

New Brancepeth Primary School

Pupil Premium Strategy Statement 2019-20

1. Rationale

At New Brancepeth Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result all our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ PLAC	Number of Service Children
45	Per Pupil £1,320 (£) 15	Per Pupil £1,320 (£) 30	Per Pupil £1,700 (£) 0	Per Pupil £300 (£) 0

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	109	Number of Pupils Eligible	45
Total Pupil Premium Budget	£60,720	% of Pupils Eligible	41%

5. 2018 – Outcomes

KS1 Year 2 - pupils	PP Pupils			Other			SCH GAP	Year 6 - pupils	PP Pupils			Other			SCH GAP
	SCH	NA 2017	DIF	SCH	NA 2017	DIF			SCH	NA 2017	DIF	SCH	NA 2017	DIF	
Expected Standard R	57	62	-5	83	78	5	-26	Expected Standard R	86	62	24	100	78	22	8
Expected Standard W	57	55	2	83	73	10	-26	Expected Standard W	71	68	3	80	83	-3	-12
Expected Standard M	57	63	-5	83	79	4	-26	Expected Standard M	86	68	18	100	83	17	3
Year 1 Phonics	80	71	9	100	84	16	-20	Expected GPS	71	68	3	80	83	-3	-12
EYFS GLD	38	56	-18	79	75	4	-37								

Area for Development, Barrier & Proposed impact	Strategy What is the evidence and rationale for choices?	Cost	How will we ensure this is implemented well? (Monitoring)	Impact Autumn Term	Impact Spring Term	Impact Summer Term
<p>1. To continue to close the attainment gap between disadvantaged children in school and those nationally by ensuring class sizes represent the needs of the children and effective support is in place to provide targeted interventions</p>	<p>Class sizes reflect the needs of children within cohorts and percentage of FSM children within these. Teacher support is evident through smaller cohort sizes on a morning to clearly target English and maths. Teaching Assistant support is identified to allow the provision of targeted interventions in terms of 1:1/small group reading, HFW together with a range of social skills and physical interventions.</p> <p>Additional TA hours to facilitate some full time TA's in school to support teaching and learning. Full time grade 6 TA in EYFS to support EYFS Lead to raise standards.</p> <p>CPD identified for teaching assistants in relation to specific interventions</p> <p>CPD for all staff in relation to the use of teaching assistants across school</p>	<p>£ 45,000 (additional teaching assistants 0.8 EYFS, KS1 and KS2 plus funding additional 0.3 teacher in year 3)</p> <p>£2,000</p> <p>£500</p> <p>£1,000</p>	<p>Review of interventions will take place to shows that TA's are intervening positively and impacting on pupil outcomes through pupil progress meetings.</p> <p>Book monitoring will show positive impact of single cohort classes and progress will improve across all cohorts.</p> <p>SLT to monitor the impact on attainment and progress of additional 0.3 Year 3 teaching to address underperformance</p> <p>TA's to keep accurate records of 1:1/group interventions and SLT to monitor the impact of these regularly.</p> <p>Maths lead to monitor quality of maths interventions and provide support and development for TA's</p> <p>English lead will monitor the quality of interventions in</p>	<p>A review of interventions has taken place and areas for improvement identified. A clear timetable is in place and the implementation of this will be tightly monitored across the spring term.</p> <p>Book monitoring shows smaller class sizes in key stage 2 are having a positive impact however staff absence has meant the impact of the additional 0.3 teacher has not been measureable.</p> <p>Maths and English leads need to begin to monitor and track the quality of interventions as this has currently been done by the SENCO as many disadvantaged pupils are also SEN.</p> <p>1:1 reading has not happened consistently and this will be tightly tracked across the Spring term.</p>	<p>Additional teaching time was used to facilitate support for key worker and vulnerable children over the partial closure period.</p> <p>TA's covered for all of our vulnerable children in school across closure. We encouraged all PP children to come into school and a large proportion of them choose to do so. We also provided lunch for these children across this time.</p> <p>Staff set work for children and liaised with parents on a daily basis via email and telephone calls to support learning. This learning was celebrated via our whole school Facebook page. Parents were sent a detailed weekly timetable with links to specific pages in workbooks to support access for families without ICT. We purchased workbooks for children from nursery to year 6.</p> <p>All teaching support staff continued to access CPD using a remote offer.</p>	

	<p>Booster classes for identified children in year 2 and year 6 to accelerate progress.</p> <p>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</p>		<p>literacy and provide support and development for TA's</p> <p>Reading records show clear evidence of 1:1 reading in children's records and this impacts on improved pupil outcomes within reading ages/teacher assessments</p> <p>Planned booster classes happen and impact on improved outcomes for disadvantaged children.</p>	<p>Booster classes are in place and running.</p>	
<p>2. To improve attainment in reading so it is closer to national at the end of EYFS, KS1 and KS2</p>	<p>Further CPD for all staff to enable them to develop new resources and support relevant children in relation to developing both word reading and comprehension. Engagement with the English hub to further support CPD</p> <p>To further develop comprehension strategies for children through targeted reading sessions with a clear focus on vocabulary development and understanding in whole class guided reading sessions.</p> <p>To use reading Vipers via Literacy Shed to support and develop reading within school</p> <p>Purchase of additional reading materials to further support guided</p>	<p>Additional CPD and additional release time for English lead to support staff £2,000</p> <p>Literacy Shed subscription £200</p> <p>£2,000</p>	<p>Staff are confident in delivering guided reading sessions</p> <p>The quality of guided reading sessions improves in all classrooms</p> <p>Attainment and progress in reading improve across all cohorts in both word reading and comprehension strands.</p> <p>Attainment at the end of EYFS, KS1 and KS2 is closer to national</p>	<p>Monitoring shows the quality of guided reading sessions is good. Progress is accelerating and the move towards reading homework has impacted positively.</p> <p>We are still in the process of purchasing additional home readers as we have been informed by the English hub that bug club are not decodable. We are currently looking at Collins Big Cat as this sits with letters and sounds.</p> <p>New novels have been purchased where necessary and we have joined the DLR centre as</p>	<p>Additional online reading materials were purchased during the partial closure to remote learning and school bought into literacy shed, spelling shed and Bug Club to ensure children could continue to access quality texts online.</p> <p>Staff continued to access an enhanced remote CPD offer.</p>

	<p>reading and update home readers so there is a core spine of reading books across school</p> <p>Purchase of class sets of novels to support teaching through novels across literacy to link to topics and engage children further</p> <p><i>EEF Literacy Guidance 2017 suggests pupils need support to become confident and fluent readers and the direct teaching of comprehension is a key part of reading development.</i></p>	<p>£1,000</p>		<p>this is more cost effective than buying class sets of novels and allows staff to access curriculum boxes also.</p>	
<p>3. To strengthen knowledge and understanding of basic skills in maths to enable children to apply these within the wider mathematics curriculum through a mastery approach.</p>	<p>To further develop a mastery approach to maths for children regardless of ability using White Rose Materials.</p> <p>Purchase further adequate resources to allow concrete material to be used across school to support this approach.</p> <p>Maths lead further develop involvement with North East Maths Hub to support the development of this.</p> <p>Develop children's knowledge in relation to times tables to support basic skills</p>	<p>Staff CPD time to develop knowledge of White Rose resources and concrete maths resources via the Great North Maths Hub</p> <p>Staff release time £1,500</p> <p>Maths resources £1,000</p> <p>Times Table Rockstars £200</p>	<p>Monitoring will show evidence of mastery teaching in children's books showing fluency, problem solving and reasoning and this will impact on improved outcomes for children in relation to application of basic skills in a range of contexts.</p> <p>Maths lead to monitor and evaluate the impact of these materials and new resources.</p> <p>Maths lead will have a clear picture of mastery teaching in order to develop staff's understanding of this.</p>	<p>Staff are still confused as to what mastery is and further CPD is planned in conjunction with our mastery specialist via the maths hub.</p> <p>A further audit of maths resources is to be undertaken across the spring term and resources identified.</p> <p>Monitoring shows times tables rockstars is having a positive impact on tables</p>	<p>Some additional maths resources were purchased and this needs to be continued across the next academic year.</p> <p>TTRS was used as part of our remote learning offer we also purchased a Maths Shed subscription to run alongside this.</p> <p>Staff continued to access a remote CPD offer.</p>

