

Newdale Pupil Premium Strategy Statement 2019-20



1. Summary information			
Total PP budget for school: £118,860			Date: Sept 2019
Total number of pupils in school	418	Number of pupils eligible for PP in school	83
Total PP budget for nursery: £2,385			
Total number of pupils in nursery	84	Number of pupils eligible for PP in nursery	3

2. Current Attainment (based on 2019 KS2 SAT results)		
	Pupils eligible for PP in school	National overall
% achieving Age Related Expectations or above in reading, writing and maths	83%	65%
% achieving Age Related Expectations or above in reading	88%	73%
% achieving Age Related Expectations or above in writing	88%	78%
% achieving Age Related Expectations or above in GPS	94%	78%
% achieving Age Related Expectations or above in maths	88%	79%
Progress measure for reading	-	-
Progress measure for writing	-	-
Progress measure for maths	-	-

3. Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills, vocabulary etc.</i>)	
A.	Coupled vulnerability with SEND, behaviour and mental health needs is an issue for a number of our PP eligible pupils.
B.	Mobility in from other settings – pupils who are PP eligible join us often lower than the expectations of their peers.
C.	Home learning environments, such as parental engagement and home support may have a detrimental effect on PP pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Ensuring that our Disadvantaged pupils frequently attend school is also an aspect may prove to be an external barrier.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils will benefit from greater developed independent learning skills	Disadvantaged pupils will have a greater ability to independently access the curriculum.
B.	Disadvantaged pupils (KS2) will make increased progress in Maths, when compared to national other and when compared to others in school.	Disadvantaged pupils progress score in Maths for the academic year 2018-2019 was above national expectations.
C.	Disadvantaged pupils (KS1) will achieve Age Related Expectations in Maths, when compared to national other and when compared to others in school.	More Disadvantaged pupils' attainment at age related expectations in Maths for the academic year 2018-2019 was above national expectations.
D.	Disadvantaged pupils will have enhanced transition from EYPPG into Reception. To ensure that no Disadvantaged pupil has lower than expected attendance.	Transition between EYPPG and Reception will be enhanced, with an increased emphasis upon interventions and impact.
E.	Disadvantaged pupils will have attendance which meets minimum expectations.	Disadvantaged pupil's attendance figures for the academic year 2018-2019 will be above national expectations.

5. Planned expenditure – How the Pupil Premium Grant is to be used to improve classroom pedagogy, provide targeted support and support whole school initiatives.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?		How will you ensure it is implemented well?	Staff lead	Review date
Whole school ethos of attainment for all pupils. Quality first teaching to support and challenge individuals and groups.	CPD to support teachers in delivery and subject specific knowledge – both in school and through external providers. CPD to support teachers in the knowledge of possible barriers to learning.	Research from NFER identifying seven building blocks to raise disadvantage pupils' attainment.	Avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed – e.g. interventions may also be for high attaining PP children. Monitoring performance of all children including vulnerable groups. Expecting consistently high standards from all pupils. Sharing best practice as part of ongoing CPD within school. CPD from e.g. SENDCo and EdPsych to raise staff knowledge. TA training weekly targeting specific teaching / support areas e.g. Key Worker project to support disadvantaged pupils Targeted CPD in line with school development plan – e.g. EYFS reading training to raise standards in preparation for early phonics and entry to KS1. Emotional Health to Outcomes (EH20) project to run alongside other schools targeting mental health training for teaching staff to raise awareness, identify need and implement strategies.	AHT HT SENDCo Phase leaders	At termly intervals – sooner if required. All data is scrutinised at 6 weekly pupil progress meetings. Staff meeting rota is developed in line with these priorities.	

Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, learning has been carefully planned to be as inclusive for all as possible, with intervention from the pastoral team to provide paper-copies of work for those children without access to the internet at home. Regular contact has been made across the school to all children at home.

