



Newcroft Primary Academy



Core Strategic Plan 2018-19

Received by LGB	
Received by Trustees	

Newcroft Primary Academy Core Strategic Plan 2018-19

Contents	Page Number
Symphony Learning Trust Key Objectives	3
Leadership Structure and Staff & Governor responsibilities	4
Long term (3 Year) School Improvement Plan	5
Review of priorities for 2017/18	7
Headline Pupil Attainment Results 2017/18 (EYFS / Phonics / KS1)	9
Headline Pupil Attainment Results 2017/18 (KS2)	10
Key Priorities for 2018/19	
• Priority 1 – Outcomes for Pupils	11
• Priority 2 – Improving Teaching, Learning, Behaviour and Safety	13
• Priority 3 – Improving Leadership and Management	14
Governance Review / Development / Monitoring Plan	16
Staff Professional Development Plan (CPD)	17
Pupil Premium Plan (but please also refer to the detail evaluation and plan on the school's website at http://newcroftprimaryacademy.co.uk/pupil-pe-sport-premium)	18-22

Symphony Learning Trust Key Objectives

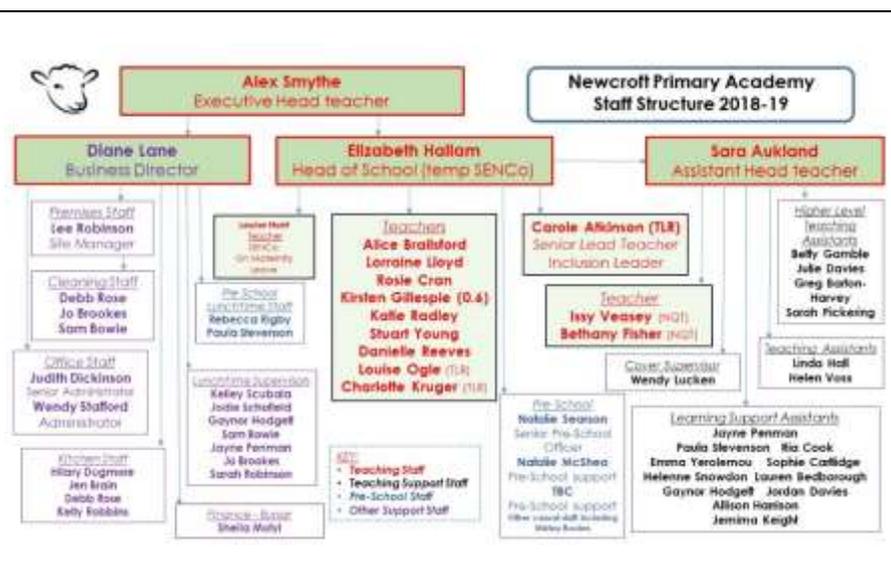
Object Focus	Ref:	Outcomes	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1. Leadership and Management	1a	Develop and Implement systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Implement	Implement	Embed	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Develop	Implement	Implement	Embed	Embed
	1c	Implement a Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Develop	Implement	Embed	Embed	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Implement	Implement	Embed	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Develop	Develop	Implement	Implement	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Develop	Implement	Embed	Embed	Embed
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Implement	Implement	Implement	Implement	Implement
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Implement	Embed	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Implement	Implement	Implement	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Develop	Develop	Implement	Implement	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Implement	Implement	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Develop	Develop	Implement	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Develop	Implement	Implement	Embed	Embed
5.Outward Looking (Teaching Schools)	5a	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Implement	Implement	Implement	Embed	Embed
	5b	Develop and Implement an appropriate professional development curriculum for staff	Develop	Implement	Embed	Embed	Embed
	5c	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Develop	Implement	Embed	Embed	Embed
	5d	Implement School to School Support where needed	Develop	Implement	Embed	Embed	Embed

Newcroft Leadership Team

Alex Smythe	Elizabeth Hallam	Diane Lane	Sara Aukland
<ul style="list-style-type: none"> Executive Head Head of Teaching School Strategic Direction 	<ul style="list-style-type: none"> Teaching & Learning Staffing Curriculum Early Years/Phonics Temporary SENCo 	<ul style="list-style-type: none"> School Business Management 	<ul style="list-style-type: none"> Assistant Head Support Staff ITT (School Direct) Statutory Assessment Parent liaison, Friends of Newcroft

Staff Responsibilities

Leader	Subject Area(s)	Governor Partner(s)
Lorraine Lloyd	Computing , Website, Weduc	Sarah Newton-Shilliam
Katie Radley	Science	Sam Curtis and Elle Walshe
Rosie Cran	School Council, Humanities, RE, Earwig	(no subject plans in SIP)
Kirsten Gillespie	EAL	(no subject plans in SIP)
Stuart Young	Outdoor Learning	(no subject plans in SIP)
Sara Aukland	Statutory Assessment & More Able , Parent liaison, Friends of Newcroft	Dan Brown
Carole Atkinson (TLR)	Pupil premium/Inclusion, Music	Sarah Newton-Shilliam
Louise Ogle (TLR)	Maths, PSHE, Healthy schools	Sarah Hanna
Charlotte Kruger (TLR)	English, Library	Sophie Smith and Graham Darch
Lizzie Hallam	Teaching & Learning	Dan Brown, Sarah Hanna
Lizzie Hallam	Early Years, Phonics	Jo Stevens
Louise Hunt (Mat Leave)	SENCo (covered by EH)	Sarah Hattersley
Hannah Lacey	Art & DT	(no subject plans in SIP)
Betty Gamble	Physical Education	Sarah Hattersley



Governor Roles

Health and Safety – Graham Darch
Early Years – Jo Stevens
Inclusion – Sarah Newton-Shilliam
Safeguarding – Dan Brown and Sam Curtis
SEN Governor – Sarah Hattersley
Finance Governors – Jo Stevens, Elle Walshe, Sophie Smith
Teaching and Learning – Sarah Hanna and Dan Brown
Subjects above in bold have subject plans in the other section of the School Improvement Plan

Governor Visits (to monitor progress towards targets in the School Improvement Plan) to take place:

19th Nov to 30th Nov 2018 (paperwork to AS by 5th Dec 2018) - To work with subject leaders to review interim progress towards targets in the school improvement plan.

