

Newtown Primary School Pupil Premium Strategy Spend 2020-2023



Our Philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Pupil Premium provides funding for pupils:

Who have been in receipt of free school meals (FSM) at any point in the past six years (£1320 per child)

☑ Who are in the care of the Local Authority (£2300 per child)

☑ Who were in the care of the Local Authority but have been adopted, or are subject to a special guardianship order, a child arrangements order or a residence order (£2300 per child)

☑ Whose parents(s) serve in the armed forces (£300 per child)

Key Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Subject specific CPD to improve the quality of teacher's pedagogical knowledge
- Introduction of Mastery and Teaching Schemes.
- Structured interventions including: RWI, Maths Whizz, Accelerated Reading, Handwriting, Talk Boost

- Increase rates of progress in reading, writing, and mathematics.
- Improve oral language development in Early Years.

- Continue to develop pupil's emotional literacy, social skills, aspirations and spiritual development through pastoral support.
- Develop a focus on the mental and physical health of pupils and families

- To keep improving attendance, behaviour and SEND provision

Barriers to Future Attainment

<u>Academic Barriers</u>	<u>Non-Academic Barriers</u>
Underdeveloped speech and language skills on entry	High rates of deprivation and unemployment
Underdeveloped social skills	Low aspirations of parents linked to school and education.
Low progress in core areas of reading, writing and mathematics	Poverty
Mental Health issues / SEND / Children with ACEs	Mental and physical health issues (Diet and Nutrition)
Consistently 'very effective' teaching and support not present in every classroom	Parenting and parental engagement – behaviour, nutrition, lack of sleep, toileting, lack of home learning
Mobility of pupils into KS2 from other schools	Arriving at school hungry and not ready to learn.

Our Implementation Process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. We will: Explore, prepare, deliver, review, sustain successes

Tiered Approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.



Accountability

Schools are held accountable for how this funding is spent. School performance tables will capture the achievement of disadvantaged children. School inspections will examine whether this funding is spent appropriately.

Our Funding

Funding summary: Year 1 2020/2021					
Total number of pupils	123	PPG received per pupil	£1,320 Ever 6 £2,300 LAC	Indicative PPG as advised in School Budget Statement	£
		Number of pupils eligible for PPG	71 pupils (57.7%)	Actual PPG budget	£ 93,720
Funding estimate: Year 2 2021/2022					
Estimated pupil numbers	125				
Estimated number of pupils eligible for PPG	70				
Estimated funding	£92,400				
Funding estimate: Year 3 2022/2023					
Estimated pupil numbers	125				
Estimated number of pupils eligible for PPG	65				
Estimated funding	£85,800				

Intervention:	Individual coaching sessions with Curriculum Leader on subject leadership and building a progressive and well-rounded curriculum.		
Category:	Quality of teaching	Staff lead:	HT, Curriculum Lead, Subject Leaders.
Intended outcomes/ success criteria	<p>There will be an ambitious curriculum for all which is clearly sequenced and building towards a clear – end point.</p> <p>Teachers know their subjects ‘inside out’ and know the progression of skills across the years.</p>	Collaborative working	Teachers will regularly attend CPD for their development including regular CSP meetings, CET collaborative groups, cluster year group meetings, subject leader meetings, regular work with Curriculum lead.
Rationale			
Year 1	<p>Implementation</p> <p>Curriculum lead to be non-class based 0.3 to work with and support individual subject leaders. Embed a new, ambitious, progressional curriculum which would provide opportunities for all pupils. Complete mock ‘deep dives’ in all subjects Develop links to learning characteristics to ensure lessons are engaging and encompass skills for lifelong learning.</p>	<p>Expenditure</p> <p>Assistant head released 0.3 days per week Cost £13,500+ oncosts</p> <p>Staff release time for SL cost 5 teacher x 6 half days @ £120: £1800</p> <p>Total: £15,300</p>	<p>Impact</p>
Year 2			
Year 3			