Provide individual support for specific learning needs and group support for pupils with similar needs.	Den complex needs provision	<p>NFER research.</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p> <p>EEF foundation 2018</p> <p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ (+4 months gain)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ (+4 months gain)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ (+8 months gain)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ (+3 months gain)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ (+5 months gain)</p>	<p>The Den provision continues to provide small group tuition to our Disadvantaged pupils who are working below the curriculum level of their peers. This provision also supports class teachers and other disadvantaged pupils who need additional support in curriculum areas or in preparation for transition to the next phase of their education.</p> <p>Lesson observations by school staff and SEND staff in the authority will continue to quality assure the provision.</p> <p>High staff to child ratios to ensure that Disadvantaged pupils who are accessing the Den have higher opportunities to enhance independent learning skills.</p>	HT Phase Leader SENDCo	<p>At termly intervals – sooner if required.</p> <p>All data is scrutinised at 6 weekly pupil progress meetings.</p>
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Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, learning has been carefully planned to support those currently accessing Den provision, with regular contact from their teacher. In addition, for those pupils about to make the transition into secondary school, there have been meetings planned / carried out between the SENDCo and Y6 team to ensure as smooth a transition as possible.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Behaviour and attendance are raised to ensure that no disadvantaged pupil has lower than expected attendance and behaviour does not become a barrier to learning.	Support for pupils to target social and emotional learning. Effective behaviour strategies are in place. Respond quickly to poor attendance. Work with specific families in need.	<p>NFER research: www.nfer.ac.uk/publications/PUPP01 www.gov.uk/government/organisations/department-for-education/about/research</p> <p><i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i></p> <p>EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Our Pastoral team will continue to support Disadvantaged pupils and families across the school. Parents and extended family members (where appropriate) will be invited into school to work alongside their child to encourage and build bonds.</p> <p>Tracking of the impact of the interventions that are run by the pastoral team are scrutinised by SMT and shared with Governors.</p> <p>Behaviour trackers considered by phases each term to ensure targeted support is offered.</p>	HT DHT SENDCo Inclusion Manager	At termly intervals – sooner if required.

	Parental engagement	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>We will continue to support Disadvantaged families to access low cost wrap around provisions (breakfast club) and ensure that families are aware of what we are able to do to help their child access school.</p> <p>We will use the Education Welfare Officer (EWO) to support us in helping families understand the importance of ensuring that their children are in school, regularly and on time.</p>	HT DHT Attendance team EWO	EWO visiting regularly – action taken promptly.
<p>Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, regular monitoring of disadvantaged families has been undertaken by the pastoral team / HT with home visits taking place where necessary as well as support from the EWO where required. Across school, teachers have been mindful of the need to consider the longer-term impact of enforced lack of schooling and are already action planning this for the new academic year, in particular with a focus on emotional well-being.</p>					
<p>Enrichment activities to increase educational engagement and attainment.</p> <p>Positive attitudes to learning through arts / sports participation both as part of the curriculum and as an extra-curricular activity.</p>	<p>The use of specialist music / PE teachers to offer a broad and balanced curriculum which is accessible to all and irrespective of cost.</p>	<p>EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>Specialist music and PE teaching will be overseen by the subject leaders.</p> <p>Identified individuals to attend clubs free of charge. School to monitor improvements in well-being, attendance and attainment.</p>	AHT Music Co PE Co Pastoral team	At termly intervals – sooner if required.
<p>Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, opportunities to take part in enrichment activities have been offered to all – with music lessons delivered online by our specialist, and themed weeks focusing on the arts / foundation subjects. We will continue to create places for disadvantaged children to access wider educational opportunities in school from the new term in September 2020.</p>					
Total budgeted cost:					£77,260

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Disadvantaged pupils (KS2) will make increased progress in Maths, when compared to national other and when compared to others in school.</p> <p>Disadvantaged pupils (KS1) will achieve Age Related Expectations in Maths, when compared to national other and when compared to others in school.</p>	<p>Small group tuition</p> <p>Deploying staff effectively – using qualified teachers to provide small group targeted tuition</p>	<p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>EEF foundation 2018</p> <p>Rationale evidence taken from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ (+4 months gain)</p>	<p>Class teachers will assess the impact of the variety of the small group tuition offered across the maths curriculum via pupil progress meetings and assessment at key points.</p> <p>Maths co-ordinator to assess the impact of the interventions upon the progress and attainment of the Disadvantaged pupils targeted.</p> <p>This will run across Key Stages 1 and 2.</p>	DHT Maths Co-ordinator	<p>At termly intervals – sooner if required.</p> <p>All data is scrutinised at 6 weekly pupil progress meetings.</p> <p>Staff meeting rota is developed in line with these priorities.</p>
<p>Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, core subjects have been a focus for home learning, but there will be an increased push on small group / intervention support in these subjects in the Autumn term. A new maths curriculum is due to start in September, and coupled with initial baselining of all learners, will support the need to close gaps as swiftly as possible.</p>					
Total budgeted cost:					£35,650