20th May to 7th June 2019 - This spans half term (Paperwork to AS by 14th June) - Opportunity for subject leaders and governor partners to get together to evaluate the school improvement plan and to plan for targets for 2018-2019

Long Term Improvement Plan

Focus Area	2018-19	2019-20	2020-21
1. Leadership and management (including governance)	<ul style="list-style-type: none"> a. Leadership team review – roles and responsibilities b. The school website meets all statutory requirements c. All data protection duties are followed d. The governing body ensure that all statutory duties are met for the year e. Review and streamlining of governing body structure and programme of work for the year 	<p>The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year</p>	<p>The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year</p>
2. Teaching and Learning	<ul style="list-style-type: none"> a. At least 95% of lessons judged to be good (not including NQTs) b. At least 25% of lessons judged to be outstanding c. Book scrutiny shows that workload has been reduced by that pupils are responding to feedback and progress is at least good across the school as a result 	<p>At least 95% of lessons judged to be good At least 35% of lessons judged to be outstanding Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result</p>	<p>At least 95% of lessons judged to be good At least 40% of lessons judged to be outstanding Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result</p>
3. Standards in Core subjects	<p>End of KS1 and KS2 (at least)</p> <ul style="list-style-type: none"> a. At least 3% above national averages in Reading, Writing and Maths (including GDS) b. Progress scores all above -1.5 in KS2 and writing above zero c. Combined Reading, Writing and Maths is at least 74% 	<p>End of KS1 and KS2 (at least)</p> <ul style="list-style-type: none"> • 5% above National averages in each of Reading, Writing and Maths • Progress scores all above -1 in KS2 and writing above zero • At least 4% above national averages at greater depth • Combined Reading, Writing and Maths is at least 76% 	<p>End of KS1 and KS2 (at least)</p> <ul style="list-style-type: none"> • 8% above National averages in each of Reading, Writing and Maths • Progress scores all above zero in KS2 • At least 6% above national averages at Greater Depth • Combined Reading, Writing and Maths is at least 78%
4. Standards in other subjects	<ul style="list-style-type: none"> a. At least 80% of pupils working at the expected standard in most year groups in Science 	<p>At least 82% of pupils working at the expected standard in most year groups in Science</p>	<p>At least 83% of pupils working at the expected standard in most year groups in Science</p>
5. Standards in EYFS	<ul style="list-style-type: none"> a. Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... b. At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start c. At least 74% GLD 	<p>Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start At least 78% GLD</p>	<p>Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start At least 82% GLD</p>
6. Progress of different groups of learners	<ul style="list-style-type: none"> a. All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) b. At least 5% more PPG pupils than the previous year are EXS in each year group in each subject c. At least 65% of Summer born children in Reception achieve a GLD d. Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths 	<p>All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) At least 6% more pupils than the previous year are EXS in each year group in each subject At least 68% of Summer born children in Reception achieve a GLD Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths</p>	<p>All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) At least 7% more pupils than the previous year are EXS in each year group in each subject At least 71% of Summer born children in Reception achieve a GLD Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths</p>
7. Behaviour	<ul style="list-style-type: none"> a. Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) b. No more than 10 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>) c. Behaviour for learning judged to be at least good in 95% of lessons 	<p>Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) No more than 8 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>) Behaviour for learning judged to be at least good in 95% of lessons</p>	<p>Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) No more than 5 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>) Behaviour for learning judged to be at least good in 100% of lessons</p>

Focus Area	2018-19	2019-20	2020-21
8. Attendance	a. Average attendance of all pupils at least 96.8% b. Average attendance of PPG pupils at least 94.5%	Average attendance of all pupils at least 96.9% Average attendance of PPG pupils at least 95%	Average attendance of all pupils at least 97.1% Average attendance of PPG pupils at least 95.5%
9. Inclusion	a. The gap between pupil premium pupils and non-pupil premium (national) is no greater than 10% in Reading, Writing and Maths at KS1 and KS2 b. At least 60% of PPG pupils achieve combined in KS2	The gap between pupil premium pupils and non-pupil premium (national) is no greater than 9% At least 63% of PPG pupils achieve combined in KS2	Average attendance of PPG pupils at least 95% The gap between pupil premium pupils and non-pupil premium (national) is no greater than 8% At least 66% of PPG pupils achieve combined in KS2
10. Safeguarding	a. Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>	Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>	Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>
11. Health	a. At least 65% of children in KS2 take part in an inter-school sports activity b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly c. At least 2 hours per week of PE lessons for all children d. Sports leaders running play activities on a daily basis e. f. (well-being) Children are happy at school (99% state that they enjoy school – fewer than 1% of pupils say they have been bullied) f. g. (well-being) Fewer instances of poor behaviour both inside and outside (use Head's behaviour tracker)	At least 70% of children in KS2 take part in an inter-school sports activity Target group of inactive pupils take part in specific regular planned physical activities on a weekly At least 2 hours per week of PE lessons for all children Sports leaders running play activities on a daily basis	At least 75% of children in KS2 take part in an inter-school sports activity Target group of inactive pupils take part in specific regular planned physical activities on a weekly At least 2 hours per week of PE lessons for all children Sports leaders running play activities on a daily basis
12. Parents and the Wider Community	a. At least 94% of parents have downloaded the Weduc app b. All parents have signed and returned consent forms (including data consent) c. At least 5 regular (weekly) parent volunteers d. Friends of Newcroft organise at least 6 events during the year e. School organises at least 1 event for local senior citizens f. The school takes part in at least 3 events/visits to St Botolph's Church g. Zero formal complaints from parents h. ELSA to be made available for parents at parents evenings	At least 96% of parents have downloaded the Weduc app All parents have signed and returned consent forms (including data consent) At least 6 regular (weekly) parent volunteers Friends of Newcroft organise at least 6 events during the year School organises at least 1 event for local senior citizens The school takes part in at least 3 events/visits to St Botolph's Church Zero formal complaints from parents ELSA to be made available for parents at parents evenings	At least 98% of parents have downloaded the Weduc app All parents have signed and returned consent forms (including data consent) At least 7 regular (weekly) parent volunteers Friends of Newcroft organise at least 6 events during the year School organises at least 1 event for local senior citizens The school takes part in at least 3 events/visits to St Botolph's Church Zero formal complaints from parents ELSA to be made available for parents at parents evenings
13. British Values	a. Job Centre running – at least 80% of KS2 and 50% of KS1 pupils (including sports leaders) have a whole school responsibility 'job'. b. At least one whole school display linked to British Values c. Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)	Job Centre running – at least 84% of KS2 and 55% of KS1 pupils (including sports leaders) have a whole school responsibility 'job'. At least one whole school display linked to British Values Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)	Job Centre running – at least 88% of KS2 and 60% of KS1 pupils (including sports leaders) have a whole school responsibility 'job'. At least one whole school display linked to British Values Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)
14. Staff CPD	a. Each member of staff has a programme of CPD for the year through performance management b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year c. At least 90% of feedback from staff about training is positive	Each member of staff has a programme of CPD for the year through performance management Every member of staff can identify at least 2 CPD activities they have undertaken during the year	Each member of staff has a programme of CPD for the year through performance management Every member of staff can identify at least 2 CPD activities they have undertaken during the year

