

# Pupil premium strategy statement (primary)

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

1. Summary information			
<b>School</b>	Isaac Newton School		
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	In excess of £200,000
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	180

## Principles at Isaac Newton:

- We ensure that our teaching and learning opportunities for children meets the needs of all pupils
- We ensure that our vulnerable pupils, including our socially disadvantaged pupils have their needs met by ensuring they receive appropriate provision.
- In making this provision, we also recognise that not all pupils who receive pupil premium funding are socially deprived.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

2. Current attainment				
	<i>Pupils eligible for PP</i>	<i>National average for pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National average for all pupils</i>
% reaching the expected standard in reading, writing and maths by the end of KS2	54.2 %	51.0%	67.6 %	65.0 %
% reaching the expected standard in reading by the end of KS2	58.3 %	56.0 %	75.7 %	73.0 %
% reaching the expected standard in writing by the end of KS2	66.7 %	58.0 %	73.0 %	79.0 %
% reaching the expected standard in maths by the of KS2	62.5 %	63.0 %	86.5 %	79.0 %
% reaching the expected standard in the phonics screening check (Year 1)	96.0 %	71.0 %	67.0 %	82.0%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>

<b>A.</b>	Improve language skills for pupil premium children especially with their oracy.	Outcomes at the end of EYFS in reading and Speaking and listening show an increase in percentage attainment, continuing to close the gap between school attainment and national attainment for disadvantaged pupils.
<b>B.</b>	Provide additional support for those pupils who are pupil premium and SEND	Pupils who are PP and SEND are making accelerated progress against targets set.
<b>C.</b>	Accelerate the progress of pupil premium children in need of emotional and self-esteem support	Closing the gap between pupil premium and non pupil premium peers who have same relative starting points (entry data for EYFS and end of KS1)

In 2018-19 we were allocated around £200,000. This was used to maintain our areas of success from the previous academic year of 2017-18 but we will explore new areas that we know will develop the achievement of pupils for the academic year 2019-20.

4. Review of expenditure			5.
Area of spend	Focus	Total allocation	Review of expenditure
<b>Pastoral SENDCO</b>	<b>To maintain support for PP children who are SEND</b>	<b>£39,000</b>	<ul style="list-style-type: none"> <li>No exclusions of pupils who have been with the school throughout their educational career.</li> <li>Support for parents and children who need emotional help and strategies to enable them to regulate their behaviour in a positive way.</li> </ul>
<b>Funding for breakfast club</b>	<b>Pastoral and social support</b>	<b>£20,000</b>	<ul style="list-style-type: none"> <li>Record breaking number of children attending breakfast club.</li> <li>This has allowed parents to arrive at work promptly and ensured that pupils are ready for the day ahead.</li> </ul>
<b>Additional TA support in classes and for focussed interventions (KS1)</b>	<b>Standards in English</b>	<b>£15,000</b>	<ul style="list-style-type: none"> <li>Children who worked in targeted interventions made progress in writing and 80% reached the EXS in Year 1.</li> <li>70% of the children met GDS for writing in Year 1.</li> </ul>
<b>Additional Apprentice TA support in classes and for focussed interventions (EYFS)</b>	<b>Standards in Maths and English</b>	<b>£15,000</b>	<ul style="list-style-type: none"> <li>FS pupils making accelerated progress from their starting point and</li> </ul>

