



Impact of Pupil Premium Spending 2019- 2020

1. Summary information					
School	New Pastures Primary School				
Academic Year	2019-2020	Total PP budget	£85,080	Date of most recent PP Review	Oct 20
Total number of pupils	292	Number of pupils eligible for PP	64	Date for next internal review of this strategy	

2. Current attainment Based on July 2019 outcomes		
The information in this report is from Sep 2019 to March 2020 due to the Covid 19 pandemic. Any data is from 2018 2019 unless otherwise stated	<i>Pupil premium (New Pastures)</i>	<i>Non Pupil premium (New Pastures)</i>
% achieving a good level of development at the end of the reception class	43%	73%
% passing phonics screening test Y1	60%	68%
% passing phonic screening test Y2	100%	94%
Pupils reaching expected standard at the end of KS1		
% achieving in reading, writing and maths	80%	73%
% achieving in reading	80%	79%
% achieving in writing	80%	73%
% achieving in maths	100%	76%
Pupils reaching expected standard at the end of KS2		
% achieving in reading, writing and maths	45%	80%
% achieving in reading	45%	80%
% achieving in writing	55%	87%
% achieving in maths	73%	87%

3. Barriers to future attainment		
In-school barriers		
A.	Poor language and limited vocabulary on entry to school impacts on attainment and progress across the curriculum	
B.	A proportion of pupils have emotional issues which can have a detrimental effect on their academic progress and also their peers.	
C.	School attainment data shows wider gaps between PP pupils in FS2 GLD and particularly reading and writing in KS2. Some feedback does not show impact	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some families and pupils need additional support to develop coping strategies and with engagement and supporting their children at home.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil's language capability, communication and thinking skills will be developed and will impact on reading fluency and writing throughout the curriculum. A purpose for writing will improve engagement.	Raised attainment at ARE. A wider range of vocabulary will be seen in writing, when speaking and in a language rich environment. Early intervention will be apparent.
B.	Pupils with poor self esteem and emotional and behavioural difficulties are supported successfully in order for them to regulate their behaviour and other pupils can access learning	Observations and monitoring will show less incidents of disruption and children will be in a better position to make progress. Children will show resilience and perseverance
C.	Diminished difference between PP pupils and non PP pupils at the end of Foundation Stage, phonics and KS2 in reading and writing. Feedback at the point of learning and same day intervention will support pupils to make further progress.	Thorough assessment, pupil progress meetings, early intervention and data analysis will show improvements. There will be clear evidence that marking and feedback move learning on.
D.	Parents will have a better awareness of the expectations of the curriculum and greater confidence in how to support their child with their learning.	Increased parental involvement and confidence to support learning.

5. Planned expenditure

Academic year

2019- 2020

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	Impact
<p>The inclusion team can secure best practice and the monitoring of SEN, SEMH and behaviour provision across school.</p> <p>All staff are highly trained and receive quality CPD to ensure good subject knowledge and understanding of teaching and learning across the curriculum This will have a positive impact on pupils progress and attainment.</p>	<p>Quality first teaching throughout school</p> <p>Further development of staff expertise, skills, knowledge and understanding with the following CPD</p> <ul style="list-style-type: none"> • Working with disadvantaged • Engagement in improving literacy programme- SLE support • Quality first teaching- use of toolkit • Teaching vocabulary • External trainers- promoting positive mental health • Attachment training • Disadvantaged 	<p>Using recommendations and guidance from reports to improve outcomes for disadvantaged pupils</p> <p>EEF guide to PP 2019- high quality teaching is the most important factor in improving outcomes for PP</p>	<p>Monitoring timetable (triangulation of judgements)</p> <p>Evaluations and next steps for action plans</p> <p>Pupil progress meetings</p> <p>Data analysis</p> <p>Provision map</p> <p>Pupil voice</p>	<p>PB</p> <p>TP</p> <p>JH/AE</p>	<p>Spring Term Data before lockdown showed good progress was made in Autumn term.....</p> <p>Approaches had positive impact</p> <p>An external review of teaching and learning was carried out in February with positive outcomes</p> <p><i>Data for spring term on track for targets – revisited</i></p> <p>CPD accessed with improving literacy programme</p> <p>Writing for a purpose</p> <p>Engaging boys- Programme will continue in Autumn Term</p> <p>Attachment training</p> <p>Quality first teaching- use of toolkit</p>

