

**Newport Community School Primary Academy**  
**Disadvantaged Strategy for 2018-2019**  
**2017-2018, Pupil Premium Funding Outcomes**

Parent Information, Autumn 2018

### **The National Disadvantaged Strategy**

The Pupil Premium funding is given to schools by the government with the aim of targeting learning for specific groups of children who are identified as 'disadvantaged':

- Pupils on Free School Meals (FSM), or those that have been identified for FSM in the past six years ('Ever 6 FSM').
- Looked After Children (LAC) for at least one day and children adopted from care

There is also funding given to children belonging to service families, known as Service Premium.

The funding is added to the planned expenditure already in place to meet the needs of all children in school, in order for them to make good to outstanding progress in their learning as measured by a variety of government measures (e.g. OFSTED, Analyse School Performance, data from key stage assessments).

### **Overview of Newport Community School Primary Academy**

<b>2018-2019, figures as Sep 2018</b>			
<b>Number of pupils on roll, including nursery</b>	498 (446 school, 52 nursery) 14% PP YR-Y6 4% PP YN		
	Early Years (3/4yrs)	YR-Y6	Total
Number of <b>pupils benefitting from PP</b>	2	63 (including 2 LAC)	65
Total <b>amount of PP to be received in 2018-19 (est.)</b>	£552	£83,652	£84,204
<b>2017-2018, figures as July 2018</b>			
<b>Number of pupils on roll, including nursery</b>	522 (442 school, 80 nursery)		
Number of <b>pupils benefitting from PP</b>	9 EYPP 11% 72 YR-Y6 16%		
Total <b>amount of PP received in 2017-18</b>	£85,425		

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## Pupil Premium Funding Expenditure for Children 2017-2018

This table shows parents the impact of Pupil Premium funding at Newport Community School, for 2017-2018

<b>Strategy/Intervention</b>	<b>Resources/Costs</b>	<b>Measurable Outcome</b>
<p>Quality First Teaching</p> <p>Intervention Teacher- one day a week, Y2-Y6 focus</p> <ul style="list-style-type: none"> <li>➤ GDS focus- Literacy, Maths intervention in the morning for identified pupils, mentoring 1-1</li> <li>➤ EXS focus- intervention for Literacy and Maths, small group</li> <li>➤ Attendance, home learning focus across intervention</li> </ul>	£10,000	<ul style="list-style-type: none"> <li>➤ See <b>data outcomes for disadvantaged pupils in Y2-Y6.</b></li> <li>➤ See <b>Intervention Support Teacher data records for 2018-</b> 10/14 pupils targeted for GDS met targets; all achieved personal targets set in relation to curriculum objective/home learning, etc</li> </ul>
<p>Teachers:-</p> <ul style="list-style-type: none"> <li>➤ Supporting KS2 ability grouping, daily teaching for Y6 mathematicians, smaller classes.</li> <li>➤ Daily teaching a lower ability guided reading group in Y6.</li> <li>➤ Booster classes for Y6, children off track receiving PP funding were invited to a booster class as a club after school. 4 teachers</li> <li>➤ Y1 Phonics/Homework Club/Fit for Fun/Go Wild Friday, targeted intervention for children and families to engage with literacy/maths and learning.</li> <li>➤ Maths, Literacy termly workshops offering</li> </ul>	£38,640	<p>See <b>Y6 attainment and progress results:</b></p> <ul style="list-style-type: none"> <li>• <b>PP pupils attaining EXS+ combined in reading, writing and maths has been above national PP</b> and the disadvantaged '<b>gap</b>' with '<b>non</b>' national attainment is <b>positive</b> (2016 +6%; 2017 - 10%; 2018 +3%)</li> <li>• <b>In reading, writing and maths, school PP pupils attaining EXS+ is higher than national PP pupils for the past three years and the 'gap' compared to non PP national attainment is decreasing</b> for the past three years in reading, writing and maths.</li> </ul> <p>See <b>Y1 Phonics Screen</b> and <b>Y2 attainment and progress results:</b></p>

