



Pupil premium strategy statement 2020/21: Newport Primary School

SUMMARY INFORMATION

Date of most recent pupil premium review:	July 2020	Date of next pupil premium review:	July 2021
Total number of pupils:	339 (including Nursery)	Total pupil premium budget:	Predicted £240,000 (Plus additional £5000 carry-over from 2019/20)
Number of pupils eligible for pupil premium:	170	Amount of pupil premium received per child:	£1300

STRATEGY STATEMENT

Newport Primary School's Pupil Premium strategy is a universal offer due to the fact that a high majority of our pupils are disadvantaged (factors include: social and economic deprivation; asylum seeker and refugee population; low-cost low-quality housing resulting in high migration and mobility within central Middlesbrough). Also, a number of our pupils who are not entitled to free school meals (FSM) are often disadvantaged as parents are not entitled to claim benefits but are often working in low-income, zero-hour contract jobs.

We aim to ensure that every child at Newport has equal opportunities to access high- quality education in order to raise aspirations and increase prospects for future education and employment. We employ a holistic approach to develop well-rounded children who are resilient and able to achieve their full potential in spite of numerous barriers to learning.

What has worked well:

- Overall attendance was maintained compared to the same point in the previous academic year, until the point of school closure due to COVID-19
- Therapy and pastoral interventions were beginning to improve resilience, particularly working towards EOKS assessments. Pupils who have continued to attend the setting during COVID-19 closures, and those who have returned since June 1st, have shown an ability to recover from the forced closures and rebuild their relationships. Therapy sessions have continued during closure via telephone/video conference
- School trips during Autumn term enhanced pupils' real-life experiences and supported creative curriculum work
- Pupil progress meetings with staff enabled staff to have a clearer understanding of pupil need and focused team meetings improved planning and quality of targeted intervention
- EAL adapted provision has positively impacted on the positive well-being and accelerated language acquisition of new arrivals and allowed for targeted support of key marginals within class
- Maths Mastery Specialist has worked within school to embed CBA approached and supported streaming in Year 5 and Year 6
- Sounds Write Programme was having a positive impact on outcomes. We predicted that 68% of pupils would have met the standard in the phonics screening assessment
- Writing moderation was more robust in Year 6. Year 6 staff working directly with school improvement partner (SIP) was showing a positive impact
- Restorative Practice and coaching strategies continues to develop well across the whole school; a development group led by staff is now driving the initiative forward

What hasn't worked well:

- Additional maths sessions in the afternoon for Year 5 and Year 6 pupils did not have the desired impact and led to pupils being less settled in afternoon sessions
- COVID closures have not allowed for the impact of intervention strategies to be assessed
- COVID closures have not allowed for the planned work with curriculum subjects and development of Foundation Subject Leaders to be completed
- The overall aims of our pupil premium strategy are :
 - To reduce attainment gap between the school's disadvantaged pupils and others nationally
 - ARE outcomes for each year group in school will increase by 5% based on 2018/19 outcomes
 - Constant pupils will be on track for progress based on previous Key Stage outcomes

Assessment information

Owing to COVID-19 closures in March 2020, all statutory assessments were cancelled so assessment information cannot be published for the academic year 2019/20

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Although there are no patterns in gaps of attainment between our PP and Non-PP pupils, there are differences in attainment between disadvantaged children at Newport Primary School and 'other' children nationally.

School Improvement Priorities 2020/2021:

Please note, school improvement priorities remain static in the academic year 2020/2021 due to COVID 19 whole school closure

- Improve combined outcomes and progress measures in core subject areas, across all year groups, to impact positively on last published EOKS results:
 - Maths – focus on improving application (within and across curriculum areas), basic skills and reasoning
 - Reading – continue to develop a love of reading and embed whole class teaching of key skills
 - Phonics – due to the changing nature of school with mobility levels implement a phonics programme to address needs of all pupils
 - Writing – focus on writing within and across curriculum areas, age-related expectations and accurate moderation
- Development of foundation subject leaders and evidence of progression within subjects
- Addressing identified vulnerability factors for pupils to reduce barriers to learning and improve attendance to 96% across the school
- Specific focus on White British and constant (from Reception) pupils to ensure expected progress. Prior middle and higher attainers to achieve expected EOKS outcomes

Academic barriers:

A	Social and emotional barriers to learning
B	No groups of children with specific matching barriers – no single difficulty faced by all

ADDITIONAL BARRIERS

External barriers

C	Attendance rates for pupils eligible for PP needs to be maintained
D	Complex home lives
E	Less home support to support learning (parents or carers often do not have the language to support pupils at home)

