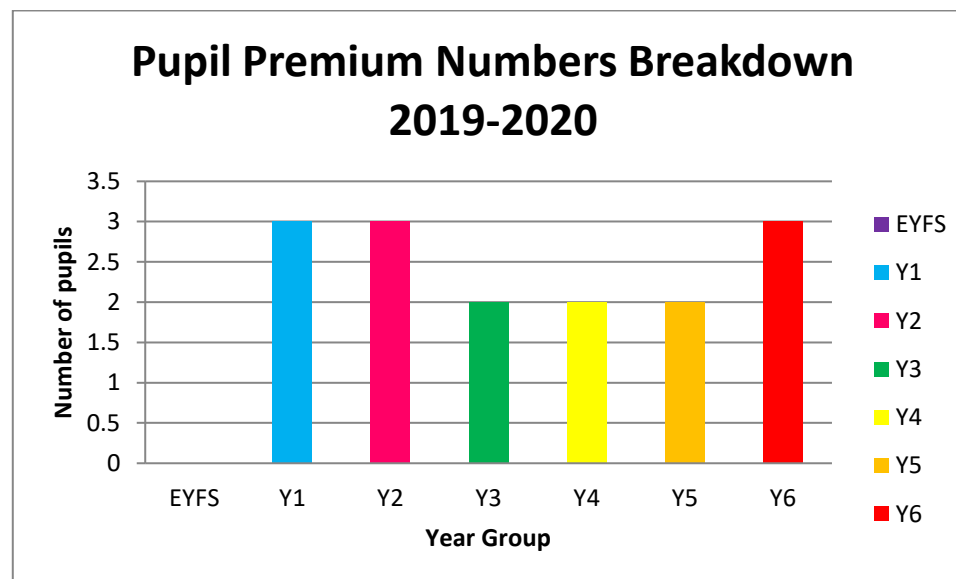




Newchurch Pupil Premium Strategy Statement 2019-2020

Summary Information					
School	Newchurch Community Primary School				
Academic Year	2019-2020	Total PP budget	£33,260	Date of most recent PP review	July 2019 (see previous)
Total number of pupils	184	Number of pupils eligible for PP	25	Date of next internal review	Dec 2019

Current attainment – KS2		
	<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.	<p>Those children below the expected standard in Reading, Writing and Maths make better than expected progress to meet the expected standard.</p> <p>PP children with the potential to achieve Greater Depth in Reading, Writing or Maths will make better than expected progress to achieve the higher standard.</p> <p>Pupil progress meetings and tracking data will show increase in attainment through targeted support and interventions, including therapeutic interventions.</p> <p>All PP children will continue to have access to quality reading material through home reading packs which will be shared and changed half termly.</p> <p>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 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. • 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. • Prior learning 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</p> <p>Children in KS2, where spelling is a barrier, achieve the expected standard in writing.</p>	<ul style="list-style-type: none"> • 100% of Year 1 achieve the phonics screening check. • 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

		<p>chronological age.</p> <ul style="list-style-type: none"> • Prior learning and interventions will have taken place to ensure gaps in phonic and spelling knowledge have been addressed.
D.	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.	<ul style="list-style-type: none"> • Homework is completed each week. • Children are read with regularly and parental comments seen in reading records. • Spellings scores improve • Outcomes for pupils improve
E.	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.	<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	2019-2020				
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase outcomes for pupils in Reading, Writing and Maths	<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</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</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>Debbie Conreen (English) John Duckett (Maths)</p> <p>Rebecca Wormleighton (interventions)</p>	<p>Dec 2019 March 2020 July 2020</p>

