

Newtown Linford Primary School Pupil Premium 2021-22

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.

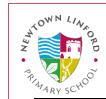
For the financial year 2021-22 Newtown Linford Primary School will be allocated £10,035/inc.PLAC £14,725

The following provision includes provision for our children who receive funding through the Local Authority. A separate internal document tracks the spending for these individual children.

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 informa	tion				
School		Newtown Linford Prima	ry School		
Academic 2021 – 2022 Year		Total PP budget	£8880	Date of most recent PP Review	N/A
Total number ¹¹⁶ of pupils		Number of pupils eligible for PP			Feb 2022
Current attainmer	nt				
Pupils eligible for PP (your school) Pupils not eligible for PP (national average) Data based on summer term in school average)					
			Data based on summer term in school assessments		3



% achieving expected standard or above in reading, writing & maths	27%	Year 6 (Statutory data) – 65%
% achieving expected standard or above in reading	55%	Year 6 (Statutory data) – 73%
% achieving expected standard or above in writing	27%	Year 6 (Statutory data) – 78%
% achieving expected standard or above in maths	55%	Year 6 (Statutory data) – 79%
% achieving above the expected standard or above in reading, writing & maths	9%	Year 6 (Statutory data) – 11%
% achieving above the expected standard or above in reading	27%	Year 6 (Statutory data) – 27%
% achieving above the expected standard or above in writing	9%	Year 6 (Statutory data) – 20%
% achieving above the expected standard or above in maths	18%	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)		



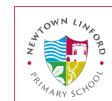
RY SCY	0							
Barri	ers to futur	e attainment (fo	or pupils eligible for	PP)				
Α.	For some	pupils Special E	ducational Needs an	d Social emotional of	difficulties e.g. ADHD a	and communica	ation difficulties	
В.	Regular o	pportunities to re	ehearse and secure le	earning.				
Add	itional barri	iers						
Α.	Complex	personal circums	stances resulting in e	motional and social	difficulties.			
В.	Reduced	access to enrich	ment experiences.					
iten A.	ded outcon For childro		ove or in line with the	ose children who do	not receive PP suppor	rt.		
в.	All childre	n receiving PP s	upport access a varie	ed and enriching cu	riculum.			
C.	Children h scores.	nave access to e	motional and social v	vellbeing support, w	here required, that has	s a direct impac	ct on their SDQ a	and Boxall
				Leaders	nip			
Α	mount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review	Impact



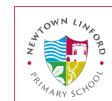
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			To ensure all staff have	All PP children		
			received training on the	make good or		
			mathematics mastery	better progress in		
			approach to teaching.	mathematics.		
			To ensure that all	Mathematics		
			children receive high	teaching is good or		
	CPD on Maths	Mastery Learning	quality mathematics	outstanding across		
£200	Mastery		teaching based on the	the school.		
	Teaching	(+5 months)	mastery approach.			
	j					



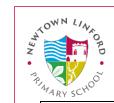
			Aca	demic support			
Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact
£5132	Intervention Delivery by Qualified Teacher	Phonics (+4 months)	To deliver individual interventions in writing and mathematics.	All PP children accessing interventions make good or better progress across the year. The percentage of children achieving ARE in writing increases.			



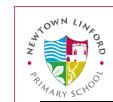
£2689	Split Teaching – Upper Key Stage 2	Teaching Assistants (+1 month)	Due to 70% of the cohort being within the Upper Key Stage 2 the use of split teaching will support the delivery of targeted teaching.	progress across the academic year. Learning walks demonstrate high quality teaching within this classroom.		
£1343	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	PP children receive timely, formative feedback in which progress against targets is regularly monitored. PP achieve age related expectations or above.		



			children based on individual need.				
£1343	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 proportion achieving greater depth.			
			Therape	utic interventions		<u> </u>	1



Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact
£695	ELSA Training	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			
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.			
			Access to an	enhanced curric			
Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and	Impact



					actions required	
£100	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.		
£1200	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.		
£175	Cool Milk		Children receive milk.	Those who would like		



				receive daily milk entitlement.			
			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.			
Total	£14, 953						

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.