

Summary information					
School	Newbold Church School				
Academic year	2016	Total PP budget	£72,600	Date of most recent PP review	N/A
Total number of pupils	187	Number of pupils eligible for PP funding 51 including 1 child looked after and 3 services pupils		Date for next internal review of this strategy	
				1st December Interim Review Assessment Period 1	

Current attainment Summative Summer 2016 data				
Year 1 Summer 2016.				
Subject	Working below expectation	Working at expectation	Working at or above expectation	Working above expectation
Reading	3 (43%)	4 (57%)	4 (57%)	0
Writing	5 (71%)	2 (29%)	2 (29%)	0
Maths	3 (43%)	4 (57%)	4 (57%)	0
Combined	Working below expectation in one or more	Working at or above expectation in all		Working above expectation in all
	6 (86%)	1 (14%)	0	
Key: Number of pupils (percentage)				
Year 2 Summer 2016.				
Subject	Working below expectation	Working at expectation	Working at or above expectation	Working above expectation
Reading	6 (55%)	4 (36%)	5 (45%)	1 (9%)
Writing	9 (82%)	2 (18%)	2 (18%)	0
Maths	5 (45%)	6 (55%)	6 (55%)	0
Combined	Working below expectation in one or more	Working at or above expectation in all		Working above expectation in all
	10 (91%)	1 (9%)	0	
Key: Number of pupils (percentage)				
Year 3 Summer 2016.				
Subject	Working below expectation	Working at expectation	Working at or above expectation	Working above expectation
Reading	6 (55%)	4 (36%)	5 (45%)	1 (9%)
Writing	11 (100%)	0	0	0
Maths	10 (91%)	1 (9%)	1 (9%)	0
Combined	Working below expectation in one or more	Working at or above expectation in all		Working above expectation in all
	11 (100%)	0	0	
Key: Number of pupils (percentage)				

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	Year 4 Summer 2016.			
Subject	Working below expectation	Working at expectation	Working at or above expectation	Working above expectation
Reading	4 (57%)	3 (43%)	3 (43%)	0
Writing	7 (100%)	0	0	0
Maths	5 (71%)	2 (29%)	2 (29%)	0
Combined	Working below expectation in one or more	Working at or above expectation in all		Working above expectation in all
	7 (100%)	0		0
Key: Number of pupils (percentage)				
	Year 5 Summer 2016.			
Subject	Working below expectation	Working at expectation	Working at or above expectation	Working above expectation
Reading	11 (100%)	0	0	0
Writing	11 (100%)	0	0	0
Maths	10 (91%)	1 (9%)	1 (9%)	0
Combined	Working below expectation in one or more	Working at or above expectation in all		Working above expectation in all
	11 (100%)	0		0
Key: Number of pupils (percentage)				
	Year 6 Summer 2016.			
Subject	Working below expectation	Working at expectation	Working at or above expectation	Working above expectation
Reading	4 (31%)	8 (62%)	9 (69%)	1 (7%)
Writing	4 (31%)	8 (62%)	9 (69%)	1 (7%)
Maths	4 (31%)	8 (62%)	9 (69%)	1 (7%)
Combined	Working below expectation in one or more	Working at or above expectation in all		Working above expectation in all
	6 (46%)	6 (46%)		1 (7%)
Key: Number of pupils (percentage)				

Pupil Premium Progress Summer 2016 (whole school)	
<u>Reading</u>	% of PP children from across whole school making more than expected progress 2015 - 2016 <b>59%</b>
<u>Writing</u>	% of PP children from across whole school making more than expected progress 2015 - 2016 <b>33%</b>
<u>Maths</u>	% of PP children from across whole school making more than expected progress 2015 - 2016 <b>57%</b>

Barriers
<ul style="list-style-type: none"> <li>Within each year group there are a number of pupils eligible for the pupil premium and although there are some common barriers we endeavour to identify each pupil's unique circumstances and address these through individualised provision.</li> <li>Several pupils have social and emotional needs that impact on relationships, learning and progress.</li> <li>For some pupils attendance and punctuality is below our expectations and they miss out on important learning too regularly.</li> <li>Most pupils begin their Learning Journey at Newbold Church School below the national expectations of Reception age children</li> <li>Some of our pupils live in areas where high percentages of children are living in poverty.</li> <li>For some pupils their complex family circumstances can also be considered a barrier.</li> </ul>

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## Desired outcomes *(Desired outcomes and how they will be measured)*