Intervention:	To diminish the difference between disadvantaged children by improving the quality of teacher’s pedagogical knowledge with effective subject CPD		
Category:	Quality of teaching.	Staff lead:	HT / Curriculum Lead / SLT
Intended outcomes/ success criteria	Teachers will be confident in all subjects taught and have specific year group/ key stage knowledge (whole school knowledge if subject responsibility) knowing how to accurately assess and accelerate pupils progress where needed.	Collaborative working	Teachers will regularly attend CPD for their development including regular CSP meetings, CET collaborative groups, cluster year group meetings, subject leader meetings, regular work with Curriculum lead.
Rationale	On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.		
Year 1	Implementation	Expenditure	Impact
	<ul style="list-style-type: none"> • High quality inset sessions and twilights provided on: Read,write inc, and Accelerated reader to increase reading comprehension strategies • Quality Inset on Maths, Writing and Science • Use of Developing Experts in Science • Whole school approach to curriculum • Mastery maths sessions with maths hub leader • Courses which will improve pedagogy available to teachers. • Access to high quality and effective educational texts. • Encourage the sharing of ideas at staff meetings of new and innovative ideas. • Regular sharing of good practise researching teacher pages on twitter, Facebook and other social media platforms. 	<p>Staff release to attend CSP cluster group sessions 5 teachers x 3 half days @£120 - £900</p> <p>Read Write, Inc training and development day £1800</p> <p>Total: £2700</p>	
Year 2			
Year 3			

Intervention:	To diminish the difference between disadvantaged children by improving the quality of teacher’s skills teaching Mastery.		
Category:	Quality of teaching.	Staff lead:	HT / Curriculum Lead / SLT
Intended outcomes/ success criteria	More outstanding and solidly good teaching within mathematics and other subjects. All years will have access to an outstanding classroom practitioner within three years.	Collaborative working	Link with NCETM Maths hub group work NW Maths Hub. Teachers will regularly attend CPD for their development including regular CSP meetings, CET collaborative groups, cluster year group meetings, subject leader meetings, regular work with Curriculum lead.
Rationale	EEF states: on average, mastery learning approaches are effective, leading to an additional five months’ progress.		
Year 1	Implementation	Expenditure	Impact
	<p>Introduction to the maths hub mastery maths specialist. Jon Stewart deliver some whole school training. Monitoring of Maths sessions Use of White Rose Premium Maths Purchase of practical Maths equipment</p> <p>Review Mastery English combined with Power of reading trial. MyOn to be purchased to support children’s access to texts. Continue with Accelerated reader subscription Develop use of Reports generated to show pupils reading ages and attainment More class texts need to be purchased once the school has decided on key texts to be used in each year group.</p>	<p>Subject leader to attend Maths hub training sessions £600</p> <p>Concrete Maths equipment £1000</p> <p>Power of 2 books £185.00</p> <p>MyOn text access £ 2000</p> <p>Class texts £2000</p> <p>Total £5785</p>	
Year 2			
Year 3			

Intervention:	To diminish the difference of disadvantaged children by using structured interventions including: RWI, Maths Whizz, Accelerated Reading, Handwriting, Talk Boost		
Category:	Quality of teaching.	Staff lead:	HT / Curriculum Lead / SLT
Intended outcomes/ success criteria	<p>To fill any gaps children may have to bring them more into line with expected age- related outcomes.</p> <p>A higher proportion of children reach ARE in each year group.</p> <p>Years 1-6 reach at least 60% EXS as oppose to around 40% in previous years.</p>	Collaborative working	Teachers will regularly attend CPD for their development including regular CSP meetings, CET collaborative groups, cluster year group meetings, subject leader meetings, regular work with Curriculum lead.
Rationale	EEF Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.		
Year 1	Implementation	Expenditure	Impact
	<p>Read, Write Inc Training/refreshers for staff and staff development day</p> <p>Embed the use of Accelerated reader.</p> <p>Continue with Maths whizz introduce half- termly medal for ‘above and beyond</p> <p>Implementation and training in Times Tables Rock Stars across Years 1-6.</p> <p>Introduction of Power of 2 books for those children who have suspected dyslexia / dyscalculia to ensure repeated practise of maths basics.</p> <p>Letter Join Handwriting subscription</p> <p>Talk Boost sessions introduced into Early Years</p>	<p>Maths Whizz £1999.90</p> <p>Times Tables Rock Stars Subscription £201.48</p> <p>Letter join subscription £336</p> <p>Release time for Reading Leader to co-ordinate R,W,Inc and support staff through development 3 days per year £360</p> <p>Total £2,896.48</p>	
Year 2			
Year 3			

