

Pupil premium strategy statement New City Primary School

1. Summary information					
School	New City Primary School				
Academic Year	2017/2018	Total PP budget	£179, 940	Date of most recent PP Review	18/9/17
Total number of pupils	701	Number of pupils eligible for PP	153	Date for next internal review of this strategy	July 2018
Pupil premium numbers last three years/allocation of money					
		2014-2015	167	£236, 600	
		2015 -2016	152	£238,500	
		2016-2017	146	£195,780	

2. Current attainment				
	Pupil progress scaled score (dis)	Average scaled score	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths			76%	74%
% making progress in reading	5.5	107	93%	74%
% making progress in writing	3.2		83%	77%
% making progress in maths	7.4	109	79%	82%

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.	Low on entry starting points in oracy in Reception is lower for PP pupils than for other pupils. This slows progress in reading and writing in Reception
B.	Focus groups lowest 20%(not SEND) in KS2 classes who are making less progress than other PP pupils. Diminishing the difference for KS2 children in attainment in reading, writing and maths with a particular focus on writing
C.	High ability pupils who are eligible for PP making less progress in KS2 in years 5/6
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates of groups of pupils especially those with PP-pupils travelling overseas to see families in school time Attendance rates of pupils with complex medical needs
E.	Housing issues-including overcrowding, poor living conditions, risk of evictions ,temporary housing arrangements

F.	High mobility of Pupil Premium children who arrive mid-phase often with limited English	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	All pupil to achieve higher than national averages in reading writing and maths in end of key stage national tests and in -house assessment in all year groups across the school year	PP children to achieve in line with non PP at 87% at expected and 25% achieves above expected in RWM
B.	Improved oral and written language skills for PP pupils in Reception classes	GLD for PP pupils to be at 87% in speaking and listening and writing and reading skills at the end of Reception
C.	Increased attendance rates for pupils eligible for pupil premium	PP pupils attendance at least 96%
D.	Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas	Pupil feedback case studies and parental feedback.

5. Planned expenditure

Academic year

2017/2018

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?
Diminish the difference between PP and NPP children where it is evidence	Intervention groups for maths and English-small group support in Y6 and KS1	Interventions will support quality first teaching and will be targeted intelligently	Assessment and data collection each half term Evidence in pupils books Pupil progress meetings Teaching and learning observations Whole staff CPD Planning monitoring identifying PP children needs are met	SLT	Summer 2018
All PP children to achieve end of key stage expected targets	Teaching Assistant intervention support. Wave English, mathematics and Phonic support.	Targeted support with close supervision by class teachers and PP lead	CPD for support staff Observation by SENCO and PP lead	MB - DHT	Summer 2018
All PP children to achieve end of key stage expected targets	Booster sessions to support all learners. Particular focus on Y6 to support transition to Y7	Small groups led by qualified teachers on a regular basis Regular assessment to identify key children	Monitoring by Y 6 lead Monitoring by curriculum coordinator and Y6 teachers	BP -AHT	May 2018
To raise GLD % to 87%	EYFS Embed Jolly Phonics Phonics Booster Introduction of new scheme of work for phonics	To raise CLL and CLE through speaking and listening programmes To increase staff knowledge and strategies	Classroom observations by EYFS lead Regular teacher assessment Data tracker Pupil progress meetings	SD -DHT	Summer 2018

End of Autumn Impact: (Taken from our most recent data analysis) Reading - There is an even split of PPPs outperforming NPPs and vice versa. Half of the school have PPPs performing at the 25% end of year ARE (age related expectations) benchmark we set for end of Autumn. The remainder of the school should convert by Spring 1 and be on track to achieve the 50% by end of Spring 2.
 Writing - PPPs are outperforming NPPs with the exception of Year 1. These should convert by Spring 1 and be on track to achieve the 50% by end of Spring 2.
 Mathematics - PPPs outperform NPPs in half of the school with near parity in Y6.
 EYFS on track to achieve ARE (above 25% of cohort achieving GLD at end of Autumn).
 Wave 3 and Booster will support targeted children in the Spring term

End of Spring Impact: (Taken from our most recent data analysis) Reading - Far more pupils performing at High (EXP) and above compared to end of Autumn 2 where there were no PP performing at Mastery. There continues to be an even split of PPPs outperforming NPPs and vice versa with very near parity in Y6. Two thirds of the school have PPPs performing at the 50% and above end of year ARE benchmark we set for End of Spring. All PPPs have moved from low since A2 in Y2 and Y4. The remainder of the school should be on track to convert by end of Summer term to achieve the whole school target of 87% with the exception of those pupils with specific needs.