			ensure that they are able to go on and flourish in KS1.
<b>Additional KS2 intervention sessions for English and Maths</b>	<b>Standards in Maths and English</b>	<b>£20,000</b>	<ul style="list-style-type: none"> <li>• Children receiving additional support from a KS2 teacher to aid their reading and maths.</li> <li>• This resulted 5/12 children reaching the expected standard</li> </ul>
<b>Fund 1:1 tuition in reading, writing and maths</b>	<b>Standards in Maths and English</b>	<b>£15,000</b>	<ul style="list-style-type: none"> <li>• 7/12 children reached the EXS in their targeted interventions outside of English and maths lessons.</li> </ul>
<b>Educational Psychologist and CASY counselling service</b>	<b>Pastoral and Social</b>	<b>£ 17,000</b>	<ul style="list-style-type: none"> <li>• Children are regularly using the CASY service and this is having a positive impact in the classroom.</li> <li>• EP has worked with children and groups of children to look at their emotional wellbeing.</li> <li>• This has supported staff and parents so that we can ensure children are in the classroom wherever possible.</li> </ul>
<b>Trip shortfall</b>	<b>Enrichment opportunities and entitlement for all</b>	<b>£ 5,000</b>	<ul style="list-style-type: none"> <li>• Ensures ALL children enjoy first hand experiences that are linked to their learning.</li> </ul>
<b>First hand experiences for music (violin)</b>	<b>Enrichment opportunities</b>	<b>£15,000</b>	<ul style="list-style-type: none"> <li>• Two children passed their grade 1 exam.</li> <li>• All violinist performed in a concert three times. Twice to parents and at the Colsterworth Festival.</li> </ul>
<b>Lunchtime clubs</b>	<b>Social opportunities for children</b>	<b>£7,500</b>	<ul style="list-style-type: none"> <li>• Lunchtime club has meant that all children are settled and behaviour is good.</li> <li>• New skills are taught e.g. knitting and a chance to learn new games.</li> </ul>
<b>CPD for reading and writing</b>	<b>Standards in English</b>	<b>£ 6,500</b>	<ul style="list-style-type: none"> <li>• English consultant in three times a year to work with staff on writing moderation and progression in reading.</li> </ul>

			<ul style="list-style-type: none"> <li>INSET based on reading throughout the curriculum.</li> </ul>
<b>Additional TA in Year 1</b>	<b>Standards in phonics</b>	<b>£ 15,000</b>	<ul style="list-style-type: none"> <li>Phonics results are in line with the national average.</li> </ul>
<b>Current books for reading and whole class reading</b>	<b>Standards in English</b>	<b>£ 10,000</b>	<ul style="list-style-type: none"> <li>Accelerated reader books now mean all children have access to texts that are appropriate to their age and can read for pleasure.</li> </ul>
<b>11+ Club</b>	<b>Increase the amount of children who pass the 11+</b>	<b>£4,260</b>	<ul style="list-style-type: none"> <li>9 children passed the 11+ exam this year.</li> <li>This is the second highest number of children to pass on record.</li> </ul>
		<b>Total = £204,260</b>	

6.		7. Planned Expenditure	
Area of Spend	Estimated amount spent	Intended outcome-why these approaches were taken	Actions
<b>Pastoral SENDCO</b>	£39,000	<ul style="list-style-type: none"> <li>Role of SENDCO working closely with DHT on attendance, ELSA and inclusion.</li> <li>Monitoring of vulnerable groups (including CP/ SEND/ PP/ Services and Post LAC)</li> <li>Work strategically with interventions to support social and emotional development of pupils (this includes working with outside agencies and those that safeguard children)</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and review meetings to ensure the needs of focused pupils is specific and appropriate.</li> <li>CPD to ensure that intervention and support provided by pastoral team is tailored to meet the needs of pupils.</li> <li>Regular review of attendance statistics to ensure that pupils attendance is as high as possible.</li> <li></li> </ul>
<b>Funding for invitation only breakfast club</b>	£20,000  £1,000 (Kellogs)	<ul style="list-style-type: none"> <li>Breakfast club- to promote good attendance, punctuality, positive start to the academic day as well as meeting additional social and</li> </ul>	<ul style="list-style-type: none"> <li>Through liaison with teachers and review of attendance data, PP pupils as well as other pupils are invited to attend Breakfast club- no cost.</li> </ul>