Intervention:	Increase rates of progress across Key Stage 1 and Key Stage 2 for disadvantaged pupils in the area of reading, writing, and mathematics.		
Category:	Targeted Academic Support	Staff lead:	HT / Curriculum Lead / SLT
Intended outcomes/ success criteria	<p>Narrow the gap in areas of reading, writing and maths especially with regards Key Stage 1 and 2 SATs, Year 4 multiplication check, Year 1 Phonics check.</p> <p>Gaps will be narrowed in reading, maths and reading. Results will be in line or exceeding national floor targets for non- PP children. Year 1 Phonics check will be on par with or exceed National average of 82%. Key stage 1 SATs will exceed 2018/2019 results of : <u>Year 2 SATs</u>, Maths: 58.33% (7/12 children) Reading: 75% (9/12 children) Writing: 66.6% (8/12 children) Multiplication check in Year 4 will be 50%. Key stage 2 SATs will exceed 2018/2019 results of 33% combined to be at least 40% combined.2020/2021 and 2021/2022 results to increase year on year and be on par / exceed Cumbria County average of 66%</p>	Collaborative working	CET collaborative groups, cluster year group meetings, subject leader meetings, regular work with Curriculum lead.
Rationale	EEF states: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better giving on average 4 months progress		
	Implementation	Expenditure	Impact
Year 1	<p>Further support Yr 2 and Yr 6 with additional support staff as required. Encourage reading for pleasure through a further resourcing the library of current fiction books. Embed the use of Accelerated Reading within school. Embed a whole school consistent approach to handwriting through the use of Letter join. A more rigorous, accurate and solid approach to assessment so gaps and teaching needs can be identified and addressed.</p>	<p>10 hours Y2 STA support £6,965 15 hours TA intervention group support over 30 weeks Y2 £6300 10 hours Y6 TA intervention support over 25 weeks @ £14 per hour -£3500 Total £16,765</p>	
Year 2			
Year 3			

Intervention:	Continue to improve spoken language and other areas of learning in Early Years.		
Category:	Targeted Academic Support	Staff lead:	HT / EYFS LEAD / SLT
Intended outcomes/ success criteria	From a low baseline, children make good progress. Floor targets for achieving the ELGs are met within expected standards for Early Years within the academic year 2019/2020.	Collaborative working	Teachers will regularly attend CPD for their development including regular CSP meetings, CET collaborative groups, cluster year group meetings, LA EYFS advisors, speech and language team
Rationale	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.		
	Implementation	Expenditure	Impact
Year 1	Ensure the delivery of an adaptable systematic phonics programme in the form of Read, Write, Inc Continue to involve external agencies for children with speech and language barriers. Develop whole school reading programme which matches to the phonics scheme being taught- Read, Write Inc home readers Act upon the advice from LA Early Years Advisors. Introduce Talk Boost Early Years intervention Apprentice staff member in EYFS so that there are more adults to develop language through quality verbal interaction Participation in Nuffield Speech and Language programme- 'Nelly' 1 TA for 4 hours per week for 20 week programme plus 8-10 hour training	Early Years Talk Boost resource pack £500 Apprentice cost £3942.50 TA Group support 1 x TA for 4 hours per week for 20 week programme plus 8-10 hour training £1260 Total £5,702.50	
Year 2			
Year 3			