<p>Additional support given from TAs and early interventions are of a high standard and show a positive impact.</p>	<ul style="list-style-type: none"> • Writing for a purpose (books to be published) <p>Costs towards TAs to further support in class and with intervention. CPD Delivery of fluency intervention reading Speech and language- early years Phonics Language and communication across the curriculum</p>	<p>Monitoring of support and interventions show staff knowledge and approach needs further development in some areas. There is no longer support from speech and language and therefore school need to train staff</p> <p>Using recommendations and guidance from reports- EEF- Making best use of teaching assistants EEF early years- CLL impact- +6 months on outcomes EEF- phonics- +4 months impact on outcomes</p>	<p>Drop ins to include focus on specific support</p>		<p>Working with disadvantaged CPD began however sessions were postponed and need to continue</p> <p>TAs supporting well-attended CPD sessions on language programme</p> <p>This will continue in Autumn Term with language and phonics</p>
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<p>Families and children have a better awareness of the expectations of the curriculum and increased parental involvement and greater confidence in supporting learning is evident.</p>	<p>Questionnaires for all parents</p> <p>Support materials and all cross curricular planning uploaded on to the school website</p> <p>Expectations for year groups- leaflets to be given</p> <p>Homework challenges introduced in all classes Maths with parents (KS1)- buy programme Invitations to lesson- KS2 Parent workshops throughout school to be timetabled Focus to change (am sessions KS2) Developing reading and writing Phonics Maths mastery Developing learning behaviours at home Further to be put in place following questionnaire feedback</p>	<p>EEF- Parents aspirations important for pupil outcomes +3 months Engagement often easier to achieve with parents of young children</p> <p>Feedback from workshops have stated that parents would like more of these- observing in class- KS2 skills.</p> <p>We need to look at other ways to reach parents- information on website</p>	<p>Evaluations of Questionnaires</p> <p>Monitoring of school website Planning- homework challenges Curriculum support</p> <p>Feedback from workshops</p> <p>Observations Drop ins</p>	<p><i>PB</i></p> <p><i>TP</i></p>	<p>Phonics workshops held in Autumn term A greater focus was put on communication via class dojo Review of website was taken and redeveloped during lockdown Homework challenges worked well- continued remote learning. Workshops to continue when pandemic allows.</p>
<p>Pupil`s language capability, communication and thinking skills is given a high priority throughout school</p>	<p>Focus on developing language and communication in every class</p> <p>Star boxes</p>	<p>Poor vocab on entry to school-(early intervention is needed). Poor outcomes - Limited vocabulary impact on comprehension and inference skills.</p>	<p>Monitoring and evaluation Data analysis Vocab logs Book scrutinies Environment walks</p>	<p>BB TP PB</p>	<p>Resources bought for every class Star boxes for vocabulary</p>

	<p>Vocab displays (across the curriculum)</p> <p>Speech and language assessment training (early years)</p> <p>Visit from author/illustrator/ poet to inspire children</p> <p>Additional Quality texts to be purchased</p> <p>Reciprocal reading materials</p>	<p>Use of quality resources and visits from authors/illustrators have proven to promote engagement and inspire children</p>	<p>Pupil voice</p> <p>Implementation of actions from all training</p>		<p>Displays within environment</p> <p>Extended use of vocabulary in maths</p> <p>All had a positive impact</p> <p>This needs to continue</p> <p>Speech and language training accessed</p> <p>Further visits need to be planned for next year</p> <p>Quality texts purchased</p> <p>All reading scheme/phonics resources reorganised</p>
					£40,000
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	Impact

<p>Feedback at the point of learning Assessment for learning and of learning is used effectively and analysed</p> <p>Progress of all groups is measured thoroughly</p> <p>Regulation of behaviour and raised self esteem of PP pupils who are most at risk of underachieving</p>	<p>Marking at point- same day intervention and assessment for learning is used effectively</p> <p>Purchase assessment materials (NFER reading) Use of YARK Recipricol reading training (used for intervention)</p> <p>Intervention forms Nurture group interventions for targeted PP pupils Nurture practice delivered in every class.</p> <p>.</p>	<p>EEF- Feedback- impact +8 months Children having barriers to their learning which impact on their progress and attainment.</p> <p>Impact of specific support and intervention</p> <p>Research shows that a pupil's emotional state has a significant impact on how they learn</p> <p>EEF toolkit – behaviour interventions - +3 months self regulation- +7 months impact for moderate cost</p>	<p>Monitoring and evaluation</p> <p>Lesson observations Work scrutiny Pupil progress meetings</p> <p>Individual plans</p>	<p>PB JH AE</p>	<p>Staff resources used to have same day intervention- working well at point of lockdown and further progress was evident Assessment materials purchased and used effectively</p>
<p>Early identification and intervention ensure specific targeted support is given to accelerate progress and diminish the differences between vulnerable children and their peers. Children make good progress.</p>	<p>Additional teaching assistants support in English, maths and with emotional, health and well being Booster classes Revision books- subsidised cost Y2 Y6 Phonic club Phonic intervention materials to be purchased</p>	<p>EEF Toolkit –</p> <p>One to one tuition - +5 months impact, moderate impact for high cost. Small group tuition - +4 month impact All additional classes were successful in the previous year- further resilience</p>	<p>Attendance at booster groups</p>	<p>AE</p>	<p>Phonic intervention purchased Booster classes had not begun at the point of lockdown- these will continue as they had impact on attainment an confidence of children 93.1</p>
Total budgeted cost					£36,000
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	Review of implementation
High take up of extra curricular and curriculum enhancement Barriers removed for vulnerable and disadvantaged pupils	Subsidy for out of school activities	FSM is not reliable indicator of deprivation/need for some families. PP pupils can access at least one club per term	Monitoring of attendance and engagement	<i>Office</i>	Attendance records for activities provided up to closure were good- 100% for invited pupils 93.9%- overall attendance
Opportunities for pupils to engage in activities before school and ensure they arrive on time	Subsidised costs for a breakfast club. Focussed activities following breakfast.	Improved engagement for those attending breakfast club Subsidising the cost will allow access to all Children will be more settled and ready to learn.	Breakfast club will be open to all children- lower and upper site.	DG/LW SH/SF	Breakfast club was well attended- children ready to start the school day
Positive outcomes for attendance and attitude towards school	Prizes, vouchers for attendance				
Total budgeted cost					£9,000