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	PPG pupils will be identified through use of in-house systems and termly pupil progress meetings. Targets around ARE and progress are built into performance appraisal meetings. Pupils' subsequent progress towards their identified targets will then be recorded and monitored using in-house data analysis.	Pupils eligible for PP will have the required interventions/support. Pupil progress will be monitored at least termly, more for pupils who are in danger of falling behind. The success criteria is that there will not be a gap with 'other' children and PP pupils at Newport.
B	Higher rates of progress across KS2 for ARE pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils identified as ARE, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established in-house and across the co-operative Trust
C	Maintain good attendance and punctuality rates for pupils eligible for PP. Attendance rates (2018/19) for pupils eligible for PP were 96.1% (excluding leavers). At point of school closure in 2019/20, attendance rates were 93.8%. If attendance is not maintained, pupils' school hours reduce and this causes them to miss vital learning, resulting in potential gaps in understanding and knowledge. A private Educational Welfare Officer (EWO) has been employed and weekly meetings are held with school Attendance Officer, PSA and a member of SLT to review current absence and work closely with families to plan support.	Overall PP attendance is maintained at 96% in line with 'other' pupils (excluding leavers). No persistent (or a reduction in) absenteeism amongst PPG pupils which will enable a greater access to learning.
D	Address issues affecting PP pupils' home lives to prevent family stress escalating – ensuring children come to school motivated and ready to learn. Enhancing school's pastoral system by professional therapeutic interventions (Play Therapy, Private EP) and in-house pastoral support (0.8 HLTA, PSA, Therapy and intervention dogs and pastoral team).	Identified pupils to engage with appropriate pastoral support either in-house or external support. Signpost vulnerable families to support networks, working alongside external agencies as appropriate, so that support offered significantly improves outcomes for families and pupils – academically, socially and emotionally. Social and emotional well-being results in pupils being able to make academic progress; PP children make required or accelerated progress to diminish differences over time.

E	Offer quality out of school hours provision from Spring 2020 (COVID-19 guidelines permitting) to identified PP children which supports and enhances their learning. Enable disadvantaged children to have greater access to a qualified teacher – additional support staff in every classroom to enable class teacher to focus on high quality group work.	Identified children's attainment is accelerated so that the 'gap' with 'other' children diminishes and is eliminated over time.
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Planned expenditure for current academic year

ACADEMIC YEAR 2020/2021					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>A/B. Attainment and progress gaps between PPG and pupils nationally decreases/closes over time.</p>	<p>Individual and tailored support for children – driven by use of in-house tracking systems. Targeted provision ensuring challenge and best outcomes for children.</p>	<p>High quality teaching and feedback in small groups with some 1 to 1 support throughout school diminishes the difference in pupils' attainment by effectively addressing gaps in learning.</p>	<p>Regular monitoring of Pupil Premium children's performance through effective marking and feedback</p> <p>Implementation of the school feedback policy</p> <p>Pupil progress meetings – termly (or half-termly as appropriate)</p> <p>Half-termly monitoring of PP children through in-house data systems</p> <p>Work closely with School Improvement Partner to challenge data and strategic management decision making</p> <p>All Year 6 pupils provided with revision books free and booster classes from January 2021</p> <p>Two Level 4 EAL specialists to provide language intervention to enable pupils to work within ARE expectations within their year group. Deliver bespoke language sessions for 6 weeks and provide targeted in-class support. To undertake and support TA's to make continued NASSEA assessments over the academic year. Part-time member of staff employed to enhance EAL provision for new arrivals</p> <p>Specialist ICT packages to support learning across the curriculum</p>	<p>All staff</p> <p>All staff</p> <p>HT/DHT</p> <p>HT/DHT/KS Leads</p> <p>AS / Team Lead</p>	<p>Termly</p>
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<p>C. Maintain attendance and punctuality.</p> <p>Attendance rates for pupils eligible were 96.1% in the academic year (2018/19). This must be maintained as a reduction in their school hours causes them to fall behind.</p>	<p>Employment of Educational Welfare Officer (one day per week) to work with families falling below our targets.</p> <p>Fortnightly updates held with relevant school staff and Attendance Officer (AO) reviewing current absence and planning how to support families.</p>	<p>High levels of attainment and progress can't be achieved if children aren't attending school. The AO, working alongside EWO, will work with parents to ensure improved attendance.</p>	<p>Weekly reviews of attendance by AO.</p> <p>Fortnightly reviews by HT/DHT/EWO and AO.</p> <p>Weekly attendance statistics including PP as a specific group.</p> <p>Focus groups with children who have low attendance</p>	<p>All staff</p> <p>Attendance Officer</p>	<p>Weekly / half termly</p>
<p>ABCD. Curriculum is well-planned, meaningful, engaging and has high quality learning experiences to provide motivation and the means to acquire secure understanding of learning outcomes.</p> <p>Parents are involved in their child's learning through opportunities provided in school and regular updates provided through development of the school website and use of media such as Facebook.</p>	<p>Teachers respond to outcomes in the work taught and adjust quickly so that it is responsive to need.</p> <p>Curriculum teams work collaboratively when writing their development ensuring cross-curricular links, particularly with Literacy.</p>	<p>"A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned." Amanda Spielman, Chief Inspector of Schools.</p> <p>A bespoke creative curriculum based on giving pupils breadth of experience and accumulation of knowledge is at the very heart of our curriculum. It is well-taught, appropriately sequenced and thoughtfully designed to ensure clear progression.</p>	<p>PPA weekly in teams – use of Microsoft Teams to facilitate</p> <p>Marking informs planning</p> <p>Half termly pupil progress meetings</p> <p>Post and Pre teaching delivered by Teachers and TA's</p> <p>Regular weekly team meeting time spent on moderation across teams from Spring 2020 - use of Microsoft Teams to facilitate if necessary</p> <p>RSC initiative implemented</p> <p>Internet Café to be implemented monthly</p> <p>Sounds Write training to be delivered to specific SLT members and new Key Stage 1 teachers and associated resources</p>	<p>All staff</p> <p>All staff</p> <p>HT/DHT/teaching staff</p> <p>All staff</p> <p>Key stage teams</p>	<p>Half-termly pupil progress meetings</p> <p>Weekly PPA time</p> <p>Regular moderation across teams (x3 per half term)</p>
<p>Total budgeted cost:</p>					<p>£144,007</p>