Intervention:	Continue to develop pupil’s emotional literacy, social skills, aspirations and spiritual development through pastoral support.		
Category:	Wider Strategies	Staff lead:	HT, LEARNING MENTOR, ALL STAFF
Intended outcomes/ success criteria	Pupils will be well-rounded individuals. Pupils have life skills, community spirit and high aspirations.	Collaborative working	Family Action, iCan project, Connect 3 coaching, Mental health and well being collaborative group, Relax kids, CSP groups, Mental Health steering group
Rationale	EEF states: The impact of collaborative approaches on learning is consistently positive gaining 5 months progress for limited expenditure On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.		
Year 1	Implementation	Expenditure	Impact
	<p>Embed the whole school PSHE jigsaw programme.</p> <p>Life skill sessions/Confidence and self- esteem sessions through Connect 3 coaching</p> <p>Introduction of BLP/learning skills teaching across the school</p> <p>Opportunity for further experiences through trips etc- when possible.</p> <p>iCan Project- Well-being and fitness programme for KS2 children to take part in.</p> <p>Regular visitors in school.</p> <p>Compulsory/ voluntary lunchtime club to focus on social activities with FLM.</p> <p>Family Action Meetings for those children who need to access it.</p> <p>Sensory Space/chill Zone – dedicated room for children and adults to complete sensory /sensitive work in.</p> <p>Family Learning courses to be ran including: Happy to be me, Healthy me.</p>	<p>Connect 3 coaching £150 per day X 10 week block £1500</p> <p>Resources for chill zone £1000</p> <p>Resources for sensory space £2500</p> <p>Total £5000</p>	
Year 2			
Year 3			

Intervention:	Develop a focus on the mental and physical health of pupils and families.		
Category:	Wider Strategies	Staff lead:	<u>HT, Learning Mentor</u>
Intended outcomes/ success criteria	To have healthier pupils by supporting families to adopt a healthier lifestyle. Pupils make healthy choices and are fit and well. Families make informed choices. Extended hours are available for working parents who need them in the form of free breakfast club and eventually a variety of after schools clubs. Personal Development is rated as GOOD by Ofsted when next inspected.	Collaborative working	Phunky foods, Poverty Proofing working group, CET Mental well-being collaborative group, Mental health steering group, CSP group
Rationale	EEF suggest parental engagement in primary and secondary schools had on average two to three months' positive impact.		
	Implementation	Expenditure	Impact
Year 1	Run cookery workshops for parents/ carers with info on cooking healthy meals / healthy packed lunch boxes through engagement with Phunky foods Completing the Daily mile often within school day. Run 'Healthy me' Course within school Mindfulness sessions Poverty proofing the school day, carry out audit and act on recommendations. Continue supporting mental health through Jigsaw projects. Continue to work with specialised coaches / personal trainers in PE. Raise profile of mental health with a well- being week. Free to attend breakfast club available for all pupils. Fareshare is available for families to access once per week.	TA to support breakfast club 5 hours per week X 38 weeks of the year £2660 Release time for steering group 3x days £360 Total £3020	
Year 2			
Year 3			

Intervention:	To keep improving attendance, behaviour and SEND provision.		
Category:	Wider Strategies	Staff lead:	<u>HT, Learning Mentor</u>
Intended outcomes/ success criteria	<ul style="list-style-type: none"> -Attendance will remain above the national average and behaviour will be good within school. SEND provision is good within school. -Attendance is above the national average of 95%. -Behaviour is good in and around school. -Children with behaviour difficulties are well- managed in school. -Exclusions are minimally low and only used in extreme circumstances. -Children are working on IEP targets regularly. 	Collaborative working	Connect 3 coaching, Poverty Proofing working group, CET Mental well-being collaborative group, Mental health steering group, CSP group
Rationale	EEF Evidence suggests that, on average, behaviour interventions can produce moderate improvements (approximately 3 months) in academic performance along with a decrease in problematic behaviours		
Year 1	Implementation	Expenditure	Impact
	Targeted support for individuals on Life skills/ Confidence and self-esteem sessions with connect 3 coaching Behaviour management/ social skills sessions to remove barriers for learning with FLM Continue early engagement of home visits of pupils below 95%. FLM Embed reward system for good attendance. Empower staff to use positive behaviour management strategies and demonstrable behaviours (Paul Dix/Bill Rogers) Embed internal exclusions support programme Actively engage PP pupils to participate in extracurricular activities and clubs when available. Access to supervised wellbeing space. Access to Family Learning Mentor Support.	FLM salary £23, 166 Connect 3 coaching- as above Total £23,166	
Year 2			
Year 3			

Total Spend 2020/2021	Initial planned spend: £80,334.98	Actual Spend	Carry Forward
--------------------------	--------------------------------------	--------------	---------------