

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% 84%
% making progress in reading	5.5	107	93%	74% 84%
% making progress in writing	3.2		83%	77% 88%
% making progress in maths	7.4	109	79%	82% 93%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	

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 Increase opportunities for S&L	Classroom observations by EYFS lead Regular teacher assessment Data tracker Pupil progress meetings	SD -DHT	Summer 2018

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
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	Local partnership with Brick Lane Music Hall give children the opportunity to work	SLT observations Parent feedback	SLT	Summer2018

	performers will help develop children's performance skills for the end of term show	with and produce arts performance over 4 weeks to produce high quality performance with professional musicians and actors	Pupil feedback End of project performance		
	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	<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>	Fortnightly safeguarding meetings Termly monitoring of clubs by SLT	SLT	Termly at ELT meetings

	Total budgeted cost £49,940
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6. Review of expenditure				
Previous Academic Year		2016/17		
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
Diminish the difference between PP and NPP children where it is evident	Intervention groups for maths and English- small group support	The targets set for the cohort were 85% to reach ARE in RWM. Data across the school shows there has been progress with diminishing the difference in each year group with the ambitious target of 85% being met for some subjects in some year groups. Years 4 and 5 did not show as much progress as the other year groups Intervention groups in the main only happened for Y6 and Y2 due to staffing difficulties over the year	Focus interventions with the current Y5 and Y6 staff through pupil progress meetings, early identification of need and further robust monitoring of progress. Further intervention groups to be organised to develop Speech and language for reception and Y1 children	£20,000
All PP children to achieve end of key stage expected targets	Teaching Assistant intervention support. Wave 3 English , Maths and Phonic support.	All data was analysed every half term with a focus on diminishing the difference and the analysis informed pupil progress meetings and TA support. Book monitoring of non PP children and PP children took place to identify further barriers and these informed next steps for all staff. TA training developed over the year to support strategies in class and develop staff confidence to raise expectations for all children	Further training identified for TAs to ensure in class intervention is effective. Wave 3 interventions to be re-established through the use of a trained teacher and TA Books and planning to be monitored weekly to ensure that all children's needs are being met	£20,000

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	End of Key Stage 1 data showed rapid progress across the year. Writing has been identified as a key area of develop across the school. Progress is evident however with writing in books. End of KS2 data shows progress for all pupils since KS1 and rapid gains from Y5 to Y6. Booster groups were set up for Y6 children before and after school as well as an Easter school which had a positive impact on developing children's resilience and skills at answering SATs style questions.	Further develop and embed the assessment and tracking systems to ensure assessments are robust and accurate. Set up internal and cross school moderation to develop staff confidence and competence with assessing writing. Continue to develop intervention groups in Y2 and Y2 with further booster sessions for Y6 children including Easter school. Reduce class sizes earlier than Christmas to have a greater impact on the Y6 progress. Whole school focus on writing to ensure high expectations for all and the differences between PP and NPP diminished	£30,000
To raise GLD % to 85%	EYFS Phonics development and training Phonics Booster Introduction of new scheme of work for phonics	Phonics training took place across the school for all staff and Jolly Phonics was implemented successfully. GLD across the school for 2017 was 85%. At Y1 the phonics data showed a 10% increase from 2016 to 91%. Parent workshops took place Phonic booster sessions took place during assembly time for targeted pupils	Continue to embed Jolly Phonics through staff training and develop guided reading further to enhance skills.	£10,000
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
At least 85% of PP children to reach end of Key stage expectation	Reducing class size year six/transition	Class sizes in Y6 were reduced after Christmas using SLT to deliver English and mathematics lessons had a positive impact on meeting the needs of the children and to support preparation for the end of KS2 SATs	Reduce class sizes earlier than Christmas to have a greater impact on the Y6 progress.	£30,000

Increased attendance rates	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling	A member of the school staff identified to take on the role of Family Support Worker. Attendance and punctuality is now closely monitored. Clear criteria established to trigger meetings with parents and liaison with outside agencies established including the early help team. Safeguard now in use across the school to triangulate concerns to ensure clear communication with parents from the school. Parent coffee mornings established to build relationships with parents. A counsellor is on site one day a week to ensure that any significant barriers to learning for disadvantaged pupils who have key issues e.g bereavement, domestic violence can be supported. A speech therapist has delivered training to TAs and has been in school meetings identified needs of children	Continue to develop an attendance team in the school through the use of Safeguard and hold regular meetings with parents who are causing concern both with attendance and punctuality. Review the impact of the counsellor on children's progress and identify further strategies to meet the needs of the children e.g. Place to be. To continue to raise CLL and CLE through speaking and language programs. Continue to develop staff knowledge and understanding of strategies and to provide programmes that supports the development of language and communication	£30,000
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	EAL intervention groups in Y6 established which had a positive impact on children's access to language acquisition and learning skills in preparation for Y7	EAL intervention to be further developed to ensure all mid-phase admissions children needs are identified early and all teachers are made aware of strategies to support EAL learners through training and consultation at pupil progress meetings.	£20,000
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
To raise ambitions and aspirations .Work on academic projects with university graduates	Into -University year 5/6 project	All children participated in the programme from Y6 in the summer term 2017. Feedback from the organisers and the Y6 staff was extremely positive. The children developed lifelong learning skills including leadership, problem solving as well as experienced university life. The timing of the programme however would have been better earlier in the year to ensure high ambitions, aspirations and expectations of the children throughout the year.	Y6 IntoUniversity programme to take place in the autumn term 2017 to have maximum impact on children's learning, aspirations and ambition and to support learning.	£10 000

Arts participation theatre groups	Gamalan project (year 3)	All Y3 children made puppets and learnt to play a range of instruments. The project enabled children to develop a range of skills which they performed in front of the parents. Feedback from children and parents was very positive. Children also learnt about cultures in Indonesia	To continue with the Gamelan project in spring 2018	£5000
	Brick Lane Music Hall (Year 6) professional performers will help develop children's performance skills for the end of term show	Excellent production and engagement by the Y6 children. Parents very positive about the production. Good links established with the local community	Continue to develop opportunities for other year groups to be involved in productions as well as visit theatre groups to raise awareness of artistic cultures in the local area	£11000
Ensuring physical and mental wellbeing	Breakfast club Afterschool clubs Learning mentors Educational Psychologist	<p>Breakfast club has successfully been used with vulnerable families to ensure children arrive to school on time as well as have a breakfast. This has enabled a positive start to the learning day for the children and supported parents who have siblings in other schools or are struggling.</p> <p>After school clubs have successfully developed to offer a range of activities as well as the established after school club in the outreach centre which is open till 6pm. The facilities have ensured that children are safe after school and meet the needs of parents with are employed.</p> <p>The learning mentors have established a range of strategies to meet the needs of vulnerable children through in class support, liaising with parents and outside agencies and holding small nurture groups</p> <p>The Educational Psychologist has worked with a range of children however it is not clear what impact there has been on meeting children's needs as often there was no baseline assessment.</p>	<p>To continue to develop before and after school provision to ensure that disadvantaged children take part in these opportunities. Monitor attendance at clubs and identify impact on behaviour and wellbeing.</p> <p>Further develop the role of the learning mentor to ensure there is evidence of impact on the wellbeing of the children identified.</p> <p>To develop robust assessment and monitoring of children identified as requiring access to mental health support. Children's needs to be clearly established and monitored and clear communication with parents to be established.</p>	£10 000

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