



Newborough Church of England Primary School

Pupil Premium Grant Report

2020 – 2021

1. Summary information					
Academic Year	2020-21	Total PP budget	£51,100	Date of most recent PP Review	July 2020
Total number of pupils	214	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2021

2. Current attainment		
<i>2019 data based on 27 pupils eligible for PP and 151 pupils not eligible for PP</i>	<i>Pupils eligible for PP Y1-6</i>	<i>Pupils not eligible for PP</i>
% achieving expected levels in Reading,	52%	81%
Writing	41%	80%
Maths	48%	81%
% making expected progress in Reading	89%	92%
% making expected progress in Writing	93%	94%
% making expected progress in Maths	96%	92%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor attention and listening skills of PP children
B.	Undiagnosed learning difficulties of PP children

C.	Social and emotional difficulties of PP children	
D.	Low levels of expressive and receptive language of PP children	
E.	Low prior attainment of PP pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Attendance	
B.	Low parental engagement – limited support with reading and homework, not attending parents evening, or other information sharing events	
C.	Tiredness and lack of routine	
D.	Complex family situations that impact on children’s ability to engage and participate in the learning environment	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the gap in reading, writing and maths for PP children in Y1	50% of PP children in Year 1 will be attaining at age expected levels in reading, writing and maths
B.	To close the gap in reading, writing and maths for PP children in Y2	50% of PP children in Year 2 will be attaining at age expected levels in reading, writing and maths
C.	To close the gap in reading, writing and maths for PP children in Y3	100% of PP children in Year 3 will be attaining at age expected levels in reading, writing and maths
D.	To close the gap in reading, writing and maths for PP children in Y4	50% of PP children in Year 2 will be attaining at age expected levels in reading, writing and maths
E.	To close the gap in writing for PP children in Y5	67% of pp children in Year 5 will be attaining at age expected levels in writing
F.	To close the gap in reading, writing and maths for PP children in Y6	56% of PP children in Year 6 will be attaining at age expected levels in reading, writing and maths

5. Planned expenditure					
Academic year	2020-21				
i. 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?
Sensory Circuits supporting children to be ready to learn at the start of the school day	Sensory Circuits in place each morning	A number of children struggle coming into school each morning and are not ready to learn. This will help to reduce anxiety, heightened/low energy levels. Teachers and parents report the positive effect of this provision which we have used successfully for several years	Monitoring through observation and class teachers' feedback as to how well the children manage first thing in the morning and feedback from parents/TAs running the groups	HG	December 2020
All identified support and interventions take place and are of a high quality	Precision Teaching SALT tasks 5 Minute Box 1:1 Reading/ Comprehension Booster Groups	To ensure planned support takes place and is delivered effectively. All interventions used have been proven to be effective for several years.	Deputy Head to monitor the delivery of interventions and support as part of appraisal process	HG	December 2020
Total budgeted cost					£44,451.23
ii. 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?
Attendance of PP children is the same or higher than non pp children	Headteacher to monitor children's attendance on a daily basis and to meet with parents if attendance is of concern	Attendance impacts on children's attainment and progress as well as their social development and friendships.	Headteacher will record all discussions via CPOMS and this will be monitored by the FGB	BM	December 2020
Children are provided with an improved lunch-time experience.	New Peer mediators will be selected and trained so help children develop their strategies to resolve conflicts; continue to develop the behaviour	Improved play time experience allows children to focus on learning when they return to the classroom rather than conflicts which have occurred.	Monitoring of play/lunch time incidents being reduced	BM/HG	December 2020

	management skills of mid-day supervisors, including newly appointed staff Alternative indoor lunch club provision supporting social interaction, pro-social behaviour, and additional support for children who cannot cope				
Children with emotional and family issues are well supported and continue to make good academic progress	Play Therapy accessed through Little Miracles/ YMCA	Children's emotional well-being supported has an impact on their willingness and ability to learn	Monitoring of progress termly, monitoring of behaviour logs and exits, monitoring of effectiveness of therapy accessed	BM	December 2020
To provide children with an enhanced curriculum	Funded trips and booking visitors in to the school at no cost to the families	Access to experiences that many would otherwise not have. This supports their engagement and enjoyment of learning and impacts their progress	Regular planning and book checks show that visits/ visitors to school enhance learning and impact on pupil outcomes	BM	Termly
To ensure all children can access a wider school curriculum irrespective of family income	Free provision of after school clubs Subsidised breakfast and after school child care	Access to wider experiences	Monitoring of all after school clubs Parent feedback	BM, RM	Termly
For children to have access to an adult to discuss any concerns or issues that are affecting them	Talk Time with TA	Children will be better able to focus on their learning if they are not worrying about issues causing concern	JG to mentor HLTA and monitor issues as they arise.	TAs, HG	Termly
Total budgeted cost					£7,931.20