Review of Priorities for 2017/18

What did we want to improve?	What did success look like and what was its impact?	Next steps?
<p>1. To improve attainment and progress in Science across the school</p>	<p>Regular opportunities have been built into the curriculum to practise investigative skills (see lesson observations and book scrutiny). Some staff have embraced this more than others.</p> <p>All but one lesson observed has shown that are well paced and focus on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry have included: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils have worked on reading and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.</p> <p>Most work is skilfully differentiated and matched to pupils' abilities but needs to be a focus for next year.</p> <p>See Science Subject Plan for other outcomes</p>	<ul style="list-style-type: none"> • Teachers should plan and deliver lessons that teach lessons that specifically teach the children the elements of science enquiry and investigation • Teachers should plan 'Working Scientifically' lessons – each lesson addresses at least one working scientifically statement. • The profile of science should be raised further across the school – all teachers to plan one science trip/workshop for the year. Science is taught weekly – when possible – rather than blocked. • Silver star challenges should be used in science lessons – when possible - to extend learning further through questioning and reasoning. • Pupils to continue to work on reading and spelling scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge. • We need to focus on still ensuring that teachers skilfully differentiate and match learning to pupils' abilities.
<p>2. Improve the teaching of computer science across the school</p>	<p>Through the new scheme of work, pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.</p> <p>We have not yet established systems to ensure that we can measure the extent to which the pupils have become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. This needs to remain a focus.</p> <p>Money has been an obstacle to providing a range of high-quality, suitable resources to improve the use of ICT within all subjects. The issues have been around the reliability of the laptops and the whereabouts of some ipads.</p> <p>We have increased access to computing for all children but further work is necessary. New Interactive screens for all classrooms have had a positive impact on quality first teaching.</p> <p>Developing staff confidence / skills in order to promote and deliver such an ICT rich curriculum in a safe manner – this has not been measured</p> <p>We have increased the importance of ICT / Computing within Newcroft Primary Academy supporting the vision of a highly advanced computing school but we are certainly not there yet!</p> <p>See Computing Subject Plan</p>	<ul style="list-style-type: none"> • Subject leader to establish systems to ensure that we can measure the extent to which the pupils have become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world; through... <ul style="list-style-type: none"> ○ All teachers to familiarise themselves with the end of year expectations in Symphony On Track and then apply this to teaching and learning. ○ Teachers to track pupils' progress on a termly basis ○ Teachers to refer to the Key Stage skills in SOT for computing • Investment in further ipads and laptops – and possibly • Purchase of IT equipment suitable for Early Years • Measuring staff confidence / skills in order to promote and deliver such an ICT rich curriculum in a safe manner

What did we want to improve?	What did success look like and what was its impact?	Next steps?
<p>3. To accelerate progress in Reading across the whole school</p>	<p>We have embedded Reciprocal Reading approach to teaching comprehension skills across both key stages – impact is However, it is not meeting the needs at Year 2 and Year 6 so there is a need to focus greatly on the written comprehension aspects. Children can select books from a wide range of quality resources that are Book banded in line with national publishers Continued focus on Phonics in EYFS and Year One- increase percentage of children achieving expected level in Phonics screening test 2018 – we're not yet able to confirm this Ensure that all children have access to a high quality guided reading or reciprocal reading session once a week in which reading objectives are explicitly taught.</p> <p>See English Subject Plan for specific outcomes</p>	<ul style="list-style-type: none"> • Teaching of Reading - Focus upon written comprehension from Spring in Year 1 onwards and throughout so that the written skills are embedded by Year 6 – reciprocal reading needs to be amended to focus on written comprehension (based around whole class teaching followed by individual recording) – evidence through Learning Journeys • Ensure that the teachers are aware of the core skills for each year group in the National Curriculum for reading • Whole school reading challenges/ events/ parent workshops • Roll out front of diary home support cards. • Priority readers daily in all year groups. • Checks of book banding and running records- when/ how- LAPS/ SEN all done etc
<p>4. To improve attainment and progress in writing across the school</p>	<p>Work is skilfully differentiated and matched to pupils' abilities as indicated through lesson observations and work scrutiny Lessons are well-paced and pupils get plenty of opportunity to practise their skills, develop their learning and complete their tasks but more regular opportunities for big (extended) writing need to be provided across both key stages That more pupils are writing at ARE in both key stages and that a greater percentage are exceeding (Greater depth) at end of KS1 and KS2 The children at risk of not getting to ARE in Years 2 and 6 have been targeted with quality intervention to help close the gaps – see Y2 and Y6 data. More work to do to ensure that children (especially in in Key Stage One) earn their pen licence and have neat joined writing. Continued delivery of high quality Spelling, Punctuation and Grammar teaching and learning, ensuring good outcomes in end of Key Stage Two tests</p> <p>See English Subject Plan for specific outcomes</p>	<ul style="list-style-type: none"> • Spelling - teaching of/ spelling groups. Teach within year groups so children can use them in writing and/or teach within the lesson time. • Implement new system of termly spelling screening linked to National Curriculum word list • Punctuation and Grammar must be taught as part of all English lessons across the school • Training sessions and rigid timetabling to ensure coverage so children are not playing catch up in 2 and 6 • Phonics - half termly assessment and fluidity in groupings- update assessment. Make easier to administer for Y1 • More extended writing in Writing Books as opposed to Learning Journeys • Raise the profile of presentation further by ensuring that all Year Groups (especially Year 1) place a high focus on presentation and sending children to a senior leader for certificates
<p>5. To deliver an exciting and innovative curriculum (Ofsted 2014 priority)</p>	<p>We had aimed to improve the use of the local area and increase out of classroom learning experiences and to make better use of the outdoor areas (outdoor classroom/ forest and grounds) - but this simply hasn't happened Teachers were supposed to plan opportunities for learning outside the classroom (LOTG) at least fortnightly (linked to a wide variety of curriculum areas) – this, too, has not happened Ensuring that there is a trip or visitor for each topic in every class across the school. Visit a wide range of places of worship (linked to RE topics across the school – a vastly increased range of trips and visits have taken place with all classes undertaking at least one and some 2 or more We have created opportunities for whole school 'Challenge' Days/weeks – World book week, Science Week, Maths day, RE days (Diwali, Christmas, Vaisakhi, Hannukah, Chinese New Year) Improving the Reception outdoor area to encourage resilience and independence – New shelter has helped, writing shed – pupils use the outdoor learning area in all weathers now.</p>	<ul style="list-style-type: none"> • Improve the use of the local area and increase out of classroom learning experiences and to make better use of the outdoor areas (outdoor classroom/ forest and grounds) • Teachers to plan opportunities for learning outside the classroom (LOTG) at least fortnightly (linked to a wide variety of curriculum areas) • Continue to ensure that there is a trip or visitor for each topic in every class across the school. Visit a wide range of places of worship (linked to RE topics across the school) • Continued opportunities for whole school 'Challenge' Days/weeks – World book week, Science Week, Maths day, RE days (Diwali, Christmas, Vaisakhi, Hannukah, Chinese New Year) • Continue improving the Reception outdoor area to encourage resilience and independence – New shelter has helped, writing shed – pupils use the outdoor learning area in all weathers now.

