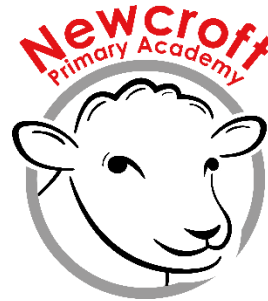




Newcroft Primary Academy



Core Strategic Plan 2021-22

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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2021-2022	2022-2023	2023-24
1. Leadership and Management	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Review / Implement	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Review / Implement	Embed	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Review / Implement	Embed	Embed
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Review / Implement	Embed	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Embed	Review / Implement	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Review / Implement	Embed
5. Outward Looking and Growth	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils Aim is for 12 schools by 2024	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Review / Implement	Embed	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Long Term (3 year) Improvement Plan

Focus Area	2021- 22	2022 - 23	2023 - 24
Leadership, management and governance	<ul style="list-style-type: none"> Senior leadership Team capacity review in line with increasing pupil numbers The school website meets all statutory requirements The school meets all data protection requirements The governing body ensure that all statutory duties are met for the year Recruitment of new governors to strengthen the expertise of the governing body (specific to gaps in skills audits) 	<ul style="list-style-type: none"> SLT new structure implementation in line with increasing pupil numbers The school website meets all statutory requirements The school meets all data protection requirements The governing body ensure that all statutory duties are met for the year Review and recruitment of governors to further strengthen the governing body 	<ul style="list-style-type: none"> SLT and leadership review The school website meets all statutory requirements The school meets all data protection requirements The governing body ensure that all statutory duties are met for the year Recruitment of governors to further strengthen the governing body
Teaching and Learning	<ul style="list-style-type: none"> 90% of lessons to be judged as at least good or better 20% of lessons judged to be outstanding Book looks reveal that pupils respond to marking, resulting in clear improvements in their learning Leaders develop coherent skills and progression maps for all subjects Continued focus on reduced workload: marking and data collection 	<ul style="list-style-type: none"> 90% of lessons to be judged as at least good or better 20% of lessons judged to be outstanding Book looks show that response to marking is embedded Embed the use of skills and progression maps for all subjects, ensuring a higher quality curriculum for all Continued focus on reduced workload 	<ul style="list-style-type: none"> 100% of lessons to be judged as at least good or better Book looks show that response to marking is embedded Review of curriculum including skills and progression maps Continued focus on reduced workload
Standards in core subjects	<ul style="list-style-type: none"> KS1 and KS2 EXS+ above national for Reading, Writing and Maths GDS in KS1 and KS2 to be above national for Reading, Writing and Maths KS2 Progress scores above 0 in Reading, Writing and Maths. KS2 combined Reading, Writing and Maths is at least above national Phonics Screen % pass to remain above national Science at KS1 and KS2 EXS above national 	<ul style="list-style-type: none"> KS1 and KS2 EXS+ above national for Reading, Writing and Maths GDS in KS1 and KS2 to be above national for Reading, Writing and Maths KS2 Progress scores above 0 in Reading, Writing and Maths. KS2 combined Reading, Writing and Maths above national Phonics Screen % pass to remain above national Science at KS1 and KS2 EXS above national 	<ul style="list-style-type: none"> KS1 and KS2 EXS+ significantly above national for Reading, Writing and Maths GDS in KS1 and KS2 to be significantly above national for Reading, Writing and Maths KS2 Progress scores significantly above 0 in Reading, Writing and Maths. KS2 combined Reading, Writing and Maths is at significantly above national Phonics Screen % pass significantly above national Science at KS1 and KS2 EXS above national
Standards in foundation subjects	<ul style="list-style-type: none"> At least 70% of pupils in all year groups working at EXS in foundation subjects At least 20% of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> At least 75% of pupils in all year groups working at EXS in foundation subjects At least 25% of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> At least 75% of pupils in all year groups working at EXS in foundation subjects At least 25% of pupils working at GDS in foundation subjects
Standards in EYFS	<ul style="list-style-type: none"> Good Level of Development to be above national At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline At least 15% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs 	<ul style="list-style-type: none"> Good Level of Development to be at least 5% above national At least 25% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline At least 20% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs 	<ul style="list-style-type: none"> Good Level of Development to be at least 5% above national At least 25% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline At least 20% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs
Progress of different groups of learners	<ul style="list-style-type: none"> At least 2% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths At least 7% increase on PP EXS end of KS2 Reading and Writing Progress of PP in Reading, writing and Maths to be no less than -0.1 Pupils with SEN increase their standardised scores by at least 3 points compared to the end of the previous year 	<ul style="list-style-type: none"> At least 3% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths At least 7% increase on PP EXS end of KS2 Reading and Writing Progress of PP in Reading, writing and Maths to be at least 0 Pupils with SEN increase their standardised scores by at least 3 points compared to the end of the previous year 	<ul style="list-style-type: none"> At least 4% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths At least 7% increase on PP EXS end of KS2 Reading and Writing Progress of PP in Reading, writing and Maths to be at least 0 Pupils with SEN increase their standardised scores by at least 5 points compared to the end of the previous year

