

# Pupil premium strategy statement

1. Summary information					
School	New End Primary School				
Academic Year	2017-2018	Total PP budget	£138,280	Date of most recent PP Review	Sept 2017
Total number of pupils	415	Number of pupils eligible for PP	100	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
KS2 data	<i>Pupils eligible for PP (New End)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	38%	60%
Average progress in reading, writing and mathematics	Reading: 2.3 Writing: -0.3 Mathematics: -0.39	Reading: -5.0 Writing: -7.0 Mathematics: -5.0
Average scaled scores in reading, mathematics and GPS	Reading: 102.0 Mathematics: 101.5 GPS: 105.5	Reading: 103.8 Mathematics: 104.0 GPS: 105.0
% achieving a high level of attainment in reading, writing and mathematics	Reading: TBC Writing: Mathematics:	Reading: 19% Writing: 15% Mathematics: 24%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Poor oral language skills. Language acquisition: 52.9% of those identified as PP are also EAL. The English and wider curriculum that we are developing is focused around enrichment and accurate, timely use of language structures. Teachers deliver a programme that takes advantage of the rationale provided by the CLPE in order to enhance progress of all.
<b>B.</b>	Low achievement of a higher standard in written English in particular, an indication of limited conceptual understanding.
<b>C.</b>	Aspiration: proportion of children identified as coming from families as having less interest in academic achievement, impacting on attendance, homework, home-school partnership.
<b>D.</b>	Take up of funding is reduced by FSM for Reception and KS1.
<b>External barriers</b>	
<b>E.</b>	Low attendance and poor punctuality in specific families, limited life experiences and cultural enrichment opportunities, financial constraints - all leading to reduced opportunities to enrich language, knowledge and imagination.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Ensure that a higher % of PP achieve EXP and, more significantly, GDS in English and mathematics at the end of KS1 and KS2, in order to significantly affect average attainment of disadvantaged children and narrow the gap between the average progress they make and that of non-disadvantaged children at New End.	SLT/ELT to target disadvantaged children identified as borderline (both EXP and GD) and resolve barriers to learning.  Assessments and guidance from subject leaders used by teachers to enable accurate diagnosis of next-step learning. Leaders to design specific interventions (e.g. CLPE power of reading/writing strategy; use of Pobble to encourage the reluctant).  Rigorous monitoring of progress within termly Pupil Progress Reviews - identification of children not on-track to make progress in line with their ability – enrichment activities, specific interventions, stronger parental relationship with school.
<b>B.</b>	Promotion of an enriched language environment and improved social skills and attainment, generally	Principles of P4C embedded across the curriculum.
<b>C.</b>	Increased parental support of their child's academic progress.	Parents attend Open Days, P-T meetings, given advice about external tuition and support/parenting programmes/CAMHS.  New End School Association aims to increase family involvement in wider school life.
<b>D.</b>	Increased application for PP grant funding across EYFS and KS2	Parents know how to apply and aware of the significance of the funding.
<b>E.</b>	Enhanced use of computing technology in school	All classes to have dedicated computing lessons taught by qualified and experienced software developer. Quality CPD programme for all teachers incorporated.

5. Planned expenditure					
Academic year	2017-2018				
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?
To raise attainment of English writing specifically and English/Maths generally, so that a higher % of PP pupils are achieving EXP and, in particular, GDS across the whole school from EYFS to Year 6.	<p>Incorporation of CLPE sequenced units into whole school English curriculum.</p> <p>Daily supported and guided reading programme in all classes</p> <p>CPD sessions from LA and in-school.</p>	Advice from LA and experience of other Camden schools.	<p>Monitoring to ensure assessment information is robust and shared termly through pupil progress meetings an used, subsequently to inform individual and group planning.</p> <p>Observations, planning and outcome scrutiny – marking in line with school policy and ensures prompts that challenge and scaffold, accordingly.</p>	SLT	Half-termly
To improve the punctuality and attendance of all pupils	<p>Refine the policy on attendance and share any new procedures with families and staff.</p> <p>Incentivise excellent attendance amongst key families and children using certificates and star system</p> <p>Maintain close working relationship with Camden's EWO</p>	Recognition of trend in poor attendance	<p>Attendance and punctuality will continue to rise and in 2017-2018 will be at least in line with national average.</p> <p>Continued reduction in unauthorised absences.</p>	HT Office EWO	Weekly to parents Half termly with EWO
Total budgeted cost					Dom Steve Laura Learning blocks for Tracey

**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?
<p>Ensure higher % of PP pupils to achieve GDS across combined measure of reading, writing and maths.</p>	<p>Whole school ethos of attainment for all.</p> <p>Small group interventions by experienced teachers to accelerate progress of PP pupils.</p> <p>Small group SEN interventions by experienced teachers to accelerate progress of PP pupils.</p>	<p>‘Disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. This is also particularly important in improving later access to higher education.’ (Sutton Trust, July 2015)</p>	<p>Observations Learning walks Book scrutinies</p>	<p>SLT/ELT</p>	<p>Half-termly</p>
<p>Provide additional support for more able pupils in Year 2 and 6</p>	<p>Small group interventions by experienced teachers to accelerate progress of PP pupils.</p>	<p>‘Disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. This is also particularly important in improving later access to higher education.’ (Sutton Trust, July 2015)</p>	<p>The proportion of PP pupils making at least expected progress is above the national average for all pupils in Reading, Writing and Mathematics.</p> <p>The proportion of PP making rapid progress is above average in each subject.</p>		<p>Termly</p>

To continue to raise phonics awareness of Reception and Year One Pupils	Set phonics groups in Reception and Year 1	Has had an impact previously so continue to add small group, targeted support	The proportion of PP pupils who pass the Phonics Screening Check continue to be above national average	CT EYFS/KS1/ Literacy Phase Leader	Half Termly
Total budgeted cost					Siobhan one day a week Jane and Linda salaries
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children who are DA are able to access all learning opportunities including school trips and visits such as museums, theatres and exhibitions as well sporting and competitive events.	School visits are subsidised for children who are PP  Children who are PP are selected to participate in a wide range of visits, trips and competitions.	Children who are PP tend to have limited exposure to cultural, sporting and educational opportunities outside of school relative to their peers. New End seeks to remove this barrier and to aid social mobility for children who are DA. Giving children access to a rich learning environment beyond the school promotes a culture of curiosity and love of learning	Class trips and/or visitors to be arranged at least one per half term.  Parents of DA pupils to be made aware of the subsidy programme so no child feels unable to attend any event.	CT HT	Termly
Total budgeted cost					

## 6. Review of expenditure

Previous Academic Year

### 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

### 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

### 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 will continue with this approach)	Cost

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)