

Pupil premium strategy statement New City Primary School

1. Summary information					
School	New City Primary School				
Academic Year	2018/2019	Total PP budget	£ £155,760	Date of most recent PP Review	18/9/17
Total number of pupils	614	Number of pupils eligible for PP	98 *tbc	Date for next internal review of this strategy	July 2019
Pupil premium numbers last three years/allocation of money	2014-2015		167	£236, 600	
	2015 -2016		152	£238,500	
	2016-2017		146	£195,780	
	2017-2018		153	£179, 940	

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			80% *uv	74%
% making progress in reading	2.1 *uv	111 *uv	84% *uv	74%
% making progress in writing	0.1 *uv		80% *uv	77%
% making progress in maths	1.8 *uv	110 *uv	80% *uv	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 reading
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 88% 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 88% 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		2018/2019			
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 2019
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 2019
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 Y6 lead and Y6 team Monitoring by curriculum coordinator and Y6 teachers	MB -DHT RA-AHT MF -AHT	May 2019

To raise GLD % to 88%	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	ZS -EYFS Lead SD -DHT	Summer 2019
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<u>End of Autumn Impact:</u>
<u>End of Spring Impact:</u>
<u>End of Summer Impact:</u>

Total budgeted cost	£57,880
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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 88% 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 RA-AHT MF -AHT	May 2019
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, DSLs and Attendance Officer	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 2019 full review of provision

End of Autumn Impact:

End of Spring Impact:

End of Summer Impact:

Total budgeted cost £57,880

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 2019
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 2019
	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	Summer2019
	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 2019

Ensuring physical and mental wellbeing	<p>Breakfast club</p> <p>Afterschool clubs</p> <p>Learning mentors</p> <p>Play therapist Councilor</p> <p>Educational Psychotherapist</p>	<p>Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>Fortnightly safeguarding meetings</p> <p>Termly monitoring of clubs by SLT</p>	SLT	Termly at ELT meetings
<p><u>End of Autumn Impact:</u></p> <p><u>End of Spring Impact:</u></p> <p><u>End of Summer Impact:</u></p>					
Total budgeted cost					£40,000