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<p>opportunities for families to work alongside their children.</p> <p>➤ Support staff targeted for complex PP/SEN children and EXS in Y1-Y5.</p>		<ul style="list-style-type: none"> <li>• <b>Rapid progress has been made in lessening the gap in PP attainment of the Y1 Phonics Screen pass over the past three years, within school and nationally with non-disadvantaged pupils (national <b>2016</b> -39%, <b>2017</b> -13%, <b>2018</b> +4%).</b></li> <li>• <b>There is an improving trend for PP attaining EXS+ combined in reading, writing and maths in Y2- 43%/55%/71% and this will impact on closing the gap with non PP attainment.</b></li> <li>• <b>In Y2 reading, writing and maths, school PP pupils attaining EXS+ is higher than national PP pupils for the past three years and the 'gap' compared to non PP national attainment is decreasing for the past three years in reading, writing and maths.</b></li> <li>• <b>There is an upward trend in PP pupils attaining GDS in reading, writing and maths for the past three years, above national PP pupils.</b></li> </ul>
<p>Parental Engagement</p> <p>Learning Mentor</p> <p>➤ Pupil referrals for additional pastoral support in school.</p> <p>Solihull Programme- EY Supervisor</p> <p>Early Years Open Evenings</p> <p>Deputy Head/Inclusion- Early Help intervention.</p>	<p>£14,300</p>	<p>➤ <b>Record from Learning Mentor of impact; 18/27 children receiving intervention over the year were from disadvantaged families (66%). The majority of pupils met their personal targets despite pastoral needs within the year. All child and parent voice evaluations were returned.</b></p> <p>➤ <b>Parent evaluation responses to Solihull</b></p>

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		<p>parenting programme were <b>100% positive.</b></p> <p>➤ <b>Early Help cases-</b> 13 assessments through the year, 8 active cases. 9/13 (69%) were PP families and all scaled scores showed a lessening level of need or escalation to Child in Need/Child Protection.</p>
<p>Teaching Assistants:</p> <ul style="list-style-type: none"> <li>➤ Nursery/Reception: Speech Link, Language Link, phonics and maths intervention, fine motor skills, THRIVE.</li> <li>➤ Year 1: speech and language programmes, grouping in phonics, learning support for teacher to target children.</li> <li>➤ Year 2: targeted phonics for those pupils not passing Y1 screen, learning support for teacher to target children.</li> <li>➤ Year 3-6: KS2 grouping, teaching assistant across each year group to support ability grouping and targeted support, Intervention Teacher and Teacher (see above).</li> <li>➤ 1-1 reading twice a week for Y2-Y6.</li> </ul>	£28,517	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>➤ The <b>difference in attainment of GLD both within school and nationally compared to 'other' pupils is decreasing rapidly</b> d (<u>school 2016</u> -58%, <b>2017</b> -19%, <b>2018</b> +7%; <u>national 2016</u> -43%, <b>2017</b> +2%, <b>2018</b> +27%)</li> <li>➤ 5/5 PP children in YR children made progress in their speech and/or language; <b>0 children requiring speech/language additional intervention in Y1.</b></li> <li>➤ <b>100% PP children made a 'good level of development' and the 'gap' closed to +7%. Case studies of those children in reception that did not make a GLD.</b></li> <li>• <b>Y1- Rapid progress has been made in lessening the gap in PP attainment of the Y1 Phonics Screen pass over the past three years, within school and nationally with non-disadvantaged pupils (national 2016 -39%, 2017 -13%, 2018 +4%).</b></li> <li>• <b>Y2, 6 pupils were re-screened for phonics, 2</b></li> </ul>

