



Newtown Linford Primary School Pupil Premium 2020 -2021

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

At Newtown Linford Primary we believe that all pupils should have the opportunity to find and follow their passions and interests that drive them. It is vital to us, as a school, that we are able to offer as many varied experiences as we can to support pupils with this.

For the financial year 2018-2019 Newtown Linford Primary School will be allocated **£11, 586**

Education Endowment Foundation & The Sutton Trust

At Newtown Linford Primary we recognise that evidence based provision and interventions, ensure that we make the best decisions for spending.

Summary information					
School		Newtown Linford Primary School			
Academic Year	2020 – 2021	Total PP budget	£11,586	Date of most recent PP Review	N/A
Total number of pupils	111	Number of pupils eligible for PP	11 10%	Date for next internal review of this strategy	Feb 2020
Current attainment					
		Pupils eligible for PP (your school) Data based on Autumn term assessment in school		Pupils not eligible for PP (national average) Data based on 2019 Data	
% achieving expected standard or above in reading, writing & maths		50%		Year 6 (Statutory data) – 65%	



% achieving expected standard or above in reading	50%	Year 6 (Statutory data) – 73%
% achieving expected standard or above in writing	50%	Year 6 (Statutory data) – 78%
% achieving expected standard or above in maths	60%	Year 6 (Statutory data) – 79%
% achieving above the expected standard or above in reading, writing & maths	0%	Year 6 (Statutory data) – 11%
% achieving above the expected standard or above in reading	10%	Year 6 (Statutory data) – 27%
% achieving above the expected standard or above in writing	0%	Year 6 (Statutory data) – 20%
% achieving above the expected standard or above in maths	10%	Year 6 (Statutory data) – 27%
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		

Barriers to future attainment (for pupils eligible for PP)



<p>£133</p>	<p>CPD on Feedback and Quality First Teaching</p> <p>Enhanced feedback</p>	<p>Effective Feedback/Quality First Teaching (+9 months)</p>	<p>To ensure that all children receive high quality feedback and staff understand the fundamental principles of effective feedback.</p> <p>To ensure that all children receive feedback to boost self-esteem and meta-cognition</p>	<p>All children receive rapid, formative feedback in their learning.</p> <p>All support staff have received feedback CPD and monitoring appropriately.</p>	<p>Inset CPD delivered.</p> <p>Book monitoring evidences that staff are implementing new approach.</p> <p>Weekly feedback sheets monitored and coaching provided where required.</p> <p>Weekly enhanced feedback for PP children in place in majority of classes. Unable to complete</p>	<p>Book monitoring evidences that staff are implementing new approach.</p> <p>Weekly feedback sheets (whole class) inconsistent due to staff absence.</p> <p>PP children received enhanced feedback at least fortnightly.</p>	<p>All learning support staff confident in delivering 1-1 enhanced feedback sessions, in which small steps are identified, weekly targets set and children praised.</p> <p>Further CPD to be delivered on INSET in next academic year for new staff members.</p> <p>Ensure weekly feedback sheets (Whole class) are completed weekly.</p>
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					during remote learning – although other personalised measures introduced.		
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<p>£500</p>	<p>CPD on Maths Mastery Teaching</p>	<p>Mastery Learning (+5 months)</p>	<p>To ensure all staff have received training on the mathematics mastery approach to teaching.</p> <p>To ensure that all children receive high quality mathematics teaching based on the mastery approach.</p>	<p>All PP children make good or better progress in mathematics.</p> <p>Mathematics teaching is good or outstanding across the school.</p>	<p>NQT time out of class for coaching with maths mastery specialist.</p>	<p>Feedback on mathematics teaching from mastery specialist and BEP review of virtual teaching positive.</p> <p>All classes delivering the mastery approach.</p> <p>Induction required for those staff new to the school next academic year.</p>
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Academic support

Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact
£993	PIXL	Individualised Instruction (+3 months)	To use the PIXL assessment system to identify gaps in learning and deliver relevant interventions to close these gaps.	All staff understand how to use PIXL for assessment and closing the gap. PP children make good academic progress.	Staff received INSET training on the PIXL assessment system. PIXL assessments have been conducted twice since children have returned. These have identified trends in which resources/interventions have been purchased accordingly.	PIXL assessments and interventions used by teachers and learning support assistants.	PIXL interventions used to close the gaps. 73% of children made expected or better progress in reading and mathematics.



