

Newton Regis CE Primary

Pupil premium report 2020

Planned expenditure 2020-2021 and review of impact 2019-2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Autumn 19	Date of next pupil premium review:	Autumn 20
Total number of pupils:	88	Total pupil premium budget:	£18838
Number of pupils eligible for pupil premium:	14	Amount of pupil premium received per child:	£1345 CLA £2345

STRATEGY STATEMENT

The pupil premium is funding provided to schools, which is in addition to main school funding. It is allocated according to the number of pupils who are eligible for free school meals (FSM), those who are part of service families and an allocation for each pupil who has been 'looked after' (in care) for six months or more. In 2012, the funding was extended to include any pupil/s who has been eligible for FSM in the past six years. It is up to schools to decide how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are held accountable for how they have used the additional funding to support for pupils.

Small group interventions in the core subjects have worked well to help raise attainment as well as nurture groups to enable children to be emotionally ready to learn and make progress. Forest Schools has had a very positive impact in helping children to engage in learning across the curriculum and raise self-esteem. Enrichment opportunities (before and after school clubs) were well attended and enabled pupils to learn from different experiences.

The primary aim of the school is to ensure that all pupils are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to the children's individual starting points

Assessment information

EYFS (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
Number of pupil premium children in EYFS		School Average	National average ALL PUPILS
Good level of development (GLD)	1 (100%)	79%	61.9%

YEAR 1 PHONICS SCREENING CHECK (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)			
Pupils eligible for PP	Pupils not eligible for PP	National average - ALL PUPILS	
0	71%	82%	

END OF KS1 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)			
	Pupils eligible for PP	Pupils not eligible for PP	
Number of pupils eligible for pupil premium in Y2	3	School average	National average ALL PUPILS
% achieving expected standard or above in reading, writing and maths	100%	70%	70%

END OF KS1 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

% making expected progress in reading	100%	90%	
% making expected progress in writing	100%	70%	
% making expected progress in maths	100%	70%	

END OF KS2 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

	Pupils eligible for PP	Pupils not eligible for PP	
Number of pupils eligible for pupil premium	2	School average	National average ALL PUPILS
% achieving expected standard or above in reading, writing and maths	50%	75	70%
% making expected progress in reading	50%	75	79%
% making expected progress in writing	50%	75	76%
% making expected progress in maths	100%	100	78%
% making at least expected progress in reading	100	100	
% making at least expected progress in writing	100	100	
% making at least expected progress in maths	100	100	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some pupils have not been in school since 20 th March due to the COVID 19 lockdown. This was because they were not in the targeted year groups or through parental choice.
B	Vocabulary and reading skills (with a focus on Early reading) including the love of reading.
C	Speech and language development.

ADDITIONAL BARRIERS

External barriers:

D	Attendance – In 2019/20 (up to and including 20 th March) whole school attendance was 94.4%. Attendance of disadvantaged pupils was 92.1%. This reduces the time these pupils are accessing learning and can contribute to lower attainment and progress.
E	Some pupils have not fully engaged with home learning during lockdown.
F	Some pupils will be anxious about returning to school after lockdown and need emotional mental health support to access learning fully.
G	Accessing extra-curricular activities to enrich learning.

INTENDED OUTCOMES

Specific outcomes

Success criteria

A	Small group intervention in core subjects/speech and language development.	All pupils make at least expected progress from their individual starting points.
B	Nurture groups/Forest Schools	All pupils will feel safe and happy at school and emotionally ready to access their learning.
C	Attendance	Whole school and pupil premium attendance will be at least in line with national.
D	Improved enrichment opportunities for pupils eligible for PP across the school	A greater percentage of pupils will access activities.

Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?