		<p>emotional aspects related to pupils' anxieties.</p> <ul style="list-style-type: none"> <li>• Pupils enjoy spending time with their peers prior to lessons beginning (helps them become ready for learning).</li> <li>• Safe and positive environment where personal development goals (linked to whole academy Personal Development Curriculum) are fostered and planned for.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase a range of games and activities to support club.</li> <li>• Staff member to run homework club once a week to support completion of learning</li> <li>• Extra staff member employed as the demand for breakfast club rises.</li> </ul>
<b>Additional TA support in classes and for focussed interventions (KS1)</b>	£15,000	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (ie spelling/reading/maths)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes - time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology.</li> <li>• Careful tracking of homework to include reading records.</li> <li>• Priority reading with TAs if pupils are unable to read at home</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings with class teachers/phase leader/intervention tam (as appropriate) to review interventions, feedback on progress and alter support where necessary.</li> <li>• Careful planning of interventions - overview completed every half term (reviewed after each session).</li> <li>• TAs to completed log of interventions including feedback notes/evaluations.</li> <li>• Clear communication between Teachers and TAs - expectations within the lessons</li> <li>• TA timetables carefully planned - maximising opportunities to provide interventions, preteaching and consolidation.</li> </ul>
<b>Additional TA support in classes and for focussed</b>	£20,000	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (phonics and talk boost)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear communication between Teachers and TAs - expectations within the lessons</li> <li>• TA timetables carefully planned - maximising opportunities to provide</li> </ul>

<b>interventions (EYFS)</b>		<ul style="list-style-type: none"> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes -Priority reading with TAs if pupils are unable to read at home</li> </ul>	interventions, preteaching and consolidation.
<b>Additional KS2 intervention sessions for English and Maths</b>	£10,000	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs.</li> <li>• Support outside of lessons to develop skills of reading and maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear communication between Teachers - expectations within the lessons</li> <li>• Timetables carefully planned - maximising opportunities to provide interventions, preteaching and consolidation.</li> </ul>
<b>Educational Psychologist and CASY counselling service</b>	£20,000	<ul style="list-style-type: none"> <li>• To provide alternative provision for pupils who need emotional and social support.</li> <li>• Meet with teachers, child and parents to support.</li> <li>• Tailored interactions to promote emotional development.</li> <li>• Pupils interact in a small group/cross phase organisation with additional resources to encourage emotional and social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress of pupils' emotional and social wellbeing.</li> <li>• Monitor and review each half term with teacher, child and parents.</li> <li>• Plan next steps</li> </ul>
<b>Intervention (teacher led)/ CPD and Leadership</b>	£4,000	<ul style="list-style-type: none"> <li>• Teacher lead intervention - range of strategies - 1:1, small group, pre-teaching, consolidation, extension - planned to cater for individual needs.</li> <li>• Teacher led intervention -to include working alongside countywide Mobilise project – with a focus upon Curriculum and Emotional Wellbeing</li> <li>• Provision of cover for staff who require release for Leadership/CPD by known teachers whose expectations of behaviour and learning match those of the class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful planning of interventions in liaison with Class teachers/phase leaders - overview completed half term (reviewed/evaluated after each session).</li> <li>• Clear communication between class teachers/ class shares and cover teachers to ensure expectations match.</li> <li>• Timetables planned in liaison with SLT to ensure that coverage is matched to needs.</li> <li>• Monitoring of interventions as identified within the PM cycle.</li> <li>• Intervention/CPD/ Leadership cover teachers attend all meetings and CPD -</li> </ul>