Headline Results 2017-18

Key	Below NA	Approx at NA	Above NA
------------	-----------------	---------------------	-----------------

EYFS GLD	School	Difference from previous year (+/-)	National (2017)	Difference (+/-)
	82%	+1.23%	69%	+13%

Phonics screening Y1	School	Difference from previous year (+/-)	National (2017)	Difference (+/-)
	90.2%	+8.7%	81%	+9.2%

KS1

KS1 SATs		School	Difference from previous year (+/-)	National (2017)	Difference (+/-)
Reading	EXP and ab	80%	-2.5%	76%	+4%
	Greater depth	21.8	-13.2%	25%	-3.2%

KS1 SATs		School	Difference from previous year (+/-)	National (2017)	Difference (+/-)
Writing	EXP and ab	74.5%	+2.5%	68%	+6.5%
	Greater depth	12.7%	+2.7%	16%	-3.3%

KS1 SATs		School	Difference from previous year (+/-)	National (2017)	Difference (+/-)
Maths	EXP and ab	80%	0%	75%	+5%
	Greater depth	25.5%	+3%	21%	+4.5%

KS1 SATs		School	Difference from previous year (+/-)	National (2017)	Difference (+/-)
Combined	EXP and ab	67.2%	-0.3%	64%	+3.2%
	Greater depth	7.3%	-0.2%	11%	-3.7%

KS2

KS2 SATs		School	Difference from previous year (+/-)	National (2018)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Reading	EXP and ab	73.5%	N/A	75%	-1.5%	104	N/A
	Greater depth	29.4%	N/A	25% (2017)	+4.4%		

KS2 SATs		School	Difference from previous year (+/-)	National (2018)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Writing	EXP and ab	82.9%	N/A	78%	+4.9%	N/A	N/A
	Greater depth	17.1%	N/A	18% (2017)	-0.9%		

KS2 SATs		School	Difference from previous year (+/-)	National (2018)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Maths	EXP and ab	85.3%	N/A	76%	+9.3%	104.1	N/A
	Greater depth	20.6%	N/A	23% (2017)	-2.4%		

KS2 SATs		School	Difference from previous year (+/-)	National (2018)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
GAPS	EXP and ab	88.2%	N/A	78%	+20.2%	107.6	N/A
	Greater depth	44.1%	N/A	30.9% (2017)	+13.2%		

KS2 SATs		School	Difference from previous year (+/-)	National (2018)	Difference (+/-)
Combined	EXP and ab	70.6%	N/A	64%	+6.6%
	Greater depth	8.8%	N/A	9%	-0.2%

	School	Difference from previous year (+/-)
Reading		N/A
Writing		N/A
Maths		N/A
GAPS		N/A

% of pupils at expected or above at end of year (SAs)		Reading	Writing	Maths	Combined r,w,m
	Y1	59.1%	53.1%	47%	41.1%
Y2	75.5%	56.8%	81.1%	54.7%	
Y3	81%	71.4%	80.9%	71.4%	
Y4	68.1%	60.9%	74.4%	54.3%	
Y5	63.6%	63.6%	69.7%	54.5%	
Y6	76.5%	67.7%	76.5%	64.7%	

Key Priorities for 2018/19

Priority 1

Pupil Outcomes - Improving outcomes at the end of Reception, KS1 and KS2 (especially greater depth in KS2)

Why was this chosen as a priority? ...because this is how the overall success of the school is measured and is an indication of the impact of the quality of teaching and learning over time at Newcroft

Goals/links to school and SLT aims:-

Overall School priority aims 3a, 3b, 3c, 3d 4a 5a, 5b, 5c	Overall SLT aims 4a, 4b and 4c
---	--

Total budget :	Key Personnel: Led by Alex Smythe and Lizzie Hallam
-----------------------	--

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	Cost?	Who will monitor its impact and to whom will this be reported?	SLT Dev Plan reference
Standards in EYFS	See EYFS action plan in Subject plans (too many things to list here)	July 2019	5a. Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... 5b. At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start 5c. At least 74% GLD	£2000	Lizzie Hallam Reported to Dan Brown (Governor)	2c
Science outcomes at the end of KS1 and KS2	See Science action plan in Subject plans (too many things to list here)	July 2019	4a. Science – at least 80% of pupils working at the expected standard in Year 2 and Year 6 Disadvantaged pupils >65%	£500	Lizzie Hallam Reported to Dan Brown (Governor)	4c, 4a
Reading, Writing and Maths outcomes at the end of KS1 and KS2	Implement Symphony On Track and Standardised Tests for tracking pupil attainment and progress Ensure that children are writing extended pieces in writing books at least fortnightly Weekly GPS lessons in all classes (linked to increasing the writing GDS %)	July 2019	End of KS1 and KS2 (at least) 3a. 3% above national averages in Reading, Writing and Maths (including GDS) 3b. Progress scores all above -1.5 in KS2 and writing above zero 3c. Combined Reading, Writing and Maths is at least 74% GDS in writing at the end of KS1 and KS2 is at least 25%	£7000	Lizzie Hallam Reported to Dan Brown (Governor)	2c

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	Cost?	Who will monitor its impact and to whom will this be reported?	SLT Dev Plan reference
Developing fluency in maths across the school (in preparation for the times tables check)	An increased focus on SJLCCS through it being timetabled in more rigidly; continued analysis of trackers and pupils identified for intervention; times table songs; a bigger focus on mental arithmetic throughout the school (e.g. as lesson starters/mental arithmetic sessions). Developing a more engaging Maths curriculum/Maths opportunities (e.g. World Maths Day again; Maths cupboard resources such as Maths stories to use as engaging starting points for Maths lessons; visits linked to Maths e.g. Meggitt for KS2; Maths club; more able/Y6 maths visits to Iveshead) Develop/trial Maths pre-teach interventions (I'm doing this for my uni dissertation!) across the school, particularly in Y6 – and Y2? - in preparation for SATs. To monitor the impact of this and roll it out across the school if applicable. Engaging parents. Maths leader will be running the parent workshops again in the Autumn term	July 2019	End of KS1 and KS2 (at least) 3a. 3% above national averages in Maths (including GDS) 3b. Progress scores above -1.5 in KS2	£500	Louise Ogle Lizzie Hallam Reported to Dan Brown (Governor)	2c
Achievement of Summer born children	Focus from teachers and leaders in analysing achievement of summer born children (using O Track) Teachers providing small group intervention for these children	Termly By July 2019	6c. At least 65% of Summer born children in Reception achieve a GLD 6d. Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths	£0	Lizzie Hallam Reported to Dan Brown (Governor)	4a
Greater Depth	Push more able SJ and LC Differentiated comprehension teaching for reading in KS2 More able booster groups for Year 6 (AS/EH/SA) Scrutiny of planning and differentiation through learning walks	Ongoing By July 2019	Greater depth percentages for reading, writing and maths will be high than national 2018 in all three subjects.	£500 Resources for boosters	Alex Smythe Lizzie Hallam Reported to Dan Brown (Governor)	3a

Priority 2
Teaching and Learning (and Behaviour and Safety) - Improving the quality of Teaching and Learning

Why was this chosen as a priority? ...because this is the core task of all school staff. High quality teaching and learning will lead to improved outcomes, mental health and well-being (and vice-versa).