Early reading	Pupils build on their phonic knowledge to make good progress in reading	Ofsted July 2019 – “Leaders and those responsible for governance should ensure that: teachers and support staff consistently apply their skills and knowledge of early reading so that pupils make good progress in reading”	Subject Lead – West Midlands Primary English Network (PEN) Monitoring using assessment data. Pupil progress meetings. Pupil premium children asked about areas that interest them and new books purchased as a result of this	PEN £195 Supply cover £200 Subject Leader time ½ day per half term - £300 New reading books based on the interests of pupil premium children £100	£200 £300 £100	After each assessment point. Pupil progress meetings
KS1 GPS	Pupil progress in GPS accelerates in KS1	Ofsted July 2019 – “Leaders and those responsible for governance should ensure that: pupils’ progress in spelling, grammar and punctuation accelerates in key stage 1.”	Spelling shed extended to KS1 Whole school long term plan for GPS developed	Subject lead	£36 (whole school =£146)	After each assessment point. Pupil progress meetings
Total budgeted cost:					£636	
Targeted support						
Action	Intended outcome	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	Individual Cost	When will you review this?

Pupil premium children have a champion within school and nurture sessions	Pupil premium children have a champion for emotional support	Children will be able to learn better if they are emotionally ready to learn. This could be needed more due to the anxiety/attachment created by COVID 19 and lockdown EEF Foundation research "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."	Nurture groups for pupil premium and targeted pupils Nurture room create (resources, soft furnishings, lights etc.)	SENDCo Teaching Assistants	2 x 30 minutes sessions per week Staff: £1784 (2xTAs 1/8 of salary)	After each assessment point. Pupil progress meetings
Intervention	Pupil premium children receive targeted small group or 1:1 intervention in core subjects	EEF COVID-19 support guide for schools "There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy."	Timetabled intervention based on assessment data and teacher assessments. Monitoring by SLT through pupil progress meetings, lesson observations, books looks.	Class teachers Teaching Assistants	4 afternoons per week in 30-minute blocks Staff: £4413 3 x TAs 1/12 of salary)	After each assessment point. Pupil progress meetings
Speech and Language	Pupil premium children receive 1:1 intervention	Pupils will be able to access the curriculum and develop a wider vocabulary	Timetabled small group/one to one intervention. Monitored through assessment data and pupil progress meetings	Teaching Assistant	2 x 30 minutes per week Staff: £1254 (1 TA 1/10 of salary)	After each assessment point. Pupil progress meetings

Forest School	Pupils will receive one afternoon per week of forest schools learning. The group will be made up of at least 80% pupil premium children	Education Endowment Foundation (EEF) – “Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved”	SENDCo is a trained forest school facilitator who will run weekly sessions with a TA	Forest Schools Teacher	One afternoon per week Staff: £4239 (supply pay)	Termly
Targeted support CLA						
Forest School	Forest School	Pupils will receive one afternoon per week of forest schools learning	This improved pupils’ engagement and self-esteem and problem-solving skills Education Endowment Foundation (EEF) – “Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved”	SENDCo is a trained forest school facilitator who will run weekly sessions with a TA	£441 (Supply pay)	Termly

Pupil premium children have a champion within school and nurture	Pupil premium children have a champion for emotional support	Children will be able to learn better if they are emotionally ready to learn. This could be needed more due to the anxiety/attachment created by COVID 19 and lockdown EEF Foundation research "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."	Nurture groups Nurture room create (resources, soft furnishings, lights etc.)	SENDCo Teaching Assistants	£595 (1xTA 1/20 of salary)	After each assessment point. Pupil progress meetings
Pre-teaching/over-teaching in 1:1/small group work in class sessions	1:1 time at the beginning and end of each lesson	Pre-teaching can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration	1:1 TA time allocated	Teaching Assistant	£1309 (1xTA 1/8 of salary)	After each assessment point. Pupil progress meetings
Total budgeted cost:					£14035	
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?