		<ul style="list-style-type: none"> <li>Clarity of expectations for pupils to ensure those who require additional nurture/support</li> </ul>	<p>ensure consistency and understanding of school priorities and teaching strategies.</p>
<b>CPD training - team teach/ Curriculum/ SEND</b>	£5,000	<ul style="list-style-type: none"> <li>CPD to be focused across the school to ensure that curriculum content and pedagogy is engaging and pitched to ensure that all pupils have opportunity to work more deeply with concepts and skills.</li> <li>CPD linked with SDP (School Development Plan) and Essentials curriculum including whole school focus upon vocabulary enrichment development of Personal Development Curriculum (Educational Psychology Bespoke Service – Futures in Mind)</li> <li>Cycle of training/refresher with Team Teach to ensure that emotional and social needs of all pupils are met (including vulnerable groups).</li> </ul>	<ul style="list-style-type: none"> <li>Regular access to CPD including Twilights.</li> <li>Teaching and Learning meetings (also individuals accessing external training) - ensuring consistency in expectations and experiences for all pupils.</li> <li>All teaching and support staff trained to understand social and emotional needs of all pupils (including vulnerable groups) in the</li> <li>Monitoring within PM to ensure that CPD has expected impact within the school.</li> </ul>
Additional learning resources (including Accelerated reader, ORT and Phonics Bug Books)	£20,000	<ul style="list-style-type: none"> <li>Pupils are fully supported by learning resources being made available to them.</li> <li>Pupil enjoy using resources to complete tasks that not only consolidate but also extend their learning.</li> <li>A range of learning styles can be catered for.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils regularly asked for ideas as to how they wish to improve learning experiences - School Council.</li> <li>Teachers and TAs trained in use of software and materials in order to maximise the outcomes for pupils.</li> </ul>
Funding for shortfall in trips	£5,000	<ul style="list-style-type: none"> <li>Ensuring all children are able to take part in vital first hand experiences e.g. trips and visitors into school</li> </ul>	<ul style="list-style-type: none"> <li>All children are included, therefore all children are accessing first hand experiences that support the learning in the classroom</li> </ul>

Music and violin tuition	£15,000	<ul style="list-style-type: none"> <li>Children given the opportunity in KS2 to play a musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have weekly lessons and perform to an audience three times a year.</li> <li>Upper KS2 working towards grade 1 exam.</li> </ul>
Lunchtime club	£7,500	<ul style="list-style-type: none"> <li>Pupils are given the opportunity to attend lunch time club to learn new skills.</li> </ul>	<ul style="list-style-type: none"> <li>Children are aware of the clubs on offer at lunchtime and encouraged to try them.</li> <li>Behaviour monitored as a result of the clubs.</li> </ul>
Additional adult support in Year 1	£15,000	<ul style="list-style-type: none"> <li>Adult support to ensure reading continues to be a high priority.</li> <li>Phonics groups are taken daily to ensure children are making progress.</li> </ul>	<ul style="list-style-type: none"> <li>Children's phonics is monitored regularly and groups are in place.</li> <li>Class teacher and phonics lead have regular meetings.</li> <li>Adult leading interventions feeds back to teachers daily.</li> </ul>
CPD Reading	£10,000	<ul style="list-style-type: none"> <li>INSET training on whole class reading and reading as part of the curriculum</li> <li>English consultant to work with all staff on reading in their year group.</li> </ul>	<ul style="list-style-type: none"> <li>Clear framework for reading from EYFS to Y6.</li> <li>Progression of skills using vipers</li> <li>Lessons, planning and books show children are making progress in reading.</li> </ul>
11+ Club	£4,260	<ul style="list-style-type: none"> <li>All children given the opportunity to attend 11+ club each week.</li> </ul>	<ul style="list-style-type: none"> <li>To aim for a greater number of children to pass the 11+ entry exam (11 in 2018-19)</li> </ul>
Current books for reading and whole class reading	£10,000	<ul style="list-style-type: none"> <li>Up to date books ensure that children are reading books that they enjoy.</li> <li>Children are tested on texts read to ensure they are understanding what is being read.</li> </ul>	<ul style="list-style-type: none"> <li>Higher proportion of children at age related expectations in EYFS, Y2 and of Year 6.</li> <li>Children are able to talk about books they read and recommend them.</li> </ul>

## 8. Additional detail

### **How will the school measure the impact of the Pupil Premium?**

Isaac Newton School will continue to monitor the progress of all children including Pupil Premium, using our PP cycle. This is used to inform and enable us so that the early identification of need, support and appropriate intervention is in place. Review meetings will take place within each long term and will include Phase leaders, Teachers and SMT. Pupil premium is the responsibility of all teaching staff and is led within each team by the phase leaders and overseen by the Deputy Headteacher.

At each review point, the academy will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the academy will look at all pupils across the academy. There are some pupils who are not eligible for PP who would benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Local Governing Body Agenda.

Designated Staff Member in Charge – Mrs Sara Pask