Goals/links to school and SLT aims:-

Overall School priority aims 2a, 2b, 2c 7a, 7b, 7c 11a, 11b, 11c, 11d, 11e, 11f, 11g 12h	Overall SLT aims 2a and 2c
--	--------------------------------------

Total budget :	Key Personnel: Led by Lizzie Hallam
-----------------------	--

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?	SLT Dev Plan reference
Quality of teaching in the core subjects	Changes to the way observations take place – using regular learning walks and specific feedback to teachers about focus areas for the school. Communication of teaching expectations and whole school approaches (especially with 4 new teachers)	on-going and by June 2019	2a. At least 95% of lessons judged to be good (not including NQTs) 2b. At least 25% of lessons judged to be outstanding 2c. Book scrutiny shows that workload has been reduced by that pupils are responding to feedback and progress is at least good across the school as a result	N/A	Lizzie Hallam Reported to Dan Brown (Governor)	1c, 2c
Behaviour for learning	Reiteration of behaviour expectations at the start of the year (esp. Rainbow Rules) Behaviour Policy updates as necessary Ensuring behaviour plans and charts are used consistently by staff and are in place for relevant children Coaching for some teachers in communication with parents Lunchtimes (improving quality of lunchtime supervisors – in house training (again) Online training Zoning the new playground Playground buddies – sports leaders	Autumn 2018	7a. Zero permanent exclusions (of children who have been at the school for more than 2 years) 7b. No more than 10 days in total of fixed term exclusions (not including children who joined the school in the last year) 7c. Behaviour for learning judged to be at least good in 90% of lessons Staff complete behaviour log forms for each incident which needs to be followed up (and recorded on O Track)	£100	Lizzie Hallam Reported to Dan Brown (Governor)	3b
Health	Routes to Resilience Leading a Mentally Healthy School (led by EH) Implement mental health action plan Write an implement new Mental Health Policy	Autumn 2018 and on-going	11a. At least 65% of children in KS2 take part in an inter-school sports activity 11b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly basis 11c. At least 2 hours per week of PE lessons for all children 11d. Sports leaders running play activities on a daily basis	£100	Lizzie Hallam Reported to Dan Brown (Governor)	3d
Well-Being	As above Teachers to model the Newcroft approach to fair and consistent expectations, calmness and empathy.	All year	11f. Children are happy at school (99% state that they enjoy school – fewer than 1% of pupils say they have been bullied) 11g. Fewer instances of poor behaviour both inside and outside (use O Track behaviour tracker) 12h. ELSA to be made available for parents at parents evenings	as above	Lizzie Hallam Reported to Dan Brown (Governor)	3d

Priority 3

Leadership & Management - Improving the quality (and, thus, the impact) of Leadership and Management

Why was this chosen as a priority? ...because the leadership team provide the strategic guidance and thrust for all school improvement

Goals/links to school and SLT aims:-

Overall School priority aims 1a, 1b, 1c 8a 10a 12a-g 13a, 13b, 13c	Overall SLT aims 1a and 1c
--	--------------------------------------

Total budget :	Key Personnel: Led by Alex Smythe
-----------------------	--

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?	SLT Dev Plan reference
The impact of the Senior Leadership Team	<p>The SLT will need to review structure and organisation to become established and effective with clearly defined:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Meeting schedules • Monitoring responsibilities • Communication links with staff <p>Ensure that the updated marking and feedback policy is followed consistently Head of school to review the curriculum and ensure continuity and avoid repetition. Subject leaders to engage in more robust evaluation of previous year's school improvement plan targets (i.e. using the format of the new subject planning across the MAT)</p> <p>Change to the way teaching and learning are judged (moving away from stand-alone observations)</p>	July 2019	<p>1a. Leadership team is established - inked to positive whole school outcomes 14a. Each member of staff has a programme of CPD for the year through performance management 14b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year 14c. At least 90% of feedback from staff about training is positive</p>	N/A	Alex Smythe Reported to Elle Walshe (Governor)	1b, 1a, 4b
We want to ensure that statutory responsibilities are met	<p>Designated Safeguarding Lead updates for Alex Smythe Safer Recruitment Training for one more governor and Sara Aukland Prevent training for all staff AS to keep website up to date DI to ensure that all GDPR aspects are maintained</p>	July 2019	<p>1b. The school website meets all statutory requirements 1c. All data protection duties are followed 10a. Annual Safeguarding Audit identifies that the school meets all statutory duties</p> <p>Statutory responsibilities linked to end of key stage testing are followed and deadlines met</p>	£200	Alex Smythe Reported to Elle Walshe (Governor)	1a, 3a

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	Cost ?	Who will monitor its impact and to whom will this be reported?	SLT Dev Plan reference
Improve Attendance	Improve the impact of the Attendance Improvement Officer Reduce the cost and deal with parents more directly by EH and WS – Naina to deal only with legal requirements	June 2019	8a. Average attendance of all pupils at least 96.8% 8b. Average attendance of PPG pupils at least 94.5%	£2000 EWS	Alex Smythe Reported to Elle Walshe (Governor)	1a
Engagement of Parents	Engage all parents in Weduc and track the number downloading the app Half termly newsletter Parents' Information evenings Parents' evenings Topic mornings (x2) School performances Parents' survey Return to whole school weekly celebration assemblies	Autumn 2018 January 2019	12a. At least 94% of parents have downloaded the Weduc app 12b. All parents have signed and returned consent forms (including data consent) 12c. At least 3 regular (weekly) parent volunteers during the year 12d. Friends of Newcroft organise at least 6 events during the year 12e. School organises at least 1 event for local senior citizens 12f. The school takes part in at least 3 events/visits to St Botolph's Church 12g. Zero formal complaints from parents	Weduc £900	Alex Smythe Reported to Elle Walshe (Governor)	1a
Pupils' understanding of British Values and Global Citizenship	At least 3 pieces of writing over the year, linked to British Values, in pupils' books (or explicit pieces of work) British Values display in all classrooms updated on a termly basis One whole school display throughout the year British Values linked to assembly themes	On-going	13a. Job Centre running – at least 80% of KS2 and 50% of KS1 pupils (including sports leaders) have a whole school responsibility 'job'. 13b. At least one whole school display linked to British Values 13c. Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)	Twinkl £580	Alex Smythe Reported to Elle Walshe (Governor)	3c

Governance Review, Development and Monitoring Plans

Term	Focus	Committee /specific governor / FGB
Autumn	Training of all governors	FGB
Spring	Learning Walks and meeting the children	FGB
Summer	Review the Programme of Work	FGB

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	SLT Development Plan Reference
Confidence of governors in performing their statutory duties.	<p>Each governor to attend at least 1 training session during the school year, and all new governors to complete the induction training.</p> <p>Governors statutory duties to be explained to all governors to ensure clear guidance.</p> <p>Session for the whole LGB to explain school data and key factors to be looking out for.</p>	<p>Ongoing throughout the school year.</p> <p>September</p> <p>September</p>	1d. The governing body ensure that all statutory duties are met for the year	4b
Governor involvement in the whole school, including increasing the number of learning walks conducted outside of the monitoring weeks.	New programme of work allowing more evening meetings and allowing time taken during the day to be spent at school events or on learning walks.	Review termly	1e. Review and streamlining of governing body structure and programme of work for the year	4b
Understanding of the wider governing body in the workings of the school, reducing the number of 'specialist' governors and allowing more to be involved.	New Programme of work reducing separate committee meetings and allowing governors to be involved in discussions they previously would not	Review termly	1e. Review and streamlining of governing body structure and programme of work for the year	4b