Targeted support

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>D. Identify and address issues affecting PP pupils' home lives.</p>	<p>HLTA – 0.8 – specific pastoral and working with parents and children</p> <p>PSA - to support vulnerable families to ensure good attendance, emotional support, many families are given level 2 support</p>	<p>Children cannot be taught effectively if they are not emotionally prepared. This is evident in the results at the end of KS2. Parents/carers cannot provide adequate/appropriate support to school and children if they are not equipped.</p>	<p>Ensure that staff are well deployed to support pupil emotional needs</p> <p>Regular meetings – half termly to discuss individual pupil needs and priorities. (Earlier if needed)</p> <p>Play therapy intervention – additional sessions purchased*</p> <p>Restorative practice training for key staff to continue – disseminate practice to staff</p> <p>Fare Share shop to be provided (food and clothes)</p> <p>Subsidised/free:</p> <ul style="list-style-type: none"> • enhanced breakfast provision • free school uniform for identified families • after-school clubs for identified families • school holiday clubs for identified families • Emergency fun <p>*50% PP, 50% SEN Funding</p>	<p>HT</p> <p>HT/Pastoral Team</p> <p>Pastoral / SENCO / DHT</p> <p>HT</p> <p>HT</p> <p>Pastoral Team</p> <p>HT/DHT/SBM</p>	<p>Ongoing</p>

<p>E. Address issues affecting children with less support at home.</p>	<p>To offer quality additional support in school and out of school hours to enhance and support learning.</p>	<p>Gaps in learning and potential lack of support outside of school has a negative impact on attainment and progress.</p>	<p>On-going rewards for pupil attendance – whole school and individual</p> <p>End of year attendance trip for pupils who have achieved 100% attendance</p> <p>January 2021 to May 2021 – after school booster sessions delivered to Y6 pupils to secure ARE in reading, writing and maths</p> <p>TVM Music delivery</p> <p>Specialist music teacher for bespoke small group lessons and choir sessions</p> <p>Wilderness Training – delivery targeted at disadvantaged pupils</p>	<p>Att Officer / HT/ DHT</p> <p>Att Officer / HT/ DHT</p> <p>Team Lead /UKS2 staff</p> <p>Music Leader</p> <p>HT</p>	<p>On-going</p>
<p>Total budgeted cost:</p>					<p>£89,927</p>
<p>Other approaches</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>
<p>ABDE. To enable every disadvantaged child to access all educational visits and trips without money being a barrier.</p>	<p>Subsidy for educational visits/trips – based on need.</p>	<p>At Newport Primary School there is a strong focus on engaging pupils in real life experiences. Creative curriculum trips are booked to enhance learning across whole school.</p>	<p>Universal offer that trips are heavily subsidised to ensure that no child misses out on enhanced learning opportunities.</p>	<p>HT</p>	<p>Ongoing</p>
<p>Total budgeted cost:</p>					<p>£20,000</p>
<p>Total cost</p>					<p>£253,934</p>

