

# Pupil premium strategy statement – Newton Hill Community School

1. Summary information					
School	Newton Hill Community School				
Academic Year	2020/2021	Total PP budget	£40,854	Date of most recent PP Review	October 2018
Total number of pupils	247 (including Nursery)	Number of pupils eligible for PP	35 (Increased from 19 in 2019/2020)	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP KS2 (5 pupils) Based on Teacher Assessment March 2020</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving in reading, writing and maths	40%	65%
% making progress in reading	60%	73%
% making progress in writing	40%	78%
% making progress in maths	80%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<b>Newton Hill barriers to learning:</b>
<ul style="list-style-type: none"> <li>• Parental Home life</li> <li>• Attendance</li> <li>• Behaviour and attitudes to learning</li> <li>• SEN/EAL – children with additional needs</li> <li>• Being able to retain and apply skills independently</li> <li>• Providing experiences out of school</li> </ul>

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
•	Children to be in line with age related expectations and/or make good/accelerated progress. The gap closes for pupils eligible for Pupil Premium. How this will be measured: Termly assessments/Pupil Progress meetings.	Children will achieve ARE/GD.
•	Children show good application to their learning resulting in expected and accelerated progress. How this will be measured: Observations, monitoring of interventions.	Children show good behaviour for learning. Children make expected/accelerated progress.
•	Data is in line with national figures for attendance and persistent absence. Children attend regularly and are on time. How this will be measured: Attendance data, attendance reports.	Attendance increases to at least 96% PA reduces to be in line with national figures.
•	Children have experiences beyond the school day – children are VIPs for clubs, tournaments, residential visits and special events. How this will be measured: Reviews of clubs, feedback from children.	Children have the opportunity to experience a range of sporting events, visits and clubs.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for all pupils	Small group and 1:1 intervention led by teachers and support staff in KS1 and KS2.  Support staff working in school in KS1 and KS2 for morning sessions.	EEF Toolkit Research: Suggests that high quality feedback is an effective way to improve attainment.	Monitor progress of children each term through pupil progress meetings – HT, DHT, SENCo and learning mentor. Observations/monitoring of interventions.	HT SENCO	Termly at Pupil progress meetings.
			Total budgeted cost	Staffing Costs (Morning support in classes and support staff leading interventions) £19,500	

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children achieve ARE in reading and make accelerated progress for GD.	<p><b>To reinstate 2020/2021</b></p> <p>To provide an Early Bird Reading club with breakfast.</p> <p>To close the gap in achievement between pupils eligible for PP and other pupils in reading.</p> <p>For PP children to achieve ARE in reading and for pupil premium children to make rates of progress comparative to other children from starting points.</p> <p>To increase confidence and enjoyment in reading with PP children.</p> <p>KS1 – 3 sessions per week KS2 – 2 sessions per week Upper KS2 sessions will focus on comprehension activities.</p> <p>Individual reading with adults and reading/comprehension/phonic activities to support reading.</p>	<p>Success of this club in 2017\18 and 2018\19 shown through progress in reading.</p> <p>EEF evidence for extending the school day. Breakfast is included for children attending our Early Bird Reading Club.</p>	<p>Monitor progress of children each term through pupil progress meetings – HT, DHT, SENCo and learning mentor.</p> <p>Clear timetable for KS1 and KS2 children with objectives to match abilities.</p> <p>Organisation of activities – phonics – reading comprehension activities to match needs. Review at pastoral meetings – HT, SENCO and Learning mentor.</p> <p>Observations at EBRC. Parents and pupil feedback. Governor monitoring visits.</p>	HT, Reading Leader and Early Bird staff.	Termly at Pupil progress meetings.

Children to achieve ARE in reading, writing and maths.	Individual and small group focussed interventions with teachers, support staff and HLTA.  *Specialist teachers unable to attend due to circumstances related to COVID Additional teacher for maths (2x week for children in KS2 – Maths specialist).  Classroom support in all classes Y1to Y6.	Success from 2017/2018 and 2018/2019 with interventions with pupils. The EEF Toolkit suggests that one to one and small group tuition can be effective.	Monitor progress of children each term through pupil progress meetings – HT, DHT, SENCo and learning mentor. Feedback from interventions re: progress in group (relating to objectives set). Internal tracking data and end of key stage outcomes. Monitoring of interventions.	HT Maths and English Leads	Termly at Pupil progress meetings.
Total budgeted cost			Cost of support staff for interventions:  As above.		
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates for disadvantaged group.	Full time learning mentor in school. First day response provisions. Links with parents and EWO. Attendance passports for all pupil premium children. Support with pastoral needs and the needs of parents. Daily contact for parents with learning mentor.	Attendance data. Ensure children are at school and arrive on time to allow school for focus on raising attainment.	Regular meetings between HT and Learning mentor to review strategies.  Weekly review of attendance data.	HT and learning mentor	Termly.
Improve behaviour for learning. Raising aspirations.	The learning mentor will lead behaviour and mindfulness interventions – weekly with groups and 1:1. Adapt strategies from restorative practice to use during interventions.	EEF Research – Social and Emotional Learning.  Bespoke interventions for children led by the learning mentor with a	To monitor behaviour and whether behaviour translates into improved attainment.  Intervention baselines and evaluations.	Learning Mentor HT SENCo	Termly at pupil progress meetings.

