

Newdale Pupil Premium Strategy Statement 2020 – 2021



1. Summary information			
Total PP budget for school: £ 107,600 (FY 2020 – 2021) <i>This figure is based on 80 pupils.</i>			Date: Sept 2020
Total number of pupils in school	415	Number of pupils eligible for PP in school	93 (21.9.20)
Total PP budget for nursery: <i>Awaiting October census as those who were have moved up into the main school.</i>			
Total number of pupils in nursery	74	Number of pupils eligible for PP in nursery	

2. Current Attainment (based on 2020 KS2 Teacher Assessment)		
	Pupils eligible for PP in school	2019 SATS National overall
% achieving Age Related Expectations or above in reading, writing and maths	74%	65% (51% PPG)
% achieving Age Related Expectations or above in reading	85%	73%
% achieving Age Related Expectations or above in writing	85%	78%
% achieving Age Related Expectations or above in GPS	87%	78%
% achieving Age Related Expectations or above in maths	82%	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.	Gaps in learning post C-19 lockdown, especially for those pupils who had limited access to resources.
B.	Coupled vulnerability with SEND, behaviour and mental health needs is an issue for a number of our PP eligible pupils.
C.	Mobility in from other settings – pupils who are PP eligible join us often lower than the expectations of their peers.
D.	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>	
D.	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.	Continue to improve the percentage of PPG eligible pupils attaining Age Related expectations (ARE). This outcome will be measured via the statutory assessment tests (EYFS / Key Stage 1 SATs / Year 4 Multiplication test / Key Stage 2 SATS) at the end of 2021. (RAP target)	End of Key Stage data will report that at least 85% of these pupils to attain ARE in Reading, Writing and Maths in statutory assessment tests / performance measures.
B.	To increase attainment in Reading and phonics for PPG eligible pupils in Key Stage 1. This outcome will be measured via the statutory assessment tests in Year 2 and the Phonics test in Year 1 at the end of 2021. (PM linked)	We aim for at least 85% of PPG eligible pupils to attain ARE in both the Phonics test in Year 1 and the statutory assessment tests in Year 2.
C.	To diminish the difference between Reading, Writing, Maths and GPS for disadvantaged pupils in Key Stage 2. This outcome will be measured via the statutory assessment tests (EYFS / Key Stage 1 SATs / Year 4 Multiplication test / Key Stage 2 SATS) at the end of 2021. Internal statutory testing data will also be used to measure this outcome.	We aim for at least 85% of PPG eligible pupils to attain ARE in all forms of statutory and non-statutory testing in 2021.
D.	Disadvantaged pupils will have an enhanced the transition from EYPPG into Reception through the encouraging parental engagement, leading to increased progress.	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 2020-2021 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
<p>Continue to improve the percentage of PPG eligible pupils attaining Age Related expectations (ARE).</p> <p>This outcome will be measured via the statutory assessment tests (EYFS / Key Stage 1 SATs / Year 4 Multiplication test / Key Stage 2 SATS) at the end of 2021. (RAP target)</p>	<p>CPD to support teachers in delivery and subject specific knowledge – both in school and through external providers.</p> <p>CPD to support teachers in the knowledge of possible barriers to learning.</p> <p>Whole school ethos of attainment for all pupils.</p> <p>Quality first teaching to support and challenge individuals and groups.</p> <p>Analysis of learning gaps to inform the planning and direction of learning for pupils.</p>	<p>Research from NFER identifying seven building blocks to raise disadvantage pupils' attainment.</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>		<p>AHT</p> <p>HT</p> <p>SENDCo</p> <p>Phase leaders</p>	<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>