Focus Area	2021- 22	2022 - 23	2023 - 24
Behaviour	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the school for more than 1 years) Behaviour for learning judged to be good in 95% of learning walks and lesson observations 	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the school for more than 1 years) Behaviour for learning judged to be good in 95% of learning walks and lesson observations 	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the school for more than 1 years) Behaviour for learning judged to be good in 95% of learning walks and lesson observations
Attendance	<ul style="list-style-type: none"> Average attendance of all pupils at least 96% (outstanding) Average attendance of disadvantaged pupils at least 94% (good) 	<ul style="list-style-type: none"> Average attendance of all pupils at least 97% (outstanding) Average attendance of disadvantaged pupils at least 94% (good) 	<ul style="list-style-type: none"> Average attendance of all pupils at least 97% (outstanding) Average attendance of disadvantaged pupils at least 94% (good)
Inclusion	<ul style="list-style-type: none"> The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 At least 70% of PP pupils achieve combined in KS2 (excluding SEN PP pupils) 	<ul style="list-style-type: none"> The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 At least 70% of PP pupils achieve combined in KS2 (excluding SEN PP pupils) 	<ul style="list-style-type: none"> The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 At least 70% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)
Safeguarding	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Bi annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding A review of the paper based safeguarding reporting system to take place by DSLs and Governors 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Bi annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding Implementation of the outcomes of the audit of the schools safeguarding reporting system 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Bi annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding Embed the schools safeguarding reporting system
Health	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons for all children Active lunchtimes with play leaders daily in all year groups At least 2 year groups to experience an active sports club at lunchtime In school ELSA trained to support pupils' mental health and wellbeing Extracurricular clubs widened to all year groups 80% of pupils (Year 1-6) will attend an active club during lunch or after school At least 80% of Year 6 children will be able to swim 25m The school will maintain its' Healthy School Award 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons for all children Active lunchtimes with play leaders daily in all year groups At least 3 year groups to experience an active sports club at lunchtime In school ELSA trained to support pupils' mental health and wellbeing Extracurricular clubs widened to all year groups 80% of pupils (Year 1-6) will attend an active club during lunch or after school At least 80% of Year 6 children will be able to swim 25m The school will re-apply for its' Healthy School Award 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons for all children Active lunchtimes with play leaders daily in all year groups At least 3 year groups to experience an active sports club at lunchtime In school ELSA trained to support pupils' mental health and wellbeing Extracurricular clubs widened to all year groups 85% of pupils (Year 1-6) will attend an active club during lunch or after school At least 80% of Year 6 children will be able to swim 25m The school will maintain its' Healthy School Award
Parents and the Wider Community	<ul style="list-style-type: none"> 95% of parents will download the WEDUC communication app. 90% of parents will attend parents' evenings 85% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event once per month in all year groups Each year group will engage parent volunteers to support with reading, specialist activities and celebrations Friends of Newcroft to organise at least 6 physical or virtual events during the year The school takes part in visits to St Botolph's Church and other local places of worship in the immediate and wider community 	<ul style="list-style-type: none"> 95% of parents will download the WEDUC communication app. 90% of parents will attend parents' evenings 85% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event once per month in all year groups Each year group will engage parent volunteers to support with reading, specialist activities and celebrations Friends of Newcroft to organise at least 6 physical or virtual events during the year The school takes part in visits to St Botolph's Church and other local places of worship in the immediate and wider community 	<ul style="list-style-type: none"> 95% of parents will download the WEDUC communication app. 90% of parents will attend parents' evenings 85% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event once per month in all year groups Each year group will engage parent volunteers to support with reading, specialist activities and celebrations Friends of Newcroft to organise at least 6 physical or virtual events during the year The school takes part in visits to St Botolph's Church and other local places of worship in the immediate and wider community

Focus Area	2021- 22	2022 - 23	2023 - 24
British Values	<ul style="list-style-type: none"> Job Centre – at least 70% of pupils across both key stages have a 'job' during the year Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display) Each British Value covered in detail in all year groups as per the termly curriculum plans Weekly British Values led assemblies promote pupils having their say about current issues linked to living in modern Britain The school council will promote the key British Values in their work 	<ul style="list-style-type: none"> Job Centre – at least 70% of pupils across both key stages have a 'job' during the year Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display) Each British Value covered in detail in all year groups as per the termly curriculum plans Weekly British Values led assemblies promote pupils having their say about current issues linked to living in modern Britain The school council will promote the key British Values in their work 	<ul style="list-style-type: none"> Job Centre – at least 70% of pupils across both key stages have a 'job' during the year Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display) Each British Value covered in detail in all year groups as per the termly curriculum plans Weekly British Values led assemblies promote pupils having their say about current issues linked to living in modern Britain The school council will promote the key British Values in their work
Staff CPD	<ul style="list-style-type: none"> All staff can name at least 2 CPD activities during the year, linked to their role 	<ul style="list-style-type: none"> All staff can name at least 2 CPD activities during the year, linked to their role 	<ul style="list-style-type: none"> All staff can name at least 2 CPD activities during the year, linked to their role

Staff Responsibilities

Newcroft Senior Leadership Team 2021-22					
Sara Aukland Head teacher	Charlotte Kruger Deputy Head teacher	Dianne Lane Business Director	Hannah Wicks Assistant Head teacher (maternity)	Rosie Cran EYFS Leader (TLR2)	Alice Brailsford (acting SENCo- maternity) SEN Allowance
<ul style="list-style-type: none"> Designated Safeguarding Lead Strategic Direction Curriculum, Teaching & Learning EYFS and KS1 Standards and progress Attendance Staffing - Teachers 	<ul style="list-style-type: none"> Deputy Designated Safeguarding Lead Pupil Premium and Inclusion Designated Teacher KS2 standards and progress NQTs 	<ul style="list-style-type: none"> Budget and Finance Office Staff Premises Lunchtime and premises staff Procurement HR 	<ul style="list-style-type: none"> English and Early Reading and Phonics overview TLR3 post Leader Staffing – support staff 	<ul style="list-style-type: none"> Reception standards and progress Pre School Standards and Progress Pre School and Reception staffing 	<ul style="list-style-type: none"> SEND Staffing – support staff (shared with Hannah Wicks)
Subject Leader (s)		Subject/ Area		Shadowing Role	Governor Partner (s)
Curriculum, Teaching, Learning and Assessment		Sara Aukland, Head teacher		Charlotte Kruger, Hannah Wicks, Rosie Cran	Dan Brown and Elle Walshe
Pupil Premium and Inclusion, NQTs and FON		Charlotte Kruger, Deputy Head teacher		Sara Aukland	Sarah Newton-Shilliam
SEND and ELSA		Alice Brailsford (maternity cover for Louise Hunt)		Sara Aukland	Sarah Hanna
EYFS (Reception and Pre-School)		Rosie Cran		Sara Aukland and Kirsten McConnell	Dan Brown and Elle Walshe
English, Early Reading and Phonics		Hannah Wicks, Assistant Head teacher (maternity)		Charlotte Kruger, Jamie Pratt, Lorraine Lloyd	Elle Walshe, Neha Babajee
Phonics and Early Reading		Lorraine Lloyd		Hannah Wicks, Alice Brailsford	Sarah Hanna
Maths		Jamie Akiens		Charlotte Kruger and Issy Veazey	Sarah Hanna

Science	Issy Veazey	Jamie Akiens	Graham Darch
History	Jamie Pratt	Katie Radley	Sam Curtis
Geography	Katie Radley	Jamie Pratt	Neha Babajee
RE	Joanne Newton	Lorraine Lloyd	Sam Curtis
Computing	Sarah Pickering	Jamie Pratt	Graham Darch
PSHE, RSE and Healthy Schools	Vicky Hawksworth	Alice Brailsford	Sam Curtis
MFL	Kirsten McConnell	Joanne Newton	Elle Walshe
Music	Carole Atkinson	Amy Eccleshall	Sarah Newton-Shilliam
Design and Technology	Hannah Busby	Issy Veazey	Dan Brown
Art and Design	Issy Veazey	Hannah Busby	Sarah Newton-Shilliam
Physical Education and Forest Schools	Amy Eccleshall	Betty Gamble	Dan Brown
British Values, School Council and Job Centre	Alice Brailsford	Vicky Hawksworth	N/A (no subject plan)

Additional Governor Roles

Health and Safety – Graham Darch

Safeguarding – (Check and sign the SCR at each FGB)- Dan Brown

Finance – (monthly budget checks)- Neha Babajee and Elle Walshe

Head Teacher's Performance Management –Elle Walshe, Sarah Newton Shilliam, Sarah Hanna (trained staff)

