

# Pupil Premium Strategy

## School Overview

Metric	Data
School Name:	Newport Community School Primary Academy
Pupils in School	510
Proportion of Disadvantaged pupils in school	13%
Pupil Premium Allocation this year	£85,000
Academic years covered by statement	19/20 and 20/21
Publish date:	Feb 2020
Review date:	July 2020
Statement authorised by:	
Pupil Premium Lead:	Gillian Courtenay
Governor Lead:	Kim Baker

## Disadvantaged Pupil Scores last academic year

Measure	Score
Reading Progress	-4.05
Writing Progress	-2.71
Maths Progress	-2.59

Measure	Score
Meeting Expected Standard at end of KS2	64%
Achieving a High Standard at end of KS2	

## Teaching Priorities – Tier 1 – Quality First Teach

Measure	Activity
<b>Priority 1 – Review and Professional Development</b>	Improve the quality and impact of the teaching of reading across the school. ( Direct link to School Improvement Plan – detailed in reading action map)
<b>Priority 2 – Explore and Prepare</b>	Undertake a trial of strategies linked to research that will impact on and support children’s working memory to support vocabulary development, secure spelling application and retention of maths key facts. (Direct link to School Improvement Plan – detailed in reading, writing, communication and maths action maps)
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>Engagement with reading – range of texts, development of comprehension skills,</li> </ul>

	<ul style="list-style-type: none"> <li>Application of accurate spelling, retention of key maths facts to support fluency and development of vocabulary</li> </ul>
<b>Project spending</b>	£40, 000 To include: Leadership time Professional development time

### Teaching Priorities for Current Academic Year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
<b>Progress in Reading</b>	<ul style="list-style-type: none"> <li>Reading progress is sustained in KS2</li> <li>Progress measures are at least inline with National Average.</li> <li>Disadvantaged pupil's progress is inline with other pupils in school's cohort</li> <li>Disadvantaged prior attainment pupils at KS1 achieve a high score at the end of KS2.</li> </ul>	July 21
<b>Progress in Writing</b>	<ul style="list-style-type: none"> <li>Progress measures are at least inline with National Average</li> <li>Disadvantaged pupil's progress is inline with other pupils in school's cohort.</li> <li>Disadvantaged prior attainment pupils at KS1 achieve a high score at the end of KS2.</li> </ul>	July 21
<b>Progress in Mathematics</b>	<ul style="list-style-type: none"> <li>Progress measures are at least inline with National Average</li> <li>Disadvantaged pupil's progress is inline with other pupils in school's cohort.</li> <li>Disadvantaged prior attainment pupils at KS1 achieve a high score at the end of KS2.</li> </ul>	July 21
<b>Phonics</b>	<ul style="list-style-type: none"> <li>Sustain outcomes significantly above National Average in Phonics Screening Check</li> </ul>	July 20
<b>Attendance of FSM group</b>	<ul style="list-style-type: none"> <li>Attendance of Disadvantaged group is inline with whole school attendance and target of 97%</li> </ul>	June 20

### Targeted Academic support for current academic year – Tier 2

<b>Measure</b>	<b>Activity</b>
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<b>Priority 1</b>	<p>Target groups of children receiving focus reading sessions with teachers and teaching assistants.</p> <p>Target groups identified by specific needs including pupils working at Keep up and potential for achieving Greater Depth:</p> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Comprehension</li> <li>• Engagement with wider reading</li> </ul>
<b>Priority 2</b>	Targeted 'Keep up' phonics review and application sessions for targeted pupils in year 2. (Pupils who didn't or just achieved PSC)
<b>Barriers to learning these priorities address</b>	Improving reading and phonics skills to support efficient application of phonic knowledge for reading and spelling.
<b>Project Spend</b>	<p>£25, 000</p> <p>To include: Staffing costs: Teacher and Teaching Assistant Leadership Time</p>

### Wider Strategies for Academic Year – Tier 3

<b>Measure</b>	<b>Activity</b>
<b>Priority 1</b>	Learning mentor sessions to support the SEMH needs of identified pupils.
<b>Priority 2</b>	Purchased support of EWO to work with families in school and across Trust schools
<b>Barriers to learning these priorities address</b>	<p>Improving attendance</p> <p>Developing resilience</p>
<b>Project spend</b>	<p>£20,000</p> <p>To include: Learning Mentor staffing costs Education Welfare Buy in</p>

### Monitoring and Implementation:

<b>Area</b>	<b>Challenge</b>	<b>Mitigating Action</b>
<b>Tier 1</b>	Implementing at classroom level the areas identified from core leaders	Time committed with SLT and Teaching and Learning team to agree improvement steps and how these are

	monitoring of the impact of actions.	being implemented to impact on Quality First Teaching.
<b>Tier 2</b>	Sustaining the improvements made due to target support from Reading Leader.	Reading lead priorities professional feedback time with teachers to check continuing progress and strategies are adapted/ changed as needed.
<b>Tier 3</b>	Establishing links and consistent approaches for families who have children in different settings.	SLT sharing information and early concerns to coordinate Early Help Work across settings.

### Review last year's aims and outcomes:

<b>Aim</b>	<b>Outcome</b>
<b>Aspirational attainment targets to be achieved for Disadvantaged Pupils and progress to be better than National and peers:</b> <b>Year 1 phonics</b> <b>Year 2 and year 6 EXS</b> <b>Year 6 Greater depth</b>	<p>All PP pupils achieved the PSC. This is a consistent trend over time. Attainment targets at KS1 met.</p> <p>Attainment targets not met at Key Stage 2 – and progress – particularly in reading below others nationally. Stamina, reading widely, word understanding and comprehension are barriers to achievement at KS2.</p>
<b>Raise attendance</b>	Attendance for this group of pupils is below the National Average for all pupils.
<b>Disadvantaged children in the EYFS to make fast and secure progress with Speech and Language support.</b>	All pupils discharged by Autumn of Year 1 with not additional needs identified. This target Speech and Language support followed on from focused work in the Nursery both with children and with families. (Workshops and Parenting courses)
<b>Pastoral support provided for children and families to remove barriers to learning.</b>	<p><b>R- 3/6 received nurture/pastoral provision- only 1/6 continued into Y1 on Early Help plan</b></p> <p><b>YR- Y6, 50%+ of each disadvantaged group in each year group had key staff member for family communication/engagement</b> (Deputy Head, learning mentor, Early Help Leader) ensuring <b>issues dealt with and resolved</b>- supporting a variety of wider issues.</p>

	<p><b>YR-Y6- 24 children provided with open access pastoral support through the year.</b></p> <p><b>100% children and parent exit questionnaires for learning mentor evidence positive outcomes and issues supported and/or resolved</b></p>
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