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
<p>To increase attainment in Reading and phonics for PPG eligible pupils in Key Stage 1.</p> <p>This outcome will be measured via the statutory assessment tests in Year 2 and the Phonics test in Year 1 at the end of 2021. (PM linked)</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 Reading curriculum via pupil progress meetings and assessment at key points.</p> <p>Early Reading lead and Literacy 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 Stage 1.</p>	<p>DHT</p> <p>Early Reading lead and Literacy co-ordinator</p>	<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>To diminish the difference between Reading, Writing, Maths and GPS for disadvantaged pupils in Key Stage 2.</p> <p>This outcome will be measured via the statutory assessment tests (EYFS / Key Stage 1 SATs / Year 4 Multiplication test / Key Stage 2 SATS) at the end of 2021. Internal statutory testing data will also be used to measure this outcome.</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 Reading, Writing and Maths Key Stage 2 curriculums via pupil progress meetings and assessment at key points.</p> <p>Literacy and Maths co-ordinators to assess the impact of the interventions upon the progress and attainment of the Disadvantaged pupils targeted.</p> <p>This will run across Key Stage 2.</p>	<p>DHT</p> <p>Literacy and Maths Co-ordinators.</p>	<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>

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
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>	<p>HT</p> <p>Phase Leader</p> <p>SENDCo</p>	<p>At termly intervals – sooner if required.</p> <p>All data is scrutinised at 6 weekly pupil progress meetings.</p>
Total budgeted cost:					£74, 146

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?
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> 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>Continue to offer 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>	The use of specialist music / PE teachers to offer a broad and balanced curriculum which is accessible to all and irrespective of cost.	<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> <p>Analysis of all clubs will be undertaken and pupils will be offered places in advance of club release.</p>	DHT Music Co PE Co Pastoral team	At termly intervals – sooner if required.
	Total budgeted cost:				£25,000

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, encouraging increased parental engagement and progress of children.	Two key workers from the Nursery will transition up into the Reception classes on a full time basis. They will provide a link to actively involving parents post covid and support children in their transition.	<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>	EYFS lead will monitor the impact that these members of staff are having upon parental engagement and the progress of the children. This progress may initially be seen in the social and emotional aspects of learning, as the children are likely to not be as 'school ready' as they may have been in previous years.	EYFS Phase Leader EYPPG lead HT Pastoral team.	At termly intervals – sooner if required. Review Autumn term:
Total budgeted cost					£8, 454

6. Review of expenditure - end of 2019-20 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
<p>Whole school ethos of attainment for all pupils.</p> <p>Quality first teaching to support and challenge individuals and groups</p>	<p>CPD to support teachers in delivery and subject specific knowledge – both in school and through external providers.</p> <p>CPD to support teachers in the knowledge of possible barriers to learning.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>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.</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.</p>	
<p>Provide individual support for specific learning needs and group support for pupils with similar needs</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>	<p>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.</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.</p>	

<p>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.</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> <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>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>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.</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>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>	<p>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>	<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.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<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</p>	<p>Class teachers assessed the impact of the variety of the small group tuition offered across the maths curriculum via pupil progress meetings and assessment at key points. This was evident in the Autumn term, but lockdown prevented this from happening from that point onwards.</p> <p>Maths co-ordinator to assess the impact of the interventions upon the progress and attainment of the Disadvantaged pupils targeted.</p>	<p>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>	<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.</p>	

Expectations in Maths, when compared to national other and when compared to others in school.				
				Total cost: £35,650
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>Our Early Years Nursery pastoral support worker will support families at all points during their child's Nursery educations, 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>	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.	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.	£5,950

7. Additional detail

Please note: for the academic year 2020-2021 all data reported is Teacher assessed.

KS2 data headlines:

	Reading		Writing		GPS		Maths	
	PPG	Other	PPG	Other	PPG	Other	PPG	Other
Expected standard	79%	88%	79%	88%	79%	90%	74%	86%
Greater depth standard	21%	33%	11%	36%	26%	50%	26%	26%

KS1 data headlines:

	Reading		Writing		Maths	
	PPG	Other	PPG	Other	PPG	Other
Expected standard	78%	82%	67%	82%	78%	84%
Greater depth standard	11%	29%	0%	27%	11%	22%

Year 1 phonics: 27% of the PPG pupils were on track to meet the expected standard in the Spring term assessments.

EYFS GLD: