



Pupil premium strategy statement – 2020/21

1. Summary information					
School	New Marston Primary school				
Academic Year	2020/21	Total PP budget	61, 870	Date of most recent internal PP Review	July 20
Total number of pupils	297	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Dec 20

2. Current attainment & progress Data		
	<i>% children eligible for PP on track to reach age related expectations by summer 2021 (whole school)</i>	<i>% children eligible for PP on track to make expected progress by summer 2020 (whole school)</i>
Reading	70%	91%
Writing	68%	95%
Maths	70%	91%

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.	Parental engagement	
B.	Poor home learning environments	
C.	Poor oral language skills	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Low attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To establish a good level of attendance	In line with National Expectations - 96% + for PP children

B.	For pupils in the EYFS to have a solid foundation in communication and language, and writing.	For 75%+ of children in Reception to make expected progress in Communication and Language
C.	For pupil premium children to be at ARE in Reading	75%+ of PP children will be at ARE
D.	For pupil premium children at ARE in Writing	75%+ of PP children will be at ARE
E.	For pupil premium children at ARE in Maths	75%+ of PP children will be at ARE

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
To reach a good level of attendance (In line with non PP)	To focus attention on children who are falling below national expectations, in line with government guidance. Initiate parental contracts where needed Consistent and structured plan within policy for dealing with attendance concerns. LEA support. Include Reception aged pupils in procedure. Proceed to prosecution for families not engaging with parenting contracts.	Attendance is intrinsically linked to outcomes and improved relationships with families will help support this.	Fortnightly attendance meeting with HSLW Agenda item on weekly SLT meeting Weekly analysis of attendance. Termly analysis of groups. Post COVID plan and dedicated time at the start of term to support all families back into school	KS	Oct 2020 Dec 2020 Feb 2021 April 2021 July 2021
For pupils in Reception to reach a GLD in Communication and Language, and writing.	Outcomes based planning to be used in Early Years 20/21. Wellcomm assessments completed in T2 to identify children and monitor progress. Early Talk Boost to run with pupils in Nursery and Reception from Term 3. Referrals to SALT from T3 to enable early intervention.	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing. (EEF)	Planning monitoring Assessment analysis Intervention registers.	LS	Dec 2020 March 2021 July 2021

	<p>Increase in staff:pupil ratios - small class sizes of approx 15. Vocabulary actions below. NB. Link to EY action plan</p>				
<p>For children to receive consistently strong teaching in the classroom which is reflected on and improved through CPD in school</p>	<p>Training focus on feedback and working effectively with colleagues to allow improved critical friend roles' and subject leaders/new Middle leaders to develop staff.</p> <p>CpLD programme written for staff so there is consistency of training for staff at various points in their career.</p> <p>Staff meetings to focus on CpLD - not admin and to continue to develop pedagogy and subject knowledge.</p>	<p>Research shows that good teaching the classroom disproportionately benefits disadvantaged pupils, rather than any interventions. Being aware of the current research (EEF, for example) will ensure staff are maximising the strategies and techniques which are of most benefits to pupils in the classroom.</p>	<p>Feedback on training Learning walks Data</p>	<p>RV, DG</p>	<p>Dec 2020 Feb 2021 June 2021</p>