	<p>Learning mentor will work to support and communicate with parents regarding pastoral needs, behaviour support and attendance.</p> <p>Subsidising Breakfast and After School Club, milk, visits and Y6 Residential visits.</p>	<p>focus on developing positive behaviour for learning, resilience, self-esteem, positivity and mindfulness.</p>	<p>Review of behaviour logs in school.</p> <p>Review of strategies with HT, LM and SENCO.</p>		
<p>Wider Experiences</p> <p>*when COVID restrictions allow</p>	<p>All PP children are VIPs at after school clubs, children are selected for out of school tournaments e.g. sporting competitions, and wider out of school activities e.g. outdoor learning experiences out of school, forest schools and residential visits.</p>	<p>To increase the wider experiences for children.</p>	<p>Sports leader to keep records of PP children attending clubs. Feedback for clubs children would like to attend.</p>	<p>HT PE Leader</p>	<p>Feedback during Spring term.</p>
<p><b>Other Approaches- Total budgeted cost</b></p>			<p>Learning Mentor role in school, cost of visits, breakfast clubs/milk, residential visits. Forest School.</p> <p>£1000 – Subsidies and Residential visits</p> <p>£1500 Resources</p> <p>£1000 Learning Experiences/Forest Schools</p> <p>£18,000 Learning Mentor Role</p>		
<p><b>Total expenditure</b></p>				<p>£41,000</p>	

6. Review of expenditure £39,376				
Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To close the gap in achievement for reading for children through school.	Success of previous actions from 2017/2018  EEF evidence for extending the school day. Breakfast is included for children attending our Early Bird Reading Club. Early Bird Reading Club	<u>READING:</u> Year 1 – 100% (1 child) Year 2: 0% ARE Year 3: 50% ARE 0% GD (2 children) Year 4: 50% ARE 25% GD (4 children) Year 5: 50% ARE 50% GD (2 children) Year 6: 80% 0% GD (5 children)  <u>Year 6:</u> (5 children) Reading: 80% achieved ARE  Reading Progress: No statistical data for 2020.	Early Bird reading club ceased in February 2020 due to a decline in attendance. Parents were contacted regarding the club and attendance but chose not to send their child/children. Reading groups/individual reading times were allocated in school time.  In January 2021 the school will review the possibility of restarting the reading club.	£7,500

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to achieve ARE in writing.	<p>Individual and small group focussed interventions with additional specialist teachers for English and maths.</p> <p>The EEF Toolkit suggests that one to one and small group tuition can be effective</p>	<p><u>READING:</u>  Year 1 – 100% (1 child)  Year 2: 0% ARE  Year 3: 50% ARE 0% GD (2 children)  Year 4: 50% ARE 25% GD (4 children)  Year 5: 50% ARE 50% GD (2 children)  Year 6: 80% 0% GD (5 children)</p> <p><u>Year 6:</u> (5 children)  Reading: 80% achieved ARE</p> <p>Reading Progress:  No statistical data for 2020.</p>	<p>Individual and small group interventions will continue in 2020/2021.</p> <p>There have been some successes with the interventions considering individual needs and starting points.</p>	£18,000
Children to achieve ARE in maths.	<p>Individual and small group focussed interventions with specialist teachers and HLTA.</p> <p>The EEF Toolkit suggests that one to one and small group tuition can be effective</p>	<p><u>MATHS:</u>  Year 1: 100% ARE  Year 2: 0 % achieved ARE  Year 3: 50% achieved ARE  Year 4: 50% achieved ARE, 25% GD  Year 5: 50% achieved ARE  Year 6: 80% achieved ARE</p> <p>No statistical data for 2020.</p>	<p>Individual and small group interventions will continue in 2020/2021</p> <p>There have been some successes with the interventions considering individual needs and starting points.</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children take part in activities. Children's enjoyment and confidence, access to opportunities. Children's willingness to try new experiences.	Music lessons offered (£80/term) Subsidised school visits (£200 ) Residential visit for Y6 (£200/child)	2 children participated in music tuition.  Visits/residential visit costs covered allowing all children to attend – developing confidence.	School is no longer part of LA music services.  Residential visit costs will continue to be funded to enable all children to have the wider experience to develop and build confidence and resilience. *residential visit cancelled due to COVID.	£1,200
<p>To improve attendance in line with national data. For attendance of pupil premium children to be in line with other pupils.</p> <p>To monitor persistent absence and punctuality of PP children. Liaise with EWO and outside agencies as required.</p> <p>To support with behaviour and pastoral care across school. Support SENCo with CAFs for families who need support.</p>	<p>Employment of a Learning Mentor (new to school September 2017)</p> <p>The learning mentor has a timetable in place to support classes/individuals and groups to improve behaviour ensuring that low –level disruption is eradicated. There is also a timetable for the LM to lead pastoral interventions.</p> <p>Attendance monitoring each ½ term with EWO. Behaviour Logs</p>	<p>Successful interventions with behaviour support, pastoral support.</p> <p>Children access and enjoy learning – developed a positive attitude to learning.</p> <p>Attendance figures for 2019/2020 Attendance: September to March 2020 95.86% (School closures in March 2020) September to July 91%</p>	<p>The role of the learning mentor is a key role in school – attendance, behaviour support, pastoral support and supporting parents/carers. This role will continue in school. The timetable will continue to be reviewed on a needs analysis basis.</p> <p>This strategy will continue. As a school we will continue to further develop systems to promote good attendance and punctuality and to provide support and guidance for parents/carers especially with regard to COVID-19.</p>	£12,958



## 7. Additional detail

Pupil premium is additional funding, from the government, provided to schools for supporting more pupils from low-income families to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

At Newton Hill Community School, we believe that all our children have an equal entitlement, and should have an equal opportunity to develop imagination and creativity, to be numerate and literate and to have a love of learning.

All our staff and governors are accountable for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision. We welcome external reviews of our provision for our disadvantaged children; our most recent review was in October 2018.

### Our Vision

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals.
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### Reporting

It will be the responsibility of the Headteacher to report to the Governors on:

- the progress made towards narrowing the gap, for socially disadvantaged pupils;
- an outline of the provision
- an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.