



Newchurch Pupil Premium Strategy Statement 2020-2021

Summary Information					
School	Newchurch Community Primary School				
Academic Year	2020-2021	Total PP budget	£29,555	Date of most recent PP review	July 2020
Total number of pupils	180	Number of pupils eligible for PP	19	Date of next internal review	Dec 2020

Current attainment – KS2 (based on Summer 2019 – pre COVID-19)

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP</i>
% achieving ARE or above in reading, writing and maths	71%	63%
% achieving ARE or above in reading	71%	70%
% achieving ARE or above in writing	86%	80%
% achieving ARE or above in maths	86%	90%

Barriers to future attainment (for pupils eligible for PP, including high ability)

<i>In-school Barriers (issues to be addressed in school)</i>	
A.	Gaps in learning – Reading, Writing and Maths
B.	Social and emotional health and wellbeing and resilience
C.	Phonics and spelling development
<i>External Barriers (issues which also require action outside of school e.g. low attendance rates)</i>	
D.	Parental engagement in home learning
E.	Financial Hardship

Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Those children below the expected standard in Reading, Writing and Maths make better than expected progress to meet the expected standard. PP children with the potential to achieve Greater Depth in Reading, Writing or Maths will make better than expected progress to achieve	<ul style="list-style-type: none"> PP children below the expected standard make better than expected progress from their starting points in Reading, Writing and Maths through focused interventions and targeted support, including therapeutic interventions. Identified children achieve Greater Depth in Reading, Writing or Maths.

	<p>the higher standard. Pupil progress meetings and tracking data will show increase in attainment through targeted support and interventions, including therapeutic interventions. All PP children will continue to have access to quality reading material Children emerging from EYFS, who were identified as below age related expectations at baseline, achieve GLD.</p>	<ul style="list-style-type: none"> • PP children’s reading speed and age will have increased and be above their chronological age. • Age standardised scores show progress over time. • Children have access to quality reading materials in the home which sparks their desire to read for pleasure. • Spelling issues continue to be addressed which leads to increased outcomes in Writing. • Outcomes for end of KS2 disadvantaged pupils are positive and progress is strong from their starting points. • Increase in the % of children achieving the higher standard in Reading, Writing and Maths. • Booster sessions are delivered before the start of the school day to improve attainment and progress in reading, writing and maths. • PP children have equal access to quality reading texts, including Reading Plus.
B.	<p>Improve the social, emotional health and wellbeing of pupils measured by SDQ scores, pupil conferencing with PP children at intervals within the school year and outcomes measured during pupil progress meetings and tracking of attainment and progress.</p>	<ul style="list-style-type: none"> • Strength and Difficulties Questionnaires (SDQs) show that the emotional stress score of children receiving play therapy and drawing and talking therapy has reduced. • As a result of therapeutic interventions, behaviour for learning improves resulting in better outcomes (children receiving therapies make better than expected progress)
C.	<p>% of pupils achieving the phonics screening check is high (above the National Average) Children in KS2, where spelling is a barrier, achieve the expected standard in writing.</p>	<ul style="list-style-type: none"> • Year 1 achieve the phonics screening check is above the National Average • Spelling issues are addressed which leads to increased outcomes in Writing. • Spelling ages of targeted children improve and are closer(or in line with) to their chronological age. • Prior learning and interventions will have taken place to ensure gaps in phonic and spelling knowledge have been addressed.
D.	<p>Parental engagement in target children’s homework improves which will be measured through completion of homework, reading records and outcomes for pupils as part of the school monitoring process.</p>	<ul style="list-style-type: none"> • Homework is completed each week • Technological devices loaned by the school allow for PP children to access learning and homework tasks • Children are read with regularly and parental comments seen in reading records. • Spellings scores improve • Outcomes for pupils improve
E.	<p>Parental conferences with parents of pupil eligible for pupil premium funding will show that they are clear how their funding is spent. Qualitative data will be collected through conferencing.</p>	<ul style="list-style-type: none"> • Parental support will be given to pupil premium children enabling equality for all pupils to take part in residential visits and trips. • Parents experiencing financial hardship will be supported to provide opportunities for their children.