Governor Roles	Governor Visits (to monitor progress towards targets in the School Improvement Plan) to take place:
Health and Safety – Graham Darch	<p>19th Nov to 30th Nov 2018 (paperwork to AS by 5th Dec 2018) - To work with subject leaders to review interim progress towards targets in the school improvement plan.</p> <p>20th May to 7th June 2019 - This spans half term (Paperwork to AS by 14th June) - <i>Opportunity for subject leaders and governor partners to get together to evaluate the school improvement plan and to plan for targets for 2018-2019</i></p> <ul style="list-style-type: none"> See page 4 for governor/subject leader partnerships
Early Years – Jo Stevens	
Inclusion – Sarah Newton-Shilliam	
Safeguarding – Dan Brown and Sam Curtis	
SEN Governor – Sarah Hattersley	
Finance Governors – Jo Stevens, Elle Walshe, Sophie Smith	
Teaching and Learning – Sarah Hanna and Dan Brown	

Staff Professional Development Plan (CPD)

14a. Each member of staff has a programme of CPD for the year through performance management

14b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its impact?	<u>Cost (if applicable)</u>	<u>Who</u> will monitor its impact and to whom will this be reported?	<u>SLT Dev Plan reference</u>
<u>Priority 1</u> <i>(Pupil Outcomes)</i>	1) LA EYFS Training 2) LA KS1 Training 3) LA KS2 Training 4) ELSA training	1) Local Authority 2) Local Authority 3) Local Authority 4) Local Authority	1b. The school meets all statutory requirements Outcomes will be in line or above the targets set in the Priority 1	£2000	Alex Smythe Diane Lane FGB	4a
<u>Priority 2</u> <i>(Teaching & Learning – including Behaviour and Safety)</i>	5) Support staff Questioning 6) Designated Safeguarding Lead update for Alex Smythe 7) Marking and Feedback 8) Assessment 9) Speech and Language	5) Teaching School 6) Local Authority 7) Lizzie Hallam 8) Alex Smythe 9) Teaching School	Outcomes will be in line or above the targets set in the Priority 1 2a. At least 95% of lessons judged to be good (not including NQTs) 2b. At least 25% of lessons judged to be outstanding	N/A	Alex Smythe Diane Lane FGB	1b, 2a, 2b, 4b, 5b, 5d
<u>Priority 3</u> <i>(Leadership and Management)</i>	10) New teacher induction 11) Subject Leadership training 12) NPQSL (S Auckland) 13) Weduc (school app) for all staff 14) Website training for teachers 15) NPQEL (AS)	10) Sarah Acton 11) Teaching School (SLEs) 12) Inspiring Leaders? 13) Alex Smythe 14) Alex Smythe 15) George Spencer	1b. The school meets all statutory requirements	Already paid NPQEL - £5000 from NSS grant	Alex Smythe Diane Lane FGB	1b, 2b, 5c, 5d
<u>Other CPD</u>	16)	16)	1b. The school meets all statutory requirements		Alex Smythe Diane Lane FGB	1b, 5d

Pupil Premium

PPG combined achievement KS1 (9)		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	33%	0%		
	Greater depth	0%	0%		

PPG combined achievement KS2		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	56%	N/A		
	Greater depth	8.3%	0%		

Goals/links to school and SLT aims:-

Overall School priority aims 6a, 6b 8b, 9a, 9b	Overall SLT aims 4b and 4c
--	--------------------------------------

Newcroft Primary Academy Pupil Premium Report 2017-2019



This report is for the following years: an Evaluation of



School Details

School Name	Newcroft Primary Academy
School Website	www.newcroftprimaryacademy.co.uk
Exec Headteacher's Name	Alex Smythe
Report Date	31/05/2018
URN	143250

The Context of our School

Newcroft Primary Academy is an average sized primary school in the town of Shepshed in North West Leicestershire. The number on roll has grown rapidly from 208 (2015) to 313 currently. Due to the ongoing increase in pupil numbers the local authority is providing us with a new building comprising of four classrooms and a hall. The school converted to an academy in September 2016 and is part of The Symphony Learning Trust. The vast majority of our pupils are of White British heritage (91.6%). We have a low level of ethnic diversity, we have 12 children who have English as a second language. We have 1 Child in Care on roll at the school. 8.62% of children are entitled to Free School Meals which is slightly above the National figure of 7.5%. Under the School Deprivation Summary for Leicestershire, we score 14.80 (rank 105 out of 276 Leicestershire schools) The percentage of boys in the school is 48.56% and the percentage of girls is 51.4%. We have 33 children on the SEN register (10.54%). This is slightly above the LA average of 10.1% and below the National average of 12.2%.

Inclusion Leader	Carole Atkinson
Pupil Premium Link Governor	Janet Hylton
Date of last Pupil Premium Review	11/07/2018
Date of next Pupil Premium Strategy Review	11/07/2019
Date of when the website was last updated	12/07/2018
Is the Pupil Premium statement on the school website (Y/N)?	Yes



Pupil Achievement Results

Attainment	National Average (2017)	2017-18		Difference	2016-17		Difference
		Pupil Premium	All Pupils		Pupil Premium	All Pupils	
EFYs (Good Level of Development)*		75.0%	82.0%	-7.0%	50.0%	80.0%	-30.0%
Year 1 Phonics	70.0%	83.3%	90.2%	-4.9%	71.0%	80.0%	-9.0%
Reading (EXS+)	63.0%	55.6%	80.0%	-24.4%	60.0%	82.5%	-22.5%
Writing (EXS+)	54.0%	44.4%	74.6%	-30.2%	40.0%	72.5%	-32.5%
Maths (EXS+)	60.0%	44.4%	80.0%	-35.6%	60.0%	80.0%	-20.0%
RWM combined (EXS+)*		33.3%	62.3%	-29.0%	40.0%	67.5%	-27.5%
Reading (EXS+)	60.0%	66.7%	73.5%	-6.8%			0.0%
Writing (EXS+)	66.0%	76.9%	82.9%	-6.0%			0.0%
Maths (EXS+)	65.0%	75.0%	85.3%	-10.3%			0.0%
RWM combined (EXS+)	48.0%	55.6%	70.6%	-15.0%			0.0%