£1793	Support staff focus in the classroom - weekly feedback sessions	Effective Feedback/Quality First Teaching (+9 months)	<p>To facilitate PP children receiving weekly feedback on learning in the core subjects.</p> <p>To offer emotional support on a needs basis</p> <p>To develop bespoke support for children based on individual need.</p>	PP children receive timely, formative feedback in which progress against targets is regularly monitored. PP achieve age related expectations or above.	PP children having at least fortnightly enhanced feedback.	<p>Remote learning meant feedback was limited in the spring term.</p> <p>This resumed in the summer term.</p>	<p>PP children are able to articulate their next steps in learning.</p> <p>Cover supervisors in particular have a strong understanding of individual strengths and areas of development.</p>
£1793	Daily Reading for all PP children –	Reading Comprehension Strategies (+6 months)	All PP children achieve at least ARE in reading.	All PP children read with daily and develop reading comprehension strategies. All PP children achieve at least ARE in reading, with a	<p>Within Autumn Term PP children heard read daily.</p> <p>PP children supported to partake in DERIC sessions.</p>	<p>55% PP children achieved ARE or above in reading.</p> <p>27% of children not working at ARE in reading had SEN, and within this group</p>	The majority of PP children have made at least expected progress this academic year, despite lockdown closures and remote learning.
£1793	In class support with DERIC reading sessions						



				proportion achieving greater depth.		<p>75% made at least expected progress.</p> <p>Those children without SEN who did not achieve ARE had issues around attendance, see below the involvement of the attendance officer.</p> <p>73% of PP children made at least expected progress in reading and within that 36% made better than expected progress.</p>	Next year we aim to increase the percentage of PP children achieving accelerated progress and ARE or above in reading.
£1793	Intervention Delivery	Phonics	To deliver individual	All PP children accessing	Initial PIXL baselines completed and	*See above Reading Data	The majority of PP children have



<p>£267</p>	<p>Intervention Resources (Use within school)</p>	<p>(+4 months)</p>	<p>interventions in phonics and number.</p>	<p>interventions make good or better progress across the year.</p>	<p>resources purchased for interventions. Toe by toe, Reading, PIXL interventions and Power of 2 incorporated into LSA timetable. Unable to complete mid-year assessments as children remote learning.</p>	<p>Within Mathematics 55% of children achieved ARE or above. 73% of PP children made at least expected progress in mathematics and within that 18% made better than expected progress. In writing 27% achieved ARE or above in writing. All children who had SEN/PP were working below or working towards in writing as this is where their</p>	<p>made at least expected progress this academic year in reading and mathematics, despite lockdown closures and remote learning. Next year we aim to increase the percentage of PP children achieving accelerated progress and ARE or above in the core subjects. We will specifically target interventions for writing for those with SEN.</p>
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						<p>greatest area of need is.</p> <p>55% of PP children made at least expected progress in writing and within that 18% made better than expected progress.</p>	
£450	Teacher Tuition (Summer Term)	1:1 Tutoring (+5 months)	To provide 1-1 teacher tuition to support PP children in achieving personalised targets, ARE or greater depth.	PP children having additional 1-1 teacher support make good progress across the term.		<p>PP children had access to small group math from Easter onwards.</p> <p>66% of PP children who attended achieved ARE at the end of the academic year.</p>	<p>66% of children who attended achieved ARE and 100% made good or better progress in mathematics.</p> <p>Small group tuition to be delivered next academic year as part of Pupil Premium Spending.</p>