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2019/2020

TOTAL EXPENDITURE: £259,419*

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
<p>A/B. Attainment and progress gaps between PPG and pupils nationally decreases/closes over time.</p>	<p>Individual and tailored support for children – driven by use of in-house tracking systems. Targeted provision ensuring challenge and best outcomes for children.</p>	<p>Pupil progress meetings demonstrate that appropriate children were targeted and targets were specific and smart. Writing moderation in Year 6 was robust</p>	<ul style="list-style-type: none"> Empower staff to decide how interventions will be delivered Utilise full range of year group staff to deliver support to identified pupils SIP working directly with UKS2 staff had greater impact than working in silo with SLT 	<p>£58,106</p>
<p>C. Maintain attendance and punctuality.</p> <p>Attendance rates were 96.1% for eligible pupils in the academic year (2018/19). This must be maintained as a reduction in their school hours causes them to fall behind.</p>	<p>Employment of Educational Welfare Officer (one day per week) to work with families falling below our targets.</p> <p>Fortnightly updates held with relevant school staff and Attendance Officer (AO) reviewing current absence and planning how to support families.</p>	<p>Attendance rates for eligible pupils were 93.9% at the point of school closure in March 2020. This was broadly in line with attendance at the same point in the previous academic year (94.5%)</p>	<ul style="list-style-type: none"> Focus groups support greater understanding of reason for attendance issues – continue next academic year Rewards need to be half-termly. Small rewards such as stickers and pencils have little impact – rewards need to be linked to children's interests Fortnightly reviews by HT/DHT/EWO and AO need to take priority and need to continue 	<p>£7,410</p>

<p>ABCD. Curriculum is well-planned, meaningful, engaging and has high quality learning experiences to provide motivation and the means to acquire secure understanding of learning outcomes.</p> <p>Parents are involved in their child's learning through opportunities provided in school and regular updates provided through development of the school website and use of media such as Facebook.</p>	<p>Teachers respond to outcomes in the work taught and adjust quickly so that it is responsive to need.</p> <p>Curriculum teams work collaboratively when writing their development ensuring cross-curricular links, particularly with Literacy.</p>	<p>Subject Leaders were re-assigned based on audit of skills and knowledge</p> <p>Focus materials purchased</p> <p>Subject Leaders beginning to audit staff knowledge and understanding</p> <p>Coverage of foundation subjects was beginning to be audited and staff were planning for explicit teaching of skills/knowledge</p>	<ul style="list-style-type: none"> • School needs to utilise all available technology to enable parents to understand the curriculum and support at home – needs to be part of curriculum development • Cross curricular links must ensure that there is a strong focus on skills and knowledge of each foundation subject and ensure a broad and balanced curriculum is delivered 	<p>£128,501</p>
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Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
<p>D. Identify and address issues affecting PP pupils' home lives.</p>	<p>HLTA – 0.8 – specific pastoral and working with parents and children</p> <p>PSA - to support vulnerable families to ensure good attendance, emotional support, many families are given level 2 support</p>	<p>180 pupils eligible for FSM were supported throughout school closures with food and financial support</p> <p>Vulnerable families supported by PSA and HLTA</p> <p>Direct work by HLTA with two specific Reception pupils have enabled those pupils to be successful and remain in full-time education – both now accessing external support for complex needs</p>	<ul style="list-style-type: none"> • Supervision sessions need to be maintained • Events engaging parents have been beneficial in building relationships with parents and need to continue • Accessing community groups enables a wider range of community to be involved • Language support for predominant languages is essential • Find alternative ways to engage a higher percentage of parents from a range of backgrounds 	<p>£48,713</p>

E. Address issues affecting children with less support at home.	To offer quality additional support in school and out of school hours to enhance and support learning.	Pupils in Year 6 attended Booster sessions – targeted at specific pupils and was demonstrating positive impact on results and resilience Parental events were well-attended and parent feedback was good	<ul style="list-style-type: none"> School needs to utilise all available technology to enable parents to understand the curriculum and support at home Out-of school clubs should cater for children's interests 	£6,695
Action	Intended outcome	Impact	Lessons learned	Cost
ABDE. To enable every disadvantaged child to access all educational visits and trips without money being a barrier.	Subsidy for educational visits/trips – based on need.	Up until the point of school closures in March 2020, all pupils had accessed at least one educational visit to engage pupils in learning	<ul style="list-style-type: none"> Review where trips take place – buses/coaches account for a significant proportion of cost, are there venues closer to school that can be as engaging? Whole school sleepover was very successful building resilience and relationships within Year 6. Events such as this would have more impact if delivered at the beginning of the academic year as opposed to at the end e.g. Year 6 field trips Utilise outdoor space at school for learning opportunities 	£10,000
Total cost				£259,419

***A decision by Governors was made to continue to pay SLA's and costs for external partners despite school closures in-line Government guidance therefore there is minimal carry-over into academic year 2020/21**