Pay Committee – Dan Brown, Sarah Newton Shilliam and Sarah Hanna (trained staff)

Review of Priorities for 2020-21

What did we want to improve?	What did success look like and what was its impact ?	Next Steps?
Leadership and Management- staff development and sustainability	<ul style="list-style-type: none"> Newcroft has a clear Leadership and Senior Team structure in place to ensure that leaders of each area of school have clear, distributed responsibilities and accountabilities. Governors are clear about the roles of each member of the SLT and Senior Team and in doing so, will be able to hold leaders to account more effectively. A new staffing structure of three TLR3s was in place to develop projects across the school, distribute leadership and grow young leaders. The school's subject leadership was designed around 'shadowing' to enable leaders to impart their knowledge and skills upon their shadowing partner, while developing a teamwork approach to subject leadership and knowledge. Newcroft has further developed leadership ability, curriculum and outcomes for children by investing in NPQSL and NPQML CPD for 2 members of staff. The new marking policy was shared, used and embedded across school which reflects a significantly lighter workload while improving feedback and consequential progress of pupils. This is now embedded. 	<ul style="list-style-type: none"> 2021-22 academic year to further establish the shadowing roles for subject leader. Create 2 new TLR3s to build on the success of growing young leaders.

Recovery from school closure and missed learning

- The school ran 2 weeks (10 days) of a summer club for up to 60 pupils, offering free places to disadvantaged learners and SEN pupils to establish routine, socialisation and support for learning during the Summer break. This allowed for a smooth transition back into school.
- NTS assessments showed that EXS+ attainment all year groups increased from Baseline to the NTS December data in both Reading and Maths.
- Autumn 2 data in foundation subjects showed that all year groups achieve 75% of pupils achieving the expected standard or higher (in line with 2020 Autumn 2).
- 96.6%+ of Year 2 pupils passed their first time phonics screen check in December 2020.
- Attendance has continued to be outstanding at 98.2% for the academic year.
- We timetabled dynamically to allow for 'learning to learn' interventions to take place (in the form of catch up sessions).
- The school narrowed the curriculum significantly for 6 weeks in Autumn and then 4 weeks on return from the January closure, to deliver an enhanced core curriculum catch up plan.
- 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.
- Additional time was allocated to PSHE lessons to enable pupils to talk and reflect on their experiences.
- Recorded incidents of poor behaviour remained consistently low across school throughout the year and were lower than previous years.
- Pupil survey showed that pupils felt more confident and 98% felt they have made progress.
- Those who were identified as most in need/ disadvantaged pupils were offered tutoring in addition to school hours by school staff. This took place into 2 blocks of 8 weeks and the pupils invited were chosen based on assessment data and individual need.

The impact of the school's catch up plan is evident in the summary of results for the year below. Reading and Maths overall showed + results based on the baseline vs end of year for all pupils and notably, the same for disadvantaged pupils:

		Reading						
		1	2	3	4	5	6	Average
Overall	Baseline at score (Sep 20)	N/A	101.0	98.4	97.7	99.9	104.2	100.4
	Progress to Dec 20	N/A	8.5	0	8.3	8.1	7.4	8.5
	St score Dec 20	N/A	110.0	105.4	106	108	111.6	108.9
	% EXS and above Dec 20	N/A	83.2%	89.2%	78.8%	80.2%	88.4%	86.4%
	Progress Dec 20 to March 21	N/A	-1	-2.6	-1.3	-1.8	N/A	-1.6
	St score March 21	N/A	108.5	105.8	104.7	105.5	N/A	106.7
	% EXS and above March 21	N/A	88.2%	85.4%	74.9%	84.7%	N/A	82.0%
	Progress from Baseline to March 21	N/A	8.5	8.5	7.0	8.8	N/A	7.2
	Progress March 21 to June 21	N/A	4	3.8	5.8	2.7	N/A	4.0
	St score June 21	N/A	115.5	109.5	110.2	108.2	N/A	110.8
% EXS and above June 21	N/A	89.3%	88.3%	88.9%	88.9%	N/A	89.0%	
Progress from Baseline to June 21	N/A	12.5	10.1	12.5	9.3	N/A	10.2	
Disadvantaged	Baseline at score (Sep 20)	N/A	104.3	97.8	97.1	101.2	102.5	100.5
	Progress to Dec 20	N/A	2.8	8.4	4.1	-2.7	3.9	3.0%
	St score Dec 20	N/A	107.2	106	102.2	103.5	106.1	103.6
	% EXS and above Dec 20	N/A	81.9%	75.7%	72.7%	78.9%	88.0%	79.4%
	Progress Dec 20 to March 21	N/A	-0.4	-1.1	-2.8	-1.9	N/A	-1.9
	St score March 21	N/A	105.5	92	88.3	88.8	N/A	89.2
	% EXS and above March 21	N/A	81.8%	80.9%	80.9%	80.9%	N/A	80.9%
	Progress from Baseline to March 21	N/A	2.5	-8.8	-1.2	-1.8	N/A	-1.1
	Progress March 21 to June 21	N/A	3.7	-7.1	0.2	-4.4	N/A	-1.1
	St score June 21	N/A	110.5	99.1	107.5	102	N/A	102.2
% EXS and above June 21	N/A	81.8%	75.0%	81.8%	85.7%	N/A	81.1%	
Progress from Baseline to June 21	N/A	6.2	-1.5	10.4	1.8	N/A	4.5	

		Maths						
		1	2	3	4	5	6	Average
Overall	Baseline at score (Sep 20)	N/A	107.4	95.2	90.1	101	103.6	102.1
	Progress to Dec 20	N/A	6.7	4.3	7.3	3.2	11	4.9
	St score Dec 20	N/A	114.1	102.5	107.4	104.2	114.7	107.0
	% EXS and above Dec 20	N/A	83.5%	78.4%	88.2%	86.4%	88.0%	86.4%
	Progress Dec 20 to March 21	N/A	0	0	4	2.2	N/A	1.6
	St score March 21	N/A	114.1	102.5	111.4	106.4	N/A	108.1
	% EXS and above March 21	N/A	83.0%	78.4%	90.0%	88.3%	N/A	89.4%
	Progress from Baseline to March 21	N/A	6.7	4.3	11.3	5.4	N/A	7.4
	Progress March 21 to June 21	N/A	-0.3	5.4	0.6	4.4	N/A	0.5
	St score June 21	N/A	113.2	107.9	108.0	108.8	N/A	109.1
% EXS and above June 21	N/A	89.3%	90.2%	90.2%	88.4%	N/A	89.2%	
Progress from Baseline to June 21	N/A	6.4	9.7	7.9	7.8	N/A	6.4	
Disadvantaged	Baseline at score (Sep 20)	N/A	109	94.3	86.6	99.3	100.8	100.4
	Progress to Dec 20	N/A	2.1	-1.3	5.3	-1.9	-2.9	0.4
	St score Dec 20	N/A	111.1	93	94.5	97.4	97.9	100.8
	% EXS and above Dec 20	N/A	81.8%	50.0%	81.8%	87.8%	88.9%	71.8%
	Progress Dec 20 to March 21	N/A	1	-2	-3.5	0.8	N/A	0.8
	St score March 21	N/A	112.1	91	90	98.2	N/A	102.3
	% EXS and above March 21	N/A	81.8%	37.5%	90.5%	84.3%	N/A	68.8%
	Progress from Baseline to March 21	N/A	3.1	-3.3	8.4	-1.1	N/A	2.0
	Progress March 21 to June 21	N/A	-0.7	12.3	-1.2	2.9	N/A	1.3
	St score June 21	N/A	111.4	103.3	95.9	101.1	N/A	102.7
% EXS and above June 21	N/A	70%	81.8%	75.0%	84.3%	N/A	78.0%	
Progress from Baseline to June 21	N/A	-6.8	9.0	8.2	1.8	N/A	3.4	