£897	Virtual Learning Provision		<p>To ensure all PP children have access to virtual learning during bubble closures.</p> <p>To provide additional check ins, virtual sessions for PP children in the event of a bubble closure.</p>	All PP children access virtual learning and remote tasks during a lockdown period.	<p>Additional virtual check ins were provided for both parents and children where required.</p> <p>Any absences were logged on CPOMS and followed up by the SLT team.</p> <p>PP children were able to attend in school where remote learning was challenging.</p>	100% of PP children attended majority of sessions either virtually or in person. Where sessions were missed teacher or SLT contacted family to check on if family needed support.	
Therapeutic interventions							
Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact



£500	Children's Therapist	Meta-cognition and self-regulation strategies (+8 months)	<p>To manage emotional needs of PP children and raise self-esteem.</p> <p>To prevent emotional barriers to learning.</p> <p>To provide emotional and social support to PP children where this is needed.</p>	<p>PP children having ELSA have improved scores on the Boxall profile.</p> <p>PP children having additional therapy an improved score is seen on Strengths and Difficulties Questionnaire Improvement seen in the classroom in relation to pupil learning.</p>	<p>3 children received 10 sessions of children's therapy support.</p> <p>This supported children's return to school and confidence in the classroom.</p>		<p>Due to the positive impact of the sessions we have organised for regular children's self-regulation sessions next academic year, in addition to training a member of staff as an ELSA.</p>	
SLT time	Pet therapy sessions							
£449	Additional Emotional Support			<p>To ensure staff have availability to provide emotional support, time to talk and small</p>	<p>Children are able to function successfully in class.</p>	<p>Several children anxious throughout this academic year and have needed additional support in class for concentration or time out of class to discuss concerns.</p>		<p>Due to additional support children were able to be in the classroom</p>



			<p>group sessions where applicable.</p> <p>Regular check ins/breakfast check ins for those children who require this.</p>	<p>Children given time to discuss worries or concerns with a member of staff.</p>		<p>and access learning.</p> <p>Children received breakfast/time in the morning with an adult where needed.</p>
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Access to an enhanced curriculum

Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact
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£126	Extra-Curricular	Sport Participation (+3 months)	To ensure PP children do not have barriers to extra-curricular provision.	All PP children regularly have access to extra-curricular provision. All PP children attend school residential and trips.	Two children have engaged with funded extra-curricular sports provision this term.	Two children have engaged with funded extra-curricular sports provision this term. For one of these children their was an increase in attendance and confidence through partaking in the extracurricular sessions.	Continue to provide this funding to children in receive of PP funding. Be proactive in approaching parents of those children who are not accessing extracurricular provision.
£25	Emotional Wellbeing - Relax Kids Classes	Meta-cognition and self-regulation strategies (+8 months)	Children are able to develop the skills of mindfulness in order to support their emotional wellbeing.	All children have the opportunity to access mindfulness and stretch classes.	Unable to run in person classes – virtual assembly organised.	Return to school virtual assembly with the whole school. Additional session with class which had more anxious group of children in receipt of PP funding.	Teachers reported virtual assembly supported children's transition back into school from lockdown.



£175	Cool Milk		Children receive milk.	Those who would like receive daily milk entitlement.	Provided for those who wished to access this support.	Continue to provide next academic year.	
Supporting the Family							
Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact
Cost met by BEP	Attendance and Welfare Officer support	Parental Involvement (+3 months)	To ensure attendance is good for PP children.	Attendance is in line with national averages for PP children.	SLT calls with families for whom attendance is a concern.	Where attendance identified as a concern, meetings held with Attendance and Welfare Officer and support for family requested.	Agreed plan in place for attendance and support requested for relevant families.
Total	£11, 687						

We will also continue to:

- ✓ monitor these children's progress carefully to identify quickly when progress is not quick enough,
- ✓ provide additional emotional support whenever needed outside of ELSA and therapy programmes,
- ✓ discuss the wellbeing and progress of PP children regularly as a staff,
- ✓ build close relationships with families to create strong links between school and home.