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		<b>were disadvantaged pupils, 2/2 passed.</b>
<p>Meal Time Assistants:-2</p> <ul style="list-style-type: none"> <li>➤ Targeting children requiring additional support for social, emotional mental health or communication and interaction inclusion at lunchtimes.</li> <li>➤ Learning Mentor available for 'drop in' sessions 3 lunchtimes a week.</li> </ul>	£3,409	<ul style="list-style-type: none"> <li>➤ <b>Targeted support at lunchtime and break time for individuals has supported their social relationships, social skills and social emotional mental health- see LM files.</b></li> <li>➤ One child is at risk of exclusion and this provision supports social relationships and communication.</li> </ul>
<p>Senior Leadership- 1 day a week across 3 members of SLT, non-class based.</p> <ul style="list-style-type: none"> <li>➤ Head Teacher targeting attendance issues.</li> <li>➤ Deputy Head- lead for children receiving Pupil Premium funding, leading provision across school, including working as a Lead Professional for families, Early Help referrals to the school's Learning Mentor, monitoring intervention of teaching assistants and teachers, multi-agency referrals.</li> <li>➤ Pupil Progress Meetings- to share strategies and plan/review impact.</li> <li>➤ Senior leaders working in teaching and learning (Head Teacher, Assistant Head Teacher for Y1-Y6, Deputy Head with Inclusion staff, Early Years Leader with EYFS staff). Lesson observations, book scrutiny, planning evaluations, appraisal reviews and analysis of data with staff.</li> </ul>	£15,471	<ul style="list-style-type: none"> <li>➤ <b>Attendance of children receiving Free School meals (FSM) for 2017-2018 is 93%, (2017, 96.2% 2016-95.7%; 2015-95%; 2014-94.7%) compared to whole school attendance 96.1%.</b> This area continues to be targeted by the school and the Head Teacher works with families to achieve attendance targets.</li> <li>➤ <b>Transition- in Y6, 4/10 disadvantaged pupils received additional transition support,</b> attending Park School's transition group or 1-1 pastoral support from the Learning Mentor or Deputy Head. <b>All children made a positive transition as fed back by pupils, parents and school.</b></li> <li>➤ Deputy Head's role has had impact in a variety of ways: <ul style="list-style-type: none"> <li>• <b>Early Help with Team Around the Family (TAF) meetings to support children and families, improving</b></li> </ul> </li> </ul>

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		<p><b>attendance and accessing services.</b> See records for Early Help.</p> <ul style="list-style-type: none"> <li>• Requests for support from families has resulted in referrals for pastoral support within school- <b>18/27 (66%) children seen were from disadvantaged families and 100% feedback was supportive from pupils and parents.</b></li> <li>• Agency referrals- the <b>school has financed additional support from agencies</b> (SEMH Team, additional EP hours, DACS) and funding for disadvantaged children with complex additional needs (Y1/1)</li> <li>• <b>Smooth transition from other settings as information shared</b> and transition meetings held if required- Pilton, Park Great Torrington and early year's settings, transition arrangement records.</li> <li>• <b>Meetings with parents to raise awareness of intervention and provision</b> e.g., extra-curricular clubs, learning workshops, agency referrals, curriculum</li> </ul>
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		<p>interventions, booster programmes. This has resulted in some families engaging when they were not before- see workshop meeting records.</p> <ul style="list-style-type: none"> <li>➤ <b>Pupil Progress Meetings- impact on communication with parents, whole school focus on disadvantaged children, monitoring of progress to target, impact on attendance, referrals to other agencies</b>, teachers following up action with parents.</li> <li>➤ See <b>Pupil Profile</b> records.</li> </ul>
Resources/Transport/Residentials (Y4, 1 pupil with additional staffing/resources; Y5 residential 2 pupils with additional staffing)	£800	<ul style="list-style-type: none"> <li>➤ <b>Impact of specific resources bought for individuals</b> based upon reports from multi agency teams.</li> <li>➤ Transport/resources provided at times to ensure pupil/s can access an extra-curricular opportunity, e.g. club or residential; <b>impact of full inclusion with peers and opportunities for social skills development.</b> Parent/child voice feedback 100% positive.</li> </ul>
Administration Support:	£1,100	<ul style="list-style-type: none"> <li>➤ Support for families through Deputy/Learning Mentor/office in completing forms- referrals and evaluations, liaising with parents for meetings. <b>Impact on children as efficient systems in place to ensure action is followed up.</b></li> </ul>

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	Total: £94,431	
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<b>Total amount of PP funding received in 2017-2018</b>	£82,854
<b>Total amount of spending related to PP in 2017-2018</b>	£94,431



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## Report for Parents: Educational Outcomes for Disadvantaged Pupils in 2016-2017

Impact of pupil premium funding for pupils across Reception to Year Six

### Reception Data

*2018 Target: To diminish the difference in the percentage of disadvantaged children, compared to 'other' children in the school and nationally, meeting:*

- EYFS GLD

**Success criteria: To diminish the difference between disadvantaged pupils and non-disadvantaged pupils, meeting a GLD. Achieved.**

### **National difference**

2018 +27%; 2017- +2% 2016 -43%; 2015 -46%;

### **School difference**

2018 +7% 2017-19%; 2016-58%; 2015-60%

### Outcome

**Attainment comparison for disadvantaged and non-disadvantaged pupils has improved this year** both within school and nationally, recording a significantly improved trend over time.

