



Frithville Primary School
and
New York Primary School



Pupil Premium Strategy and Self-Evaluation

1. Summary information					
School	New York Primary School				
Academic Year	2018-19	Total PP budget	£72,155.00	Date of most recent internal PP Review	Feb 2019
Total number of pupils	53	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2019

2. Current attainment	
<p>Summary of Performance: The Department for Education (DfE) are unable to publish school performance data where cohorts (year groups) are less than eleven. This is to avoid the easy identification of individual pupils for safeguarding and data protection reasons. All the year groups at New York are less than eleven, the vulnerable groups are even smaller, therefore the school is unable to publish the data for these cohorts, or groups. We apologise for being unable to share with you the wonderful progress that the pupils at New York Primary School achieve each year.</p> <p>Paul Bargh Executive Headteacher ~ The New York Primary School Sue Brackenbury Chair of Governors ~ The New York Primary School</p>	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Spelling Punctuation and Grammar skills are low impacting on quality of writing.
B.	Low Numeracy skills
C.	Low entry levels in Foundation stage mean low starting point for children
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Some parental mis-understanding of the new curriculum, particularly SPaG and maths
E.	Rural isolation – support agencies, facilities and amenities

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve SPAG knowledge of pupils and staff to improve pupil progress in writing	Pupils eligible for PP in all years will make expected or better progress in writing. All children will be working at their expected standard or higher and their written work will reflect this.
B.	Improve understanding of place value to impact numeracy skills further up the school	Pupils eligible for PP in all years will make expected or better progress in numeracy. All children will be working at their expected standard or higher and their numeracy work will reflect this.
C.	Children to make accelerated progress so that they are meeting age related expectations by the end of each year.	Pupils eligible for PP in all years will make expected or better progress in all areas. All children will be working at their expected standard or higher at the end of each year.
D.	Increased parental understanding of the new curriculum leading to increased support	Parents become more involved with their children's learning. Parents attend information and training sessions relating to the new curriculum. Newsletters offer advice on how parents can support their children in meeting age related expectations
E.	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved, thereby Improving well-being and readiness to learn	Improved social skills and attitude to learning. Children are confident, independent learners and can access the environment independently and safely. Children start the day ready to learn All children have had breakfast.

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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
Staff training on SPAG. Staff to have access to appropriate grammar books to improve staff knowledge SPAG training	Improved SPAG knowledge of all pupils and staff and improved progress in writing	New National Curriculum expectations. Staff knowledge and skills continues to improve so that outcomes for PP pupils will improve.	The strategy will continue – Ref: FIP/CPD	£1,000.00
Focus on place value in staff training Focus in staff planning	Improve understanding of place value and reasoning to impact numeracy skills further up the school	New National Curriculum expectations Staff knowledge and skills continues to improve so that outcomes for PP pupils will improve.	The strategy will continue – Ref: FIP/CPD Further external advice to support T&L in Maths	£1,000.00
Children to have small group teaching and increased access to adult support – 1 member of staff per year group.	Children to make accelerated progress in reading comprehension so that they are meeting age related expectations by the end of each year.	Children had increased access to support to help raise attainment and increase progress.	The strategy will continue – Ref: FIP/Learning philosophy.	£14,000.00

ii. Targeted support				
Action	Intended outcome	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
Interventions – Nesy, Multisensory Language program, SNIP, Tell phonics, spelling groups SPAG targets feed in to IEPs.	Improved SPAG knowledge of all pupils and staff and improved progress in writing	Interventions well founded or recommended and previously impact evaluated. Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	Additional reading support enabled children to make progress in targeted areas. (Ref IEPS) Evidence of progress across all years indicates that this approach should continue, enhancing the staffing across the whole school. Consideration of the assessment criteria is taking place	£1000.00
Accelerating learning and progress in y6 – Interventions – Dynamo maths, individual PIVATs based intervention.	Improve understanding of place value and reasoning to impact numeracy skills further up the school	Small group teaching shown effective in previous Y6 group Interventions well founded or recommended and previously impact evaluated. Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	Good ratios were essential to enable focused teaching to all abilities in mixed age classes.	£1000.00
Accelerated learning for targeted children to narrow the gap - One member of staff per year group. Interventions – handwriting, comprehension and spelling groups, paired reading, PIVATs based support.	Children to make accelerated progress in reading comprehension so that they are meeting age related expectations by the end of each year.	Small group teaching/support known to be effective in closing the gap. Interventions well founded or recommended and previously impact evaluated. Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	Greater analysis of strengths and weaknesses for individual children is required in assessment situations. The strategy will continue – Ref: FIP/Learning philosophy.	£12,200.00
Intervention - Social skills training, Talking time, time to talk, social stories.	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	Interventions well founded or recommended and previously impact evaluated. Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	Good ratios were essential to enable focused teaching to all abilities in mixed age classes. Strategy will continue – it is effective at pre-empting concerns and supporting children effectively.	£1000.00

