

Pupil premium strategy statement (primary)

1. Summary information					
School: New Mills					
Academic Year 2018-19		Total PP budget	£44000	Date of most recent PP Review	09/18
Total number of pupils	191	Number of pupils eligible for PP	37	Date for next internal review of this strategy	03/19

2. Current attainment (data from July 2017 end of KS2 = 2 pupils)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in RWM	42	77
% making progress at least in line with national (Zero score) in reading	100	
% making progress at least in line with national (Zero score) in writing	100	
% making progress at least in line with national (Zero score) in maths	100	

3. Barriers to future attainment (for pupils eligible for PP across the school)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Progress in oral language skills/phonics/writing is slower in KS1 for PP than other pupils
B.	Self-esteem and confidence can slow progress
C.	Progress with mastery of basic maths skills is slower for some PP pupils compared with other pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality of PP pupils is the same as for all pupils

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP	PP pupils meet expectations.
B.	All PP pupils make the same phonics/writing progress as all pupils	Good progress for all pupils
C.	All PP pupils make the same progress in maths as all pupils.	Good maths progress for all.
D.	Increased attendance for parents of PP pupils at parent info evenings/structured conversations	Greater parent participation

5. 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					
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?
More talking	Talking homework and more P4C	Staff are experienced in using this programme with positive results	Regular review of programme with staff / DH. Monitoring progress	Deputy Head	January 2019 May 2019
Increase rates of progress: phonics/writing	Additional TA groups lead by Additional TA	All TA staff are trained and experienced in delivery of the phonics programme.	Regular review of programme, monitoring of pupil progress	Deputy Head	January 2019 May 2019
Increase rates of progress; maths mastery	TA timetabled to deliver 'Impact' (1;1 sessions)	TA and staff experienced in working with class teachers to support target groups	Regular review of pupil progress through testing/moderation of work.	Maths coordinator	January 2019 May 2019
Total budgeted cost					i +ii +£44000
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?
Improve writing outcomes	Additional writing groups	Some pupils need additional opportunities to write.	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teacher	January 2019 May 2019
Increase rates of progress: phonics/writing	Read/Write Inc programme groups	All staff experienced in delivery of the programme with excellent results	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teachers	January 2019 May 2019
Increase rates of progress; basic maths	Additional classroom TA support; 'Impact'	Staff and TAs work closely, know the target groups. Past successes.	Timetabled delivery of the programme. Monitoring progress	Maths coordinator	January 2019 May 2019
1:1 for target PP pupils in writing and maths	IMPACT	PP pupils sometimes lack confidence and require 1:support in specific areas	Monitoring by class teachers	HT	May 2019
Total budgeted cost					i +ii =£44000
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 at parent meetings	Additional parent structured conversation	We have AfA Quality Mark; a main focus is Structured conversations with parents	Monitoring with cluster schools	Head teacher	January 2019 May 2019
Improve self-esteem and confidence	Forest Schools Outdoor education	Additional opportunities for target pupils	Monitoring by SMT	HT	May 2019
Total budgeted cost					£44000

6. Review of expenditure					
Previous Academic Year		2017-18			
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
Improve phonics/writing progress	T and TA joint planning time	Progress in phonics and writing is good across the school. Y6 Sats reading results were above NA.	Staff must continue to receive the training updates (and T+TA time) to keep in line with DfE curriculum changes		TA cost £44000
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
Improve Y6 writing results	Add TA time for experiential writing	Improved pupil confidence and enjoyment of writing (esp experimental writing) .Y6 achieved expected level	Extra experiential writing sessions have clear impact. It is fully embedded in all year groups and is being used across the		TA cost £44000
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
Visits/trips/membership of pupil voice	Trips: café/library shops/Forest/gardeni	Pupils responded really well and enjoyed the extra visits. Their self-esteem/engagment was raised.	Raising self-esteem through Forest schools activities is very successful		£0

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

An additional action during 2017-18.

During the year we received funding for a poly-tunnel. We have additional staff in place to run gardening and outdoor education for PP pupils into 2018-19.

We received the DCC Gold award for Sports participation in 2017-18. Monitoring shows that all PP pupils had increased engagement in school sports activities and after school sports: PP pupils have been selected as sports captains.

Funding support for PP pupils to attend school trip to Houses of Parliament/residential visits/ Paris visit.