Writing - Far more pupils performing at High (EXP) and above compared to end of Autumn 2. There continues to be an even split of PPPs outperforming NPPs and vice versa. All PPPs have moved from low since A2 in Y2. Two thirds of the school have PPPs performing at the 50% and above end of year ARE (age related expectations) benchmark we set for end of Spring. The remainder of the school should convert by Spring 1 and be on track to achieve the end of year target of 87%.

Mathematics - Far more pupils performing at High (EXP) and above compared to end of Autumn 2. All PP have moved from low since A2 in Y2. Only 1 PP at low in Y4. There continues to be an even split of PPPs outperforming NPPs and vice versa with very near parity in Y4 and Y6. All PPPs have moved from low since A2 in Y2. half of the school have PPPs performing at the 50% and above end of year ARE (age related expectations) benchmark we set for end of Spring 2. The remainder of the school should convert by Summer and be on track to achieve the end of year target of 87%.

Y2 and Y6 are on track to achieve whole school target of 87% by end of Summer

Y1 phonics on track to achieve above 87%. Y2 phonic re-takes - 80% on track.

EYFS are on track to achieve 87% ARE (60% of current cohort achieving GLD at end of Spring 2).

Wave 3 intervention and Booster will continue to support targeted children in the Summer term.

End of Summer Impact:

EYFS:						
GLD 86%		PP GLD 88%		NPP GLD 86%		
Phonics:						
Y1: 89%		PP 82%		NPP 92%		
Y2 re-take: 100%		PP 0%		NPP 100%		
Y2:				Y2 GDS:		
RWM	84%	PP 83%	NPP 84%	18%	GDS PP 25%	GDS NPP 17%
Reading	85%	PP 83%	NPP 86%	22%	GDS PP 33%	GDS NPP 20%
Writing	85%	PP 83%	NPP 86%	19%	GDS PP 25%	GDS NPP 18%
Mathematics	86%	PP 83%	NPP 87%	21%	GDS PP 42%	GDS NPP 17%
Y6 (unvalidated):				Y6 GDS (unvalidated):		
RWM	78%	PP 80%	NPP 76%	14%	GDS PP 12%	GDS NPP 14%
Reading	81%	PP 84%	NPP 76%	40%	GDS PP 36%	GDS NPP 27%
Writing	81%	PP 80%	NPP 76%	20%	GDS PP 20%	GDS NPP 24%
Mathematics	86%	PP 80%	NPP 76%	50%	GDS PP 36%	GDS NPP 44%

EYFS - PP outperforming NPP at GLD by 2% (near parity)

Phonics - Y1 NPP outperforming PP by 10%

End of KS1 - Near parity achieved by PP and NPP in RWM overall. GDS PP outperforming NPP by 8%

End of KS2 - Unvalidated but PP outperforming NPP in RWM overall. Near parity achieved in GDS by PP and NPP in RWM (2% differential).

Next steps for 2018-2019: Continue to bridge differences between PP and NPP to achieve near parity. Whole school focus on Reading and achieving 25% GDS across all key stages.