<p>For 75%+ pupil premium pupils to reach ARE in reading</p>	<p>Whole school approach on reading for pleasure daily Whole class shared reading sessions Whole school reading competitions PP pupils to make up the majority of the Pupil Progress meetings All learning walks to include a note on PP pupils Class texts carefully chosen to represent the school community and engage all pupils Reading across the curriculum to be increased and monitored. RWI to continue and be introduced into nursery Collaboration with EP to discuss Y3/4 pupils making slowest progress and attaining below ARE. For home learning to be provided, in line with school policy, and devices offered if needed. NB. Link to English action plan</p>	<p>When children read daily their reading improves. Any areas of difficulty can be addressed and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. If children celebrate making progress on a regular basis, it will encourage them to persevere with their reading.</p>	<p>Monitoring of plans, classrooms, talking to children Learning walks</p>	<p>BF/KM</p>	<p>December 2020 April 2021 July 2021</p>
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<p>For 75%+ pupil premium children to reach ARE in writing</p>	<p>Training on the writing process to be revisited at the start of the year and consistently applied/monitored. Embed fresh start and RWI throughout the school (Y3/4 focus) Embed using the RWI spelling scheme from Y2 Review the feedback and marking policy PP pupils to make up the majority of the Pupil Progress meetings All learning walks to include a note on PP pupils Gather pupil voice to evaluate PP pupils' confidence and support to engage in writing. No more marking used as training for staff on expectations. Moderation and gap analysis of writing and focus on PP children here. KPI gap analysis assessments to be trialled in year 4 to measure impact on CT planning, teaching and learning, with PP focus. If successful/impact is measured, rolled out across school in Jan. For home learning to be provided, in line with school policy, and devices offered if needed.</p>	<p>EEF reported that pupils confidence in reading and writing improved as a result of the FS intervention. In school tracking showed accelerated progress on standardised testing which transferred onto Target Tracker.</p>	<p>Monitoring of plans and assessments, learning walks and registers to ensure RWI/FS is happening. Provision maps. English coordinator learning walks.</p>	<p>BF/KM</p>	<p>December 2020 April 2021</p>
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<p>For 75%+ pupil premium children to reach ARE in maths.</p>	<p>Embed consistent approaches which have been introduced to ensure all teachers lessons are at least good in this area with a significant amount outstanding. Staff training to focus on PP in all subjects to develop an ethos and culture of putting PP pupils first as a class teacher and subject lead. PP pupils to make up the majority of the Pupil Progress meetings All learning walks to include a note on PP pupils WRH materials used consistently. Class dojo pre teaching videos to be restarted. Further training for TAs so they are a strong support in the classroom. For home learning to be provided, in line with school policy, and devices offered if needed. NB. Link to maths action plan</p>	<p>For children to achieve ARE in maths, calculation strategies must be understood and applied. If parents understand the strategies children are using, they are more likely to help at home. For any additional support to be given by staff with sound subject knowledge and strategies to develop independent thinkers.</p>	<p>Monitoring of plans, books, homework. Observations of Maths lessons. Maths outcomes.</p>	<p>NP/KH</p>	<p>December 2020 March 2021 July 2021 .</p>
<p>Total budgeted cost</p>					<p>17,900</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Continue to facilitate integration of all PP children in school clubs and extra-curricular activities</p>	<p>Encourage and finance all clubs and residential that take place in school that PP children would like to attend. PE lead to ensure all PP children are offered a funded place at: Year ½ - Dance/Tennis Year ¾ - Cross country/Tennis Year ⅝ - Netball/Football</p>	<p>All children need a broad experience. We aim to expand the life experience of children who may need it as in general, these children do not visit places which might enrich the work they do in school.</p>	<p>QCA / SDQ scores will improve. Questionnaires will identify positive aspect of attendance. Parent survey will rate clubs as a strength of the school</p>	<p>BW</p>	<p>Feb 2020 (NB. No clubs T1 - COVID19)</p>
<p>For pupil premium children to make accelerated progress in reading.</p>	<p>Recruited additional volunteer readers, 1:1 reading and small group work. Fresh Start for all who need it. RWI in Y3/4 to be developed in collaboration with EP. Training for staff in dyslexia and precision teaching. NB. Link to SEN action plan</p>	<p>In general these children do not read regularly at home and do not show much desire to read. We want to support them to read regularly and to develop a love of books and reading. Good role models inspire children to read. Additional support can build confidence and a growth mindset.</p>	<p>Observations of reading sessions, progress in reading ability. Discussions at pupil progress meetings. Provision maps</p>	<p>KH</p>	<p>December 2020 March 2021 July 2021</p>
<p>For pupil premium children to make accelerated progress in writing.</p>	<p>Improved support for pupils with dyslexia via specialist assessments and interventions (e.g. Engaging Eyes). Embed clicker and use of chrome books for identified pupils. Precision teaching for spelling - training and increase in sessions. Pre teaching of English texts for those who are PP and SEN.</p>	<p>Specific difficulties can make the progress in writing a challenge. The use of technology, if used consistently and for a period of time, will allow children to access and achieve in lessons.</p>	<p>Learning walks and monitoring via provision maps of spelling support. Data analysis of key pupils – is technology having an impact - consider KH as change project? Discussions in pupil progress meetings.</p>	<p>KH, RV, BF, BW</p>	<p>December 2019</p>

