Pupil premium strategy statement

1. Summary information					
School	Newby and Scalby Primary School				
Academic Year	2019-20	**Total PP budget**	£63 660	**Date of most recent PP Review**	June 2019
Total number of pupils	423	**Number of pupils eligible for PP**	46	**Date for next internal review of this strategy**	June 2020

2. Current attainment		
	Pupils eligible for PP (Your school)	All pupils (national average|)
% achieving expected standard or above in reading, writing & maths	64% (84% for all pupils)	65%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	*46% of children eligible for PP have SEND (Including 9% with an EHCP)*
B.	Higher percentage of children eligible for PP with speech and language therapy (SALT) needs than the whole school cohort
C.	
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance for a small but significant group of children who are also eligible for PP

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved outcomes and progress in KS2 for children eligible for PP	• Majority of children who are eligible for PP who begin KS2 below the age related expectation to make faster progress. • Increase the percentage of children reaching the expected standard for attainment and progress. (Note: current cohort was lower performing at KS1.) The aim is to maintain or improve outcomes against national averages and bring performance further into line with school outcomes.
B.	Further develop the role of the Inclusion Team to respond quickly to need and signpost to appropriate support. Increase further the level of knowledge among all school staff in ways to support children with any form of disadvantage.	• Children having access to appropriate pastoral support • High levels of engagement
C.	Develop the role of governors in holding school leaders to account.	• A named governor to meet regularly with AHT to review and report.

5. Planned expenditure					
Academic year					
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?**
Improved attainment and progress. **All teaching good and outstanding.**	**Pupil Achievement Meetings (PAMs) used for early identification of need.** Bespoke CPD for all staff. Developing a successful approach	2018-19 outcomes were very strong for the whole school and also for children eligible for PP	Data outcomes for target groups Strong progress demonstrated, regardless of starting points Resources deployed effectively	DHT/AHT	Termly
Accurate performance data enabling effective identification of need and teaching.	Further develop refined graduated response to need and CPD necessary to meet targets. Continuing successful approach from previous year.	Positive 2018-19 outcomes. Refinements necessary.	Meetings with aspiring school leader Target groups reviewed.	Aspiring school leader/AHT	Half-termly
Increased responsiveness on the basis of need of the Inclusion Team and inclusive provision	An already proven provision.	An established part of provision that was reviewed in the previous academic year. Changes to systems will be supported through CPOMs to efficiently enable appropriate support and referrals to other agencies.	Fewer children and families requiring pastoral support within KS2 Swift referral to appropriate provision Teaching staff employing a range of strategies to support children with any form of disadvantage.	AHT/Inclusion Manager	Half-termly
				Total budgeted cost	£15,000 (Leadership time.) £31,000 (Inclusion, including training, outdoor and adventurous activities)

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?
Development of language skills in the Early Years and KS1	SALT Language Links Chatterbugs	Development of previous year's involvement in the Opportunity Area funded project.	Fewer children in KS2 requiring SALT – re-screening and lower numbers of referrals. Small group progress in language skills in KS1	AHT	Half-termly
				Total budgeted cost	£10,000 (Inclusion and Leadership time. ATA and GA deployment)

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?
Increased attendance and punctuality for pupils eligible for PP	Developing a specific role within the Inclusion Team to monitor and respond	Inclusion Manager to monitor a group of families. Regular contact and potentially home visiting to enable better engagement Liaison with outside agencies – Early Help or Healthy Child Team	Reduced percentage of families whose children have persistent attendance issues.	Inclusion Manager	Half-termly
				Total budgeted cost	£7,660 – training, redeployment,

6. Review of expenditure

Previous Academic Year	**2018-19 [58 pupils £75,100]**

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**
Increasing % of pupils eligible for PP achieving the expected standard in reading, writing and mathematics	• Pupil Achievement meetings (PAMs) enabling effective and prompt re-deployment of resources. • Refined PAM process including CPD • Additional teaching capacity provided by DHT & AHT	School outcomes at KS2 were above national outcomes School targets were met Progress for disadvantaged pupils (a cohort which included 33% SEND and 17% with an EHCP) was within the average for all pupils (Re: -1.6, Wr: -0.5 and Maths: -2.2)	The approach will continue, with refinements, and will aim to enable such positive outcomes to be achieved for a lower performing cohort and with a lower level of school resource.	
Development of the effectiveness of graduated responses for all vulnerable pupils.	• CPD/monitoring role provided by an aspiring school leader leading and reporting to the Senior Leadership Team	School outcomes for all pupils were above national outcomes Gaps were monitored and effective changes to provision were implemented.	Continue the approach focusing on moderation of outcomes and CPD for particular cohorts	
				Total budgeted cost: £23,000 (Leadership time and CPD support.) £31,000 (Inclusion, including training, outdoor and adventurous activities)

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 engagement with learning through support of SEMH.	• Review and development of Inclusion Provision undertaken to effectively align procedures with those developed within the local authority, particularly changes in SEND support	• Learning time maximised for pupils and teachers • Referrals to outside agencies more quickly managed • Information to parents passed swiftly • Focused learning support in reading and SALT	Continue to develop the Inclusion Provision Refine SALT delivery – focus on KS1 and individuals within KS2 Develop the use of CPOMs	
Development of language skills to enable better engagement with learning.	Language Links and liaison with Chatterbugs (NYOA project)	• Decline in need for SALT within KS2 after children retested • High level of engagement of children participating (high percentage of PP children)	Refine approach after re-screening Smaller groups Increased targeting of individual SALT provided by Chatterbugs.	
				Total budgeted cost: £15,000 (Inclusion, leadership, and teaching assistant time.)
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 witatll continue with this approach)	**Cost** £6,100 (Inclusion team)

<table>
<tr>
<td>Improved attendance for children eligible for PP</td>
<td>Inclusion Team monitoring
Referral through Early Help/Healthy Child Team
Building relationships</td>
<td>
<table>
<tr><td colspan="3">Absence</td></tr>
<tr><td></td><td>School</td><td>National</td></tr>
<tr><td>All pupils</td><td>4.1%</td><td>3.9%</td></tr>
<tr><td>PP</td><td>4.6%</td><td>5.4%</td></tr>
<tr><td colspan="3">Persistent absence</td></tr>
<tr><td>All pupils</td><td>8.7</td><td>8.4</td></tr>
<tr><td>PP</td><td>10.4</td><td>15.7</td></tr>
</table>
These outcomes are positive, compared to national figures and continue a trend of improved attendance.
Persistent non-attenders were contacted regularly and support was offered
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<td>An increased focus for the future with additional funding to support an individual, ring-fenced role within the Inclusion Team from the Opportunity Area
Aim to decrease persistent absence.</td>
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