- Summer 2 2021 data used to inform next steps for new classes in Sept 2021.
- RWM End of Key Stage 2 2022 to be above national.
- EYFSP 2022 to be above national.
- Y1 Phonics Screen Check 2022 to be above national.
- Y2 Phonics Screen Check 2021 to be above national.
- RWM End of Key Stage 1 2022 to be above national.
- EYFSP 2022 to be above national.

<p>Curriculum development</p>	<ul style="list-style-type: none"> • Whole school subject maps showed that the curriculum for each subject builds in difficulty and challenge through the key stages (this was achieved in many subject but not all due to Covid) • Curriculum maps for each year group were reviewed and developed. • curriculum, particularly across Y3/4 and Y5/6 where objectives in non-core subjects can be similar. • Y1-6 will have achieved 75% of pupils at EXS+ in non-core subjects at the end of the academic year. • The school is working towards 'Arts Mark' award, proving the quality of Music, Art, DT and Dance and the value of the arts in our school. • The school has developed knowledge organises for each topic taught in each year group, covering the key knowledge and skills for that topic. 	<ul style="list-style-type: none"> • Skills and Progression maps to be developed in all subjects by December 2021. • Shadowing roles to be further established. • Further cultural capital opportunities will be added to enhance the curriculum. 																				
<p>Improve reading outcomes at the end of KS2 (EXS and progress)</p>	<ul style="list-style-type: none"> • We have developed reading as the core curriculum at Newcroft, as evidenced in our May peer review. • Reading corners now in all classrooms including a mini library. • Explicit teaching of content domains and cognitive demands once a week Y1-Y6. • Explicit teaching of VRIC x 3 weekly in KS2, x1 weekly in KS1 and verbally in EYFS. • English leaders developed and trained a system of high order questioning for 1:1 reading for LSAs and teachers. • Parents had these questions shared with them at home to enable better quality questioning in 1:1 reading. • Parents and pupils were engaged in higher quality texts, thus having a positive impact on outcomes. Bug Club was set up and embedded throughout the year across school. • The school invested in high quality phonetically focused reading books for KS1 and trained staff in their use. This is now embedded. • 96.6% of Year 2 pupils passed the Phonics Screen check. • Year 6 KS2 mock test data in June 2021, demonstrates that pupils in Y6 have excelled in reading and that the school had proven that reading outcomes have improved. <p>Comparative data from 2018-19 to 2020-21</p> <table border="1" data-bbox="524 911 745 1233"> <thead> <tr> <th></th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>2021 EXS+</td> <td>86.4% (+10.6%)</td> </tr> <tr> <td>2019 EXS+</td> <td>75.8%</td> </tr> <tr> <td>2021 GDS</td> <td>31.8% (+7.6)</td> </tr> <tr> <td>2019 GDS</td> <td>24.2%</td> </tr> </tbody> </table> <table border="1" data-bbox="804 933 1207 1158"> <thead> <tr> <th></th> <th>Combined (RWM)</th> </tr> </thead> <tbody> <tr> <td>2021 EXS+</td> <td>82.0% (+9.8%)</td> </tr> <tr> <td>2019 EXS+</td> <td>72.2%</td> </tr> <tr> <td>2021 GDS</td> <td>20% (+17%)</td> </tr> <tr> <td>2019 GDS</td> <td>3%</td> </tr> </tbody> </table>		Reading	2021 EXS+	86.4% (+10.6%)	2019 EXS+	75.8%	2021 GDS	31.8% (+7.6)	2019 GDS	24.2%		Combined (RWM)	2021 EXS+	82.0% (+9.8%)	2019 EXS+	72.2%	2021 GDS	20% (+17%)	2019 GDS	3%	<ul style="list-style-type: none"> • Progress in Reading 2018.19 -1.47- target to be at least 0 • EXS+ to be at least 2% above national • PP progress to be no less than -1 (2018.19 -2.21) • Boys progress in reading to be no less than -1 (2018.19 -2.35) • Deliver workshop training sessions for parents across the school in how to access and use Bug Club.
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Headline Results 2018-19 (published measurable outcomes remain due to Coronavirus)

EYFS GLD		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
		74.6%	-7.4%	71.7%	+2.9%
Phonics screening Y1		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
		94.4%	+4.2%	81.9%	+12.5%
		2020 Y2 - 96.6%	+2.2%	2020 unknown	n/a
KS1 SATs Reading		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	80.77%	+0.77%	75%	+5.77%
	Greater depth	28.85%	+7.05%	25.1%	+3.75%
KS1 SATs Writing		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	73.1%	-1.4%	69.3%	+3.8%
	Greater depth	19.23%	+6.53%	14.8%	+4.43%
KS1 SATs Maths		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	80.77%	+0.77%	75.7%	+5.07%
	Greater depth	26.92%	+1.42%	21.8%	+5.15%
KS1 SATs Combined		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	71.2%	+4.0%	65%	+6.2%
	Greater depth	13.46%	+6.16%	11.2%	+2.26%

KS2 SATs		Newcrott	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and above	75.8%	+2.3%	73%	+2.8%	104.3	+0.3
Reading	Greater depth	24.2%	-5.2%	26.9%	-2.7%		
KS2 SATs		Newcrott	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and above	87.9%	+5%	78%	+9.9%	104.6	+1.6
Writing	Greater depth	30.3%	+13.2%	20.1%	+10.2%		
KS2 SATs		Newcrott	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and above	93.9%	+8.5%	79%	+14.9%	106.3	-0.8
Maths	Greater depth	21.2%	+0.6%	26.6%	-5.4%		
KS2 SATs		Newcrott	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and above	87.9%	-0.3%	78%	+9.9%	107.7	-0.1
GAPS	Greater depth	45.5%	+1.1%	35.6%	+9.9%		
KS2 SATs		Newcrott	Difference from previous year (+/-)	National 2019	Difference (+/-)		
	EXP and above	72.7%	+2.1%	65%	+7.7%		
Combined	Greater depth	3%	-5.8%	10%	-7%		
Progress scores (end of KS1-KS2)		Newcrott	Difference from previous year (+/-)				
	Reading	-1.5	N/A				
	Writing	0.9	N/A				
	Maths	0.57	N/A				