- ✓ To strengthen key systems to ensure disadvantaged pupils' individual needs are addressed so that the difference between this group and others nationally continues to be reduced.
- ✓ To strengthen the support for those pupils whose social and emotional needs are having an adverse impact on their attainment and achievement
- ✓ To continue to improve the attendance and punctuality of children in receipt of Pupil Premium
- ✓ To strengthen engagement of PP pupils with a focus on support for parents and hard to reach families

## Planned expenditure

Academic year 2016 - 2017      £94300

### Strategy

Targeted group	Success criteria – how the impact will be measured	Actions	Who?	By when?
All Disadvantaged Pupils	<p>Disadvantaged pupils will know and understand the immediate next steps in their learning teacher feedback and self-reflection as a result of whole school Quality First Teaching.</p> <p>Professional Development opportunities will have a clear impact on pedagogy with teaching and support staff well informed of current good practice.</p>	<p>Closely monitor evidence in pupils' work that indicates sufficient or better progress</p> <p>Disadvantaged pupils will be identified as a specific group for individual work scrutiny</p> <p>Secure outstanding professional development opportunities for staff at all levels</p>	<p>ALL staff Subject Leaders SLT Governors</p>	<p>Half-Termly Basis Drop-in Sessions and full Monitoring of teaching Learning and Assessment</p>
	<p>Outcomes for disadvantaged pupils will be raised through improvements in social interaction opportunities.</p>	<p>Disadvantaged pupils will be encouraged to participate in Extra-curricular activities including peripatetic music support and Sport Development Activities</p> <p>Club leaders to monitor the impact of pupil participation</p>	<p>All Staff Music and Sport Support services</p>	<p>Monitored on a half termly basis</p>
	<p>Outcomes for disadvantaged pupils will be raised through the support for their social and emotional aspects of learning and relationships. Securing positive engagement with school and improving attendance where necessary.</p>	<p>Implementation of 2build a profile at EYFS to begin building positive relations with parents from an early starting point.</p> <p>Parental engagement project at EYFS and Y1 to encourage positive home – school links.</p> <p>Play therapy leaders to use play therapy time and NCS student programme to support most vulnerable pupils with the support of Outside agencies inclusive of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CAMHS</li> <li><input type="checkbox"/> Educational Psychologist</li> <li><input type="checkbox"/> Outwood academy EWO</li> <li><input type="checkbox"/> Behaviour Support</li> <li><input type="checkbox"/> REHO support</li> </ul>	<p>EYFS and Y1 staff</p> <p>Play therapy leaders</p>	<p>Monitored on a half termly basis</p>
	<p>Governors will have a good understanding of the performance and progress of PP pupils with regular detailed analysis and discussion during Governor Board Meetings.</p> <p>Governor scrutiny will be underpinned by a higher quality of evaluative analysis of pupil and group level data</p>	<p>Joint monitoring and review of provision and impact on achievement and attainment</p> <p>Pupil Progress meetings will monitor PPG pupil progress as easily identifiable group</p>	<p>Senior Leaders</p> <p>SOS Team</p> <p>Govs</p>	<p>Termly Governing Board meetings SOS Team and Teaching and Learning committee meetings</p>
	<p>Outcomes for disadvantaged pupils will be raised through regular targeted Interventions (SOS time)</p>	<p>All staff to identify SOS intervention groups on a daily /weekly basis</p> <p>SOS team to monitor and track progress of vulnerable pupils and report to HT / Governing Board.</p>	<p>All Staff</p> <p>SOS Team</p> <p>Teaching and Learning Committee</p>	<p>Daily updates of SOS monitoring sheet</p> <p>Teaching staff and HT to analyse monitoring weekly</p> <p>Update Otrack</p>

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		Appointment of an experienced qualified teacher to lead interventions on writing across school 0.4ft		half termly. Reports to committee each term.
	There will be a consistently sharper focus by teachers on the attendance and punctuality of disadvantaged pupils.  Attendance and punctuality of targeted pupils will improve, there will be no persistent absentees in this vulnerable group	Class teachers / HT will monitor PP attendance figures and feed back to Governor Board meetings.  Strategies will be put in place to impact and improve attendance where necessary: <input type="checkbox"/> Home visits <input type="checkbox"/> External support agencies <input type="checkbox"/> Early Intervention Team	All Staff  HT  Teaching and Learning Committee  Govs	Weekly and half-termly attendance figures analysed.
	Accountability for PP outcomes will be a stronger feature for teaching staff. Teacher appraisal strengthened to include this specific group.  There will be a clear focus from class teachers on these pupils starting points and diminishing the differences with children with similar starting points nationally.  Vulnerable pupils including those eligible for PP will be easily identified on tracking systems.	Refine tracking systems in core and foundation subjects to identify PP pupils easily.  Pupil Progress Meetings analysis and discussion of PP pupils' progress  Analysis by subject leaders against this group shared with governors at Teaching and Learning Meetings.	All staff  Subject Leaders  Govs	Tracking systems updated Half termly  Teaching and Learning Meetings take place termly  Appraisal updated twice annually