### **Action**

- Deputy Head (DH) for Inclusion and Assistant Head Teacher for Early Years to meet for target setting in the autumn 2018 and review progress regularly with teachers. Intervention focus on EY for family engagement (Speech link, Language Link, Health including Health Visitor/School Nurse/Speech therapist, Book Start, Solihull, Early Help, DH role).
- Case studies prepared for 2018 of those disadvantaged pupils not making a GLD record the progress achieved.

### Y1 Phonics Screen

*2018 Target: To diminish the difference in the percentage of disadvantaged children, compared to 'other' children in the school and nationally, meeting:*

- Y1 Phonics required standard

**Success criteria: To diminish the difference between disadvantaged pupils and non-disadvantaged pupils, meeting the phonics standard (32+). Achieved**

### **National difference**

2018- +4% 2017 -13%; 2016 -39%

(based upon 2017 data- awaiting 2018)

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## School difference

2018- -7% 2017 -17%; 2016 -41%

### Outcome

- Both school and national data evidences PP children closing the gap with 'non' PP children in meeting the Y1 Phonics screen attainment (pass 32+).

### Action

- Phase Leader for Y1/2, to share target setting with Deputy Head for Inclusion, monitoring and evaluating systems in pace with Phase Leader. Phonics club from the autumn term targeting vulnerable children.

## Y2 Data

2018 Target: To diminish the difference in the percentage of disadvantaged children, compared to 'other' children in the school and nationally, meeting:

- Y2 expected standard

**Success criteria: To diminish the difference between disadvantaged pupils and non-disadvantaged pupils, meeting expected standard in reading, writing and maths in Y2. Achieved**

## National difference

### Y2 Combined standard in Reading, Writing and Maths

2018- -13% 2017 -33%; 2016 -36% (based upon 2017 data- awaiting 2018)

### Y2 Standard in Reading

2018- +7% 2017 -15%; 2016 -21%

### Y2 Standard in Writing

2018- -1% 2017 -17%; 2016 -27%

### Y2 Standard in Maths

2018- -8% 2017 -15%; 2016 -20%

### Y2 Combined Greater Depth Secure (GDS) in Reading, Writing and Maths

Inconsistent 2018- -14% 2017 -16%; 2016 -8%

### Y2 GDS in Reading

Inconsistent 2018- +5% 2017 -24%; 2016 -15%

### Y2 GDS in Writing

Inconsistent 2018- -1% 2017 -25%; 2016 -13%

### Y2 GDS in Maths

Not achieved 2018- -29% 2017 -13%; 2016 0%

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## School difference

Y2 Age Related Expectation+ (ARE)- required standard Reading (R) Writing (W) Maths (M)				
	2016 - 2017	December 2017 assessment	April 2018	July 2018
Disadvantaged pupils (7) <i>1 disadvantaged pupil= 14.2%</i>	71, 71, 57	71, 71, 71	86, 71, 71	86, 72, 71
'Other' pupils	92, 92, 86	93, 96, 95	91, 96, 95	91, 93, 96
Disadvantaged 'difference' in % meeting ARE	21, 21, 29	22, 25, 24	5, 25, 24	5, 21, 25

## Outcome

- Y2 difference in attainment is stronger than 2017 in reading and maths and the same in writing
- **The difference in meeting expected standard in reading, writing and maths is one pupil or less.**

## Action

- **Targeted work for disadvantaged children and families in early years is having positive outcomes for these pupils. Therefore, we believe the children and families now engaging will have more of an impact on outcomes as their children reach Y2.** These children are being targeted to attend clubs, staff are supporting their parents to attend induction or parent meetings and to enjoy the wider curriculum of the school.
- **Further resources will be targeted towards Y1 and Y2 pupils from disadvantaged families,** particularly those identified with special educational needs and pupils to be boosted to age related expectations.

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## Y6 Data

*To diminish the difference in the percentage of disadvantaged children, compared to 'other' children in the school and nationally, meeting:*

- Y6 expected standard
- Y6 Greater Depth

**Success criteria:** To diminish the difference between disadvantaged pupils and non-disadvantaged pupils, meeting expected standard in reading, writing, maths and punctuation, grammar and spelling in Y6.

