

Pupil Premium Strategy



School overview

Metric	Data
School name	Newcroft Primary Academy
Pupils in school	386
Proportion of disadvantaged pupils	16.3%
Pupil premium allocation this academic year	£70,560
Academic year or years covered by statement	2018 - 22
Publish date	July 2021
Review date	June 2022
Statement authorised by	Sara Aukland
Pupil Premium Leader	Charlotte Kruger
Governor lead	Sarah Newton-Shilliam

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.21
Writing	+0.77
Maths	+1.41

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50% to achieve combined
Achieving high standard at KS2	14.2% to achieve combined

Measure	Activity
Priority 1	To embed the use of Pupil Premium First to prioritise these children during lessons and feedback.
Priority 2	To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.
Barriers to learning these priorities address	Ensuring that staff are tailoring their support and provision to these children and that evidence-based interventions are used effectively.
Projected spending	£70,560

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading of at least 0.	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing of at least 0.	Sept 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths of at least 0.	Sept 2021
Phonics	Phonics pass rate to be 5% above national	Sept 2021
Other	Improve attendance of disadvantaged pupils (no less than 2% of the school's average)	Termly Review Sept 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	To re-launch through whole school training and embed the use of Pupil Premium First to prioritise these children during lessons, intervention sessions and whilst providing high quality, personalised feedback.
Priority 2	Establish small group tutoring sessions and intervention sessions with key pupil premium at risk of not meeting age-

	related expectations in KS2 in reading and maths.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Educational barriers in reading, writing and maths to allow children to reach their full potential. • Improving the self-esteem of children, encouraging them and increasing their confidence and attitude to learning. • Improving engagement at home by increasing the confidence of children and communicating frequently with parents.
Projected spending	£55,560

Wider strategies for current academic year

Measure	Activity
Priority 1	To increase the cultural capital and opportunities for children by supporting with costs towards termly trips and visits.
Priority 2	To provide opportunities for children to experience and develop cross-curricular skills to improve their character, resilience and social and emotional development.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Providing a range of enrichment opportunities in children's lives. • Improving engagement of parents and supporting parents with low income by using funding to pay up to 50% of trips and visits for these families.
Projected spending	£15,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that the Pupil Premium First approach is used consistently in all classrooms across the school, by all adults.	<ul style="list-style-type: none"> • Use of INSET day session to re-launch Pupil Premium first. • Re-address termly in staff meetings. • Termly monitoring as part of the school's monitoring cycle.
Targeted support	Ensuring that staff receive relevant training of effective, evidence-based intervention strategies for reading and maths.	<ul style="list-style-type: none"> • English and maths lead to deliver staff training on a range of intervention strategies and resources to support them during sessions (on a termly basis)

<p>Wider strategies</p>	<p>To improve parental support and engagement from our Pupil Premium families.</p>	<ul style="list-style-type: none"> • To continue to offer phone call parents evening appointments for pupil premium families who do not visit the school for parental meetings. • To provide a range of parent workshop videos on the website to encourage parents to support their children with reading, phonics and maths.
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Review: last year's aims and outcomes

Aim	Outcome										
<p>To begin to close the gap for our disadvantaged children caused by the Coronavirus outbreak.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils were invited to after school tutoring on a weekly basis during the Autumn and Summer terms, in addition to school hours, delivered by class teachers. • The school's pupil survey showed that 98% of pupils felt they have made good progress on their return from home learning. 										
<p>To increase the progress and attainment of disadvantaged children in 2020/2021. At least 2% more PP pupils than the previous year are EXS in each year group in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • The school's internal 2019 KS2 SATs mock data reflects that pupils in receipt of pupil premium have made excellent progress and have attained higher than the 2018-19 KS2 data. <table border="1" data-bbox="802 1167 1434 1451"> <thead> <tr> <th colspan="2">Disadvantaged Combined (RWM)</th> </tr> </thead> <tbody> <tr> <td>2021 EXS+ (9 pupils)</td> <td>77.7% (+37.7%)</td> </tr> <tr> <td>2019 EXS+ (10 pupils)</td> <td>40%</td> </tr> <tr> <td>2021 GDS (9 pupils)</td> <td>2.27% (+2.27%)</td> </tr> <tr> <td>2019 GDS (10 pupils)</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • KS2 <i>statutory</i> outcomes cannot be measured to due to Covid. 	Disadvantaged Combined (RWM)		2021 EXS+ (9 pupils)	77.7% (+37.7%)	2019 EXS+ (10 pupils)	40%	2021 GDS (9 pupils)	2.27% (+2.27%)	2019 GDS (10 pupils)	0%
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<p>To support disadvantaged pupils in need of social and emotional support, as a result of the Coronavirus pandemic.</p>	<ul style="list-style-type: none"> • Teachers made early formative assessments in PSHE and core subjects to allow them to plan for specific, confidence boosting feedback to be delivered to those identified as most in need. Extra time was allocated for PHSE in the timetable, to allow time for social and emotional help and support. • Children of greater concern were referred to our ELSA who worked with them on a 1:1 basis. 										