

## 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.

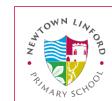
At Newtown Linford Primary we believe that all pupils should have the opportunity to find and follow their passions and interests that drive them. It is vital to us, as a school, that we are able to offer as many varied experiences as we can to support pupils with this.

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.

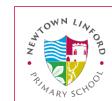
School		Newtown Linford Primar	y School			
Academic Year	2020 – 2021	Total PP budget	£11,586	Date of most recent PP Review	N/A	
Total number of pupils	111	Number of pupils eligible for PP	11 10%	Date for next internal review of this strategy	Feb 2020	
Current attainmei	nt					
		Pupils eligible for PP Data based on Autu school	(your school) mn term assessment in	Pupils not eligible for PP ( average) Dat based on 2019 Data	national	
% 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	r PP)	



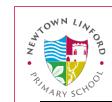
ARY SCX	-							
Α.	For some	pupils Special E	ducational Needs ar	nd Social emotional di	fficulties e.g. ADHD a	ind communica	tion difficulties	
В.	Regular o	pportunities to re	hearse and secure	learning.				
Add	itional barri	ers						
Α.	Complex	personal circums	stances resulting in e	emotional and social d	lifficulties.			
В.	Reduced	access to enrich	ment experiences.					
nten A.	ded outcon		ove or in line with th	ose children who do n	ot receive PP suppor	t		
Α.						ι.		
В.	All childre	n receiving PP s	upport access a vari	ed and enriching curr	iculum.			
C.	Children h scores.	nave access to e	motional and social	wellbeing support, wh	ere required, that has	a direct impac	t on their SDQ a	and Boxall
				l e e de ve b				
	mount	Resource	EEF Approach	Leadershi Objective	P Success Criteria	Mid-year	End of	Impact



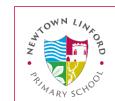
			To ensure that all	All children receive	Inset CPD	Book	All learning
			children receive high	rapid, formative	delivered.	monitoring	support staff
			quality feedback and	feedback in their		evidences	confident in
			staff understand the	learning.	Book	that staff are	delivering 1-1
			fundamental principles		monitoring	implementing	enhanced
			of effective feedback.	All support staff	evidences	new	feedback
				have received	that staff are	approach.	sessions, in
			To ensure that all	feedback CPD and	implementing		which small
			children receive	monitoring	new	Weekly	steps are
			feedback to boost self-	appropriately.	approach.	feedback	identified,
			esteem and meta-			sheets	weekly targets
	CPD on		cognition		Weekly	(whole class)	set and children
	Feedback and	Effective			feedback	inconsistent	praised.
	Quality First	Feedback/Quality			sheets	due to staff	
£133	Teaching	First Teaching			monitored	absence.	Further CPD to
		(+9 months)			and coaching		be delivered on
	Enhanced	(10 1101110)			provided	PP children	INSET in next
	feedback				where	received	academic year
					required.	enhanced	for new staff
						feedback at	members.
					Weekly	least	
					enhanced	fortnightly.	Ensure weekly
					feedback for		feedback sheets
					PP children in		(Whole class)
					place in		are completed
					majority of		weekly.
					classes.		
					Unable to		
					complete		



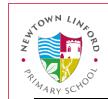
		during remote	
		learning –	
		although	
		other	
		personalised	
		measures	
		introduced.	