iii. Other approaches				
Action	Intended outcome	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
Parents become more involved with their children's learning. Parents attend information and training sessions relating to the new curriculum. Newsletters offer advice on how parents can support their children in meeting age related expectations	Increased parental understanding of the new curriculum leading to increased support	Increased parental understanding leads to increased support. E.g. Informing parents of the types of questions to ask when reading will help them to question and support their child when reading at home – helping to raise reading comprehension levels. Parental questionnaire	The strategy will continue.	£1000.00
Subsidising educational trips and visitors Residential trip Subsidising swimming After-school clubs	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	Access to first hand quality experiences helps children to learn about the world in which they live and enriches literacy and curriculum work. Evidence from: Lesson observations Pupil interviews Learning walks	This is an effective strategy and parents like the flexibility that it offers them. They are positive about the way we engage them in how they can use it. The strategy will continue.	£2,400.00
Piece of fruit available for children who have not had any breakfast Breakfast in school for SATS week	Improve well-being and readiness to learn	Children need fuel to enable them to be ready to tackle the challenges of the day. Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	The strategy will continue.	£300.00

6. Planned expenditure

Academic year

£72,155.00

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>Staff training on SPAG.</p> <p>Staff to have access to appropriate grammar books to improve staff knowledge</p> <p>SPAG training</p>	<p>Improved SPAG knowledge of all pupils and staff and improved progress in writing</p>	<p>New National Curriculum expectations</p> <p>Staff knowledge and skills will continue to improve so that outcomes for PP pupils will improve.</p>	<p>Throughout the year we will use INSET days and staff meetings to deliver training. Lessons from training embedded in school policy and English action plan. Evidence from:</p> <p>Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data</p>	<p>PB/DI/FP/ST</p>	<p>As per English Action Plan</p> <p>Termly data tracking</p> <p>Spring 2019</p>
<p>Focus on place value in staff training</p> <p>Focus in staff planning</p>	<p>Improve understanding of place value and reasoning to impact numeracy skills further up the school</p>	<p>New National Curriculum expectations</p> <p>Staff knowledge and skills will continue to improve so that outcomes for PP pupils will improve.</p>	<p>Throughout the year we will use INSET days to deliver training. Lessons from training embedded in school policy and English action plan. Evidence from:</p> <p>Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data</p>	<p>PB/DI/FP/ST</p>	<p>As per Maths Action Plan</p> <p>Termly data tracking</p> <p>Spring 2019</p>
<p>Children to have small group teaching and increased access to adult support – 1 member of staff per year group.</p>	<p>Children to make accelerated progress in reading comprehension so that they are meeting age related expectations by the end of each year.</p>	<p>Children will have increased access to support to help raise attainment and increase progress.</p>	<p>Throughout the year we will use:</p> <p>Lesson observation Work scrutiny Data analysis</p>	<p>PB/DFP</p>	<p>Termly data tracking</p> <p>Spring 2019</p>
Total budgeted cost					£33,000.00

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Interventions – Nesy, Multisensory Language program, SNIP, Tell phonics, spelling groups SPAG targets feed in to IEPs	Improved SPAG knowledge of all pupils and staff and improved progress in writing	Interventions well founded or recommended and previously impact evaluated.	Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	ST	Termly data tracking Spring 2019
Accelerating learning and progress in y6 – Interventions – Dynamo maths, individual PIVATs based intervention	Improve understanding of place value and reasoning to impact numeracy skills further up the school	Small group teaching shown effective in previous Y6 group Interventions well founded or recommended and previously impact evaluated.	Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	PB	Termly data tracking Spring 2019
Accelerated learning for targeted children to narrow the gap - One member of staff per year group. Interventions – handwriting, comprehension and spelling groups, paired reading, PIVATs based support	Children to make accelerated progress in reading comprehension so that they are meeting age related expectations by the end of each year.	Small group teaching/support known to be effective in closing the gap. Interventions well founded or recommended and previously impact evaluated.	Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	ST	Termly data tracking Spring 2019
Intervention - Social skills training, Talking time, time to talk, social stories.	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	Interventions well founded or recommended and previously impact evaluated.	Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	FP	Termly data tracking Spring 2019
Total budgeted cost					£37,000.00

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents become more involved with their children's learning. Parents attend information and training sessions relating to the new curriculum. Newsletters offer advice on how parents can support their children in meeting age related expectations	Increased parental understanding of the new curriculum leading to increased support	Increased parental understanding leads to increased support. E.g. Informing parents of the types of questions to ask when reading will help them to question and support their child when reading at home – helping to raise reading comprehension levels.	Parental questionnaire	PB/SZ	Parental questionnaire sent out annually Spring 2019
Subsidising educational trips and visitors Residential trip Subsidising swimming After-school clubs	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	Access to first hand quality experiences helps children to learn about the world in which they live and enriches literacy and curriculum work.	Evidence from: Lesson observations Pupil interviews Learning walks	DI	Termly data tracking June 2018 Dec 2018 March 2019
Piece of fruit available for children who have not had any breakfast Breakfast in school for SATS week	Improve well-being and readiness to learn	Children need fuel to enable them to be ready to tackle the challenges of the day.	Evidence from: Lesson observations Work scrutiny Pupil interviews Learning walks Pupil progress data	DI	Termly data tracking On-going informal lesson obs March 2019
Total budgeted cost					£2,760.00

7. Additional detail

Research to support the strategy expenditure at New York Primary School:

Rationale...