* no national data available

Pupil Achievement Data Commentary

Comment on the achievement of PPG pupils and how the gap is closing

Year	Attainment	Commentary	Bar Chart
EFYs (Good Level of Development)	PP achievement = 75% compared to 50% in 2016-2017; PP children this academic year slightly below all pupils but still a high level of achievement. Gaps are narrowing continually.	AP Pupil PPG	
Year 1 Phonics	PP achievement = 83.3% compared to 71% in 2016-2017; PP children this academic year slightly below all pupils but still a high level of achievement. Gaps are narrowing continually. Compared to PPG pupils nationally, Newcroft pupils are achieving 13.3% higher (National PPG = 70%, Newcroft = 83.3%).	AP Pupil PPG	
Year 2	Reading	PP achievement = 55.6% compared to 60% in 2016-2017; 2017-2018 data - 8% difference between PP children and all children partly due to 3 children who are Special Educational Needs; these children have made excellent small steps progress but are still not working at age related expectations. This also has an impact when we compare Nationally - PPG pupils Nationally = 63% and Newcroft PPG pupils = 55.6%	AP Pupil PPG
	Writing	PP achievement = 44.4% compared to 40% in 2016-2017; 2017-2018 data - 8% difference between PP children and all children partly due to 3 children who are Special Educational Needs; these children have made excellent small steps progress but are still not working at age related expectations. This also has an impact when we compare Nationally - PPG pupils Nationally = 54% and Newcroft PPG pupils = 44.4%. The gap at Newcroft is narrowing slightly - a difference of 30.5% in 2016-2017 and a gap of 30.2% in 2017-2018	AP Pupil PPG
	Maths	PP achievement = 44.4% compared to 60% in 2016-2017; 2017-2018 data - 8% difference between PP children and all children partly due to 3 children who are Special Educational Needs; these children have made excellent small steps progress but are still not working at age related expectations. This also has an impact when we compare Nationally - PPG pupils Nationally = 62% and Newcroft PPG pupils = 44.4%	AP Pupil PPG
	Combined	PP achievement = 33.3% compared to 40% in 2016-2017; 2017-2018 data - 8% difference between PP children and all children partly due to 3 children who are Special Educational Needs; these children have made excellent small steps progress but are still not working at age related expectations. The gap at Newcroft between PPG pupils and all pupils is comparable to last year (27.5% 2016-2017 and 29% 2017-2018)	AP Pupil PPG
Year 6	Reading	2017-2018 data - 66.7% of PPG pupils achieved EXS, 73.5% of all pupils achieved EXS, a small difference of 6.8% This shows the gaps narrow continually as children progress through KS2. Compared to PPG pupils nationally, Newcroft pupils are achieving 6.7% higher (National PPG = 60%, Newcroft = 66.7%)	AP Pupil PPG
	Writing	2017-2018 data - 76.9% of PPG pupils achieved EXS, 82.9% of all pupils achieved EXS, a small difference of 6% This shows the gaps narrow continually as children progress through KS2. Compared to PPG pupils nationally, Newcroft pupils are achieving 10.9% higher (National PPG = 66%, Newcroft = 76.9%)	AP Pupil PPG
	Maths	2017-2018 data - 75% of PPG pupils achieved EXS, 85.3% of all pupils achieved EXS, a difference of 10.3%. This shows the gaps narrow continually as children progress through KS2. Compared to PPG pupils nationally, Newcroft pupils are achieving 12% higher (National PPG = 63%, Newcroft = 75%)	AP Pupil PPG
	Combined	2017-2018 data - 55.6% of PPG pupils achieved EXS, 70.6% of all pupils achieved EXS, a difference of 15%. This shows the gaps narrow continually as children progress through KS2. However the gap is wider for combined score of PPG pupils compared to all pupils and they do need continued support and intervention in order to achieve EXS combined. Compared to PPG pupils nationally, Newcroft pupils are achieving 7.6% higher (National PPG = 48%, Newcroft = 55.6%)	AP Pupil PPG



Newcroft Primary Academy Pupil Premium Evaluation

Evaluation of 2017-18

Financial Summary (Deprivation Pupil Premium)

Barriers to Learning	Total Funding Allocation	£44,880
External 8	Total Planned Expenditure	£55,030
Internal 1	Underspend/Overspend	-£10,150
Not Specified 0		

Spending Totals from the Action Plan	
Staffing - Teaching	£0
Staffing - Support	£44,930
Non Staffing Costs	£10,100
Unallocated	

Breakdown of Expenditure

• Staffing - Teaching • Staffing - Support
• Non Staffing Costs • Unallocated

Evaluated Action Plan for Evaluation of 2017-18

Identified Barrier to Learning	Internal or External	How we intended to overcome the barrier	Evaluation - To what extent were we successful?	Lead Person	Expenditure (budget)	Budget Category
Low Income	External	Buy school uniform	Children dressed smartly in uniform and feel accepted by others. Four families have been provided with uniform to ensure children are dressed appropriately and smartly.	JD	£500	Non Staffing Costs
Parenting skills	External	Education Welfare Officer	Increased attendance with PPG pupils - target 95%; reduce number of late of PPG children. Evaluation: 97.2% of PP children 95% attendance or higher, 87% of PP children 90% or higher. Twelve pp children at the beginning of the year often late. Now eight children. Continue to talk to office and refer to EWO to reduce further.	EWO / JD	£2,200	Staffing - Support
Parenting skills (children often come in to school not having had breakfast)	External	Family Liaison Officer - to work with identified families to provide individual support programmes. Breakfast Club and After School Club provision paid for snacks at break time paid for.	Increased attendance with PPG pupils - target 95%; reduce number of late of PPG children. Children prepared better for the start of the day. Evaluation: 95.2% of PP children 95% attendance or higher, 87% of PP children 90% or higher.	FLO / JD	£6,000	Staffing - Support
Low Income	External	Pupil lunches provided	Children more alert in class and ready to learn. Learning Walks carried out - all PP children accessing learning appropriately. No noticeable differences between PP and non-PP children.	JD	£4,800	Non Staffing Costs
Lack of enrichment to children's lives	External	Access to activities	Children involved in a range of activities, including Breakfast and After School Club, to develop their social and emotional skills. Pupils show an increase in their self-esteem. Seven children have Breakfast Club provision funded to ensure children are in school on time and ready to learn. It also enhances social/emotional skills. Seven children have After School Club provision funded to develop social, emotional and behavioural skills. Observations of Breakfast and After School club have shown children are talking in and cooperating well with other children. Breakfast helps some of the PP children to feel alert and ready to learn.	JD/CA	£1,500	Staffing - Support
Lack of enrichment to children's lives	External	Access to sports	Children involved in a range of activities to develop their social and emotional skills. Pupils show an increase in their self-esteem; Evaluation 23/54 (43%) PP children have accessed sporting activities outside of the curriculum; 23/55 (70%) KS2 PP children accessed sporting activities outside of the curriculum.	JDa/BC	£1,500	Staffing - Support

Evaluated Action Plan for Evaluation of 2017-18

Identified Barrier to learning	Internal or External	How we intended to overcome the barrier	Evaluation - To what extent were we successful?	Lead Person	Expenditure (budget)	Budget Category
Lack of enrichment to children's lives	External	Music Wider Opportunities	Children involved in a range of activities to develop their social and emotional skills. Pupils show an increase in their self-esteem. Evaluations 22/54 (41%) PP children are involved in 1:1, small group or whole class music lessons provided by specialist teachers and paid for through PP-funding. 22/03 (27%) KS2 children access music lessons through PP-funding.	CA	£5,300	Staffing - Support
Educational History of parents	External	Enhanced funding for LAC	Intervention and 1:1 support to narrow the gap between PPQ and non-PPQ. Increased self-esteem through involving activities and counselling through FQW or EISA. LAC children receive 1:1 and small group interventions whenever necessary in class - seen during Learning Walks and general informal observations around school. 3/5 children have 1:1 tutoring with M. Voss - tutoring lessons observed and planned specifically for individual needs. PCW and EISA available to work with LAC at any time to support emotional/behavioural needs.	CA	£5,000	Non Staffing Costs
Educational barriers	Internal	Support Staff LSAs, TAs and HLAs	Progress expected or above. Attachment gaps narrowed. Spelling = 24/50 (29%) PP children of or above ARE. Writing = 33/50 (33%) PP children of or above ARE. Maths 31/50 (29%) PP children of or above ARE. Attachment gaps narrowing continually.	DL	£30,400	Staffing - Support