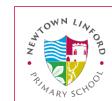
£500	CPD on Maths Mastery Teaching	Mastery Learning (+5 months)	To ensure all staff have received training on the mathematics mastery approach to teaching. To ensure that all children receive high quality mathematics teaching based on the mastery approach.	All PP children make good or better progress in mathematics. Mathematics teaching is good or outstanding across the school.	NQT time out of class for coaching with maths mastery specialist.		Feedback on mathematics teaching from mastery specialist and BEP review of virtual teaching positive. All classes delivering the mastery approach. Induction required for those staff new to the school next academic year.
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	Academic support										
Amount	Resource	EEF Approach	Objective	Success	Mid-year Review and	End of	Impact				
		and Potential		Criteria	actions	academic year					
		Gain				review and					
						actions					
						required					
			To use the PIXL	All staff	Staff received INSET	PIXL	PIXL				
			assessment	understand how	training on the PIXL	assessments	interventions				
			system to	to use PIXL for	assessment system.	and	used to close the				
			identify gaps in	assessment		interventions	gaps.				
			learning and	and closing the	PIXL assessments	used by					
		Individualised	deliver relevant	gap.	have been conducted	teachers and	73% of children				
£993	PIXL	Instruction	interventions to		twice since children	learning support	made expected				
		(+3 months)	close these	PP children	have returned. These	assistants.	or better				
			gaps.	make good	have identified trends		progress in				
				academic	in which		reading and				
				progress.	resources/interventions		mathematics.				
					have been purchased						
					accordingly.						



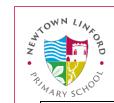
£1793	Support staff focus in the classroom - weekly feedback sessions	Effective Feedback/Quality First Teaching (+9 months)	To facilitate PP children receiving weekly feedback on learning in the core subjects. To offer emotional support on a needs basis To develop bespoke support for children based on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



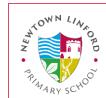
				proportion		75% made at	Next year we
				achieving		least expected	aim to increase
				greater depth.		progress.	the percentage
							of PP children
						Those children	achieving
						without SEN	accelerated
						who did not	progress and
						achieve ARE	ARE or above in
						had issues	reading.
						around	
						attendance, see	
						below the	
						involvement of	
						the attendance	
						officer.	
						73% of PP	
						children made at	
						least expected	
						progress in	
						reading and	
						within that 36%	
						made better	
						than expected	
						progress.	
£1793	Intervention	Phonics	To deliver	All PP children	Initial PIXL baselines	*See above	The majority of
21735	Delivery	THOMOS	individual	accessing	completed and	Reading Data	PP children have



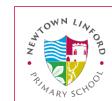
		(+4 months)	interventions in phonics and number.	interventions make good or better progress	resources purchased for interventions.	Within Mathematics 55% of children	made at least expected progress this
£267	Intervention Resources (Use within school)			across the year.	Toe by toe, Reading, PIXL interventions and Power of 2 incorporated into LSA timetable. Unable to complete mid-year assessments as children remote learning.	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	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.



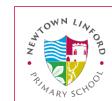
			To provide 1-1	PP children	greatest area of need is. 55% of PP children made at least expected progress in writing and within that 18% made better than expected progress. PP children had	66% of children
£450	Teacher Tuition (Summer Term)	1:1 Tutoring (+5 months)	teacher tuition to support PP children in achieving personalised targets, ARE or greater depth.	having additional 1-1 teacher support make good progress across the term.	access to small group math from Easter onwards. 66% of PP children who attended achieved ARE at the end of the academic year.	who attended achieved ARE and 100% made good or better progress in mathematics. Small group tuition to be delivered next academic year as part of Pupil Premium Spending.



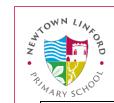
£897	Virtual Learning Provision		have access to virtual learning during bubble closures. To provide additional check ins, virtual sessions for PP children in the event of a bubble closure.	learning and remote tasks during a lockdown period.			attended majority of sessions either virtually or in person. Where sessions were missed teacher or SLT contacted family to check on if family needed support.
Amount	Posourco	EEE Approach	-	utic interventions	1	End of	Impact
Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	academic year review and actions	Impact



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



			group sessions where applicable. Regular check ins/breakfast check ins for those children who require this.	Children given time to discuss worries or concerns with a member of staff.			and access learning. Children received breakfast/time in the morning with an adult where needed.
			Access to an	enhanced curric	ulum		
Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact



£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.
			Suppo	orting 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.