



Pupil Premium Strategy Statement 2020-2021

The Pupil Premium Grant

The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The government uses the number of children eligible for free school meals as an indicator for the level of disadvantage that may impact on their educational outcomes. From 2012, the grant was extended to any child who had been in receipt of free school meals at any time during the past six years.

The grant is designed to narrow the gap between the disadvantaged child and their peers or, in the case of a high achieving child, to ensure that their rate of progress remains high. At Newtown the money we receive is usually split roughly 50/50 between whole school, quality first teaching initiatives and targeted support through small group interventions. This follows the good practise that quality first teaching raises attainment for all children whereas targeted work should be short term and to address a particular misconception or fill a gap in learning. The effectiveness of the PPG work is monitored by our SEN co-ordinator, who also oversees the progress of children in receipt of PPG funding. She then reports back to staff and Governors on a termly basis. Governors, School leaders, Teachers and Support Staff and collectively accountable for improving the educational opportunities for disadvantaged children.

The Pupil Premium Grant can also be used to support families with the cost of additional activities both in and outside of school such as our residential trip to Shortenills Environmental Centre, school trips, clubs or swimming / activities at the local leisure centre. These opportunities are important in providing a rich and varied educational experience for the child supporting their holistic development.

It should be noted that eligibility for the Pupil Premium Grant is based on the January census in school and runs financial years (April to March) not academic years (September to August) which can make comparison of data and spend challenging.

Due to the Covid19 pandemic reporting and assessment arrangements were different this year in line with DfE guidance. Our last formal assessments of the children's progress and attainment, and therefore our analysis of where the children are in comparison to age related expectations, are taken from end of spring term (April 2020). We were unable to report on GLD at the end of EYFS. Year 1 phonics screening assessments did not take place. We were unable to carry out the usual end of KS1 assessments.



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Summary information					
School	Newtown School				
Academic Year	2019-20	Total PP budget	£29 340 April 19 – March 20 £26 900 April 20 – March 21	Date of most recent PP Review	September 2020
Total number of pupils	178(R-Y2 May 20)	Number of pupils eligible for PP	20 (July 20) 11.2 %	Date for next internal review of this strategy	December 2020

Attainment in July 2020 as reported at the end of spring term 2020 (Year 2 cohort of 59 whom 5 disadvantaged)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at expected level in Reading at the end of Year 2	20%	
% at expected level in Writing at the end of Year 2	0%	
% at expected level in Maths at the end of Year 2	20%	
% making expected or better progress in Reading in Year 2	80%	
% making expected or better progress in Writing in Year 2	80%	
% making expected or better progress in Maths in Year 2	80%	

Attainment in July 2020 as reported at the end of spring term 2020 (Year 1 cohort of 59 whom 6 disadvantaged)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at expected level in Phonics in Year 1 (32 out of 40)	NA	NA
% at expected level in Reading at the end of Year 1	50%	
% at expected level in Writing at the end of Year 1	50%	
% at expected level in Maths at the end of Year 1	33%	



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% making expected or better progress in Reading in Year 1	91%	
% making expected or better progress in Writing in Year 1	64%	
% making expected or better progress in Maths in Year 1	91%	

Attainment in July 2020 as reported at the end of spring term 2020 (Year R cohort of 60 whom 7 disadvantaged)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% at Good Level of Development (Prime Areas, Reading, Writing & Maths)	NA	NA
% at expected level in Reading at the end of Reception	0%	
% at expected level in Writing at the end of Reception	0%	
% at expected level in Maths at the end of Reception	0%	
% making expected or better progress in Reading in Reception	57%	
% making expected or better progress in Writing in Reception	86%	
% making expected or better progress in Maths in Reception	57%	

Additional information

In year 2 four out of the five disadvantaged pupils are on the SEN register. Two of these pupils have relatively complex needs and now have EHCPs. Two of the disadvantaged children have had additional factors impacting upon their lives and been supported by social care throughout the year, with one child being taken into the care of the local authority. Two of the children have English as an additional language.

In year 1 one of the disadvantaged pupils is on the SEN register (SEMH); three have accessed Nurture Group provision; one has been supported by the school nursing service for difficulties under the area of SEMH. One of these children has English as an additional language.

In Year R three of the seven children are on the SEN register and one of these pupils now has an EHCP. Two of the children have accessed Nurture Group provision. Six of the disadvantaged children were identified as having difficulties with language following assessment using the Infant Language Link programme and have accessed Infant Language Link intervention programme. The seventh child did not meet this criteria but has accessed a Time2Talk intervention. Three of these children have quite complex needs and have received a highly differentiated daily adult led intervention for Literacy, with a focus on Language and Communication, and mathematics. Three of the children have English as an additional language. Due to the high level of additional needs the impact is seen in progress, rather than attainment.



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Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
1.	Disadvantaged pupils have overwhelmingly lower starting points than their non-disadvantaged peers.
2.	Disadvantaged pupils are making slower progress through school than their peers.
3.	The vast majority of disadvantaged pupils have poor emotional resilience and self-regulation skills that affect their ability to work independently and seek challenge in their learning.
External barriers	
1.	The vast majority of disadvantaged pupils have additional needs that act as multiple barriers to their learning, e.g. SEN, EAL, Social Care
2.	Disadvantaged pupils are in most cases less supported at home due to family circumstances.