	Increase use of live editing of work and feedback via comments. NB. Link to SEN action plan				
For pupil premium children to make accelerated progress in Maths	Children's standardised scores are monitored to assess the impact of any additional help. Research into best interventions for maths and trial group. Support for TAs so that all adults are highly skilled in adapting and understanding the work. B. Link to SEN action plan	In general these children lack the knowledge of basic skills which impedes their ability to make progress in line with their age-related expectations. The consistency in calculation means that they are building on their existing knowledge rather than re-learning concepts each year. Additional support can build confidence and a growth mindset.	Observations of Maths sessions, progress in mathematical ability. Discussions at pupil progress meetings. Monitoring of books. Provision maps and trial analysis.	NP/KH	February 2021
Total budgeted cost					18,600
iii. 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?
Individual provision for pupils to address needs to support an	Nurture room to continue. Additional TA support per Key stage group in Term 1	In order for children to be ready to learn they need to feel safe and secure. "The child works at his own pace toward his own	Regular communication takes place between all adults who interact with children particularly when they are	RV and KH	December 2020 Feb 2021

improvement in their behaviour.	so that staff within the 'bubble' can support any key pupils in there. Zones of regulation to be embedded for key children. Consider as a PPA lesson in T3 so all pupils have access to it and are able to support their peers. Lunch and breakfast club in nurture room. Consider validity of QCA scores and trial a different format, e.g. Boxall. Ongoing support from Nathalie Downing. Recruit therapist to replace art room.	solutions, gaining mastery of fears and resolution of hurts and worries. He makes gains in self-confidence and achieves a healthier self-esteem....the child ... can concentrate on his work" (Rye, Journal of Family Health, 2011). Giblin 2015 said that Brain development is relationship dependent and experience dependent.	participating in these groups. All staff are aware of the behaviour policy and the chain of command when escalation takes place. Consequences occur immediately.		June 2021
To enable children to attend all trips	Payment of School Trips	Children being enabled to attend school trips with peers, which increases their confidence and self –esteem. Some topics require first hand/hands on experience which children may not have experienced yet is required to access learning.	Children engage in the opportunities that trips offer and can widen their knowledge of the world.	RV	Feb 2021 (NB. No trips T1 due to COVID 19)
Parental engagement of PP pupils to improve	LPPA action plan to continue to be developed and embedded. Set up additional sessions to engage parents (International breakfast morning, stay and play sessions, food bank, cafe etc) International evening Social media use to be embedded and online platforms used for homework. Family Links to continue.	A better understanding of pupil learning is crucial for parents to be able to support their child at home. Parents need a chance to ask questions and to feel comfortable doing this.	Parental involvement/attendance of PP parents at events.	LS, RV	December 2020 March 2021 July 2021

	Classes for parents, including English, Maths and ESOL. NB. Link to LPPA action plan				
TA support to develop and deepen children's knowledge	TA training in key areas of subject knowledge as well as strategies TA observations and feedback.	The £5 billion per year asset of teaching assistants can be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	Learning walks OXSIT support and visits Lesson observations TA audit of skills and confidence	KH, DG, KM, RV	December 2020 April 2021
Total budgeted cost:					25,000