Key Priorities for 2021-22

Priority 1	Improve reading outcomes at the end of KS2	Leader (s): Hannah Wicks and Lorraine Lloyd	
Start Date: August 2021		Mid-Review: January 2022	Evaluation: June 2022
What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?
Improve reading standards and progress and at the end of KS2	<p>Teaching</p> <ul style="list-style-type: none"> Continue to monitor and evaluate whole class reading sessions and VRICs across school. CPD for teachers and support staff on 1:1 reading files and questioning CPD sessions for teachers on challenging GDS readers Embed the Pupil Premium first approach to engage disadvantaged pupils in reading lessons. <p>Targeted academic support</p> <ul style="list-style-type: none"> Year 6 extra teaching group daily using SLT expertise. Intervention slots within the timetable weekly for key year groups After school tuition for key groups in Reading by teachers Specific interventions for reading delivered by LSAs and Teachers (e.g. Lexia) Priority readers identified in all year groups and read with 3 times weekly as a minimum <p>Wider Strategies</p> <ul style="list-style-type: none"> Review book stock twice yearly to purchase current and engaging authors (use pupil survey and the school council to support) Review use of Bug Club and assess need by Key Stage Deliver parent workshops in reading support (including phonics, reading questioning and the use of Bug Club.) <p>Linked Research: EEF Tiered Approach</p>	Ongoing / end of academic year	<ul style="list-style-type: none"> Progress in Reading 2018.19 -1.47- target to be at least 0 EXS+ to be at least 2% above national PP progress to be no less than -1 (2018.19 -2.21) Boys progress in reading to be no less than -1 (2018.19 -2.35) GDS attainment to be at least national GDS attainment for boys to be at least national
Activity	Book Stock	Release Time	
Cost	£4000	£200	

Priority 2	Improve outcomes for disadvantaged groups	Leader(s): Sara Aukland, Charlotte Kruger, Hannah Wicks, Rosie Cran and Alice Brailsford	
Start Date: August 2021		Mid-Review: January 2022	Evaluation: June 2022
What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?

<p>Improve the outcomes of disadvantaged children and the bottom 20% of each year group</p>	<p>Teaching</p> <ul style="list-style-type: none"> Develop Communication and Language and Understanding the World elements of the new EYFS curriculum across Reception and Nursery NELI CPD language support for EYFS staff to enhance the school's approach to C&L development. The use of Pupil Premium profiles to be consistently used and adapted to reflect the needs and barriers of this group of children. Embed Pupil Premium First across the school. QFT- targeted questioning and support in core subjects for those identified as the bottom 20%. Teachers to explicitly use 'revision' starters in Maths and English lessons to recap on key concepts. Foundation subjects- teachers to use curriculum maps to review prior knowledge and skills from the previous year group, and to 'revise' this with pupils before moving onto new content. <p>Targeted academic support</p> <ul style="list-style-type: none"> Year 6 extra teaching group daily using SLT expertise Year 2 HLTA employed to support in intervention and catch up (due to time missed in school closures for this cohort) Intervention slots within the timetable weekly for key year groups After school tuition for key groups in reading and maths by teachers Deliver of NELI to key children in EYFS. Teachers use provision maps to outline interventions for disadvantaged pupils and those in need of catch up. <p>Wider Strategies</p> <ul style="list-style-type: none"> Deeper attendance monitoring of groups- PP, SEN with EHCP and the bottom 20% of attainers in the school (reintroduce 100% attendance award with voucher, developing the profile of attendance more deeply with parents half termly) Train additional in school ELSA to support with mental health and wellbeing Develop a lunchtime school Forest School Club using expertise within school for key disadvantaged pupils with a focus on skills that can be transferred to learning into the classroom (e.g. resilience, problem solving and teamwork skills) Develop an afterschool school Forest School Club focussed on disadvantaged pupils <p>Linked Research: EEF Tiered Approach</p>	<p>Termly assessment cycle reviews</p> <p>Monthly attendance monitoring of group</p> <p>End of year assessments</p>	<ul style="list-style-type: none"> EYFSP GLD be 2% above national EYFS C&L and UtW EGLS's to be at least national Phonics Screen in Y1 and Y2 to be at least 5% above national RWM combined for KS2 to be at least 2% above national PP KS2 progress to be no less than -1 in RWM RWM combined for KS1 to be at least 2% above national GDS attainment to be at least national in KS2 PP parental engagement in parents' evening to be at least 95% Attendance of key groups (e.g. bottom 20%, PP, SEN with EHCP to be no less than 2% below school's average each term) 	
<p>Activity</p>	<p>Forest School</p>	<p>Release Time Training</p>	<p>Tuition</p>	<p>Additional staffing</p>
<p>Cost</p>	<p>£500</p>	<p>£300</p>	<p>£5000</p>	<p>£10,000</p>

Priority 3	Improve the quality of the curriculum		Leader(s): Sara Aukland, Charlotte Kruger, Hannah Wicks, Rosie Cran	
Start Date: August 2021		Mid-Review: January 2022	Evaluation: June 2022	
What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	
<p>The quality of the core curriculum</p> <p>The quality of the foundation curriculum</p> <p>Extracurricular offer (variety to engage all pupils) to enhance pupils' cultural capital</p>	<p>Teaching</p> <ul style="list-style-type: none"> Develop skill and knowledge progression maps for all foundation subjects and Science to ensure the curriculum is progressive and challenging Curriculum review in all subjects and actions taken by subject leaders to develop the curriculum further. Cultural capital enhancing opportunities to be built into the curriculum to give Newcroft pupils a better understanding of world Continually develop the new EYFS curriculum based on our pupils and their needs, interests and areas for development. CPD activities led by subject leaders for all teaching staff to develop knowledge and skills in teaching GDS <i>in all subjects</i> CPD activities to support teachers with a wider range of strategies for differentiation using formative assessment to scaffold and challenge children. <p>Targeted academic support</p> <ul style="list-style-type: none"> GDS intervention groups within lessons, delivered by a range of staff <p>Wider Strategies</p> <ul style="list-style-type: none"> Widen the extra-curricular timetable offer (including lunches) to provide pupils with a broader range of activities and clubs to attend. <p>Linked Research: EEF Tiered Approach</p>	Ongoing/ end of the academic year assessment	<ul style="list-style-type: none"> GDS attainment to be at least national in KS2 GDS attainment to be at least national in KS1 Termly monitoring of the curriculum by SLT and subject leaders, follow the monitoring timetable, will demonstrated that a broad and balance curriculum is being taught. 50% more clubs will be on offer in 2021-22 in comparison to 2020-21 80% of pupils will engage in a club or activity during the year (including lunch clubs) Parent survey will show that the school offers a wider variety of clubs to all pupils. 	
Activity	Extra-Curricular resources	Staff CPD	Release time for staff	
Cost	£1000	£300	£1000	

