

# Pupil Premium Strategy



## School overview

Metric	Data
School name	Newcroft Primary Academy
Pupils in school	386
Proportion of disadvantaged pupils	16.3%
Pupil premium allocation this academic year	£70,560
Academic year or years covered by statement	2018 - 22
Publish date	July 2021
Review date	June 2022
Statement authorised by	Sara Aukland
Pupil Premium Leader	Charlotte Kruger
Governor lead	Sarah Newton-Shilliam

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.21
Writing	+0.77
Maths	+1.41

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50% to achieve combined
Achieving high standard at KS2	14.2% to achieve combined

Measure	Activity
<b>Priority 1</b>	To embed the use of Pupil Premium First to prioritise these children during lessons and feedback (EEF - A tiered approach to Pupil Premium spending)
<b>Priority 2</b>	To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.
<b>Barriers to learning these priorities address</b>	Ensuring that staff are tailoring their support and provision to these children and that evidence-based interventions are used effectively (EEF - A tiered approach to Pupil Premium spending)
<b>Projected spending</b>	<b>£70,560</b>

## Teaching priorities for current academic year

Aim	Target	Target date
<b>Progress in Reading</b>	Achieve national average progress scores in KS2 Reading of at least 0.	Sept 2021
<b>Progress in Writing</b>	Achieve national average progress scores in KS2 Writing of at least 0.	Sept 2021
<b>Progress in Mathematics</b>	Achieve national average progress scores in KS2 Maths of at least 0.	Sept 2021
<b>Phonics</b>	Phonics pass rate to be 5% above national	Sept 2021
<b>Other</b>	Improve attendance of disadvantaged pupils (no less than 2% of the school's average)	Termly Review Sept 2021

## Targeted academic support for current academic year

Measure	Activity
<b>Priority 1</b>	To re-launch through whole school training and embed the use of Pupil Premium First to prioritise these children during lessons, intervention sessions and whilst providing high quality, personalised feedback ➤ <i>EEF Guide to Pupil Premium - A tiered approach to</i>

	<p><i>Pupil Premium spending</i></p> <ul style="list-style-type: none"> <li>➤ <i>EEF Evidence into Action – Teacher Feedback to Improve Pupil Learning</i></li> <li>➤ <i>EEF The Attainment Gap Report</i></li> </ul>
<b>Priority 2</b>	<p>Establish small group tutoring sessions and intervention sessions with key pupil premium at risk of not meeting age-related expectations in KS2 in reading and maths.</p> <ul style="list-style-type: none"> <li>➤ <i>EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending</i></li> </ul>
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• Educational barriers in reading, writing and maths to allow children to reach their full potential.</li> <li>• Improving the self-esteem of children, encouraging them and increasing their confidence and attitude to learning.</li> <li>• Improving engagement at home by increasing the confidence of children and communicating frequently with parents.</li> </ul>
<b>Projected spending</b>	<b>£55,560</b>

## Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
<b>Priority 1</b>	<p>To increase the cultural capital and opportunities for children by supporting with costs towards termly trips and visits.</p> <ul style="list-style-type: none"> <li>➤ <i>EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending</i></li> <li>➤ <i>EEF The Attainment Gap Report</i></li> </ul>
<b>Priority 2</b>	<p>To provide opportunities for children to experience and develop cross-curricular skills to improve their character, resilience and social and emotional development.</p> <ul style="list-style-type: none"> <li>➤ <i>EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending</i></li> </ul>
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• Providing a range of enrichment opportunities in children's lives.</li> <li>• Improving engagement of parents and supporting parents with low income by using funding to pay up to 50% of trips and visits for these families.</li> </ul>
<b>Projected spending</b>	<b>£15,000</b>

## Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
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<b>Teaching</b>	<p>To ensure that the Pupil Premium First approach is used consistently in all classrooms across the school, by all adults</p> <ul style="list-style-type: none"> <li>➤ <i>EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending</i></li> <li>➤ <i>EEF Evidence into Action – Teacher Feedback to Improve Pupil Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use of INSET day session to re-launch Pupil Premium first.</li> <li>• Re-address termly in staff meetings.</li> <li>• Termly monitoring as part of the school's monitoring cycle.</li> </ul>
<b>Targeted support</b>	<p>Ensuring that staff receive relevant training of effective, evidence-based intervention strategies for reading and maths</p> <ul style="list-style-type: none"> <li>➤ <i>EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending</i></li> </ul>	<ul style="list-style-type: none"> <li>• SLT and maths lead to deliver staff training on a range of intervention strategies and resources to support them during sessions (on a termly basis)</li> </ul>
<b>Wider strategies</b>	<p>To improve parental support and engagement from our Pupil Premium families.</p>	<ul style="list-style-type: none"> <li>• To continue to offer phone call parents evening appointments for pupil premium families who do not visit the school for parental meetings.</li> <li>• To provide a range of parent workshop videos on the website to encourage parents to support their children with reading, phonics and maths.</li> </ul>

## Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>						
<p>To begin to close the gap for our disadvantaged children caused by the Coronavirus outbreak.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils were invited to after school tutoring on a weekly basis during the Autumn and Summer terms, in addition to school hours, delivered by class teachers.</li> <li>• The school's pupil survey showed that 98% of pupils felt they have made good progress on their return from home learning.</li> </ul>						
<p>To increase the progress and attainment of disadvantaged children in 2020/2021. At least 2% more PP pupils than the previous year are EXS in each year group in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> <li>• The school's internal 2019 KS2 SATs mock data data reflects that pupils in receipt of pupil premium have made excellent progress and have attained higher than the 2018-19 KS2 data.</li> </ul> <table border="1" data-bbox="802 1877 1437 2058"> <thead> <tr> <th colspan="2" data-bbox="802 1877 1437 1944"><b>Disadvantaged Combined (RWM)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="802 1944 1114 2002"><b>2021 EXS+ (9 pupils)</b></td> <td data-bbox="1114 1944 1437 2002">77.7% <b>(+37.7%)</b></td> </tr> <tr> <td data-bbox="802 2002 1114 2058"><b>2019 EXS+ (10 pupils)</b></td> <td data-bbox="1114 2002 1437 2058">40%</td> </tr> </tbody> </table>	<b>Disadvantaged Combined (RWM)</b>		<b>2021 EXS+ (9 pupils)</b>	77.7% <b>(+37.7%)</b>	<b>2019 EXS+ (10 pupils)</b>	40%
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<b>2019 GDS (10 pupils)</b>	0%				
To support disadvantaged pupils in need of social and emotional support, as a result of the Coronavirus pandemic.	<ul data-bbox="738 342 1497 672" style="list-style-type: none"> <li>• Teachers made early formative assessments in PSHE and core subjects to allow them to plan for specific, confidence boosting feedback to be delivered to those identified as most in need. Extra time was allocated for PHSE in the timetable, to allow time for social and emotional help and support.</li> <li>• Children of greater concern were referred to our ELSA who worked with them on a 1:1 basis.</li> </ul>				