Desired outcomes			
	<i>Desired outcomes</i>	<i>How we will measure progress</i>	<i>Success criteria</i>
1.	To increase the percentage of PP children reaching the expected level in Writing.	Termly progress meetings, PP provision maps, learning walk focus, termly book scrutiny, termly reading log scrutiny	Percentage of PP children reaching the expected level has improved from last year.
2.	To increase the percentage of PP children making at least expected progress in Maths.		Percentage of PP children making at least expected progress has improved from last year.
3.	To improve the emotional well-being of PP children and subsequently their behaviours for learning.		Evidence from books, learning walks and pupil interviews / observations with demonstrate children's increased well-being resilience and growth mindset.
4.	To improve progress of children with limited home support.		Percentage of PP children making at least expected progress in all areas has improved on last year.



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Planned expenditure					
Academic year		2020-21			
Quality of teaching for all (2020-21)					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
1	Focus on progress and outcomes in Communication and Language and Literacy in Pre-School, Reception and English KS1, following advice received from improvement partners. English lead to coach / mentor new staff and help existing staff to further embed the Talk for Writing approach. SENCO to co-ordinate delivery of Language Link Programmes in reception and KS1 and raise awareness of content of programmes amongst staff.	The NFER 2015 report concludes that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils. EEF study (Nuffield Early Language Intervention 2020) shows that staff awareness of content and purpose of language interventions had a positive impact on outcomes.	English lead to deliver training and have time to research and implement new approaches. Monitoring through learning walks, planning and book scrutiny Books to be moderated across the liaison group SENCO and Early Years Lead to investigate structured Language Programme for pre-schoolers. Language Link interventions to continue in YR and into KS1.	SS LC SO	Termly with staff Spring Term 2020 T&L with Govs Summer Term 2020 T&L with Govs
2	To ensure that high quality feedback is given to children, and staff, and is acted upon and has a direct, positive impact on individual progress.	The NFER 2015 report concludes that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.	Learning Walks by SLT Parent information Peer observations Pupil voice	JA LC	Termly with staff Spring Term 2020 T&L with Govs Summer Term 2020 T&L with Govs
3	Development of Emotional Literacy and self-regulation skills across the school via introduction of Emotional Literacy sessions daily and implementation of Zones of Regulation	School closure due to Covid 19 is likely to have had a significant impact upon emotional well being and in particular those from disadvantaged families may be adversely affected.	Learning Walks by SLT Parent information Peer observations Raise profile of Health & Relationships Education In Autumn 2020. Emotional Literacy to be built into the daily curriculum: training Sept 2020. Zones of Regulation Training to be delivered to all staff.	JA LC TE/TH	Termly with staff Spring Term 2020 T&L with Govs Summer Term 2020 T&L with Govs
Budgeted cost					£12,500



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Targeted support					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
1,2	All disadvantaged children to have an individual provision map to detail what their individual barriers to learning are and what works well for them in the classroom. Provision map to also include what additional support is given.	Learning walks and staff interviews in 2019-20 reflected that staff were now clearer about which were the disadvantaged children and how to support them. EEF report 2020: Sustained support will be needed to help disadvantaged children catch up, with children from disadvantaged backgrounds likely to have been affected particularly severely by school closures and needing more support to return to school and settle back into school. life.	Monitoring of PP Provision maps Co-ordination of specific catch up interventions Staff interviews PP meetings Learning Walks	LC	Termly with staff Spring Term 2020 T&L with Gobs Summer Term 2020 T&L with Gobs
1,2	All disadvantaged children to be given regular feedback within lessons and more targeted verbal feedback from both the class teacher and teaching assistant.	The EEF report clearly stated that feedback had the biggest impact on pupil outcomes. In order to accelerate the rate of progress it would therefore make sense to have more regular feedback.	Learning walks Lesson observations Peer observations	JA	Termly with staff Spring Term 2020 T&L with Gobs Summer Term 2020 T&L with Gobs
3	Children to be given access to Lego Therapy or Nurture Group and transition support as deemed necessary.	There is a wealth of evidence about children's emotional well-being and the impact on their ability to learn at nurture.uk The school has years of evidence from Boxhall-Profiles to back up this work.	Boxhall Profiles Pupil interviews PP meetings Learning Walks Transition notes	TE & TH, LC	Termly with staff Spring Term 2020 T&L with Gobs Summer Term 2020 T&L with Gobs
Budgeted cost					£15,000