Governance Review, Development and Monitoring Plans

2020 -21 Review

What did we want to improve?	What did success look like and what was its impact ?	Next Steps?
Confidence of governors in performing their statutory duties.	Covid shut down and lack of ability to get into school did have a negative impact on this. We were unable to visit and actively grow in confidence in our duties. Access to the new training portal has been confirmed in the last term, this has made training more accessible.	Carry this target over to the next academic year. Plan governor training and promote the key skills trainings all governors should complete. Ensure new governors are fully inducted and accompanied by an experienced governor on all duties in their first year.
Governor involvement in the whole school, including increasing the number of learning walks conducted outside of the monitoring weeks.	Covid shut down and lack of ability to get into school did have a negative impact on this. Governor involvement has been minimal, less than we would have liked.	Carry this target over to the next academic year.
Understanding of the wider governing body in the workings of the school, reducing the number of 'specialist' governors and allowing more to be involved.	Specialist roles were spread through the governing body and roles were re-distributed allowing different governors to gain new experiences in the key roles.	Carry this target over to the next academic year as roles may be redistributed again and new governors coming into role. Ensure new governors are fully inducted and accompanied by an experienced governor on all duties in their first year.

2021 – 22 Plan

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	SLT Development Plan Reference
Confidence of governors in performing their statutory duties.	Upskilling of governors through effective training with each governor to attend at least 1 training session during the school year, and all new governors to complete the induction training. Governors statutory duties to be re-issued to all governors to ensure clear guidance with continual monitoring and self-evaluation of effectiveness. Attendance at meetings a priority. Session for the whole LGB to explain the impact of Covid-19 and how the absence of school data will be managed.	Ongoing throughout the school year. October *when sufficient information is available	The governing body ensure that all statutory duties are met for the year. Documented evidence of activities taking place available for inspection. Full understanding of the data and ability to discuss this if required.	1c, 3a
Governor involvement in the whole school, including increasing presence in the school	Focus on being present in school, learning walks and attendance at school events a priority. Involvement of the full governing body where possible. Increased visibility to the wider school community, including parents, to demonstrate our effectiveness and give them comfort of our presence.	Review termly	Governors present in school, support for the staff visible, evidence of learning walks and effective feedback and challenge available.	4b

			Governors being more visible to the wider community to show full support of our new school leadership team (including at parents' evenings) whilst also demonstrating appropriate challenge being made through the right channels.	
Understanding of the wider governing body in the workings of the school, reducing the number of 'specialist' governors and allowing more to be involved.	Full buy in and involvement in new partner areas, liaising with teaching partners in sufficient time and with enough detail to make it a worthwhile process. Training and guidance available for new governors.	Review termly	Effective questioning and challenge of partner teachers during monitoring visits, full documentation of these discussions available for review. Attendance at key meetings with minutes demonstrating increased knowledge and understanding as the year progresses (where applicable).	5c

Staff Professional Development Plan

Whole school priority	What needs to be achieved?	How (training, by whom?)	What will success look like and what will be its impact?	Cost	Who will monitor its impact and to whom will this be reported to?	SLT Plan reference
Priority 1	Improve reading outcomes at the end of KS2	<ul style="list-style-type: none"> CPD for teachers and support staff on 1:1 reading files and questioning CPD sessions for teachers on challenging GDS readers Embed the Pupil Premium first approach to engage disadvantaged pupils in reading lessons. 	<ul style="list-style-type: none"> Improved reading pedagogy Progress in Reading 2018.19 -1.47- target to be at least 0 EXS+ to be at least 2% above national PP progress to be no less than -1 (2018.19 -2.21) Boys progress in reading to be no less than -1 (2018.19 -2.35) GDS attainment to be at least national GDS attainment for boys to be at least national 	£200	Hannah Wicks, Charlotte Kruger and Sara Aukland	4a and 4c
Priority 2	Improve the outcomes of disadvantaged children and the bottom 20% of each year group	<ul style="list-style-type: none"> NELI CPD language support for EYFS staff to enhance the school's approach to C&L development. PP First training and recap QFT- targeted questioning and support in core subjects for those identified as the bottom 20% (training in techniques and strategies) 	<ul style="list-style-type: none"> Improved communication and language focus in EYFS Improved questioning for all staff. EYFSP GLD be 2% above national EYFS C&L and UtW EGLS's to be at least national Phonics Screen in Y1 and Y2 to be at least 5% above national RWM combined for KS2 to be at least 2% above national PP KS2 progress to be no less than -1 in RWM 	£300	Hannah Wicks, Charlotte Kruger and Sara Aukland	2b and 4c

			<ul style="list-style-type: none"> • RWM combined for KS1 to be at least 2% above national • GDS attainment to be at least national in KS2 • PP parental engagement in parents' evening to be at least 95% • Attendance of key groups (e.g. bottom 20%, PP, SEN with EHCP to be no less than 2% below school's average each term) 			
Priority 3	<p>The quality of the core curriculum</p> <p>The quality of the foundation curriculum</p>	<ul style="list-style-type: none"> • CPD activities led by subject leaders for all teaching staff to develop knowledge and skills in teaching GDS <i>in all subjects</i> • CPD activities to support teachers with a wider range of strategies for differentiation using formative assessment to scaffold and challenge children. 	<ul style="list-style-type: none"> • GDS attainment to be at least national in KS2 • GDS attainment to be at least national in KS1 • Termly monitoring of the curriculum by SLT and subject leaders, follow the monitoring timetable, will demonstrated that a broad and balance curriculum is being taught. • 50% more clubs will be on offer in 2021-22 in comparison to 2020-21 • 80% of pupils will engage in a club or activity during the year (including lunch clubs) • Parent survey will show that the school offers a wider variety of clubs to all pupils. 	£1300	Hannah Wicks, Charlotte Kruger and Sara Aukland	2b, 4a and 4c
Other headline CPD	<ul style="list-style-type: none"> • Annual safeguarding update including key issues linked to our school, families and community • All staff to undertake PREVENT training as part of the annual safeguarding update • All teaching and learning staff to undertake E Safety training as part of the annual safeguarding update • EYFS new framework training for all Reception and Nursery staff • Model Music Curriculum CPD for all teachers and cover staff • X1 support staff trained as the school's ELSA • X1 support staff trained as Lego therapy leader • X1 staff to undertake the lifeguarding swimming award • Arts Award training for 1 teacher and 1 support staff to deliver extracurricular Arts Award provision • First Aid Training (renewals) • Team Teach Training (renewals) • Squid training (office staff)- payment system 					

