External barriers	
D.	Home concerns - Home concerns have been identified in some year groups

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Early intervention and precision first wave quality teaching is administered in EYFS and KS1 and KS2 to close gaps. - Gaps are identified quickly, addressed and closed	Continued Improved data – at the end Reception and KS1 - Assessment data at KS1 and 2 improves
B.	Children become more resilient learners with better attitudes to learning - Leaders ensure all staff are aware of and follow the school behaviour policy - Negative behaviours are addressed thoroughly. - The school encourages positive learning behaviours and celebrate pupils' achievements in class and as a whole school	Behaviour log (CPOMS) – amount of behaviour concerns on Cpoms is reduced - Pupils consistently demonstrate positive learning behaviours, evidenced through learning walks, lesson observations and book scrutinies Assessment data improves - More pupils achieve EXP or GDS in Reading, Writing and Maths

C.	Speech and language development is identified and addressed rapidly in EYFS and KS1 <ul style="list-style-type: none"> - More pupils leave achieve ELG, at a Secure level in C&L and Literacy (EYFS) and EXP+ in Reading and Writing 	Assessment data for phonics, reading and writing continues to improve from Reception to Y6
D.	Home concerns are communicated to the SLT and Class teachers, recorded on Cpoms and closely monitored <ul style="list-style-type: none"> - Provision is adapted in class where necessary to enable pupils to achieve - Increased sessions for improved social and emotional well-being 	Home concerns are addressed and as a result reduce over time Impact of home concerns reduce as necessary social and emotional and academic support is offered

4. Planned expenditure					
Academic year	2018/19				
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 / 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?
Academic data is tracked – gaps in learning are closed, and HA pupils challenged	PP profiles are created for each PP pupil in the school from reception to Y6	Each pupil’s needs are addressed individually and specific intervention is provided according to need	Teachers deliver 1 st wave quality teaching and address gaps through precision teaching TAs are timetabled to address pupils’ specific needs PP Pupils attainment is at least in line for year group target for Reading, Writing and Maths	SLT SENco:	Termly
Barriers to learning are addressed rapidly	PP profiles are created for each PP pupil in the school from reception to Y6	Barriers to learning, are carefully considered and addressed to ensure academic learning can progress	SENCOs to communicate and support teachers to address barriers to pupils’ learning TAs are used to support teachers with addressing barriers to learning	SLT SENco:	Termly
Total budgeted cost					£41,500

ii. 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?
Challenge HA PP Pupils to Greater Depth	Provide opportunities for enrichment	Ensure pupils are challenged to Greater Depth and exposed to wider curriculum opportunities	SLT to support teachers in achieving Greater Depth through quality teaching and providing enrichment opportunities PP Greater Depth attainment is at least in line with year group attainment targets	SLT (SV/JM) Class Teachers	Termly
Provide wider curriculum enrichment opportunities	Community groups, sports clubs, music lessons, school council etc	To widen children's learning experiences to support social and emotional development, as well as supporting academic ability	Assistant Head teachers to ensure teachers and aware of enrichment opportunities as well as individual provision to meet PP pupils' specific needs	SLT Class Teachers	Termly
Total budgeted cost					£5,000