



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 information					
School		Newtown Linford Primary School			
Academic Year	2021 – 2022	Total PP budget	£8880	Date of most recent PP Review	N/A
Total number of pupils	116	Number of pupils eligible for PP	11 10%	Date for next internal review of this strategy	Feb 2022
Current attainment					
		Pupils eligible for PP (your school) Data based on summer term in school assessments		Pupils not eligible for PP (national average) Data based on 2019 Data	



% 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)		



Barriers to future attainment (for pupils eligible for PP)

A.	For some pupils Special Educational Needs and Social emotional difficulties e.g. ADHD and communication difficulties
B.	Regular opportunities to rehearse and secure learning.

Additional barriers

A.	Complex personal circumstances resulting in emotional and social difficulties.
B.	Reduced access to enrichment experiences.

Intended outcomes

A.	For children to achieve above or in line with those children who do not receive PP support.
B.	All children receiving PP support access a varied and enriching curriculum.
C.	Children have access to emotional and social wellbeing support, where required, that has a direct impact on their SDQ and Boxall scores.

Leadership

Amount	Resource	EEF Approach and Potential Gain	Objective	Success Criteria	Mid-year Review and actions	End of academic year review and actions required	Impact



£200	CPD on Maths Mastery Teaching	Mastery Learning (+5 months)	<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>Maths lead has attended mastery training sessions.</p> <p>Maths lead led a mastery in maths staff meeting in the Autumn term.</p>	<p>2 members of staff have joined the Maths Hub</p> <p>To feedback best practice for mastery following from meetings next year</p> <p>To introduce recall and retrieval into maths lessons next year</p>	<p>All classes delivering the mastery approach.</p> <p>100% of children made expected progress</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
£5132	Intervention Delivery by Qualified Teacher	Phonics (+4 months)	To deliver individual interventions in writing and mathematics.	<p>All PP children accessing interventions make good or better progress across the year.</p> <p>The percentage of children achieving ARE in writing increases.</p>	<p>Enhanced feedback - weekly feedback sheets monitored and coaching provided where required.</p> <p>Additional 1:1 reading comprehension practice.</p> <p>1:1 sessions focused on phonics and sentence structure where required.</p> <p>Weekly reading sessions in place focusing on answering questions using point, evidence, explanation to support ARE and GDS KS2 readers. Pupils given extra practice on SATs style questions.</p>	<p>100% PP children made at least expected progress in reading writing and maths. 22% of the children made better than expected progress in reading</p> <p>6 out of 9 PP children are SEN</p> <p>5 out of 9 PP children had issues around attendance, see below the involvement of</p>	<p>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 reading and writing for those with SEN.</p> <p>Due to funding, these interventions will</p>



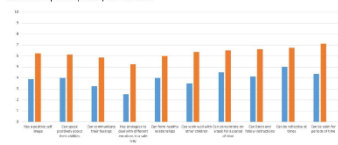
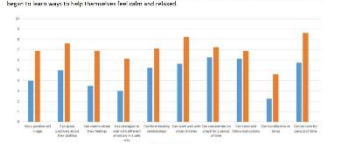
						the attendance officer.	be carried out by a TA
£2689	Split Teaching – Upper Key Stage 2	Teaching Assistants (+1 month)	Due to 70% of the cohort being within the Upper Key Stage 2 the use of split teaching will support the delivery of targeted teaching.	Children within this class make good or better progress across the academic year. Learning walks demonstrate high quality teaching within this classroom.	PP children are benefitting from additional teacher support.	100% of children have made at least expected progress in reading, writing and maths	Split teaching will continue next year where appropriate

£1343	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 receive timely, formative feedback in which progress against targets is regularly monitored.	PP children receive timely feedback addressing misconceptions and enabling them to know what they need to do next to improve	<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>
£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	All PP children read with daily.	PP children continue to read with an adult daily. KS 2 children also received intervention for comprehension	<p>100% of children made at least expected progress</p> <p>22% of children made better than expected</p>

				relation to pupil learning.		Pet therapy did not continue in the summer term due to staffing changes	
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
£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.	PP Children have engaged with funded extra-curricular sports/ enrichment provision this term.	School extended the sports provision to a before school club which was well attended PP children continued to attend extra-curricular sports clubs this term For one of these children there was an increase	Children took part in school sports competitions Parents comments were positive Continue to provide this funding to children in receive of PP funding.



						in attendance and confidence through partaking in the extracurricular sessions	Be proactive in approaching parents of those children who are not accessing extracurricular provision.
£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.	All Y5/6 pupils participated in 30min Relax Kids sessions for 4 weeks. The sessions aimed to promote pupils wellbeing. Sessions were well received with high levels of engagement. Pupil voice heard - "It made me learn how to calm myself." "My favourite part was it all."	Relax kids could not continue in the summer term due to staff illness.	

					<div><p>Key Stage Two</p><p>The group took part in activities and discussions around noticing and naming different feelings. They discussed individual stories and learned a range of different skills including breathing techniques, self-massage and positive affirmations to promote positivity and confidence.</p><p>Key Stage One</p><p>The group took part in activities and discussions around noticing and naming different feelings. They learned a range of breathing techniques and were introduced to positive affirmations to promote positivity and confidence. They began to learn ways to help themselves feel calm and relaxed.</p></div>		
£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.	Attendance officer to meet with several families in March.	Regular meetings were held to provide support and CPD for new headteacher	Importance of attendance has been raised in the school



						Meetings were held with some parents of persistent absentees. Results were much improved attendance for 2 children	Agreed plan in place for attendance and support requested for relevant families.
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.