Pupil Premium and Inclusion

Subject Leader: Charlotte Kruger

Improvement Plan 2021-22

What do we want to improve?	How will we go about it?	What will be the impact on the pupil outcomes, quality of the curriculum and subject leadership?	Who will monitor its impact?	When will it be complete d by?	Link to whole school priorities (if applicable)
<ul style="list-style-type: none"> To build on cultural capital for these children, providing support with trips, visits and extra-curricular activities to support their individual barriers to learning. To provide opportunities for children to experience and develop cross-curricular skills to improve their character, resilience and social and emotional development. 	<ul style="list-style-type: none"> Cultural capital enhancing opportunities to be built into the curriculum to give Newcroft pupils a better understanding of world Use of Pupil Premium profiles to identify and monitor barriers to learning and address these through wider strategies. 	<ul style="list-style-type: none"> Subject leaders will have a greater understanding of trips and events are taking place across the school with contributes to wider experiences within their subject and evidence to be recorded of this. Children will feel that they have an exciting, broad curriculum with a range of inspiring opportunities. 50% more clubs will be on offer in 2021-22 in comparison to 2020-21, which will allow disadvantaged children to try new skills and activities. This will support their barriers to learning to enable them to apply these skills within the classroom setting. Widening the extra-curricular timetable offer (including lunches) will provide pupils with a broader range of activities and clubs to attend. 	Sara Aukland, Charlotte Kruger, Hannah Wicks	Ongoing/end of academic year	2/3
<ul style="list-style-type: none"> Engaging pupil premium families through online workshops and building relationships at parent meetings. 	<ul style="list-style-type: none"> Deliver parent workshops in reading support (including phonics, reading questioning and the use of Bug Club.) 	<ul style="list-style-type: none"> Aim for PP parental engagement in parents' evening to be at least 95%. This increased engagement will provide parents with a greater understanding as to how their child is progressing and how they can support further at home. Parent online workshops will enable families to gain a greater understanding of the curriculum and how they can support at home. Subject leaders will identify a range of strategies and resources to support parents at home with core subjects, which will improve attainment within the classroom. 	Sara Aukland, Charlotte Kruger, Hannah Wicks, and core subject leaders	Ongoing/end of academic year	1/2/3
<ul style="list-style-type: none"> To improve reading outcomes for pupil premium children across the school. 	<ul style="list-style-type: none"> Embed the Pupil Premium first approach to engage disadvantaged pupils in reading lessons. Intervention slots within the timetable weekly for key year groups 	<ul style="list-style-type: none"> Year 6 extra teaching group daily using SLT expertise will provide more personalised feedback and support for all children, due to smaller class sizes. Embedding Pupil Premium First will allow teachers to personalise questions and feedback for these children and improve the attainment and progress of Pupil Premium children. CPD for teachers and support staff on 1:1 reading files and questioning will ensure that staff have improvement 	Sara Aukland, Charlotte Kruger, Hannah Wicks	Termly data submission/end of academic year	1/2

	<ul style="list-style-type: none"> • After school tuition for key groups in Reading by teachers • Specific interventions for reading delivered by LSAs and Teachers (e.g. Lexia) • Priority readers identified in all year groups and read with 3 times weekly as a minimum • 	<p>knowledge and confidence in asking a range of comprehension questions for all content domains.</p> <ul style="list-style-type: none"> • Intervention slots in the timetable/after school tuition sessions for key year groups, targeted at pupil premium children, will ensure that time is spent with children to identify gaps in learning and to develop reading skills further. • Continued subscription to Bugclub for KS1 and improved book stock in KS2 throughout the year will encourage children to read for pleasure and enjoy reading. • PP progress to be no less than -1 (2018.19 -2.21) 			
<p>What activities and improvements took place during 20-21? (linked to subject action plan)</p>	<ul style="list-style-type: none"> • In the Spring term, we have introduced new Pupil Premium Profiles, which combine the information from the previous ISPs and Pupil Premium Profiles, in a more informative, streamlined way. The new Pupil Premium Profiles have been adapted and are written for every pupil premium children and LAC child. The new profiles are 'working documents' used by all teachers and the Inclusion Lead. The Pupil Premium Profiles contain key information such as the barriers to learning for each children and their current targets. Each term, the teacher will update the profile with assessment data, parents' evening comments, as well as reviewing and setting new targets. The aim of these profiles is to inform teachers and use them as part of their everyday planning and practice. • Pupil Premium First is a new incentive launched this half term. The theory behind this is that Pupil Premium children remain at the forefront of a teacher's mind in all lessons. The main concepts are that the teacher will target the first question – during a round of questions – at a PP child; this ensures that the child is engaged during the input and being challenged and assessed by the teacher first. Once the main task begins, the teacher will then check in a PP child first, to ensure that they are on task and any support necessary is given. Finally, following the lesson, the teacher will then mark a book belonging to a PP child first. The theory is that the marking will be of the highest quality at this point and will have the most impact. • As part of our Catch up curriculum plan, reading, writing and maths has been taught daily or twice daily in some year groups throughout the Autumn 1 term, in the place of the wider curriculum. Teachers have taught all the missed learning from the previous year group, alongside the objectives of the current year's curriculum. This has benefited our Pupil Premium children to catch up on missed learning. Teachers planned for gaps to be addressed through initial intervention, and the impact of this has been that children are now working at the current year group curriculum and further gaps are being addressed through intervention. • Daily interventions delivered by LSAs and teacher based on PIRA and PUMA baseline analysis and venn diagrams (current concerns of children not reaching EXS in reading, writing and maths). Our catch-up curriculum has focusing our teaching on the core subjects where the gaps have been most significant, particularly for our PP children. • Pupil premium children – who need support with reading – continue to remain priority readers and have 1:1 reading sessions 3 x weekly (at minimum) to support reading attainment. Monitoring the reading files shows that this is taking place. • Tutoring has taken place in two blocks of 8 weeks this year (in Autumn and in the Summer term). Targeted children, focusing on disadvantaged children who need catch up, were selected by teachers using the NTS assessments made. The groups are focused around reading and maths. • Further support has been put in place for Year 5 in the Summer term, in preparation for Year 6 and for their SATs. This is due to the large number of pupil premium children within the year group and the gaps from the Spring NTS. Year 6 teachers are supporting this, as part of the transition process, which means that 30 children across the year group are receiving weekly tutoring in English and maths. • Each teacher has a 1-hour intervention session slot, in which our PE coach teaches PE with the whole class. During this time, the teacher provides either 1:1 intervention or small group support for targeted children in the class, based on formative assessments made during the week, plus our summative assessments (NTS tests). This has allowed teachers to begin to close the gaps from lockdown. • Forest Schools sessions have taken place in Year 5 this year, where our pupil premium children have benefitted from working outdoors with Miss Eccleshall, our trained Forest Schools teacher. The children have worked on their teamwork skills, as well as built on their resilience and problem solving skills, which can be translated into the classroom environment, whilst also building character. • Parental engagement took priority during the school closure, and teachers worked to establish relationships with parents to improve engagement. 				