Total budgeted cost £65,000

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?
At least 87% of PP children to reach end of Key stage expectation	Reducing class size year six/transition	Smaller groups allowing greater focus on closing gaps - easier identification of gaps in learning	Monitoring by Y 6 lead Monitoring by curriculum coordinator and Y6 teachers Monitoring by HT	MB -DHT	May 2018
Increased attendance and punctuality rates	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling	Attendance is key to raising attainment and pupil progress	Through briefing of support worker about existing issues. PP DHT, office staff, head teacher will collaborate to ensure close monitoring and follow up with letters and parent meetings	HT and DSLs	Reviewed termly in safeguarding meetings
To ensure that children entering school at the early stages of EAL are able to access the curriculum	Specialist member of staff to support targeted children across the school. 1:1 and small group support. Support for teachers in class and withdrawal groups for NEAL children	Large influx of NEAL children across the school. Making sure that these children and their teachers are fully supported	Monitored by SLT to make sure that gaps closing between EAL children, including PP and cohort	SLT	Half termly data review Summer 2018 full review of provision

End of Autumn Impact: (Taken from our most recent data analysis) Reading - There is an even split of PPPs outperforming NPPs and vice versa. Half of the school have PPPs performing at the 25% end of year ARE (age related expectations) benchmark we set for end of Autumn. The remainder of the school should convert by Spring 1 and be on track to achieve the 50% by end of Spring 2.
 Writing - PPs are outperforming NPPs with the exception of Year 1. These should convert by Spring 1 and be on track to achieve the 50% by end of Spring 2.
 Mathematics - PPPs outperform NPPs in half of the school with near parity in Y6.
 EYFS on track to achieve ARE (above 25% of cohort achieving GLD at end of Autumn).
 New EAL admissions Autumn term: 24.1% of our new admissions were EAL. EAL support in place.
 Attendance Autumn term: 94.8% - Report on attendance to go to GB - further breakdown of figures. Punctuality is a focus for Spring term

End of Spring Impact: (Taken from our most recent data analysis) Reading - Far more pupils performing at High (EXP) and above compared to end of Autumn 2 where there were no PP performing at Mastery. There continues to be an even split of PPPs outperforming NPPs and vice versa with very near parity in Y6. Two thirds of the school have PPPs performing at the 50% and above end of year ARE benchmark we set for End of Spring.
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 Mathematics - Far more pupils performing at High (EXP) and above compared to end of Autumn 2. All PP have moved from low since A2 in Y2. Only 1 PP at low in Y4. There continues to be an even split of PPPs outperforming NPPs and vice versa with very near parity in Y4 and Y6. All PPPs have moved from low since A2 in Y2. half of the school have PPPs performing at the 50% and above end of year ARE (age related expectations) benchmark we set for end of Spring 2.
 Y2 and Y6 are on track to achieve whole school target of 87% by end of Summer.
 Y1 phonics on track to achieve above 87%. Y2 Phonic re-takes 80% on track to achieve pass mark.
 EYFS are on track to achieve 87% ARE (60% of cohort currently achieving GLD at end of Spring 2).
 New EAL admissions Spring term: 50% of our new admissions were EAL. EAL support in place.
 Attendance: 95 % - Report on attendance to go to GB - further breakdown of figures. Punctuality continues to be a focus for Summer term.

End of Summer Impact:

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GLD 86%		PP GLD 88%		NPP GLD 86%		
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Y1: 89%		PP 82%		NPP 92%		
Y2 re-take: 100%		PP 0%		NPP 100%		
Y2:				Y2 GDS:		
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End of KS2 - Unvalidated but PP outperforming NPP in RWM overall. Near parity achieved in GDS by PP and NPP in RWM (2% differential).

Next steps for 2018-2019: Continue to bridge differences between PP and NPP to achieve near parity. Whole school focus on Reading and achieving 25% GDS across all key stages.