### **National difference**

#### **Y6 Combined standard in Reading, Writing and Maths**

2018- **+3%** 2017 **-10%**; 2016 **+6%** (based upon 2017 data- awaiting 2018)

#### **Y6 Standard in Reading**

2018- **+3%** 2017 **+9%**; 2016 **-5%**

#### **Y6 Standard in Writing**

2018- **-11%** 2017 **-10%**; 2016 **+21%**

#### **Y6 Standard in Maths**

2018- **0%** 2017 **-9%**; 2016 **+24%**

#### **Y6 Combined Greater Depth Secure (GDS) in Reading, Writing and Maths- check national non**

**Inconsistent** 2018- **-14%** 2017 **-16%**; 2016 **-8%**

#### **Y6 GDS in Reading**

**Inconsistent** 2018- **+5%** 2017 **-24%**; 2016 **-15%**

#### **Y6 GDS in Writing**

**Inconsistent** 2018- **-1%** 2017 **-25%**; 2016 **-13%**

#### **Y6 GDS in Maths**

**Not achieved** 2018- **-29%** 2017 **-13%**; 2016 **0%**

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Y6 Age Related Expectation+ (ARE)- required standard				
Reading (R)   Writing (W)   Maths (M)				
	2016 - 2017	December 2017 assessment	April 2018	July 2018
Disadvantaged pupils (10;   2 SEN)  1 disadvantaged pupil= 10%	80, 90, 80	90, 90, 80	90, 90, 80	70, 90, 70
'Other' pupils	88, 91, 86	96, 94, 93	94, 94, 93	87 96 94
Disadvantaged 'difference' in % meeting ARE	8, 1, 6	6, 4, 13	4, 4, 13	17, 6, 24

- In Y6, 'the difference' in reading, writing and maths is more than in 2017
- The difference in meeting expected standard in reading and writing is 1 pupil or less, in maths it is two pupils or more.

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**2017-2018**

➤ **Enrichment and extra- curricular opportunities targeted towards disadvantaged children and families**

Context	Year	Outcome
<p>To encourage literacy development and enthusiasm for lifelong reading.</p> <p><b>Pupil borrows regularly form the library.</b></p>	<p>Y1- 5/7</p> <p>Y2-5/7</p> <p>Y3- 7/10</p> <p>Y4- 9/11</p> <p>Y5- 5/10</p> <p>Y6- 3/7</p>	<p><b>In most year groups (Y1-4) 70-80% of disadvantaged pupils are borrowing library books regularly.</b></p> <p>Target- Y5 and Y6 will need further encouraging and targeted intervention by their teacher next year.</p>
<p>To participate in school life, engaging in an extra-curricular club.</p> <p><b>Pupil is attending or has attended a club in the year.</b></p>	<p>Y1- 7/7</p> <p>Y2- 7/7</p> <p>Y3- 9/10</p> <p>Y4- 11/11</p> <p>Y5- 9/10</p> <p>Y6- 6/7</p>	<p>The school offers a wide variety of clubs and this impact can be seen in engaging potentially groups of children that can face barriers to joining clubs due to financial restraints.</p> <p><b>The outcomes are that 85-100% of pupils engage in extra curricular activity.</b></p>
<p>To learn study skills for lifelong learning.</p> <p><b>Pupil completes home learning regularly.</b></p>	<p>Y1- 6/7</p> <p>Y2-Y6- 100%</p>	<p><b>This area is very successful for disadvantaged pupils in school with 100% of pupils in Y2- Y6 completing homework regularly.</b></p> <p>Teachers liaise closely with families and there is a high expectation that all children complete home learning.</p>
<p>To engage with a residential trip, to develop independence, self-confidence, social skills, teamwork and specific skills or knowledge related to the residential.</p> <p><b>Pupil attends a residential during their time at primary school.</b></p>	<p>Y3- 3/10</p> <p>Y4- 6/11</p> <p>Y5- 6/10</p> <p>Y6- 3/7</p>	<p><b>The data suggests that growing numbers of disadvantaged families are able to support their child to attend a residential.</b> As we have focused our work on engaging families, it can be seen that the younger year groups (Y3-5) are engaging with residential. There can be a financial barrier to attending a residential and</p>

