



Pupil Premium Strategy / Self Evaluation – Newtown Linford Primary School 2020



1. Summary Information					
Academic Year	2019/2020	Total PP Budget		Date of most recent PP review (if applicable)	With LAB 29.1.2020
Total number of pupils	109	Number of pupils eligible for PP 2016-2017 – 6 children 2017-2018 – 5 children 2018-2019 – 7 children 2019 -2020 – 9 children		Date of next internal review of this strategy	July 2020

2. Attainment and Attendance 2017/2018		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	No children were eligible for PP in cohort	
% making expected progress in reading (as measured in school)		
% making expected progress in writing (as measured in school)		
% making expected progress in maths (as measured in school)		
% absences		
% persistent absenteeism		

2. Attainment and Attendance 2018/2019		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	Only 1 child is eligible so to complete chart would identify child. Headteacher keeps up-to-date detailed documentation re this which is monitored and evaluated regularly	
% making expected progress in reading (as measured in school)		
% making expected progress in writing (as measured in school)		
% making expected progress in maths (as measured in school)		
% absences		
% persistent absenteeism		

3. Current attainment and attendance		
	Pupils eligible for PP	Pupils not eligible for PP (National average)



% achieving expected standard or above in reading writing and maths (KS2 SATs)	<p>Only 1 child is eligible so to complete chart would identify child.</p> <p>Headteacher keeps up-to-date detailed excel documentation which is monitored and evaluated regularly</p>
% making expected progress in reading (as measured in school)	
% making expected progress in writing (as measured in school)	
% making expected progress in maths (as measured in school)	
% absences	
% persistent absenteeism	

4. Review of expenditure for previous year – 2018-2019																						
ii. Targeted Support																						
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).			Lessons Learned (and whether you will continue this approach)	Cost																
Use of Teaching Assistant who is based permanently within the classroom to provide additional support within the classroom for pupil premium children. <ul style="list-style-type: none"> • additional support during Q1T • pre-teaching • overlearning • teaching of identified specific gaps in learning • emotional support from a trusted and familiar presence within the classroom 	All PP to make expected or increased progress throughout the year	<table border="1"> <thead> <tr> <th></th> <th>Below expected progress</th> <th>Expected and above progress</th> <th>Above expected progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>86%</td> <td>72%</td> </tr> <tr> <td>Maths</td> <td>0%</td> <td>100%</td> <td>72%</td> </tr> </tbody> </table>				Below expected progress	Expected and above progress	Above expected progress	Reading	14%	86%	86%	Writing	14%	86%	72%	Maths	0%	100%	72%	Writing progress was an issue last year and so it is very pleasing to have had such an impact this academic year.	£7,760
		Below expected progress	Expected and above progress	Above expected progress																		
Reading	14%	86%	86%																			
Writing	14%	86%	72%																			
Maths	0%	100%	72%																			
<ul style="list-style-type: none"> • Nessy Reading and Spelling (KS2) 	These are incredibly positive results and reflect the quality of support that was provided	Small numbers though have an impact upon percentages.	See intervention records from class teachers to see impacts and responses.	PiXL Resources clearly having an impact and the additional support enables teachers to have more opportunities for 1:1 support	£200																	



iii. Other approaches				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Offer Free Milk to children in receipt of Free School Meals	Nutrition	We had no children entitled to FSM at the beginning of the academic year.	Continue to offer each year due to obligations	£0
HT to carefully monitor and work with parents and children to ensure PP children meet the school's target of 97% attendance	Increased attainment and progress	60% achieved this 40% were Persistent Absentees	Same approaches used as attendance did increase. New EWO appointed by Trust for next academic year. Continue same approaches within school and adopt their strategies too as appropriate	No specific cost but this is support is now provided by our Trust Top Slice

4. Barriers to future attainment (For PP eligible pupils only)

Academic Barriers (Issues to be addressed in school)

A. Health and SEND needs

Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)

B. Persistent Absenteeism

5. Intended outcomes (specific outcomes and how they will be measured)

Success Criteria

A. These needs which criteria for application of EHCP – to be undertaken in Autumn and Spring Term 2018/2019

Application in Spring 2019
EHCP awarded in Spring/Summer term 2019

B. Continue use of EWO, regular meetings with HT, advice and need to prosecute if necessary. Attendance has increased dramatically due to the support given to families, very careful monitoring and mind shift of parents.

No PP children to be PA
All PP children to have attendance of 95% or higher



6. Planned expenditure

The headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Impact March 2020
<p>Use of Teaching Assistant who is based permanently within the classroom to provide additional support within the classroom for pupil premium children.</p> <ul style="list-style-type: none"> • additional support during Q1T • pre-teaching • overlearning • teaching of identified specific gaps in learning • emotional support from a trusted and familiar presence within the classroom 	All PP to make expected or increased progress throughout the year	<p>See previous year's data</p> <p>Expertise of staff which work with the class all the time. They know how to make links with learning past and future. Support can be immediate as needed and not as a timetabled slot</p> <p>Self-esteem of children is maintained as they perceive themselves receiving support in the same way as all of their peers despite all staff knowing they need to be targeted</p>	<p>Focus children in Book Trawls, Learning Walks and Lesson Observations</p> <p>Careful monitoring of data by HT using Excel Grid</p> <p>Monitoring of Interventions and their impacts by HT</p> <p>Discussion by all staff of impact and change as needed due to fluid approach</p>	<p>Chris Chorlton</p> <p>However all teaching staff take responsibility for the children within their own class</p>	Interventions are monitored, evaluated and amended at each data collection point Aut 1and 2, Spring 2 and Summer 1	<p>Due to COVID school closure this data is based on March 2020 submission</p> <p>Of the 10 PP chn on role approximately 80% were 'on track' to meet their targets for the end f the Summer term.</p>
<ul style="list-style-type: none"> • Nesy Reading and Spelling (KS2) 	All PP to make expected or	See previous year's data	Monitoring of Interventions and their impacts by DW	Dan Wright	Interventions are monitored, evaluated and	Of the 10 PP chn on role approximately



	increased progress throughout the year	Opportunity for children to use at home too			amended at each data collection point Aut 1and 2, Spring 2 and Summer 1	80% were 'on track' to meet their targets for the end f the Summer term. Chn that accessed 'Nessy' had improved confidence and outcomes at in school data collection points. Due to COVID- full analysis of the impact of this is cautious.
Total Budgeted Cost					£9880	
ii. Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Impact March 20
Offer Free Milk to children in receipt of Free School Meals	Nutrition	Legal requirement	Office staff to monitor which children are entitled to FSM and ensure parents/carers are offered this. Kylee Pinsent who manages Milk within	Jo Gallagher	Offer Free Milk to children in receipt of Free School Meals	All chn entitled to milk received this



			school to ensure all children who are entitled to milk receive it.			
HT to carefully monitor and work with parents and children to ensure PP children meet the school's target of 97% attendance	Increased attainment and progress	See previous years impact	Same approaches used as attendance did increase. New EWO appointed by Trust for next academic year. Continue same approaches within school and adopt their strategies too as appropriate	Chris Chorlton	At end of each half term and send letters out to parents/carers as appropriate. Meet with parents/carers as necessary Involve EWO as appropriate	
Total Budgeted Cost					£125.40	