Planned expenditure

Academic Year | 2020-2021

Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
<p>Increase outcomes for pupils in Reading, Writing and Maths</p>	<p>Subject leaders will support class teachers in the provision to target the focus children through quality first teaching and differentiated inputs. In particular, focus needs to be on more able pupils.</p> <p>Diagnostic analysis of the children's reading, writing and/or maths will take place and targets set to ensure progress.</p> <p>Team teaching, focus group teaching and lesson study approach to be used to support teaching and learning.</p> <p>Review the deployment of teaching assistants regularly to support learning and ensure impact on outcomes.</p>	<p>The school closure as a result of COVID-19 has resulted in some children not making expected progress in core subjects.</p> <p>Current classroom practice does not always facilitate every child been worked with in English and Maths which is resulting in some children not meeting the expected standard or making accelerated progress. Opportunities for more able pupils to have new learning first would support progress of more able pupils as well as enabling consolidation time for children WTS or EXS.</p> <p>QLA needs to be used more to identify areas to be addressed to accelerate progress.</p> <p>Some PP did not meet EXS last year but did make progress towards the standard. Some EXS children could potentially</p>	<p>Subject leaders, through CPD and team teaching will focus on supporting teachers with their planning and provision through differentiated inputs.</p> <p>This will be monitored through learning walks, team teaching, target group work, progress meetings, Question Level Analysis and also book monitoring.</p> <p>Interventions for target children will be delivered by trained teaching assistants.</p>	<p>Jayne Narraway/Jess Toone (English) John Duckett (Maths)</p> <p>Debbie Conreen (interventions)</p>	<p>Dec 2020 March 2021 July 2021</p>

		achieve GDS and need to be targeted.			
Increase reading speed in children to enable them to access age related expectations in reading.	Continue to use Reading Plus across all KS2 cohorts. Identify target children Daily timetable for access and communication with parents	With an increase of 45% word count in the KS2 SATs 2019, this shows the importance of reading speed to ensure the children can access the test. Children also enjoy using online/electronic devices and this will engage more learners in reading. Children who are WTS in reading have a low reading speed when observed. They require constant practice and a need to read regularly. Reading Plus tracks the progress of the children and the school can measure progress over time.	Daily timetable for access to Reading Plus. Initial assessment by Reading Plus Consultant. Diagnostic and progress reports on a half termly basis. Monitoring of usage and engagement of pupils. Remove any barriers towards the children using Reading Plus. House Points to be given to pupils for taking the responsibility to go on Reading Plus outside of school.	Jayne Narraway and Debbie Conreen	Dec 2020 March 2021 July 2021
Total budget cost					£4000
Review Term	Impact	Lessons Learned			RAG
Autumn Term 2019					
Spring Term 2021					
Summer Term 2021					
Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase attainment of specific PP children who are below the expected standard in	English Bridging Units written for KS2 pupils to	None of the cohorts have a significant group of PP	Interventions times set, delivered and measured	John Duckett , Debbie Conreen and	Mid-term progress

<p>reading, writing or maths. This will ensure better than expected progress for these children. Increase the attainment of PP children with the potential to achieve Greater Depth.</p>	<p>support transition back into school and focus on re-engagement with previous learning.</p> <p>Maintain the increase in the hours of the teaching assistant in Y1 to deliver interventions for phonics and reading.</p> <p>Y6 Booster learning sessions at the end of the school day in Reading, Writing and Maths.</p> <p>These will be GDS groups as well as EXS.</p>	<p>children. In many cases, the children are working at different levels of attainment and therefore not be grouped together for targeted support for reading, writing and maths.</p> <p>Targeted support in Y1 and Y6 will improve outcomes for pupils.</p> <p>In addition, writing is an issue in the current Y5 cohort and targeted support here would enable progress in writing to improve through the delivery of a bespoke writing package.</p> <p>After school learning sessions will ensure that children are able to achieve EXS or move towards GRDS within the upper key stage two phase thus improving overall outcomes and ensuring progress and achievement for PP children against their peers.</p>	<p>for impact through progress data, including age standardised scores and standardised scaled scores.</p> <p>Planning lead by the subject leaders will show focus support for target children based on their needs. Question Level Analysis will show impact of target support.</p> <p>Log of support will show work completed and applied in children's workbooks.</p> <p>Pupil conferencing and book monitoring will show impact of interventions.</p>	<p>Jayne Narraway</p>	<p>reviews at the end of each half term. Pupil progress reviews</p>
<p>Reduce the emotional stress of targeted PP children.</p>	<p>SDQs completed at regular intervals of the school year.</p> <p>Support teacher to</p>	<p>Some children who are eligible for PP have been identified as having social and emotional needs which impact on their</p>	<p>Debbie Conreen to monitor delivery and impact.</p> <p>Children will have early</p>	<p>Debbie Conreen</p>	<p>Intervention reviews linked to progress meetings.</p>

