



NEWHALL

PRIMARY ACADEMY AND NURSERY

EYPP and Pupil Premium Funding Plan

2019 – 2020

Newhall Primary Academy and Nursery EYPP and Pupil Premium Funding

From April 2015, settings in England have access to the Early Years Pupil Premium (EYPP) to support disadvantaged 3- and 4-year-olds. Although the government is not specifying how this should be used, settings will need to be able to demonstrate to Ofsted that they are using it to help close the gap between the attainment of the most disadvantaged children and their peers.

The Pupil Premium is funding paid to the academy by means of a specific grant based on school census figures for pupils registered as currently eligible for free school meals (FSM) or those who have received free school meals in the past (Ever 6 or Pupil Premium). For Looked After Pupils the pupil premium was calculated using the Pupils Looked After data returns (SSDA903). From April 2014 pupils who are adopted, and those under special guardianship or residential care orders will also be eligible for the premium. A premium for pupils whose parents are currently serving in the armed forces has also been introduced.

The Pupil Premium is additional to main school funding and will be used by Newhall Primary Academy and Nursery to address any underlying inequalities and 'narrow the gap' in attainment, emotional and social wellbeing identified for eligible pupils. The funding is used strategically according to need and not 'per head' (Jill Jones HMI, 2013).

Objectives for EYPP and Pupil Premium at Newhall Primary Academy and Nursery

- The EYPP and Pupil Premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for identified pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as is possible, the nursery and school will use the additional funding to address any underlying inequalities between pupils eligible for Pupil Premium and others.
- The nursery and school will ensure the funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Accountability

The Head Teacher, Nursery Manager and Senior Leadership Team will regularly monitor, evaluate and review the strategies and interventions put in place for Pupil Premium and report to the Governing Body on its progress and impact.

Estimated Pupil Premium Funding 2019/2020

Carry forward:	
Estimated budget EYPP 2019/2020	£175
Estimated budget Pupil Premium 2019/2020:	£2300
TOTAL Pupil Premium budget:	£2475

Rationale behind 2019/2020 Planned Expenditure (To be planned following Baseline Assessments)

- Baseline showed that 100% Pupil Premium children entered school below the expectation for their age, especially in reading, writing, speaking and listening and number.
- Although there are a small number of Pupil Premium children at Newhall, it is essential that they are able to access the before and after school care and other enrichment activities offered.

Teaching priorities for current academic year (2019/2020)

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

Measure	Activity
Priority 1	Improve oral language skills and increase children's progress in RWI phonics and reading for pupils eligible for PP. Ensure all relevant staff have received training in how to use vocabulary to support learning throughout the curriculum.
Priority 2	Improve depth of understanding through the maths mastery approach to teaching through training and support linked to the NCETM and Reach2 ASLs.
Barriers to learning these priorities address	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.
Projected spending	£1450

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve personal, social and emotional skills for pupils eligible for PP through focussed interventions.
Priority 2	Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children.
Barriers to learning these priorities will address	Personal, social and emotional development is lower for pupils eligible for PP than for other pupils, particularly in areas such as making relationships. Phonics training for all members of staff and phonics interventions for children who require additional support
Projected spending	£750

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to minimise the difference in attendance of disadvantaged pupils to non-disadvantaged so that the margin is at least within 1.5%
Priority 2	Increase accessibility of out-of-school and extra-curriculum experiences for pupils eligible for PP.
Barriers to learning these priorities address	In some families, parental involvement with school is lower than for non-PP children; some PP families may not value the importance of regular school attendance or see the link between outcomes and being at school regularly.
Projected spending	£275

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that enough time is given to allow for staff CPD in all areas which will have a direct impact on PP support.	INSET days will focus on staff's understanding and use of correct/accurate vocabulary within all subjects SLT to support subject/Middle leaders in embedding vocabulary and mastery approaches in lesson plans and lesson delivery
Targeted support	Ensuring enough time for school maths-lead and Phonics/Reading-lead to support teachers and the Learning Support staff.	The new Maths lead will add to developing capacity within the school. Current RWI phonics lead to deliver CPD in Phonics and Reading, using experienced teachers (AHTs) as support and models. Phonics/Reading and Maths lead to have weekly release time, dedicated to raising achievement in their subject areas.
Wider strategies	Engaging with those families who are facing the most challenges which act as barriers to regular attendance	The new-to-role SENCo will take on a pastoral role by maintaining close and direct contact with families through regular pastoral meetings and building up trust and support with those who might be hardest to reach.

Review of aims and outcomes – 2020-21

Aim	Outcome
<p>Improve oral language skills and increase children’s progress in reading for pupils eligible for PP.</p> <p>Ensure all relevant staff have received training in how to use vocabulary to support learning throughout the curriculum.</p>	<p>Attainment levels for PPG students is restricted to Spring One data due to the lockdown. The available data shows that many PPG children maintained their attainment levels. The data also highlights focus year groups that the school will focus on in the new academic year.</p> <p>All staff had received relevant training and further training was put in place as part of the induction process for new members of staff.</p>
<p>Improve depth of understanding through the maths mastery approach to teaching through training and support from NCETM and Reach2 ASLs</p>	<p>CPD and support for the mastery approach to learning continued throughout the year. Due to lockdown there was limited monitoring and development within the summer term; however, this has been factored into the Math’s leads current Curriculum Development Plan. The Maths Lead and AHT’s work within NCETM will continue within the 2020-21 academic year.</p>
<p>Improve personal, social and emotional skills for pupils eligible for PP through focussed interventions.</p>	<p>Personal, social and emotional interventions took place in the previous academic year. These supported children within their lessons and interactions and break and lunch time. We recognise that there may be a greater need for this within the academic year of 2020-21 due to lockdown and the time children have spent outside of school.</p>
<p>Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children.</p>	<p>All children who received phonics provision interventions made progress, evidenced through increased scores in the phonics screening tests.</p> <p>During lockdown, the RWI Phonics lead created Phonics videos that were used by children to continue their phonics learning at home.</p> <p>Baseline assessments will need to be taken at the start of the 2020-21 academic year to highlight those children who still need further phonics support.</p>
<p>Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%).</p>	<p>By the end of the Spring One term attendance for PPG children was 94.8% compared to the whole school average of 96.9%.</p> <p>This is a difference of 2.1% although the difference had improved from Autumn one where the difference was 2.4%.</p>

	No further data could be taken for the Summer term so this target will continue.
Increase accessibility of out-of-school and extra-curricular experiences for pupils eligible for PP.	Parents/carers have been using the additional funding to access school trips and also resources needed for school. This target will need to continue so parents/carers can be supported throughout their child's time within school.