

Pupil premium strategy statement



School overview

Metric	Data
School name	Newington CEP School
Pupils in school	188
Proportion of disadvantaged pupils	28.7%
Pupil premium allocation this academic year	£69,905
Academic year or years covered by statement	2020 – 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Tara Deevoy
Pupil premium lead	Simon Krafft
Governor lead	Amanda Boyne

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	NA
Achieving high standard at KS2	NA
	Activity
Priority 1 To increase progress outcomes leading to attainment gap closing between PP children and non PP children	Additional TAs to support personalised intervention programmes A range of interventions and additional support time Invest in regular assessment programme including baseline assessment for all year groups Regularly monitor data to ensure all groups are making at least expected progress from starting points.
Priority 2 To embed high quality inclusive practise focussed on effective	Teacher and TA training and CPD

use of adults to support learning in and out of the class	Monitor and ensure quality first teaching is embedded in every classroom ensuring the teacher is meeting the needs of all groups
Barriers to learning these priorities address	22% (12) of PP are also currently SEN and therefore have multiple vulnerabilities Lockdown has exacerbated the learning gap and opportunities between PP and Non PP
Projected spending	£3915

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores or higher in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores or higher in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores or higher in KS2 Maths	July 2021
Phonics	Achieve national average expected attainment scores in Year 1 PSC	July 2021
EYFS	Achieve national average	July 2021

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

Targeted academic support for current academic year

	Activity
Priority 1 All in school interventions to be based on needs led analysis	Review PP needs in school (see needs analysis document) 1:1 reading Pre teaching Precision teaching Catch up groups SALT – Trained member of staff Memory programme Sensory Circuits Reading Dog Home learning including Purple Mash, Timetables Rock Stars, Number Bots, Literacy Shed
Priority 2 Invest in external support where necessary	SALT – External OT Education Psychologist
Barriers to learning these priorities address	55% of PP are below in at least one of reading, writing or maths Specific educational and sensory needs Regression following lockdown
Projected spending	£20990

Wider strategies for current academic year

	Activity
<p>Priority 1</p> <p>To support PP social and emotional development so they are happy and settled and can access learning</p>	<p>Use Heart Smart to formalise, recognise, monitor and acknowledge pupil well-being through the curriculum</p> <p>Family Liaison Officer Support</p> <p>ELSA</p> <p>Therapy Dog</p> <p>Curriculum Design – including outdoor learning, personal development, character education and active learning</p> <p>Ensure general wellbeing – including lunches, Cool Milk, home support</p> <p>Fortnightly Pastoral Team meetings</p>
<p>Priority 2</p> <p>To ensure all PP children have equal access to extra curricula activities and wider experiences, to provide them with cultural capital and a wider vocabulary</p>	<p>Individual enrichment</p> <p>Access to Mini Bus</p> <p>Access to all trips and residential visits</p> <p>Funding for paid afterschool clubs</p> <p>Opportunity to take part in Enrichment activities – including Go Kart Challenge</p> <p>Guitar Tuition</p> <p>Swimming Lessons</p> <p>Aspiration Raising – including Career Days, targeted trips and visitors (Guildford Flames, Kent Kings Speedway)</p>
<p>Barriers to learning these priorities address</p>	<p>Poor attendance and punctuality within PP cohort</p> <p>Inequalities in support children are able to access outside of school</p>
<p>Projected spending</p>	<p>£58500</p>

Monitoring and Implementation

Area	Monitoring	Member of Staff Responsible
Teaching	<p>Termly Pupil Progress Meetings</p> <p>Classroom Observations</p> <p>Training Programmes</p>	<p>SLT</p> <p>SLT / Subject Leads / SENCO</p> <p>SLT / SENCO</p>
Targeted support	<p>Provision Maps</p> <p>Targeted Screening</p>	<p>SENCO</p> <p>SENCO</p>
Wider strategies	<p>Pastoral Meetings</p> <p>Attendance Monitoring</p> <p>Activity Attendance Registers</p>	<p>SENCO / FLO</p> <p>SLT / FLO</p> <p>SLT / FLO / PE Lead</p>

Review: last year's aims and outcomes

Aim	Outcome
To ensure that all pupils benefit from Quality First Teaching in order that PP children make expected (or exceed) national expectations.	Observations showed good quality teaching across the school
<p>Personal plans in place for all disadvantaged pupils (within the class provision map)</p> <p>Overall progress outcomes are increased and attainment gap closing.</p>	<p>All PPM children discussed at both PPMs this year (the final meetings didn't happen due to lockdown)</p> <p>SENCo oversaw all provision maps which ensured PP pupils were focused on and planned for, and discussed individual pupils with teachers, she was also present at the PPMs.</p> <p>Unable to assess whether the attainment gap closed due to assessments not taking place due to lockdown.</p>
To embed high quality inclusive practice focused on effective use of adults to support learning in and out of class.	<p>CPD that took place – Sensory circuits, precision teaching, social stories.</p> <p>3 other sessions did not take place due to lockdown.</p> <p>Some monitoring of TAs had begun to take place however lockdown meant that this was not completed.</p>