	<p>teaching and learning.</p> <p>Review the deployment of teaching assistants regularly to support learning and ensure impact on outcomes.</p>	<p>progress.</p> <p>Some PP did not meet EXS last year but did make progress towards the standard. Some EXS children could potentially achieve GDS and need to be targeted.</p>			
<p>Increase reading speed in children to enable them to access age related expectations in reading.</p>	<p>Purchase Reading Plus</p> <p>Identify target children</p> <p>Daily timetable for access and communication with parents</p>	<p>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.</p> <p>Children also enjoy using online/electronic devices and this will engage more learners in reading.</p> <p>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.</p>	<p>Daily timetable for access to Reading Plus.</p> <p>Initial assessment by Reading Plus Consultant. Diagnostic and progress reports on a half termly basis.</p> <p>Monitoring of usage and engagement of pupils. Remove any barriers towards the children using Reading Plus.</p> <p>House Points to be given to pupils for taking the responsibility to go on Reading Plus outside of school.</p>	<p>Jayne Narraway and Debbie Conreen</p>	<p>Dec 2019</p> <p>March 2020</p> <p>July 2020</p>
Total budget cost					£4000
Review Term	Impact	Lessons Learned			RAG
Autumn Term 2019	End of Autumn 2019 data shows the following:	Reading			

Reading

Year group	Number of children	% expected progress	% better than expected progress
EYFS	1	100%	*
Y1	3	100%	*
Y2	2	100%	33%
Y3	2	100%	50%
Y4	3	100%	*
Y5	2	50%	*
Y6	3	100%	*

The focus on reading within the Autumn term has impacted on the progress across the school. When progress in reading, writing and maths are compared, more progress is seen in reading, including some children making accelerated progress.

Writing

Year group	Number of children	% expected progress	% better than expected progress
EYFS	1	100%	*
Y1	3	67%	*
Y2	2	100%	33%
Y3	2	50%	*
Y4	3	100%	*
Y5	2	100%	*
Y6	3	100%	*

The majority of pupils are making expected progress.

Maths

Year group	Number of children	% expected progress	% better than expected progress
EYFS	1	100%	*
Y1	3	33%	*
Y2	2	33%	*
Y3	2	50%	*

Differentiated, targeted guided reading groups are impacting on the pupil premium children's progress and outcomes. Reading speed is beginning to impact on those children not yet at the expected standard but access to Reading Plus is showing gains in this area. There needs to be a greater emphasis on the use of Reading Plus by all pupils. Develop a rota for all KS2 classes to enable them to access the programme in school time.

Focused interventions in phonics is beginning to impact on the children's reading and this needs to be continued.

Daily reading with all PP children is having positive outcomes as is Read2Dog, which also include PP children.

Although progress can be seen positively, there needs to be a greater focus on the attainment of the pupils to move more into the expected standard. The changing to the threshold the school has included (105 for EXS and 115 for GDS) may have impacted on what the outcomes look like.

Writing

Evidence following book scrutiny shows that there is a need to focus on the quantity of the children's writing, the development of effective spelling strategies and reading into writing. SLT believe a greater focus on the journey from reading to writing is needed and opportunities to build planning for writing collaboratively with the use of working walls would impact on outcomes for PP children. INSET day to be set aside in January 2020 to provide quality CPD for writing to staff. Further work on spelling is needed at a whole school level.

Maths

There needs to be a greater focus on acceleration of progress in maths. Question Level Analysis (QLA) indicates that focused direct teaching and acquisition of arithmetic would impact on outcomes for children.

	Y4	3	100%	*	<p>Prior learning groups include pupil premium children who have been targeted to accelerate progress. Some children typically struggle with the transition from one class in the summer term to another one in the autumn term.</p> <p>Maths lead to complete deep dive into Maths to determine next steps for pupils and provision.</p>		
	Y5	3	100%	*			
	Y6	3	33%	*			
Spring Term 2020							
Summer Term 2020							

Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	Review date																																								
<p>Increase attainment of specific PP children who are below the expected standard in reading, writing or maths. This will ensure better than expected progress for these children.</p> <p>Increase the attainment of PP children with the potential to achieve Greater Depth.</p> <p>Expected standard</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1 (3)</td> <td>100%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Y2 (3)</td> <td>100%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Y3 (2)</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y4 (2)</td> <td>50%</td> <td>*</td> <td>50%</td> </tr> <tr> <td>Y5 (2)</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y6 (3)</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Greater Depth</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		R	W	M	R				Y1 (3)	100%	67%	67%	Y2 (3)	100%	67%	67%	Y3 (2)	100%	100%	100%	Y4 (2)	50%	*	50%	Y5 (2)	100%	100%	100%	Y6 (3)	100%	100%	100%		R	W	M	R				<p>Deployment of support teacher for writing intervention for Year 4 pupils.</p> <p>Maintain the increase in the hours of the teaching assistant in Y5 to deliver interventions for maths in Y5 and Y6.</p> <p>Prior learning sessions before the start of the school day in Reading, Writing and Maths. 2 x teaching assistants, Maths and English lead to deliver sessions. These will be GDS groups as well as EXS.</p>	<p>None of the cohorts have a significant group of PP 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 Y5 and Y6 will improve outcomes for pupils and ensure that they have two years of support before their end of KS2 SATs.</p> <p>In addition, writing is an issue in the current Y4 cohort and targeted</p>	<p>Interventions times set, delivered and measured 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>John Duckett , Debbie Conreen and Jayne Narraway</p>	<p>Mid-term progress reviews at the end of each half term.</p> <p>Pupil progress reviews 16.12.19 1.4.20 13.7.20</p>
	R	W	M																																										
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Y1 (3)	*	*	33%																											
Y2 (3)	33%	33%	33%																											
Y3 (2)	100%	100%	*																											
Y4 (2)	*	*	*																											
Y5 (2)	50%	50%	50%																											
Y6 (3)	67%	33%	67%																											
<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 provide Theraplay to identified children.</p>	<p>Some children who are eligible for PP have been identified as having social and emotional needs which impact on their learning. Whilst some children have already started trauma informed therapy the member of staff , who has had the training, has left the school. 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</p>	<p>Rebecca Wormleighton to monitor delivery and impact.</p> <p>Children will have early 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>Rebecca Wormleighton</p>	<p>Intervention reviews linked to progress meetings.</p> <p>Pupil progress reviews (SDQ scores included in reviews) 16.12.19 1.4.20 13.7.20</p>																									

Resourcing of therapeutic interventions available to PP children.	Continuation of LEGO therapy – two members of staff trained on LEGO therapy and after school club for targeted children delivered. Purchase of more LEGO sets. (£500) Therapy Dog and Reading Scheme to continue.	benefit from the therapy. 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.	Theraplay, Reading Dog, LEGO therapies timetable established in Sept 2019 and reviewed half termly for impact. Pupils identified by Sept 2019 and parental consent obtained. Baseline established for intervention. Intervention carried out and progress measures seen from baseline.	Rebecca Wormleighton	Intervention reviews linked to progress meetings. Pupil progress reviews (SDQ scores included in reviews) 12.12.18 3.4.19 10.7.19
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Total budgeted cost £23,632