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
To enhance the transition from EYPPG into Reception	Parental engagement	<p><i>Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example, through schools appointing a family liaison that work with parents through either home visits or other targeted approaches.</i></p> <p>EEF foundation 2018</p> <p>Rationale evidence taken from: https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/parental-engagement/ (+4 months gain)</p>	<p>Our Early Years Nursery pastoral support worker will support families at all points during their child's Nursery education, with an increased focus at points of transition. They will provide the link between staff in different stages and work with the inclusion manager to support parents as their child transitions into Reception.</p> <p>Tracking of the impact of the EY pastoral support will be scrutinised by SMT and shared with Governors.</p>	EYFS Phase Leader EYPPG lead HT Pastoral team.	<p>At termly intervals – sooner if required.</p> <p>Review Spring term:</p>

Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, EYFS have had an excellent on-line presence, supporting families with home learning. Phonics videos have been posted to support with early reading. Regular parental contact has been made, and we will continue to prioritise this in into the new academic year.

Total budgeted cost

£5,950

6. Review of expenditure - end of 2018-19 academic year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils will benefit from greater developed independent learning skills.	<p>CPD was planned in the following:</p> <ul style="list-style-type: none"> Covering further meta-cognition teaching approaches. Using reflective learning across all core and foundation subjects. Philosophy for children to be investigated and training sought. Finnish teaching to be used in whole class teaching and the 1:1 /small groups, which are run by class teachers. 	<p>Teachers continue to use Higher Order Thinking Skills to deepen pupils' thinking. This was evident in children's writing skills at KS2.</p> <p>Through pupil voice, it is clear that children's retention of learning is strong through their use of reflections based around learning.</p> <p>Use of outdoor classroom 'base camp' and forest school area continues to have impact on those learners who enjoy the outdoors.</p> <p>Implementing measured risk taking across the curriculum, incorporating outdoor learning. Timetabled access to these areas for all learners across school.</p>	<p>We will continue to use experiential learning to enhance children's ability to retain learning.</p> <p>We will also continue to use HOTS questioning to aid deeper thinking.</p>	£82,260
	<p>Support for pupils to target social and emotional learning.</p> <p>Our Pastoral team continued to support Disadvantaged pupils and families across the school. Parents and extended family members (where appropriate) have been invited into school to work alongside their child to encourage and build bonds. Tracking of the impact of the interventions that are run by the pastoral team are scrutinised by SMT and shared with Governors.</p>	<p>Interventions and support for identified children with SEMH has been consistent across the school – 1:1 support and group sessions.</p> <p>Pastoral teams continue to build on long term relationships with parents and extended family members.</p> <p>Developing project linked with secondary schools to support mental health.</p>	<p>Develop the support for SEMH into a project which is far-reaching into the authority into 2020.</p>	

	<p>The Den complex needs provision continues to provide small group tuition to our Disadvantaged pupils who are working below the curriculum level of their peers. This provision also supports class teachers and other disadvantaged pupils who need additional support in curriculum areas or in preparation for transition to the next phase of their education.</p> <p>Lesson observations by school staff and SEND staff in the authority will continue to quality assure the provision.</p> <p>High staff to child ratios ensure that Disadvantaged pupils who are accessing the Den have higher opportunities to enhance independent learning skills.</p>	<p>Clear development of children within this setting, due to targeted small group / 1:1 sessions. High staff ratio allows children to integrate between peer groups and Den provision as support is available.</p>	<p>Continue to support into particularly Y12 and Y6 where there is a high level of need for 2019-20.</p>	
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Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, independent learning has had to become a focus as pupils access lessons via online platforms. This will continue to be a focus as we seek to prioritise pupils who have fallen behind / look to ensure our curriculum closes gaps in learning and return to a new normal in the Autumn term.