6. Review of expenditure					
Previous Academic Year		2019-20			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
To reach a good level of attendance	<p>Initiate parental contracts and TACs where needed</p> <p>Appoint a governor for attendance</p> <p>Day 1 home visits for pupils on 'at risk' list.</p> <p>Consistent and structured plan within policy for dealing with attendance concerns.</p> <p>LEA support.</p> <p>Include Reception aged pupils in procedure.</p> <p>Proceed to prosecution for families not engaging with parenting contracts.</p> <p>Free breakfast club for PP pupils.</p>	<p>Not known due to COVID.</p> <p>In the terms up until March 2020, PP attendance improved on the previous year but did not reach the national target.</p> <p>Attendance data in T2/3 and is typically lower than in T5/6.</p>	<p>COVID will have a significant impact on the attendance data and on families anxiety about their return to school. National averages may change in the school year 20-21. .</p>	4,000	KS/RV/CW time

<p>For pupils in Reception to reach a GLD in Communication and Language, and writing.</p>	<p>Training for all staff in this area. GLD outcome planned daily. Parent workshops in this area. Early Talk Boost to run with pupils in Nursery and Reception. Increase in staff:pupil ratios and non teaching leadership role. Support from RLT – visits. Hand gym to be used consistently. Vocabulary actions below.</p>	<p>Pupils were not assessed against the GLD in 2019/20. In March 2020, 100% of pupils were on track to reach ARE.</p>	<p>Planning for activities and outcomes to be amended in consultation with Sarah Pugh @ RLT. Outcome based planning to enable staff to observe and assess children at activities they have chosen rather than adult initiated/focused activities.</p> <p>Training for new staff needed.</p>	<p>6,000</p>	
<p>For 75%+ pupil premium pupils to reach ARE in reading</p>	<p>Whole school approach on reading for pleasure daily Whole class shared reading sessions Whole school reading competitions PP pupils to make up the majority of the Pupil Progress meetings All learning walks to include a note on PP pupils</p> <p>Improvements in library stock Class dojo pre teaching</p>	<p>Pupils did not complete assessments at the end of the year but March assessments</p> <p>Year 6 - 69% Year 5 - 67% Year 4 - 60% Year 3 - 78% Year 2 - 50% (2 pupils) Year 1 - 50% (2 pupils)</p>	<p>Cont with approach - summer assessments would have been higher (past experience). All non SEN PP pupils attained - focus on/link to SEND provision.</p>	<p>5,000</p>	

For 75%+ pupil premium children to reach ARE in writing	<p>Embed fresh start phonics and RWI throughout the school (Y3/4 focus)</p> <p>Embed using the RWI spelling scheme from Y2</p> <p>Review the feedback and marking policy</p> <p>PP pupils to make up the majority of the Pupil Progress meetings</p> <p>All learning walks to include a note on PP pupils</p> <p>Gather pupil voice to evaluate PP pupils' confidence and support to engage in writing.</p> <p>No more marking used as training for staff on expectations.</p> <p>PP children WB – why? Is there</p>	<p>Pupils did not complete assessments at the end of the year but March assessments</p> <p>Year 6 - 69%</p> <p>Year 5 - 67%</p> <p>Year 4 - 60%</p> <p>Year 3 - 78%</p> <p>Year 2 - 50% (2 pupils)</p> <p>Year 1 - 50% (2 pupils)</p>	<p>Mixed response to No more marking - in house moderation to be planned 20/21.</p> <p>Y3/4 focus needed to be a priority next year</p>	3,000	