Review Term	Impact	Lessons Learned	RAG																																																																
Autumn Term 2019	<p>Expected standard</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R (1)</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Y1 (3)</td> <td>67%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Y2 (3)</td> <td>67%</td> <td>67%</td> <td>*</td> </tr> <tr> <td>Y3 (2)</td> <td>100%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y4 (3)</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Y5 (2)</td> <td>*</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y6 (3)</td> <td>100%</td> <td>67%</td> <td>33%</td> </tr> </tbody> </table> <p>Prior Learning in the Autumn term focused on spelling and grammar.</p> <p>Greater Depth</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R (1)</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Y1 (3)</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Y2 (3)</td> <td>33%</td> <td>33%</td> <td>*</td> </tr> <tr> <td>Y3 (2)</td> <td>50%</td> <td>50%</td> <td>*</td> </tr> <tr> <td>Y4 (3)</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Y5 (2)</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Y6 (3)</td> <td>*</td> <td>*</td> <td>*</td> </tr> </tbody> </table>		R	W	M	R (1)	*	*	*	Y1 (3)	67%	33%	33%	Y2 (3)	67%	67%	*	Y3 (2)	100%	50%	50%	Y4 (3)	33%	33%	33%	Y5 (2)	*	50%	50%	Y6 (3)	100%	67%	33%		R	W	M	R (1)	*	*	*	Y1 (3)	*	*	*	Y2 (3)	33%	33%	*	Y3 (2)	50%	50%	*	Y4 (3)	*	*	*	Y5 (2)	*	*	*	Y6 (3)	*	*	*	<ul style="list-style-type: none"> • Attendance of some children has impacted on outcomes in the Autumn term but this is being addressed with the Attendance Officer. • The school decided to change the threshold to 105 for EXS and 115 for GDS which will impact on the outcomes but will ensure that pupils are securely achieving at that standard. • All children who are receiving therapeutic interventions need to have a strengths and Difficulties Questionnaire completed prior to the intervention in order to measure progress. Interventions need to be more regular to ensure they are having an impact. SDQs will be available in the Spring term. • Theraplay teacher redeployed due to staffing issues but will be available for Spring term. • Review of the focus for prior learning to be on specifics of reasoning. 	RAG
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	The impact of the Read2Dog can be clearly seen in the progress and is beginning to have impact on reading outcomes.				
Spring Term 2020			•		
Summer Term 2020					
Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase phonological awareness and spelling in Year 1 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.	Timetabling set and member of staff is highly trained in delivery of phonics. Progress measured each half term by Leading Practitioner.	Jayne Narraway, Jessica Toone and Rebecca Wormleighton	Termly updates in line with pupil progress meetings. 16.12.19 1.4.20 13.7.20
All PP children have access to enrichment activities, uniform and trips/residential.	£50 voucher for all PP children towards uniform and trips. (£750) Residentials to Beeston and Kingswood are paid for by school. (£1,575) School trips are subsidised (£1,320)	Some families need subsidies for uniform and trips. This also acts as an incentive to other parents to apply for FSM. Parental conferences at parents' evening (introduced 2017-2018) showed that 73% of PP families are experiencing financial hardship and that paying residentials and trips in particular was impacting on their family budget and the emotional wellbeing of the members of the family.	BH to send out letters and information at the start of the year. Financial planning clear for all year groups of trips and residential. BH to send out statement of how much left at the end of each term to parents. Letters to be reviewed for residentials and trips to PP children to highlight that the school will subsidise the visits.	Jayne Narraway/Bev Heath	Termly pupil premium report meetings. 16.12.19 1.4.20 13.7.20
Development of provision in the Early Years to ensure that PP children achieve GLD and they have the best start in their education.	Review and audit of current provision of resources and learning environment/experiences for children in reception.	As learning in the Early Years is directed by the children's interests, then early intervention of engagement in learning	Environmental audit of learning environment conducted and monitoring throughout the year.	Rachel Sizer, Becky Sullivan and Jayne Narraway	Reviews: 25.10.19 20.12.19 14.2.20 3.4.20

	<p>Following this, the purchase of resources which will impact on:</p> <ul style="list-style-type: none"> • Communication and Language • Reading • Writing • Physical Development • Personal, Social and Emotional Development <p>Action plan to develop the areas of continuous provision to support outcomes and learning challenges with a focus on improving outcomes.</p>	<p>with resources to support this will have an impact on outcomes.</p> <p>Internal data shows that most PP children enter school below age related expectations in some, if not all, areas of learning. By targeting the children at this early stage, their chances of engagement in learning and accelerated progress are heightened.</p>	<p>Observations of key children within the Early Years to identify engagement in learning against their learning outcomes and interests.</p> <p>Children will make accelerated progress and achieve ELGs.</p>		<p>22.5.20 17.7.20</p>												
Total budgeted cost					£6,708												
Review Term	Impact			Lessons Learned	RAG												
Autumn Term 2019	<ul style="list-style-type: none"> • Phonics screening update shows increase in expected outcomes. • All children eligible for pupil premium have taken part in trips and also residential activities. • Early Years provision has improved and impact seen in data. <p><u>Phonics</u></p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>September 2019</th> <th>December 2020</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>19</td> </tr> <tr> <td>B</td> <td>7</td> <td>29</td> </tr> <tr> <td>C</td> <td>10</td> <td>29</td> </tr> </tbody> </table>			Pupil	September 2019	December 2020	A	3	19	B	7	29	C	10	29	<ul style="list-style-type: none"> • Further resourcing is needed in EYFS for the outdoors to ensure learning opportunities are widened and provision is meeting at least age related expectations. • In addition to the phonics sessions, one to one sessions have occurred which is impacting but Pupil A needs to be working in a smaller group for phonics during the main session. 	
Pupil	September 2019	December 2020															
A	3	19															
B	7	29															
C	10	29															
Spring Term 2020																	
Summer Term 2020																	
Overall cost					£34, 340												

Additional detail