Total budgeted cost £65,000

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?
To raise ambitions and aspirations .Work on academic projects with university graduates	Into -University year 6 project	Local community has previously had limited access to tertiary education. This two year project looks at encouraging pupils to access and monitors them through transition points from primary to secondary and then to university	Attend university taster activities. Pupils attend one week intensive session in conjunction with Southbank University programme that gives pupils in years 5/6 opportunity to develop independent learning skills Pupils graduate at the end of this programme with parents at university campus	SLT	Summer 2018
Arts participation theatre groups	Gamalan project (year 3)	All pupils to make puppets and play Instruments for a performance related to Indonesian culture.	SLT to monitor End of project parent performance Pupil view feedback	SLT	April 2018
	Brick Lane Music Hall (Year 6) professional performers will help develop children's performance skills for the end of term show	Local partnership with Brick Lane Music Hall give children the opportunity to work with and produce arts performance over 4 weeks to produce high quality performance with professional musicians and actors	SLT observations Parent feedback Pupil feedback End of project performance	SLT	Summer2018
	Visits to theatres and other art events	Further develop partnerships with art networks in the borough and beyond to involve children in art projects	Displays Feedback	SLT	April 2018
Ensuring physical and mental wellbeing	Breakfast club Afterschool clubs Learning mentors Educational Psychotherapist	Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home After school provision of 10 clubs that support both physical and mental wellbeing. Pupils have improved access to a wider range of sports, arts, crafts and music Families are supported by the Learning mentors and DHT with responsibility for safeguarding. This enables teachers to focus on quality first teaching while pastoral issues with families are supported. A decline in access to mental health wellbeing for primary aged pupils and a rise in pupils displaying early signs of mental health difficulties mean we have taken the decision to buy in our own provision. This is in conjunction with parents support has seen a decline in on-going behavioural issues across the whole school.	Fortnightly safeguarding meetings Termly monitoring of clubs by SLT	SLT	Termly at ELT meetings

End of Autumn Impact: Feedback from the array of visits and workshops attended from the pupils were very positive and pupil voice have expressed the enjoyment and value of educational visits and workshops organised which have included: Tower Bridge, Into Uni, Junior Citizenship workshop at Tate and Lyle, Stratford Discovery Centre, Science workshop delivered by Mad Science, Pantomime visit at Stratford Theatre Royal, Olympic Park Stratford.

Current provision through breakfast club, afterschool clubs, learning mentors and additional outside agencies (e.g. EP and SALT) have proven successful with the targeting of specific pupils and their families. No Bullying, Racial or Critical incidences recorded this term.

Spring term to further develop extracurricular opportunities.

End of Spring Impact:

Appointment of School councillors and Y6 peer mentors to convey pupil voice and represent and promote school ethos of the 5Cs across the school as well as a being provided with roles and responsibilities to adhere to. Feedback from the array of visits and workshops attended from the pupils were very positive and pupil voice have expressed the enjoyment and value of educational visits and workshops organised which have included: Gamalan, Stratford Discovery Centre, Pantomime visit at Stratford theatre, Flip Out trampoline visits, local park visits, Into Uni, Docklands Museum, Bread making workshops, Science Week assembly with Doctor Ken, Y5 & 6 writing workshop.

Current provision through breakfast club, afterschool clubs, Easter school boosters, Boosters, learning mentors and additional outside agencies (e.g. EP and SALT) continue to have proven successful with the targeting of specific pupils and their families. Provision has also been enhanced further with the appointment of a new Early Help Co-ordinator.

No bullying incidences have been recorded this term. x1 racial and x1 critical incident have been recorded this term.

Continue to develop and extend extracurricular opportunities into the summer term.

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Appointment of School councillors and Y6 as well as Y5 peer mentors to convey pupil voice and represent and promote school ethos of the 5Cs across the school as well as a being provided with roles and responsibilities to adhere to. Feedback from the array of visits and workshops attended from the pupils were very positive and pupil voice have expressed the enjoyment and value of educational visits and workshops organised which have included: Y4 Port Lympne visit, organised whole school visits to the library, Spelling Bee competition, Stratford Discovery Centre, additional PE coaches, Y2 RE conference, Y1 Fire of London workshop, Planetarium, Y5/6 Residential to Fairplay House and Barge, New City Community Fun Day, Into University, Sports Day at Brampton Park, Victoria Dock Beach, EY Carnival, Student Council Conference, Barber's Lane Community Art project, Olympic park visits, Pizza Express visit, local park visits, London Zoo visit, Y6 Brick Lane end of year 'Annie' production.

Current provision through Early Help Co-ordinator, breakfast club, afterschool clubs, Easter school boosters, Boosters, learning mentors and additional outside agencies (e.g. EP and SALT) continue to have proven successful with the targeting of specific pupils and their families. No bullying incidences have been recorded this term. x1 racial and x1 critical incident have been recorded this term.

Continue to develop and extend extracurricular opportunities into the next Academic Year.

Total budgeted cost £49,940