- The research summarised below has been used to prepare the Learning Philosophy Document for both Frithville and New York Primary Schools.
- The rationale, both strategic and operational, for the Pupil Premium Strategy is outlined in detail in the “Learning Philosophy”. In brief...
 - Subject leadership is across both schools.
 - The Strategic intent is to provide one member of staff per year group across both schools.
 - Operational intent differs across both school, depending upon need.

EEF – Metacognition and self-regulation...

Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

- cognition - the mental process involved in knowing, understanding, and learning;
- metacognition - often defined as ‘learning to learn’; and
- motivation - willingness to engage our metacognitive and cognitive skills.

To consider within the FIP/CPD/Learning Philosophy

1. Which explicit strategies can you teach your pupils to help them plan, monitor, and evaluate specific aspects of their learning?
2. How can you give them opportunities to use these strategies with support, and then independently?
3. How can you ensure you set an appropriate level of challenge to develop pupils’ self-regulation and metacognition in relation to specific learning tasks?
4. In the classroom, how can you promote and develop metacognitive talk related to your lesson objectives?
5. What professional development is needed to develop your knowledge and understanding of these approaches? Have you considered professional development interventions which have been shown to have an impact in other schools?

Progression in Numeracy Ages 5-11...

Reports on aspects of the work of the Leverhulme Numeracy Research Programme, a 5-year study funded in the UK during 1997-2002 by the Leverhulme Trust. Following disappointing English performances in numeracy in international surveys, the purpose of the Leverhulme Programme was:

...to take forward understanding of the nature and causes of low achievement in numeracy and provide insight into effective strategies for remedying the situation.

EEF – Feedback...

Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student’s management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

To consider within the FIP/CPD/Learning Philosophy

1. Providing effective feedback is challenging. These findings from the broader research may help you to implement it well. Effective feedback tends to: be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”); compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”); encourage and support further effort; be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; be supported with effective professional development for teachers.

2. Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.
3. Feedback can come from peers as well as adults (see Peer tutoring).
4. Have you considered the challenges of implementing feedback effectively and consistently in your school?
5. What professional development is likely to be necessary for successful implementation of feedback in your school?

EEF – Small Group Tuition...

Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

To consider within the FIP/CPD/Learning Philosophy

1. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. How will you assess pupils' needs accurately before adopting a new approach?
2. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile. Have you considered trying one to two or one to three as an initial option?
3. Training and support are likely to increase the effectiveness of small group tuition. Have those delivering the small group tuition been trained in the programme they are using?

EEF – Setting or Streaming...

The terms 'setting' and 'streaming' are used to describe a variety of approaches by which pupils with similar levels of current attainment are consistently grouped together for lessons.

- 'Setting' usually involves grouping pupils in a given year group into classes for specific subjects, such as mathematics and English, but not across the whole curriculum.
- 'Streaming' (also known as 'tracking' in some countries) usually involves grouping pupils into classes for all or most of their lessons, so that a pupil is in the same group regardless of the subject being taught.

Pupils in different sets or streams sometimes follow a different curriculum, particularly when different national tests, different examination levels or different types of academic and vocational qualifications are available.

The aim of setting and streaming approaches is to enable more effective and efficient teaching by narrowing the range of pupil attainment in a class.

To consider within the FIP/CPD/Learning Philosophy

1. Have you considered alternative approaches to tailoring teaching and learning? One to one and small group tuition are targeted interventions which have positive impacts on attainment.
2. How will you ensure that your setting or streaming approach enables more effective teaching for all pupils, including lower attaining pupils? Which groups will your most experienced teachers be allocated to?
3. How will you ensure that all pupils follow a challenging curriculum, including lower attaining pupils?
4. How will you minimise the risk of allocating pupils to the wrong group? Have you assessed whether your grouping criteria could disadvantage certain pupils? For younger children, have you taken their relative age within the year group into account?
5. How flexible are your grouping arrangements? Pupils progress at different rates and so regular monitoring and assessment is important to minimise misallocation and ensure challenge for all pupils.
6. How will you monitor the impact of setting or streaming on pupil engagement and attitudes to learning, particularly for lower attaining pupils?

Pupil premium Reviewer Training...

Tuesday 29th January 2019 (The Charter Teaching School)

Paul Bargh – Headteacher (Frithville and New York Primary Schools)

Sue Brackenbury – Chair of Governors (Frithville and New York Primary Schools)

Heather Payne – CEO (The Horncastle Education Trust)