Planned spending of allocation		
Item / project	Estimated cost	Objectives to improve outcomes for PPG pupils
External Agency Support	Educational Psychologist Assessments and Reports £3,700	External agencies will offer their specialist support to identify strategies to further engage vulnerable and PP pupils. Improved attendance, positive behaviour and engagement in learning will secure improved outcomes. Social, emotional and academic needs will be met as a result of close liaison with external support and advice
SOS intervention team	£36,500	To provide training for staff in support of pupils identified as PP  Additional TA support in challenging cohorts providing individual and small group support in English and maths for vulnerable and PP pupils  Targeted English and maths interventions planned by teaching staff and delivered by Teaching Assistants to support pupil progress for PP children
PP writing teacher	£15,000	Targeted interventions planned and taught by teaching staff to support pupil progress in writing for PP children
NCS play therapy team	£1,500	To reduce frequency of behaviour incidents which restrict learning of targeted children and the wider school community inclusive of PP pupils  Improved attendance through focused support and targeted interventions to improve absence figures  Increased participation of targeted children in lessons
2 build a profile at EYFS	£400 resource + supply time 6 days £1,200	Greater participation of PP pupils and families through closer liaison  Parents feel confident to engage in pupils learning
Parental engagement project	£5,000	Greater participation of PP pupils and families through closer liaison  Parents feel confident to engage in pupils learning
Professional Development Opportunities	£4,000 training costs + 20 days supply £4,000	Staff at all levels to improve whole school teaching, learning and assessment based on current best practice.  Quality First Teaching will be evident across the school.  Disadvantaged pupils will know and understand the immediate next steps in their learning because teacher feedback will immediately impact on their progress
Resources to support Extra-curricular clubs including theatre visits trips etc	£1000 for Whitehall £500 towards curriculum trips	Teachers more aware of PP children and their individual interests.  Improved relationships with pupils feeling valued and secure developing positive relationships with

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		<p>staff and their peers</p> <p>PP pupils enjoy coming to school and have improved attendance figures</p> <p>Pupils personal development, behaviour and welfare is enhanced because of their participation in extra-curricular clubs and activities</p>
EYFS intervention	£8,100	To increase Teaching Assistant hours in EYFS to allow identified pupil premium children to access groups such as Jungle Journey, 1:1 pre-visit teaching, speech and language therapy and social games, enabling children to attain a GLD.
Lexia	£1,000	To develop phonemic awareness and methods to improve fluency of reading in identified pupil premium children, and subsequently enhance reading comprehension. This will enable identified children achieve at least expected progress in a year.
Playleader	£3,000	Lunchtime playleader to concentrate on developing SMSC opportunities through play for pupil premium children. To reduce the number of incidents of negative behaviour occurring with pupil premium children at lunchtime by providing structured adult-led play opportunities.
PP boosters and Y2 and Y6	£2,000	Providing targeted small group tuition for pupil premium children focusing on English and Numeracy, to support gaps and barriers to learning and accelerate progress for all identified pupil premium children in order to improve access to the whole curriculum. Enable booster groups to run, meaning more pupil premium children in Y6/ Y2 achieved the expected standard for the end of KS2/KS1 than was predicted at the end of Y5/Y1.
Y2 1:1 PP support	£2,200	Providing targeted 1:1 and group for pupil premium children focusing on English and Numeracy, to support gaps and barriers to learning and accelerate progress for all identified pupil premium children in order to improve access to the whole curriculum.
Improving the learning environment	£5,000	To develop a sense of pride in belonging in all children, including pupil premium children and to reflect the purpose and beliefs of our school community.

