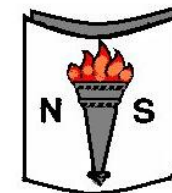


# Newberries Primary School

*'Play Together, Learn Together, Achieve Together, Grow Together'*



## Pupil Premium Strategy 2016-2017

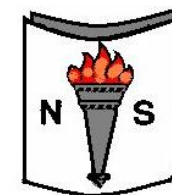
**Main barriers to educational achievement faced by pupils eligible for the Pupil Premium Grant at Newberries:**

Barrier 1:	Barrier 2:	Barrier 3:	Barrier 4:
Children coming into school at a lower baseline in reading, writing or maths. We aim to diminish the difference each year that they attend Newberries.	Children experiencing social, emotional and behavioural issues, which can be a barrier to learning.	Sometimes opportunities for extended learning experiences beyond the school day are limited. Enrichment Opportunities are supported to develop skills in foundation subjects.	Children enrolling at the school later than Reception, having experienced changes in setting for a variety of reasons.

2016-2017 Budget	
Year R- Year 6	Pupil Premium Ever 6
<b>TOTAL</b>	<b>£17,160</b>

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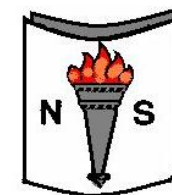
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	How we will spend the pupil premium.	Why use this approach?	How we will measure the impact?	Evaluation of impact on pupil achievement
<p><b>Barrier 1:</b> Children coming into school at a lower baseline in reading, writing or maths. We aim to diminish the difference each year that they attend Newberries.</p>	<ul style="list-style-type: none"> <li>• TA / teacher increased support to provide more one to one or small group opportunities in school</li> <li>• One to one teacher / TA intervention support to narrow gaps in children's learning.</li> <li>• Assessment of in-class learning to inform planning of intervention work</li> </ul>	<p>By using one to one or small group support children are having the opportunity to receive teaching that reflects their personalised learning needs.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Data (progress and attainment)</li> <li>• Progress against individual targets</li> <li>• SLT monitoring and evaluation schedule to measure impact and adapt if necessary</li> </ul>	
<p><b>Barrier 2:</b> Children experiencing social, emotional and behavioural issues, which can be a barrier to learning.</p>	<ul style="list-style-type: none"> <li>• Regular sessions with TA to support the needs of individual pupils.</li> <li>• Teachers and TAs in close communication to support interventions.</li> <li>• External services accessed if needed.</li> </ul>	<p>We use the PPG grant to give children who need this access to counselling and play therapy that others may be able to afford. Supporting overall well-being has positive outcomes in learning.</p>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Attendance</li> <li>• Parent/ school discussion</li> <li>• Achievement data</li> </ul>	

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<p><b>Barrier 3:</b> Sometimes opportunities for extended learning experiences beyond the school day are limited. Enrichment Opportunities are supported to develop skills in foundation subjects.</p>	<ul style="list-style-type: none"> <li>• One to one or small group intervention support to narrow gaps in children's learning.</li> <li>• Assessment of in-class learning to inform planning of intervention work.</li> <li>• Music tuition</li> <li>• Clubs e.g. ballet, street dance, drama, football</li> <li>• Swimming lessons</li> <li>• School trips/enrichment activities</li> </ul>	<p>By using one to one or small group support children are having the opportunity to receive teaching that reflects their personalised learning needs.</p> <p>To assist inclusion amongst peers.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Data (progress and attainment)</li> <li>• Progress against individual targets</li> <li>• SLT monitoring and evaluation schedule to measure impact and adapt if necessary</li> </ul>	
<p><b>Barrier 4:</b> Children enrolling at the school later than Reception, having experienced changes in setting for a variety of reasons.</p>	<ul style="list-style-type: none"> <li>• TA pastoral support set up when the children start at Newberries (e.g 1:1 sessions, Buddy system set up)</li> </ul>	<p>To give the children emotional support through a transitional period, as well as assessing their learning needs.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Teacher feedback</li> <li>• Pupil voice</li> <li>• Attendance</li> <li>• Parent/ school discussion</li> <li>• Foundation subject tracking</li> </ul>	

**Date of strategy review: September 2017**