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		we've worked with families to allow longer payment periods and staggered payments.
<p>To understand the learning taking place in the classroom; pupil and family member learning alongside each other. To support life-long learning and expectation.</p> <p><b>Parent-child workshop/club engagement.</b></p>	<p>YN/R- Book Start, 4/5 families attended- 6 week programme</p> <p>YR-Y2: Termly, Go Wild Friday, 12/13 families attended</p> <p>YN-Y6, Solihull Parenting Group; 2/2 families attended- 8 week programme</p> <p>Y1/2 plus siblings invited to special events, Book Club- 8/8 children attended- weekly</p> <p>YR, Y1 Phonics Club- R 8/8 focused session, Y1 spring term, 4/4 pupils attended.</p> <p>Y1-Y6, Home Learning;</p>	<p><b>Data from this year shows the school is engaging with families that in the past have not attended learning events.</b></p> <p>This area is ongoing as further families have still not responded to some of these initiatives.</p>

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	termly 7/10 attended	
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**Pupil Premium Strategy: 2018-2019**

**'Diminishing the Difference'**

**2018-2019 School Improvement Plan Target**

- ❖ *To diminish the difference in the percentage of disadvantaged children, compared to 'other' children in the school and nationally, meeting:*
  - *Y1 Phonics required standard*
  - *Y2 and Y6 expected standard*
  - *Y6 Greater Depth*
  
- ❖ *For disadvantaged children in the school to make as good as, or better progress, than 'other' pupils in the school and nationally.*
  
- ❖ *To raise attendance of free school meal children / pupil premium children / EHCP children / EAL children to that of other children in the school and raising school attendance further to 96.5%*

**Whole School Strategy**

The Academy's provision for disadvantaged children **focuses on high quality teaching and learning; accelerating progress and diminishing differences** between disadvantaged children's progress and attainment and 'other' children nationally and within school.

Any funded support should show evidence of how the school has **personalised provision** for disadvantaged children to **overcome barriers to their learning and remove differences** in progress and attainment.

The Deputy Head is non-class based and leads on Inclusion and Safeguarding to ensure a **whole school approach and strategic leadership** for disadvantaged pupils. **All staff**, including teaching staff, support staff and senior leaders are **committed to raising achievement** through a **culture of high expectation and aspiration** for all pupils.

There is a **whole school strategy** in place to set **challenging targets**, deploy **resources to need**, respond to **early identification of barriers** to learning, support **home-learning skills**, **track and monitor progress** to review **provision** and **work with families** to prioritise the highest outcomes for disadvantaged pupils.



## Disadvantaged Pupils, Context of Learning: Provision and Intervention

The school's Self Evaluation Form (SEF) identifies the contextual background for children attending the school. This information contributes to the understanding of the 'Pupil Premium Strategy' and how the school spends its pupil premium funding.

### The main barriers for disadvantaged children in our setting are:

- **Within EYFS, the attainment gap on entry and speech and language needs**
- **Additional barriers contributing to attainment and progress, relating to special educational needs (SEN)**
- **Parental engagement** and for some, low aspiration.
- **Attendance data**

### Action:

#### Targets for Disadvantaged Pupils for 2018-2019

- **In 2018- 2019, challenging targets with high expectations for disadvantaged pupils' outcomes will be set for pupils attaining a GLD in EYFS and the Y1 Phonics Screen.**

- ❖ **2018- 2019 EYFS GLD, targets for disadvantaged pupils**

To be set after baseline

- ❖ **2018- 2019 Y1 Phonics Screen, targets for disadvantaged pupils**

Disadvantaged target: 32+ 100%; 38+ 67%    **target difference**    32+ +2%    38+-5%

- ❖ **In 2018- 2019, challenging targets with high expectations for disadvantaged pupils' outcomes will be set for pupils in YR-Y6.**

Differences in attainment and progress are targeted to diminish for each cohort, lessening differences from last year, as cohort specific targets have been set for reading, writing and maths.