	consistency in the reasons?				
For 75%+ pupil premium children to reach ARE in maths.	<p>Embed consistent calculation approach. In depth teaching of topics to develop mastery.</p> <p>Staff training to focus on PP in all subjects to develop an ethos and culture of putting PP pupils first as a class teacher and subject lead.</p> <p>PP pupils to make up the majority of the Pupil Progress meetings</p> <p>All learning walks to include a note on PP pupils</p> <p>WRH materials used consistently.</p> <p>Class dojo pre teaching</p>	<p>Pupils did not complete assessments at the end of the year but March assessments</p> <p>Year 6 - 69%</p> <p>Year 5 - 67%</p> <p>Year 4 - 60%</p> <p>Year 3 - 78%</p> <p>Year 2 - 50% (2 pupils)</p> <p>Year 1 - 50% (2 pupils)</p>	Continuation of strategies and training for new staff.	8,000	
ii. Targeted support					

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Continue to facilitate integration of all PP children in school and extra-curricular activities	<p>Encourage and finance all clubs and residential that take place in school that PP children would like to attend.</p> <p>PE lead to ensure all PP children are offer a funded or subsidised club.</p>	No - COVID meant we didn't finish the year with summer term invitations.	Continuation but add in pupil voice.	4,000	
For pupil premium children to make accelerated progress in reading.	<p>Recruited additional volunteer readers, 1:1 reading and small group work.</p> <p>Fresh Start for all who need it.</p> <p>RWI in Y3/4 to be developed.</p>	No Salford's completed at the end of the year. TBC in T1.	Continuation. Focus needs to be on Y3/4	3,000	
For pupil premium children to make accelerated progress in writing.	<p>Improved support for pupils with dyslexia via specialist assessments and interventions (e.g. Engaging Eyes).</p> <p>Embed clicker and use of laptops for pupils.</p> <p>Precision teaching for spelling.</p> <p>Pre teaching of English texts for those who are PP and SEN.</p>	No end of year assessments, including standardised spelling ones.	Continuation - Chrome books for SEND pupils purchased and extra class sets too. Focus on training - PT and dyslexia and implementing again.	8,000	

For pupil premium children to make accelerated progress in Maths	Children's standardised scores are monitored to assess the impact of any additional help.	No end of year standardised testing completed due to COVID. See data above.	Continuation and research more maths based interventions	500	
iii. Other approaches					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Individual provision for pupils to address needs to support an improvement in their behaviour.	Nurture room set up, drawing and talking, art therapy. Behaviour reflection forms. The language of choice and consequence is used. Zones of regulation to be embedded for key children. Lunch and breakfast club in nurture room.	No QCA scores completed but exclusions reduced in T3 to 0.	Continue -specialist therapeutic support has the biggest impact and a trial of zones with a whole class went well. Roll out to all?	12,000	

<p>To enable children to attend all trips</p>	<p>Payment of School Trips</p>	<p>No child who wanted to go on a trip was unable to. All pupils engaged and additional places were encouraged on Y6 residential. Student feedback on this exceptional.</p>	<p>Continue.</p>	<p>9,000</p>	
<p>Parental engagement of PP pupils to improve</p>	<p>LPPA award work to focus on PP parents. Are a range of parents accessing initiatives. Set up café. International evening Social media use to be improved via Facebook and implementation of dojo/embedding of Tapestry. Family Links to continue. Clinics for hard to reach parents with the offer of help for non school related issues. Classes for parents, including English, Maths and ESOL.</p>	<p>LPPA award gained and parent surveys - more engaged with the surveys and shared their feedback.</p>	<p>LPPA to continue with action planning and further activities/seeking feedback high on agenda. Have your say meetings and class reps re introduced.</p>	<p>6,000</p>	

<p>TA and teacher support to develop independent learning and focus on attainment/progress</p>	<p>TA training to develop subject knowledge. Scaffolding to be developed consistently (word banks etc the same), displayed and used by staff. OXSIT support.</p>	<p>Staff survey results - CPLD very strong and about RLT average.</p>	<p>Continue.</p>	<p>3,800</p>	
				<p>72,300</p>	