£45,030

Subject/Area: Pupil Premium / Inclusion	Key Personnel:- Carole Atkinson
--	--

Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> All new teachers briefed through a Teacher Day presentation on both Pupil Premium and Safeguarding All teachers now taking more control of the educational progress of the Pupil Premium children in their classes and there is a more consistent approach throughout school – Children identified on planning, Priority Readers, Priority SJ and LC evident in classes throughout school All teachers more aware of vulnerable children in their Year Groups and are planning key interventions to support individual needs Pupil Premium Profiles are now written for all Pupil Premium children including Ever 6 Funding spent individually and much more specifically for the child – staff a lot more aware of provisions available and will come and discuss individual cases so provision can be put in place e.g. Child in Reception who is frequently late now attends Breakfast Club (funded by PP) and this enables her to have a better start to the morning and means she is here in time for her Phonics lessons (that she was previously missing) Pupil Premium specific learning walk and book scrutiny carried out for the first time – very successful, excellent outcomes, just one or two minor improvements to consider (Passport to Learning for all PP children from August 2018; carry out Pupil Premium specific learning walk without giving prior notice to staff – is the provision still as good when teachers are not expecting it?) Meetings set up (at least once a term) with parents / carers for Pupil Premium Plus children to ensure the funding allocation meets the needs of the child and the family. Cost, Provisions and Outcomes register kept up to date regularly due to effective communication between J. Dickinson and Inclusion Coordinator. New Pupil Premium Report completed for Website – this analyses the data more succinctly and compares Pupil Premium data with both other children at Newcroft and national figures. Book Club set up by Sara Aukland specifically for selected KS2 Pupil Premium children to develop their reading skills, communication, cooperation and social, emotional and behavioural skills.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> Pupil Premium provision at Newcroft remains consistently good and always moving forward with teachers having a much better understanding of the vulnerable child and the support they require. The gaps between Pupil Premium children and all other children are continually narrowing but outstanding progress and attainment will not be achieved until the gaps are considerably less.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Finding more ways to narrow the gaps in attainment between Pupil Premium children and all other children at Newcroft.
2. To carry out more regular observations, learning walks and book scrutiny, without prior knowledge, to ensure the provision is consistent across school and accelerated progress is continually being made.
3. To engage parents of vulnerable children in non-formal ways to ensure they take a wider and more focussed interest in their child's education.

INCLUSION- Improvement plan for the year						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/anticipated impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
To find more ways to narrow the gaps in attainment between Pupil Premium children and all other children at Newcroft.	<ul style="list-style-type: none"> a) Networking with other schools in the area to discuss strategies that are successful. b) Continue 1:1 provision and continually monitor impact. c) Ensure all PP children needing educational support have Passport to Learning books to show evidence of provision and progress 	<ul style="list-style-type: none"> a) Autumn Term 2018 and throughout the year b) Continually c) Sept 2018 	<ul style="list-style-type: none"> a) Attainment gaps will continue to narrow in comparison with non-pupil premium children at Newcroft. b) Personalised provision for all Pupil Premium Pupils c) Evidence of intervention in Passport to Learning books 	PPG funding total is £56760 split between staffing and resources – see detailed PPG plan	C. Atkinson J. Hylton	<p>Priority 1 – To improve outcomes at the end of Reception, KS1 and KS2</p> <p>Priority 2 – To improve the quality of Teaching and Learning</p>
To carry out more regular observations, learning walks and book scrutiny, without prior knowledge, to ensure the provision is consistent across school and accelerated progress is continually being made.	<ul style="list-style-type: none"> a) To organise two Learning Walks per year (Terms 2 and 3) to ensure continuity and progression throughout school b) Monitor progress through book scrutiny (Terms 2 and 3) and data analysis 	<ul style="list-style-type: none"> a) b) Spring Term and Summer Term - dates to be decided c) Spring Term and Summer Term – dates to be decided 	<ul style="list-style-type: none"> a) Systematic approach to learning for Pupil Premium children across the school. Good attitudes to learning. b) Accelerated progress evident in book trawl. 		C. Atkinson J. Hylton	<p>Priority 1 – To improve outcomes at the end of Reception, KS1 and KS2</p> <p>Priority 2 – To improve the quality of Teaching and Learning</p>
To engage parents of vulnerable children in non-formal ways to ensure they take a wider and more focussed interest in their child's education.	<ul style="list-style-type: none"> a) Arrange Celebration Afternoons for PP parents with CA and JH b) Sessions with JH and CA for PP children such as Reading / Writing and Maths workshops, cooking sessions, craft sessions etc. c) Continue encouraging parents to attend Parents Evenings and ensuring teachers follow up if parents don't attend. d) Continue termly meetings for PP+ and any PP parents who wish to be informed. e) Continue to build up a trusting relationship with PP parents so they feel comfortable in school and with supporting their children. 	<ul style="list-style-type: none"> a) Autumn Term before Christmas b) At least 2 sessions early on in Autumn Term 1 – email J. Hylton at the beginning of the new academic year c) Autumn 1 and Spring 1 d) Throughout the school year and whenever meetings are required e) Continually 	<ul style="list-style-type: none"> a) Parents in school to celebrate the learning of their child/children. Parents more comfortable at approaching the school and attending the school for meetings and events. Parents to develop a better relationship with school governors. b) Children develop social, emotional and behavioural skills through small group sessions. Children to develop better relationship with school governors. c) Better attendance of PP parents at Parents Evening d) Regular meetings and parents kept well informed of their children's progress and provision e) Parents more comfortable in school and better attendance at events 	Cost of resources, tea, coffee, squash, cooking resources, craft resources etc.	C. Atkinson J. Hylton	Priority 1 – To improve outcomes at the end of Reception, KS1 and KS2
Subject specific tasks for the year	Pupil Premium / Inclusion Tasks for the year <ul style="list-style-type: none"> • FSM pupils, LAC, liaising with SENCO • Analysing data, organising individual and group provision • Support staff in order to raise standards in FSM, LAC and SEN PUPILS across the school • Attending Child Protection, PEP, LAC, Team around the family etc. meetings • Liaise with outside agencies (social services, school nurse, welfare officers etc.) • Update cost, provision and outcomes spreadsheet • Update disadvantage calculator 		<ul style="list-style-type: none"> • Report to Governors • Keep up to date with new initiatives and develop personal subject knowledge • Networking/Collaboration through the Symphony Primary Partnership • To support parents in difficult circumstances and build up a relationship so they feel secure in asking for help when it is needed • To liaise with Nicola Robe regarding children receiving Family Outreach counselling • To lead parent meetings – formal and informal • To liaise with English Coordinator to ensure PP progress in Writing is more than 10% above age related expectations 			

See the school website for more detailed PPG Action Plan and evaluation