

Pupil premium report

Pupil premium spending 2019/2020 Newton Regis CofE

SUMMARY INFORMATION			
Date of most recent pupil premium review:	October 2019	Date of next pupil premium review:	October 2020
Total number of pupils:	91	Total pupil premium budget:	£19,120
Number of pupils eligible for pupil premium:	13	Amount of pupil premium received per child:	£1320 CLA £2300

STRATEGY STATEMENT

The way in which we spend our pupil premium funding is influenced by current research (Sutton Trust, Oxford School Improvement) and OFSTED guidance. We carry out a needs analysis for every child eligible for funding to ensure that spending is targeted to their needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

Objectives

- To raise attainment of all pupils in reading, writing and maths
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	NA	80%	72%
Reading	NA	87%	77%
Writing	NA	80%	74%

EYFS			
Number	NA	100%	80%
Shape	NA	93%	82%

YEAR 1 PHONICS SCREENING CHECK			
Pupils eligible for PP	Pupils not eligible for PP	National average	
1 (100%)	9 (89%)	82%	

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	2 (50%)	8 (72%)	
% making expected progress in reading	2 (100%)	11 (100%)	
% making expected progress in writing	2 (100%)	8 (72%)	
% making expected progress in maths	2 (50%)	11 (100%)	

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average

END OF KS2			
% achieving expected standard or above in reading, writing and maths	3 (100%)	6 (83%)	
% making expected progress in reading	3 (100%)	5 (71%)	
% making expected progress in writing	3 (100%)	5 (71%)	
% making expected progress in maths	3 (100%)	5 (71%)	
% achieving expected standard or above in reading	3 (100%)	6 (83%)	
% achieving expected standard or above in writing	3 (100%)	6 (83%)	
% achieving expected standard or above in maths	3 (100%)	6 (83%)	
% achieving greater depth in reading, writing and maths	1 (33%)	1 (17%)	
% achieving greater depth in reading	3 (100%)	1 (17%)	
% achieving greater depth in writing	1 (33%)	2(34%)	
% achieving greater depth in maths	1 (33%)	3 (50%)	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils who struggle with early reading skills
B	Pupils who have difficulty in problem solving
C	Early spelling, grammar and punctuation progress need to accelerate

ADDITIONAL BARRIERS

External barriers

D	Lack of parental support with reading/homework and home based learning.
E	Some of our pupils have a lack of emotional resilience and are not motivated to learn
F	Although attendance has improved some parents still choose to take holidays during term time.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Develop a love of reading across school and as a result improve attainment and skills in early reading	Sustained rises in attainment especially in early reading
B	Build up pupils emotional well-being through a range of activities	Pupils who are happy to come to school and are emotionally resilient

C		
D		

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	When will you review this?
Develop Power of reading in its entirety across school	Develop a structured and coherent plan for reading. Develop reading particularly early reading skills	Attainment in reading at Key Stage 1 had been below the national for a number of years. Although this isn't the case improvement needs to be embedded and sustained.	Literacy lead going on x4 training days Developing staff Inset around the sessions Tracking of reading groups Pupil questionnaires	Catherine Kirkby	Termly
Develop reading for pleasure across the whole school community	To develop a love of reading in all stakeholders and improve attainment as a result	By allowing pupils to explore books in a non-threatening way this will have a huge impact on standards.	Parent and pupil questionnaire Completion of wow days and stay and read days Overhaul of all book areas and library to encourage reading Develop after school reading club	As above	Termly

					Total budgeted cost:	£6274
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	When will you review this?	
Intervention session for English and maths	Pupils will close the gap with their peers and make better progress.	Intervention has had a positive impact on pupil's progress in the past. Small group teaching allows pupils to access learning more confidently	Termly PPM held with teachers Tracking grids and intervention timetables to monitored by SLT	Class teachers	Reviewed termly when assessments take place	
					Total budgeted cost:	£ 5241
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	When will you review this?	
Forest school provision to support vulnerable pupils	Develop self-confidence and self-esteem through the provision of outdoor learning	Outdoor learning has a benefits for pupils well-being and social and emotional skills Small group work will boost self-esteem whilst still working on educational skills	Feedback from Forest schools lead Regular check in against Boxall profiles Pupil questionnaires	Forest schools lead	Termly	

Nurture provision	Developing self-esteem and social skills through Thera play and other activities	Ensure that the unmet social, emotional and behavioural needs of children and young people' are being developed. In a caring environment.	TAs leading session have been trained Pupils targeted on a regular basis and groups will change as and when required.	HT and DHT	Reviewed termly when assessments take place
Total budgeted cost:					£ 7605

Review of expenditure from previous academic year 2018-2019

The headings below help you to demonstrate how you used the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
The school will look at elements of the Power of Reading program to improve attainment in reading, especially in EYFS and Key Stage 1.	Improve the percentage of pupils at ARE in reading by end of KS1	Although there was a slight improvement in reading attainment in Key Stage 1 it needs to be embedded and sustained	POR has real potential across the school. Our literacy lead only really shadowed our sister school last year and took bits of the project. That is why we are investing in the lit lead at Newton this year to run with this project.	

Pupils in EYFS and KS1 to develop good basic skills in literacy and apply these skills across the curriculum.	Improve the percentage of pupils at ARE in reading by end of KS1	Although there was a slight improvement in reading attainment in Key Stage 1 it needs to be embedded and sustained	That with a big push on developing love of reading sustained results can be achieved.	£4360
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Pupils' basic skills improve to have a positive effect in all areas of learning.	Pupils to be targeted in lessons for additional support in basic skills to improve progress	This had some very positive impact particularly in Y2 where a number of pupils met ARE who potentially were going to struggle. 4 pupils were targeted early and of those 3 met REA in RWM.	Hopefully now this is being done earlier on in the school it will have a much better impact rather than intervening with one or two.	See below
Continue to support GRT pupils so that basic skills are developed.	Specialist teacher support service will be employed to support intervention and curriculum delivery	Very slight, due to the poor attendance of GRT pupils. Every time sessions were set up travelers did not attend	School will target interventions from TAs and teachers in the future. Get specialist teacher services to come in and do twilight with staff and then disseminate.	See below
Improve Early Intervention strategies with hard to reach parents, and support them at home and school so this has a positive impact on pupil outcomes	Develop quicker access to early help without stigma	We are supporting a couple of families through Early Help but in all honesty probably no more than we would usually have and PP money probably didn't help much.	As a school we are increasing our liaison with Early Help generally and although we felt PP money might help it hasn't and we would not use the funds next year for this.	£10,932
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Pupils to have wider experiences	That pupils who do not always get the opportunities to undertake extra activities are supported to do so.	All pupils enjoyed a whole school visit to the Hippodrome in Birmingham Pupils have benefitted from pre learning books for topics	We feel as a school this is an important part of what we do to give every child the opportunity to take part in all school activities to develop well-being and feeling included within school.	£1900

