



Pupil Premium Strategy Statement 2021/22

School overview

Metric	Data
School name	Newport Primary school
Pupils in school	329
Proportion of disadvantaged pupils	58%
Pupil premium allocation this academic year	254,083
Academic year or years covered by statement	2021/2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	Patricia Maxwell
Pupil premium lead	Stacey Carlisle
Governor lead	Julie Thomas

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-4.58
Writing	-6.71
Maths	-7.67

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	34%
Achieving high standard at KS2	0
Measure	Activity
Priority 1	Work towards higher % of pupils achieving ARE across school in Maths. Ensure that all staff are

	embedding the use of White Rose Hub materials/strategies.
Priority 2	Whole school strategy of the use of whole class reading sessions to promote reading comprehension skills.
Priority 3	Phonics – use of Sounds Write fully embedded in EYFS and KS1. Delivered to identified KS2 pupils. (Sessions delivered by fully trained staff)
Priority 4	Writing – Continue to use whole school strategies to improve % of pupils attaining ARE. (RSC, whole school active approach writing days, school overview of genre implemented consistently across school)
Barriers to learning these priorities address	<p>Academic Barriers:</p> <p>Social and emotional barriers to learning and complex home lives mean that PP can lack focus on concentration and result in gaps in learning. All staff trauma informed and restorative trained.</p> <p>Less home involvement to support learning (parents or carers often do not have the language/skills to support pupils at home)</p>
Projected spending	£175,683

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve increased national average progress scores and narrow the gap between school and national	June 22
Progress in Writing	Achieve increased national average progress scores and narrow the gap between school and national	June 22
Progress in Mathematics	Achieve increased national average progress scores and narrow the gap between school and national	June 22
Phonics	Close the gap between school and national average expected standards in phonics screening check	June 22.
Other	Improve attendance of disadvantaged pupils to national average	July 22.

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

Measure	Activity
Priority 1	Work towards higher % of pupils achieving ARE across school in Maths. Ensure that all staff are embedding the use of White Rose Hub materials/strategies.
Priority 2	Whole school strategy of the use of whole class reading sessions to promote reading comprehension skills.
Priority 3	Phonics – use of Sounds Write fully embedded in EYFS and KS1. Delivered to identified KS2 pupils. (Sessions delivered by fully trained staff)
Priority 4	Writing – Continue to use whole school strategies to improve % of pupils attaining ARE. (RSC, whole school active approach writing days, school overview of genre implemented consistently across school)
Barriers to learning these priorities address	Social and emotional barriers to learning and complex home lives mean that PP can lack focus on concentration and result in gaps in learning. All staff trauma informed and restorative trained.

	Less home involvement to support learning (parents or carers often do not have the language/skills to support pupils at home)
Projected spending	£175,683

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing breakfast provision for all with Magic Breakfast subscription
Priority 2	SLA in place with EWO to support families with attendance issues
Priority 3	Embed restorative practice across whole school to provide pupils with language of emotions
Priority 4	Provide pupils with meaningful enrichment activities to increasing their cultural capital
Barriers to learning these priorities address	<p>Social and emotional barriers to learning and complex home lives mean that PP can lack focus on concentration and result in gaps in learning. All staff trauma informed and restorative trained.</p> <p>Less home involvement to support learning (parents or carers often do not have the language/skills to support pupils at home)</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils</p>
Projected spending	£81,646

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that practitioners are using White Rose and Sounds Write materials effectively	HT/DHT and Literacy and Numeracy Subject leads to regularly monitor use of materials
Targeted support	Ensuring that SLT effectively support staff to track pupil progress in order to ensure individual progression.	Expectation that staff will document specific interventions post pupils progress meetings
Wider strategies	Engaging the families facing the most challenges	Work closely with pastoral team, EWO and attendance officer to improve attendance and readiness to learn

Review: 2021/22 aims and outcomes

Aim	Outcome
Progress in Reading	
Progress in Writing	
Progress in Mathematics	
Phonics	