## Strategy for Disadvantaged Pupils for 2018-2019

- **Early intervention with children and families from the Early Years Foundation Stage.**

- ❖ Deputy Head, responsible for leading inclusion, targeting provision and outcomes for all vulnerable groups to work closely with Assistant Head Teacher for Early Years and reception teachers to personalise provision and monitor progress to targets.
- ❖ EYFS staff to support parental engagement with their children's learning through Book Start, Solihull programme and workshops for phonics and number. Parents to feel more confident about home learning and supporting their child in attending school.
- ❖ Clubs and extra-curricular opportunity for disadvantaged pupils to engage with literacy and share books with their families, specifically in EYFS, Y1 and Y2. Parents to feel more confident about home learning and supporting their child in attending school. For example, EYFS Open Evenings, Book Club, Family Learning, Library Week and follow up.
- ❖ Targeted full time teaching assistant support in Reception and Year 1. Focus intervention on speech and language, phonics and small group guided support for literacy and maths-working within the classroom.

Within Early Years, targeted intervention for speech and language needs is a high priority as data in the past three years has shown the majority of children receiving pupil premium funding have significant speech and language needs. Interventions to be closely monitored by teachers and senior leaders to ensure progress to target.

- **To target leadership, teachers and support staff, including pastoral care resources towards disadvantaged pupils. To focus impact on high expectations of attainment and progress outcomes, improved attendance and parental engagement.**

- ❖ There is a whole school approach to provision for vulnerable groups through the leadership of the non-class based, Deputy Head. This impacts on outcomes for children as teachers are supported to take responsibility for all groups of learners. There is a specific priority for children receiving Pupil Premium funding with a whole school strategy in place, led by the Deputy Head.

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- ❖ The Senior Leadership Team monitor whole school progress of pupil premium data through teachers' termly analysis of data, the Assistant Head Teacher's cohort profile records and the Deputy Head's termly report; key strengths and development points are shared with staff and Governors. Pupil Premium children's progress is monitored through lesson observations, scrutiny of Learning Journals and literacy and maths books. A Pupil Premium overview is completed each term by the SLT, identifying barriers to learning and monitoring outcomes of provision.
- ❖ Pupil Progress Meetings, formally record target setting agreement, planned provision and intervention and a review of impact (see Pupil Profile, mapping record). Teachers follow up their responsibilities for children receiving pupil premium through an identified 'action' record and make a termly analysis of this group of children's data.
- ❖ The Deputy Head and Learning Mentor work together to support pastoral concerns identified in school, signposting families to agencies offering guidance and offering pastoral programmes of support in school. Targeted intervention for attendance concerns will trigger a referral to the Learning Mentor.
- ❖ Intervention programmes and pastoral provision target aspects of concern, impacting on learning, for example:
  - Attendance through pastoral staff, Head Teacher and Education Welfare Officer
  - Social, emotional learning through identified programmes (THRIVE/Boxall/SEAL)
  - Speech and language development through Speech Link and Language Link
  - Book Club to support home-school partnership in Literacy in Y1-Y2
  - Early Help assessment and action plan and review to support children and families working with multi-agencies, targeting specific areas of concern (attendance, mental health and well-being, special educational needs, post adoption support) for YN-Y6.
- **Targeting disadvantaged pupils with aspirational expectations for meeting expected and above standards in key stages and making expected and above progress in KS1 and KS2.**
  - ❖ Grouping by ability for phonics in Y1 with the Phase Leader for Y1/2 leading phonics, monitoring children's progress and provision in consultation with staff. Additional intervention where required through teaching assistants working under the direction of teachers.
  - ❖ Grouping by ability in Key Stage 2 (KS2), including the employment of additional teachers to provide learning support for disadvantaged pupils (smaller maths groups Y6; Y2-Y6 targeting specific barriers for pupils reaching age related expectations or greater depth). Focus on

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expected and better progress for children with SEN and targeting provision in KS2 through teacher led, quality first teaching for age related expectations and above.

- ❖ Teaching assistants work directly with the teachers in the classroom for literacy and maths in Reception, Key Stage 1 and Key Stage 2. Interventions for specific additional needs are led by teaching assistants and monitored by the teachers and Deputy Head. Whole school training in maths and literacy for both teachers and support staff.
- ❖ Year group workshops for maths, reading, grammar and writing led by subject leaders and class teachers. Parents to have the opportunities to work alongside their children to reinforce the importance of attendance in school and support for home learning.
- ❖ Home Learning policy has been reviewed in consultation with parents to support a greater understanding of the impact for supporting children's learning at home and school. A home work club provides further opportunities to teach study skills.

**Date for next review of Pupil Premium Strategy: October 2019**