

Newhall Primary Academy

Pupil premium strategy statement (2020/2021)

Metric	Data
School name	Newhall Primary Academy
Pupils in school	174
Proportion of disadvantaged pupils	11% (19/174)
Pupil premium allocation this academic year	£14 898
Academic year or years covered by statement	2020 -21
Publish date	07 October 2020
Review date	01 September 2021
Statement authorised by	C Ward (Headteacher)
Pupil premium lead	C Ward
Governor lead	L Mella-Davis

Disadvantaged pupil progress scores for last academic year (end of KS2 progress data)

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	n/a	n/a
Progress in Writing	n/a	n/a
Progress in Mathematics	n/a	n/a
Phonics (Autumn Baseline)		

Other	Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%)	July 2021
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Teaching priorities for current academic year (2020/2021)

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
<p>Priority 1</p> <p>To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • Baseline assessments to establish year groups key areas for development. • CPD to be given to support staff to develop their understanding of marking and feedback, inclusive classrooms, and quality first teaching. • Development of subject leaders to provide support for all members of staff. • New teaching staff to receive subject specific support within initial month of starting. • Teacher CPD sessions on approaches to Writing • PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class. • Termly monitoring of attainment levels within Writing, compared to PPG children's non-PPG peers. • Development of the feedback children are given including CPD for teachers to better understand how children can progress within their learning through the use of feedback.
<p>Priority 2</p> <p>Address gaps in learning through in class support and the bridging curriculum</p>	<ul style="list-style-type: none"> • Subject leaders provided with time to develop and implement their bridging curriculum within the school. • Support given to teachers by subject leaders to plan and address any gaps within learning • CPD to be given on the bridging curriculum and how teachers can support students in addressing gaps within learning, including pupil premium children. • Focussed CPD to be given to support staff to improve support given to focus groups within class. • Subject leader and SLT monitoring to review in class support and how it addresses gaps within learning.

Barriers to learning these priorities address	<p>Oral language skills and development are lower for pupils eligible for PP than for other pupils. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.</p> <p>Attainment data from Reading, Writing and Maths shows a gap in attainment between PPG children and their non-PPG peers. Attainment is lowest within Writing.</p>
Projected spending	£11 920.00

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Improve personal, social, and emotional skills for pupils eligible for PP through focussed interventions.</p>	<ul style="list-style-type: none"> • Development of the PSHE curriculum to include weekly lessons that will support children in developing their personal, social, and emotional skills. • CPD given to staff on the identification of children who have been adversely affected by lockdown and the support the school can give them. • Guidance and support to be provided for parents/carers on the importance of mental health. • To provide specific social and emotional interventions for PPG children who require additional support with this area. This would be led by the school's SENCo and Inclusion Lead.
<p>Priority 2</p> <p>Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children.</p>	<ul style="list-style-type: none"> • CPD given focussed on Phonics to support all staff in establishing a consistent approach to lessons. • Induction process for new staff includes support from the Reading lead in the teaching of Phonics. • Assessment of the outcomes within phonics from Reception, which highlights children who would benefit from additional support. • Phonics precision intervention given to PPG children who require additional support. • CPD given to support staff on the use of interventions to support children's learning within phonics. • Review of phonics-based interventions allows accurate support to be given based on the child's needs.
Barriers to learning these priorities address	<p>Personal, social and emotional development is lower for pupils eligible for PP than for other pupils, particularly in areas such as making relationships.</p> <p>Phonics training for all members of staff and phonics interventions for children who require additional support.</p>
Projected spending	£2 535.00

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%).</p>	<ul style="list-style-type: none"> • Attendance tracking, highlighting PPG children who have the lowest attendance. • Individualised programme of attendance for PPG children with the lowest attendance • Half termly coffee mornings for parents • Direct contact to be made with parents/carers of PPG children whose attendance drops. This will provide parents with support and further develop relationships between staff and parents/carers • Attendance to be celebrated on a half termly basis as part of celebration assembly
<p>Priority 2</p> <p>Increase accessibility of out-of-school and extra-curriculum experiences for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Financial support to be given to PPG families to give them access items such as uniforms • Financial support to be given to PPG children to give them access to after school clubs • 11B411 programme will give PPG children opportunities to access resources and experiences that they may not have had before • Financial support to be given to PPG children to allow them to go on school trips
<p>Barriers to learning these priorities address</p>	<p>Families have limited funds for school trips due to lack of income and work.</p>
<p>Projected spending</p>	<p>£1 540</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Following lockdown, many children have missed parts of the curriculum • New members of staff will not be familiar with the systems we have in place within the school to support PPG children • The gap in learning means that some children will not be able to access parts of the curriculum without additional support 	<ul style="list-style-type: none"> • Subject leaders have reviewed their own curriculum and created a support document to build in missed learning into the current curriculum • The induction process within the school provides teachers with direct support from subject leaders • Support to be given through planning and staff within the lessons. CPD to be given to support staff on how support can be given within lessons
Targeted support	<ul style="list-style-type: none"> • Additional time is needed to provide children with social and emotional support • Some children who may benefit from social and emotional issues have not disclosed them yet changed due to events in lockdown 	<ul style="list-style-type: none"> • SENCo/Inclusion Lead to focus on social and emotional interventions. Interventions to be reviewed with the SENCO on their efficiency on a half termly basis • Staff to be given additional CPD on recognising potential Issues eg changes in behaviour/attitudes to learning/socialising
Wider strategies	<ul style="list-style-type: none"> • Some parents/carers may struggle to purchase the resources a child needs for school • Some PPG children's experiences may be limited 	<ul style="list-style-type: none"> • Funding to be offered and provided for PPG parent/carers

Total projected spending: £15 995