Improved enrichment opportunities for PP children	Support for Y6 pupils to attend residential school trip	<p>Pupil's emotional well-being and sense of belonging to Newton Regis CE Primary School as part of transition to High School</p> <p>Education Endowment Foundation (EEF) – "Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved"</p>	Monitoring of take up, predictions for need in future years	Sharon Pick	£660 (3 PP pupils)	July 2021
Improved enrichment opportunities for PP children	Clubs (including homework club) /Enrichment. Off site visits where a voluntary contribution is requested	<p>Pupil's emotional well-being and sense of belonging to Newton Regis CE Primary School</p> <p>Desire for all pupils to have an enriched and fulfilling primary education</p> <p>Education Endowment Foundation (EEF) – "It is certainly the case that schools whose pupils do homework tend to be more successful."</p>	Include listening to children read in homework club. Monitoring take up (2 clubs per child for those currently on FSM).	Sara Eley Sharon Pick	1 x club per week, 2 x visits per year) £2607	July 2021

To improve attendance across the school	Whole school attendance at least in line with national. Gap between PP attendance whole school narrows	In 2019/20 (up to and including 20 th March) whole school attendance was 94.4%. PP attendance was 92.1%	Unauthorised holidays in term time Phone calls home or to appropriate agencies Attendance letters sent with meetings arranged Attendance rewards = whole class Termly class and individual attendance awards Annual class and individual certificates Individual sticker charts used if appropriate HT Postcards	Sara Eley Sharon Pick	Resources (certificates etc) £300	Half termly
Total budgeted cost:					£4167	

ADDITIONAL INFORMATION

Newton Regis CE Primary School will be pro-active in identifying and supporting pupils who are eligible for funding. All new pupils to the school will be given a form to assist in identifying whether additional funding can be sought.

We will ensure that; all staff are aware of pupil premium children and those who are vulnerable, all pupil premium children will benefit from the funding not just those who are underperforming, underachievement at all levels is targeted and that pupil premium children are treated as individuals.

Our aim is to accelerate progress so that the vast majority of pupils who leave Newton Regis Primary School are at, or above, the national average. We aim for every child to make progress that is good or better so that they leave having reached their full potential regardless of their starting point.

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Develop power of reading in its entirety across the school	Develop a structured and coherent plan for reading. Develop reading, particularly early reading	Literacy lead attended 1/3 of Power Of Reading training before school closures so this will be continue next year. New early reading books were bought, and banded, with central base for all reading books being made.	Early indications show that this was having a positive impact on reading skills and progress in reading across the school. Needs to be embedded next year.	£1500 Power of reading. Management time for literacy lead, supply cover
Develop reading for pleasure across the whole school community.	To develop a love of reading in all stakeholders and improve attainment as a result.	Classes were given money to spend on reading for pleasure books for their rooms. Literacy lead attended CPD with Ruth Baker-Leask as part of BDMAT over a number of sessions Book fayres to promote love for reading were postponed due to closures. Wow Days with whole school reading 'take one book' also postponed.	No attainment results this year due to school closures. Library and classroom book corners now promote love of reading. Power of reading needs to be embedded next academic year.	£450 for classroom books.

Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
Intervention sessions for English and Maths	Pupils will close the gap with their peers and make better progress	<p>TAs undertook training from SENDCo and outside providers on precision teaching and the importance of baseline and exit data to show progress.</p> <p>Attainment and progress scores are not robust this academic year due to school closures on March 20th. Up to this point, pupil autumn and spring data shows that those children who were in intervention groups were making expected or better progress.</p>	Interventions were working well before school closures. This will need to continue next academic year in line with the catch-up recovery curriculum.	£5300
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Forest school provision to support vulnerable children	Develop self-confidence and self-esteem through the provision of outdoor learning.	Pupils with learning passport targets on developing self-confidence and esteem were met (evidence in learning passports for individuals)	Parents and teachers gave positive feedback and would like this to continue. TAs have noticed higher levels of engagement due to the rise in pupils' confidence and self-esteem.	£4750

Nurture provision	Develop self esteem and social skills through theraplay and other activities	Children who needed to develop social behaviours with their peers worked in small groups for two sessions per week. Children's engagement and enjoyment improved and early indications showed a positive impact on emotional and social well-being.	Continue next year. Some children will need more sessions due to school closures and anxiety of returning to school.	£2855
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