

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	Newbarns Primary and Nursery School
Pupils in school	436
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£78,835
Academic year or years covered by statement	2020-21
Publish date	07 May 2021
Review date	30 September 2021
Statement authorised by	Gary Birkett
Pupil premium lead	Fiona Wilson
Governor lead	Elaine Foylan

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.18
Writing	+1.06
Maths	-1.47

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	66%
Achieving high standard at KS2	8%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	£28,978 has been allocated to pay for extra teaching staff. Employing teachers is considered the most effective means of supporting Pupil Premium pupils. This is both evidenced by EEF, the Sutton Trust and Ofsted.
Priority 2	Overhaul the school's reading scheme replacing stock and aligning with phonics phases – purchase

	new books and provide time for staff to recode books and update records.
Barriers to learning these priorities address	The main barrier to educational achievement is the lack of emotional resilience in our children and their families, as well as some parents' difficulties with behaviour at home. This is ever more apparent this year as Covid-19 continues to affect all our lives. We work closely with agencies to address this through our provision.
Projected spending	£40,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21

### Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Additional STA support for phonics teaching focusing on disadvantaged children reaching the expected phonics standard in Year 1 and those who didn't reach the required standard who are now in Years 2 and 3.
Priority 2	Overhaul the school's reading scheme replacing stock and aligning with phonics phases.
Barriers to learning these priorities address	The main barrier to educational achievement is the lack of emotional resilience in our children and their families, as well as some parents' difficulties with behaviour at home. This is ever more apparent this

	year as Covid-19 continues to affect all our lives. We work closely with agencies to address this through our provision.
Projected spending	£9,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Participation in NELI language assessments and other interventions such as spelling and reading intervention programmes, SERIS (Supporting Emotional Resilience in Schools).
Priority 2	Individual families working with Young Lives to support them at home.
Barriers to learning these priorities address	Developing emotional resilience in children and parenting skills to cope with unacceptable behaviour at home.
Projected spending	£10,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Subsidising extra-curricular activities (Covid restrictions permitting) and Kidsafe Programme.
Priority 2	£40,122 to maintain STA support throughout each year group. This gives the benefit of smaller class sizes and more favourable adult to pupil ratios.
Barriers to learning these priorities address	Children's emotional resilience is improved and barriers to learning are highlighted on an individual basis so targeted support can be allocated.
Projected spending	£60,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allowed for staff professional development.	Use of INSET days and additional cover being provided by senior leaders and supply staff.
Targeted support	Ensuring staff are aware of the individual needs of children in	Release time for teachers to meet with Senior Leaders termly to discuss the progress of

	receipt of Pupil Premium funding.	disadvantaged children and what can be done to improve their progress.
Wider strategies	Engaging the families facing challenges.	Working closely with the shared EWO and other agencies.

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

Aim	Outcome
Progress in Reading and Mathematics	Key Stage 2 attainment of disadvantaged pupils shows an increase to being in line with non-disadvantaged pupils in school and those nationally as well. The progress these children made is almost in line with other children in school and above national results. (FFT Aspire report for disadvantaged pupils.)
Progress in Writing	Disadvantaged children's writing results and progress continues to be above average.
Phonics	Phonics results see an upward trend for all pupils (including disadvantaged). See Whole School Phonics Report comparing school results to local and national results.
Other	There continues to be no difference in the attendance patterns of disadvantaged pupils compared to other groups in school, with all groups being above 96%.