### Impact of 2015 - 2016 expenditure

Planned expenditure		Total cost	Success Criteria	Impact		
1 <sup>st</sup> class@number ks1 1 <sup>st</sup> class@number ks2	<p>Extra Teaching Assistant hours to support Class Teachers in giving further effective feedback and guided intervention groups working specifically with pupil premium children.</p> <p>Training to ensure that Teaching Assistants understand their role in helping pupil premium pupils to achieve their full potential and address gaps in learning by delivering intervention programmes to vulnerable and disadvantaged.</p>	£5675 £4312	<p>To improve the identified pupil premium children's understanding of number and develop calculation and counting skills so that identified children achieve at least expected progress in a year.</p>	<p><b>Y1</b> - 2/2 children exceeded expected progress for the year. ABP 6.5  <b>Y2</b> - 5/6 children exceeded expected progress for the year. ABP 7.3  <b>Y3</b> - 3/8 children exceeded expected progress for the year. ABP 4.1  <b>Y4</b> - 0/1 children exceeded expected progress for the year. ABP 5.0  <b>Y5</b> - 1/1 children exceeded expected progress for the year. ABP 7.0</p>		
Success@arithmetic		£5554			<p>To improve the identified pupil premium children's understanding of number and written calculations, promoting mathematical thinking and understanding through carefully staged progression. This will enable identified children achieve at least expected progress in a year.</p>	<p><b>Y5</b> - 2/2 children exceeded expected progress for the year. ABP 9.5  <b>Y6</b> - 4/4 children exceeded expected progress for the year. ABP 14.3</p>
Lexia		£4402			<p>To develop phonemic awareness and methods to improve fluency of reading in identified pupil premium children, and subsequently enhance reading comprehension. This will enable identified children achieve at least expected progress in a year.</p>	<p><b>Y1</b> - 0/1 progress for the year. ABP 4.0  <b>Y2</b> - 2/2 children exceeded expected progress for the year. ABP 7.5  <b>Y3</b> - 1/1 children exceeded expected progress for the year. ABP 6.0  <b>Y4</b> - 0/3 children exceeded expected progress for the year. ABP 2.7  <b>Y5</b> - 1/2 children exceeded expected progress for the year. ABP 7.5  <b>Y6</b> - 4/4 children exceeded expected progress for the year. ABP 15.0</p>
Wave 3		£6979	To accelerate learning of identified	<b>Y2</b> - 3/3 working within expected stage.		

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			pupil premium children so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching (i.e. work within their expected age band).	Average attainment level D2. ABP 7.2 <b>Y3 – 0/1</b> working within expected stage. Attainment level E2. ABP 15.0
EYFS intervention		£1747	To increase Teaching Assistant hours in EYFS to allow identified pupil premium children to access groups such as Jungle Journey, 1:1 pre-visit teaching, speech and language therapy and social games, enabling children to attain a GLD.	5/7 children achieved a GLD.
Play Therapy		£3491	To raise the self-esteem, and improve social skills of identified pupil premium children in a reliable, safe and supportive environment.	Boxall profiles indicate there is an improvement in children's self-esteem and social skills.
Nurture group		£1794	To develop appropriate learning behaviour in identified pupil premium children, allowing them to make expected progress in core subject areas.	Y2 – <b>2/2</b> children made expected progress in reading. ABP 6.0 <b>1/2</b> children made expected progress in writing. ABP 6.0  2/2 children made expected progress in maths. ABP 8.0
Talk boost		£3243	To support language delayed pupil premium children in Reception and Key Stage One enabling them to make progress with their language and communication skills.	Children in EYFS, Y1 and Y2 are currently halfway through the programme. Early indications show children's listening, attention and communication skills are improving. In EYFS – 3/3 children achieved ELG in Listening and Attention. 2/3 achieved ELG in Speaking
Sandwell test		£181	Not applicable	N/A
Homework club	Out of hours school clubs to give support to pupil premium children with working parents or parents with other commitments, both academically and socially.	£537	To allow identified pupil premium children the same access and support when completing their homework tasks as non-pupil premium.	34 PP children regularly attended homework club.
Shake and wake		£1502	To allow identified pupil premium children to have a good start to their day, ensuring they are ready to learn at the start of the school day.	An average of 16 children from pupil premium families regularly attended Shake and Wake. Teachers reported that children were more alert and ready to begin learning, and there were fewer incidents of children requesting breakfast during lesson time. <b>2014-2015</b> – 10 incidents of in-lesson breakfast requests. <b>2015-2016</b> – 3 incidents of in-lesson breakfast requests.
Whitehall	Subsidy of all trips and visits for pupil premium children that fall outside normal school hours and discretionary subsidy for pupil premium children for all other school visits.	£1023	To allow all pupil premium children to access school trips in order to develop social skills and give children the experiences from which to develop their writing.	See progress measure comparison tables.
Lea Green		£420		
Trip subsidies		£1465		
Instrument lessons	Providing enrichment opportunities for pupil premium children.	£105	To provide wider opportunities for children from pupil premium families.	1 child accessed music lessons where they previously would not have been able to.
EYFS	Improve resources available for pupil premium children's continuous provision in EYFS, looking specifically at those which extend English and maths understanding, as this is a Key focus area for Pupil	£10,819	To ensure a greater percentage of pupil premium children attain the Early Learning Goals in reading, writing and number in comparison to 2014-2015	<b>Pupil premium data:</b> <b>Reading</b> – 85.7% achieved ELG. (2014-2015 – 42.9%) <b>Writing</b> – 85.7% achieved ELG. (2014-2015 -28.6%) <b>Number</b> -71.4% achieved ELG. (2014-2015 -42.9%)