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Disadvantaged pupils (KS2) will make increased progress in Maths, when compared to national other and when compared to others in school.</p> <p>Disadvantaged pupils (KS1) will achieve Age Related Expectations in Maths, when compared to national other and when compared to others in school.</p>	<p>Small group tuition Class teachers will assess the impact of the variety of the small group tuition offered across the maths curriculum via pupil progress meetings and assessment at key points.</p> <p>Maths co-ordinator to assess the impact of the interventions upon the progress and attainment of the Disadvantaged pupils targeted.</p> <p>This will run across Key Stages 1 and 2.</p>	<p>KS2 data headlines – progress / attainment:</p> <ul style="list-style-type: none"> • PPG achieved a progress score which recognised as being not significantly above national. • There are less PPG pupils who achieved EXS and GDS when compared with PPG from 2017. <p>KS1 data headlines</p> <ul style="list-style-type: none"> • Less PPG pupils achieved ARE when compared with PPG from 2017. There has been a 42% points decrease in the GDS figures from 2017, as no PPG pupils achieved GDS. 	<p>Continue to focus on maths provision. Targeted extra support into Y6. Support for higher attaining children needed post KS1.</p>	<p>£38,600</p>

Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. As mentioned above, during wider school closures, core subjects have been targeted, and maths will remain on the action plan as we implement a new curriculum and re-assess all children on their full return to school.

iii. other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enhance the transition from EYPPG into Reception	<p>Parental engagement</p> <p>Our Early Years Nursery pastoral support worker will support families at all points during their child's Nursery education, with an increased focus at points of transition. They will provide the link between staff in different stages and work with the inclusion manager to support parents as their child transitions into Reception.</p> <p>Tracking of the impact of the EY pastoral support will be scrutinised by SMT and shared with Governors.</p>	<p>Less PP children attaining GLD as a percentage, however, this is due to the dip in PPG children, therefore the increase in percentage points.</p>	<p>Continue to link closely via key workers and pastoral support.</p>	<p>£5,500</p>
To ensure that no Disadvantaged pupil has lower than expected attendance.	<p>Parental engagement</p> <p>We will continue to support Disadvantaged families to access low cost wrap around provisions (breakfast club) and ensure that families are aware of what we are able to do to help their child access school.</p> <p>We will use the Education Welfare Officer (EWO) to support us in helping families understand the importance of ensuring that their children are in school, regularly and on time.</p>	<p>Stay and Play sessions to encourage parental support and engagement with learning.</p> <p>Having additional time with key worker linked with narrowing the gap e.g. familiarisation with books, writing name on name card.</p>		
<p>Review June 2020: This will remain a focus on the action plan for 2020-21 as we strive to bridge the widened gap due to Covid-19. During wider school closures, EYFS have had an excellent on-line presence, supporting families with home learning. Phonics videos have been posted to support with early reading. Regular parental contact has been made, and we will continue to prioritise this in into the new academic year.</p>				

7. Additional detail

KS2 data headlines (see above for maths):

Reading: PPG pupils achieved a progress score which recognised as being not significantly above national; 3% more PPG pupils achieved ARE when compared with PPG from 2017. They have also continued to perform well at GDS.

Writing: PPG pupils achieved a progress score which is significantly above national; 7% more PPG pupils achieved ARE when compared with PPG from 2017. They have also continued to perform well at GDS, maintaining a % from the 2017 results.

SPaG: More PPG pupils achieved ARE when compared with PPG from 2017. They have also continued to perform well at GDS, with an increase from the 2017 results

KS1 data headlines (see above for maths):

Reading: More PPG pupils at Newdale are achieving ARE in Reading than compared with other PPG pupils across the country; Less PPG pupils achieved ARE when compared with PPG from 2017. They have continued to perform well at GDS, maintaining the same % as for the 2017 results.

Writing: Less PPG pupils achieved ARE when compared with PPG from 2017. They have continued to perform well at GDS, maintaining the same % as for the 2017 results.

Year 1 phonics: above national 91% PPG

EYFS GLD: 3% points less PPG pupils achieved GLD when compared with PPG GLD from 2017; in Reading, writing and number, less PPG pupils achieved GLD when compared with PPG GLD from 2017 (however it is important to note the contextual change in percentage here).