	<i>EEF reports suggests On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.</i>			knowledge and development.	
4. To support attendance and punctuality so that figures are above those of similar schools nationally	<p>To continue to offer cut price breakfast club to children to ensure they are in school and ready to start their day promptly and appropriately</p> <p>Member of staff to target attendance daily when no phone call is received to notify school and monitor attendance weekly and ½ termly sending out appropriate letters in relation to children's levels of attendance and organising meetings with parents, producing action plans and updating referrals to one point as necessary.</p> <p><i>Gov.uk 2016 - Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.</i></p>	<p>Costs relate to staffing (2 x staff due to numbers of children) and food £2,500</p> <p>Staffing costs to follow up attendance £2,000</p>	<p>Attendance will be above national data and continue to improve</p> <p>Persistent absence will be below national data</p>	<p>Breakfast club is well attended as are toast and juice sessions with a large proportion of children accessing this.</p> <p>Attendance remains an ongoing issue and we continue to target this.</p> <p>Autumn term attendance is currently 95.03%. Disadvantaged attendance is currently 93.87%.</p>	<p>We continued to support families via telephone calls and access to our school counsellor during the partial closure. The head teacher also purchased a mobile phone so there was a single point of contact for all families.</p> <p>Many of our most vulnerable families accessed time in school in our childcare offer facilitated by support staff. We also provided children with breakfast and lunch during this period free of charge.</p>
5. To further develop wider life	To provide a series of visits linked to curriculum themes across the year to support curriculum	£2,500 (to subsidise costs and buses)	Monitored through questionnaires and discussions with teachers and children.	Visits have been undertaken and proved very successful in	Many of these visits were put on hold due to the pandemic.

<p>experiences to impact on children's social and emotional wellbeing as well as developing speaking and listening skills within new contexts</p>	<p>engagement and develop subject specific vocabulary</p> <p>Education Endowment fund and Morris 2003 recognise the importance of developing confidence, social interaction and physical and mental health through wider curriculum experiences.</p> <p><i>Educational Endowment fund highlights the importance of speaking and listening in developing writing EEF Guidance 2017</i></p>		<p>Lessons observations will continue to show children have more resilience in their learning when faced with challenge</p> <p>Curriculum offer is continues to be enhanced through educational visits – DHT monitors curriculum offer as leader of teaching and learning.</p>	<p>engaging and motivating children with their learning in relation to foundation subjects. Children are enthusiastic about the visits and monitoring of foundation subjects evidenced their impact on children's subject knowledge.</p> <p>Regular curriculum reviews have been undertaken and this term we have looked at phonics, reading, writing, maths basic skills, maths, science, history and geography as well as a review of Fantastic Fridays. Further reviews are planned for the spring term.</p>		
		<p>Total planned spend in relation to disadvantage £62,000</p>				

<p style="text-align: center;">Additional Funding Supporting Provision</p>	
<p>Schools main budget £1,280</p>	

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Jayne Gibson

Pupil Premium Committee Meeting

Autumn: Emailed for comment
2.1.2020 . Finance, Premises and
Personnel Committee 14.1.2019

Spring:

Summer:

Autumn Summary

All actions in relation to pupil premium spending have been undertaken or are planned to commence. Some activities have been impacted by staff absence. Where there is evidence to support successful strategies across school and the federation these have been further developed to support the attainment of disadvantaged children e.g the use of storytime and specific story planning in EYFS and good practice in times tables from across the Federation across all key stage 2 classes so there is now a more coherent and structured approach to this. Further support will be given to staff in relation to guided comprehension tasks and shorter writing tasks to support and develop children's confidence with this. Writing is currently the lowest area of attainment for our disadvantaged children. We will also continue to provide support and guidance to TA's to ensure consistency with interventions and interventions timetables will be updated to reflect outcomes in relation to the autumn term data. The timing and consistency of interventions across school will be monitored across the Spring term with the English and Maths lead picking up some of this monitoring from the SENCO.

It should be noted that we are currently subsidising additional TA support for a child in year 6 to ensure that the high proportion of Disadvantaged children in that cohort access appropriate support. We had not initially budgeted for this and it is currently on a short term supply basis to ensure all disadvantaged children within the cohort can access appropriate support. In year 6 currently 42% of children are disadvantaged with a number having SEND needs for which we have applied for additional support. Currently year 5 has the highest rate of disadvantage at 89% however this is a cohort of 9 children. They currently access a small class size on a morning and HLTA support for part of this time.

Spring/Summer Summary

We have reviewed the pupil premium strategy in light of issues during covid 19. Many of our planned events still continued e.g. spending on resources still went ahead and additional CPD was accessed. We used a lot of our online learning platforms to support remote learning during our partial closure. Additional TA support was used in school to provide cover to key worker children alongside teaching staff. Teaching staff also ensured weekly timetables were sent home to parents and there was regular daily email contact with parents to support remote learning. We also ensured that all children had access to physical resources due to the difficulties with ICT access. All children received CGP workbooks in relation to Comprehension, Grammar, Maths and Science these were enhanced with online learning platforms to support children and families.

Our EP continued to support families through targeted remote work as did our school councillor.

Review Date	July 2020
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