	<p>provide Theraplay to identified children if required and appropriate.</p>	<p>learning. The impact of the therapy has been seen to significantly impact not only on the children's emotional wellbeing but on their learning outcomes also. Further work with these children, and those children joining the PP register, will benefit from the therapy.</p> <p>The regulation of children with SEMH will impact positively on those pupils who need to make progress as there will be limited disruptions to learning due to deregulation.</p>	<p>identification by use of SDQs, timetabling will be set to optimise the impact of the therapy. At regular intervals, SDQs to be completed to measure impact as well as pupil conferencing and parental and staff voice.</p>		<p>Pupil progress reviews (SDQ scores included in reviews)</p>
<p>Resourcing of therapeutic interventions available to PP children.</p>	<p>Continuation of LEGO therapy – two members of staff trained on LEGO therapy and after school club for targeted children delivered.</p> <p>Purchase of more LEGO sets. (£500) Therapy Dog and Reading Scheme to continue.</p> <p>Development of a nurture room (and associated resources) to support the delivery therapeutic</p>	<p>There needs to be a range of therapeutic interventions which are appropriate for the needs of the pupils. 80% of PP children have experienced SEMH issues at some point and therefore, there needs to be consideration of the type of therapeutic intervention offered.</p>	<p>Theraplay, Reading Dog, LEGO therapies timetable established in Autumn 2020 and reviewed half termly for impact.</p> <p>Pupils identified by Autumn 2020 and parental consent obtained.</p> <p>Baseline established for intervention.</p> <p>Intervention carried out and progress measures seen from baseline.</p>	<p>Jayne Narraway and Debbie Conreen</p>	<p>Intervention reviews linked to progress meetings.</p> <p>Pupil progress reviews (SDQ scores included in reviews)</p>

	interventions: <ul style="list-style-type: none"> • Drawing and Talking • Building skills (LEGO) • Reading/Therapy Dog • Theraplay • Regulation time • Speech and Language 				
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				Total budgeted cost	£15,484
Review Term	Impact	Lessons Learned			RAG
Autumn Term 2020					
Spring Term 2021					
Summer Term 2021					

Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase phonological awareness and spelling in Year 1 and Year 2 so that children meet the expected standard.	Deployment of teaching assistant to deliver additional 'top up' phonics sessions (2 x 30mins per week totalling £2,418)	100% of PP children in Y1 achieve the phonics screening check.	<p>Timetabling set and member of staff is highly trained in delivery of phonics.</p> <p>Progress measured each half term by Leading Practitioner.</p>	Jayne Narraway, Lauren Igglesden and Jessica Toone	Termly updates in line with pupil progress meetings.
All PP children have access to enrichment activities, uniform and trips/residential.	<p>£50 voucher for all PP children towards uniform and trips. (£950)</p> <p>Residentials to Beeston, Kingswood and Arete are paid for by school. (£1,740)</p> <p>School trips are subsidised (£1,140)</p>	<p>Some families need subsidies for uniform and trips. This also acts as an incentive to other parents to apply for FSM.</p> <p>Parental conferences at parents' evening (introduced 2017-2018) showed that 73% of PP families are experiencing financial hardship and</p>	<p>BH to send out letters and information at the start of the year.</p> <p>Financial planning clear for all year groups of trips and residential.</p> <p>BH to send out statement of how much left at the end of each term to parents.</p>	Jayne Narraway/Bev Heath	Termly pupil premium report meetings.

		that paying residential and trips in particular was impacting on their family budget and the emotional wellbeing of the members of the family.	Letters to be reviewed for residential and trips to PP children to highlight that the school will subsidise the visits.		
All PP children to have access to digital devices to enable them to access homework and online learning via Google Classroom.	Purchase of 19 chrome books to be loaned to the children.	Many of our PP children did not have access to devices during lockdown and as such they were not able to access learning in the same way other children were. Also, when returning to school and the introduction of online homework and the potential for remote learning, purchasing devices was a viable option.	All PP children have access to devices equal to their peers and are able to participate in homework and remote learning as there is not a barrier to them accessing the resources.		
Total budgeted cost					£10,071
Review Term	Impact	Lessons Learned			RAG
Autumn Term 2020					
Spring Term 2021					
Summer Term 2021					
Overall cost					£29,555

Additional detail

- Some of the Catch Up funding received by the DfE will be linked to the nurture room and also the provision of devices to support homework and online learning.
- Autumn 2020 – over the course of the Autumn term, there has been a rise in the number of pupils who are eligible for benefit-related FSM. Although these children will not show in the school budget until the next financial year, they will be included in the provision for devices.
- The focus on the nurture room and the devices is to ensure there is a legacy of support for Pupil Premium children.