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Other approaches					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
4	Parents of disadvantaged children to be invited in for a meeting at the beginning of the year to go through the provision map and to discuss any further barriers that they see and any help they might need in order to overcome them at home.	Research by the National Literacy Trust sites the importance of parental engagement in learning on improved outcomes for children. EEF 2020 Covid 19 Support Guide highlights the importance of supporting families to engage with the school and the child's learning.	Provision maps will be signed by parents and there will be a section about parental engagement. Parents will be aware of additional support including any "Catch Up" interventions. Reading logs and other homework will be monitored for PPG children.	LC	Termly with staff Spring Term 2021T&L with Govs Summer Term 2021 T&L with Govs
3, 4	Parents of disadvantaged children, particularly those accessing nurture to be encouraged to attend parent information sessions on how to help their children at home.	Research by the National Literacy Trust and the Education Endowment Foundation sites the importance of parental engagement in learning on improved outcomes for children. Covid 19 Support Guidance from EEF suggests that additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	Parents will be invited in by phone and letter. Attendance at parent information sessions will be noted on the provision maps.	JA / LC	Termly with staff Spring Term 2021 T&L with Govs Summer Term 2021T&L with Govs
3.4	Parents of disadvantaged children to be given financial support with subsidised places at Before and After School Club, on school trips , outings and residential.	Children should not miss out on wider / extra-curricular activities due to disadvantage at home.	Additional support will be noted on provision maps.	JA / LC	Termly with staff Spring Term 2021T&L with Govs Summer Term 2021 T&L with Govs
Budgeted cost					£2,500
Total budgeted cost					£30,000



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Review of expenditure for previous academic year (2019-20)			
Quality of teaching for all (2019-20)			
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>
1	Whole school focus on Talk for Writing, expectations of each year group, embedding the use of new Mighty Writer in Y1 and YR. English lead to coach / mentor new staff and help existing staff to further embed the approach.	<i>Talk for Writing was further embedded across the school with the three new members of staff being fully involved in the training ensuring consistency in practice throughout the school.</i>	<i>This worked well but needs to continue as in September 2020 we have 3 new members of teaching staff who will need training so that this approach remains a whole school practice.</i>
2	Review of where we are with Maths across the school and approaches to teaching and learning. Maths lead to coach / mentor new staff and help existing staff to further embed the existing approaches including working walls.	<i>Herts for Learning Maths planning was bought and the assessment tools implemented and analysed to ensure staff were clear about what level all children were working at and their next steps.</i>	<i>Staff in KS1 were positive about the structure and resources provided by the H4L planning. Progress was more positive than attainment.</i>
3	To further embed the required behaviours for learning across the school including a growth mindset approach.	<i>Learning walks indicated that behaviour for Learning and Growth Mindset approaches were more successfully embedded across the school, however this process was interrupted by school closure .</i>	<i>It is worth reminding all staff of expectations before the start of the Autumn Term. SLT to do a learning walk and talk to children at the end of September 2020. Continue to target this objective next year, enriching by incorporating development of Emotional Literacy programme and Zones of Regulation training.</i>
Targeted support (2019-20)			
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>
1, 2, 4	All disadvantaged children to have an individual provision map to detail what their individual barriers to learning are and what works well for them in the classroom. Provision map to also include what additional support is given.	<i>All children had an individual plan and staff were aware of barriers for learning and appropriate approaches.</i>	<i>This improved understanding and increased the profile of PP children. Continue with this approach next year.</i>



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1,2,4	All disadvantaged children to be given more regular feedback within lessons and more targeted verbal feedback from both the class teacher and teaching assistant.	<i>Learning Walk and work scrutiny showed that this was working effectively. Additional training across the school helped staff to develop skills in this area.</i>	<i>This appears to be a valuable approach but needs to be embedded across the school. New staff need to fully understand the approach to ensure consistency in practices throughout the school. Continue with this approach next year.</i>
3	Children to be given access to Lego Therapy or Nurture Group and transition support as deemed necessary.	<i>Nine out of this cohort have benefitted from Nurture Provision. Two of the pupils have benefitted from Lego Therapy.</i>	<i>Hugely successful and impactful interventions. Continue with this approach next year.</i>

Other approaches (2019-20)

<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>
4	Parents of disadvantaged children to be invited in for a meeting at the beginning of the year to go through the provision map and to discuss any further barriers that they see and any help they might need in order to overcome them at home.	<i>All parents attended this meeting and were positive about the support being given in school. They understood their involvement and the impact this would have.</i>	<i>The meetings were hugely positive with parents being appreciative of additional support and the involvement in their child's education. The end of year meeting was not possible due to the Covid 19 pandemic. To continue with this approach, ensuring mid-year and end of year meetings are built into the schedule. Covid 19 Support Guidance indicates that parental involvement remains vital, especially for those disadvantaged.</i>
4	Parents of disadvantaged children, particularly those accessing nurture to be encouraged to attend parent information sessions on how to help their children at home.	<i>Some parents did attend meetings, for example those parents of children attending nurture.</i>	<i>Continue with this approach next year. Discuss what is stopping the parents attending at the meetings. To continue with this approach in light of the importance of parental engagement.</i>
4	Parents of disadvantaged children to be given financial support with subsidised places at Before and After School Club, on school trips, outings and residential.	<i>All PP families took advantage of the subsidised places. Unfortunately some trips were not available due to the Covid19 pandemic.</i>	<i>This is a valuable provision. Continue with this approach next year.</i>