<p>Impact on pupil outcomes and quality of education</p>	<ul style="list-style-type: none"> Narrowing the curriculum has allowed us to assess the gaps in learning for all children, with a focus on our Pupil Premium children. This has allowed us to catch up on lost learning and time away from school for these children, to ensure that catch up with their peers. Parents' evening attendance for pupil premium families has increased, from 89% in March 2020, to 92.7% in Autumn 2020 and to 95% in 2021 – our highest attendance recorded. Teachers have a greater awareness of the pupil premium children in their class and their barriers to learning, which are identified and reviewed on the pupil premium profiles. Pupil premium children feel valued in the classroom, due to the introduction of Pupil Premium First. They engage in all lessons, due to directed questioning and receive high quality feedback, both verbally within the lesson and at in their books. Maths standardised scores have increased throughout the year for disadvantaged children, despite the lockdown. Maths scores have continued to rise. This shows that our online teaching was effective and our assessments and curriculum narrowing has benefitted these children. Maths progress has also continued to increase, from 0.38 in December to 1.93 in March. Reading standardised scores began promising, with a significant increase for disadvantaged children from the baseline data in September to December, which shows that our curriculum narrowing and tutoring has really benefitted these children. Reading standardised scores for disadvantaged children decreased slightly in the March NTS, following the lockdown period. This shows the impact of not accessing reading lessons and provision in school, and the significant impact this has on disadvantaged children when they are in school. <table border="1" data-bbox="524 517 2233 762"> <thead> <tr> <th rowspan="2">Disadvantaged</th> <th colspan="2">Sep 20 Baseline</th> <th colspan="2">Dec-20</th> <th colspan="2">Mar-21</th> <th colspan="2">Jun-21</th> </tr> <tr> <th>Reading st score</th> <th>Maths st score</th> <th>Reading st score</th> <th>Maths st score</th> <th>Reading st score</th> <th>Maths st score</th> <th>Reading st score</th> <th>Maths st score</th> </tr> </thead> <tbody> <tr> <td>Newcroft</td> <td>100.54</td> <td>100.40</td> <td>103.60</td> <td>100.78</td> <td>98.93</td> <td>102.33</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="524 651 2233 762"> <thead> <tr> <th rowspan="2">Disadvantaged progress</th> <th colspan="2">Sep 20 to Dec 20</th> <th colspan="2">Sep 20 to March 21</th> <th colspan="2">Sep 20 to June 21</th> </tr> <tr> <th>Reading progress</th> <th>Maths progress</th> <th>Reading progress</th> <th>Maths progress</th> <th>Reading progress</th> <th>Maths progress</th> </tr> </thead> <tbody> <tr> <td>Newcroft</td> <td></td> <td>3.06</td> <td>0.38</td> <td>-1.61</td> <td>1.93</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> In reading, overall 82% of children achieved EXS and above compared to 67.9% of pupil premium (difference of 14.1%). Overall, children have continued to achieve highly, however our disadvantaged children have made less progress during the lockdown period, largely due to not having 1:1 reading sessions as priority readers. In maths, overall 89.4% of children achieved EXS and above compared to 68.6% of pupil premium (difference of 20.8%). Overall, children have continued to achieve highly, however our disadvantaged children have made less progress during the lockdown period, largely due to lack of personalised interventions and focused maths sessions, including revision elements. 	Disadvantaged	Sep 20 Baseline		Dec-20		Mar-21		Jun-21		Reading st score	Maths st score	Reading st score	Maths st score	Reading st score	Maths st score	Reading st score	Maths st score	Newcroft	100.54	100.40	103.60	100.78	98.93	102.33			Disadvantaged progress	Sep 20 to Dec 20		Sep 20 to March 21		Sep 20 to June 21		Reading progress	Maths progress	Reading progress	Maths progress	Reading progress	Maths progress	Newcroft		3.06	0.38	-1.61	1.93	
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<p>Enrichment and Cultural Capital Building Opportunities</p>	<ul style="list-style-type: none"> Year 3 and Year 4 have taken part in historical workshops to provide further curriculum enrichment; 50% have been funded for Pupil Premium children. Year 2 are taking part in a historical workshop in the Summer term to provide further curriculum enrichment; 50% has been funded for Pupil Premium children. Year 3 are going on a trip to the Botanical Gardens in Leicester in the Summer term; 50% has been funded for Pupil Premium children. Catch-up tuition has taken place this year across the school, in the Autumn term and again in the Summer term. These small groups targeted Pupil Premium children who teachers had concerns about, in terms of lack of engagement and attainment in our NTS tests. The groups have focused on revising key concepts which had been missed due to school closure, as well as recapping any gaps based on analysis of baseline PIRA (reading) and PUMA (maths) tests. Forest School club with Miss Eccleshall (trained to deliver Forest School) has begun this term in Year 5, targeting Pupil Premium and Vulnerable. We chose to begin this intervention in Year 5 as this year group contains our highest number of Pupil Premium children. The Year 5 teachers selected these targeted children based on their needs and barriers to learning (supported by the pupil premium profiles). The intervention focuses on teamwork, problem-solving, working hands-on and communication, providing a fantastic opportunity away from the classroom to build on these essential life skills. Breakfast and After school club continues to be funded – or partially funded- for our Pupil Premium children. This is assessed on a needs-basis and how it supports the family e.g. social development and skills, supporting with working hours, supporting parenting etc. In the Autumn term, Laura Wydell, our external singing teacher, to begin delivering these sessions in a COVID-safe way. These sessions are funded on a needs-basis but are currently taking place, and being funded, for a number of our Pupil Premium and LAC children. This term, we have re-introduced lunchtime club in specific year groups, including computing, crafts and games clubs, for our Pupil Premium and vulnerable children. This supports these children at lunchtime, including those with socialising needs and those who benefit from extra-curricular activities. 																																														

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| | <ul style="list-style-type: none">• Our English lead, Hannah Wicks, has purchased and launched Bug Club. This supports our Pupil Premium children with an alternative resource for reading at home, as many of our Pupil Premium children have a lack of books at home. She has also updated our book stock this term, to provide new and exciting reads for children to engage and encourage reading at home.• Using our Pupil Premium funding, we have purchased a range of CGP books in the core subjects to support teachers in delivering quality interventions and tuition sessions. These resources are stretching and challenging, in line with the Year group expectations.• We have invested in more books this year to ensure that children across the school have a wider selection of books to choose from when reading for pleasure and reading their book banded book.• Music lessons have begun to take place again for children across the school in the Spring term. Pupil premium children, whose barriers to learning centre around low income within the family, lack of enrichment opportunities and social difficulties, are receiving funded or partly funding music lessons, such as singing, guitar and drumming.• Year 5 and 6 children are benefiting from a sports coach who attends school weekly to deliver a lunch time sports club. Pupil premium children access this club, along with their peers, for further enrichment and social skills opportunities. |
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