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	premium development in reception.			
Playleader	Lunchtime playleader to concentrate on developing SMSC opportunities through play for pupil premium children.	£2970	To reduce the number of incidents of negative behaviour occurring with pupil premium children at lunchtime by providing structured adult-led play opportunities.	Teaching staff have reported there has been a dramatic reduction in the incidents occurring at lunchtimes with pupil premium children. Children are returning to afternoon lessons more ready to learn and less distracted by playground incidents. Intervention groups can now also begin promptly without the need to resolve playground conflicts.
Enrichment	Providing enrichment opportunities for more able pupil premium children, some of whom are not able to access out of school enrichment.	£2096	To provide wider opportunities for children from pupil premium families.	Staff had noticed that fewer pupil premium children were accessing after school clubs and wider opportunities. Enrichment provided pupil premium with opportunities during the school day to access a wider curriculum including music, spirituality and PSHE session.
Phonics in EYFS	Providing targeted 1:1 and group tuition for pupil premium children focusing on English and Numeracy, to support gaps and barriers to learning and accelerate progress for all identified pupil premium children in order to improve access to the whole curriculum.	£2864	To improve the phonological ability of pupil premium children increasing the percentage of pupil premium children passing the Year 1 phonics check.	57% of pupil premium children passed the phonics screening check in 2015-2016. 71% of pupil premium children are predicted to pass the phonics screening check in 2016-2017
Y2 boosters		£919	To enabling booster groups to run, meaning more pupil premium children in Y2 achieved the expected standard for the end of KS1 than was predicted at the end of Y1.	End of Y1 predictions: Reading: 22% predicted to achieve expected standard. Writing: 11% predicted to achieve expected standard. Maths: 11% predicted to achieve expected standard.  Y2 results: Reading: 56% achieved expected standard. Writing: 44% achieved expected standard Maths: 67% achieved expected standard
Y6 Boosters		£716	To enabling booster groups to run, meaning more pupil premium children in Y6 achieved the expected standard for the end of KS2 than was predicted at the end of Y5.	End of Y5 predictions: Reading: 18% predicted to achieve expected standard. Writing: 9 % predicted to achieve expected standard. Maths: 9% predicted to achieve expected standard.  Y6 results: Reading: 73% achieved expected standard. Writing: 73% achieved expected standard Maths: 73% achieved expected standard
Y1 1:1 PP support		£2238	To allow the pupil premium children to access 1:1 learning to complete identified targets on IEPs and make progress through national curriculum statements.	67% of IEP targets have been achieved. Reading ABP – 4.0 Writing ABP – 4.0 Maths – ABP – 4.0
Y6 1:1 PP support	See above	£1379	To allow the pupil premium children to make expected progress in all	Reading ABP – 13.0 Writing ABP – 13.0

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			core areas.	Maths – ABP – 10.0
Y5 writing support	Extra Teaching Assistant hours to support Class Teachers in giving further effective feedback and guided intervention groups working specifically with pupil premium children.	£5,033	To allow a greater number of pupil premium children to make expected progress in writing over the course of Spring and Summer terms.	Y5 – Autumn term ABP writing in pupil premium children – 2 Spring term ABP writing in pupil premium children – 3  SLT identified that this support was not effective and therefore terminated it at the end of summer term.
Improving the learning environment	New logo, ethos, mission statement, signage, classroom signage, uniform, EYFS base etc.	£3500	To develop a sense of pride in belonging in all children, including pupil premium children and to reflect the purpose and beliefs of our school community.	Greater sense of belonging and pride in the school.
<b>Total spend</b>			<b>£74,965</b>	