

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	New Earswick Primary School
Pupils in school	189
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£78,010
Academic year or years covered by statement	2019 (data)-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Angela Oswald
Pupil premium lead	Sophie Theakston
Governor lead	Isobel McCoy

## Disadvantaged pupil progress scores for last academic year (2019 data)

Measure	Score
Reading	+1.24
Writing	+1.58
Maths	-1.97

## Disadvantaged pupil performance overview for the last academic year

Measure	Score
Meeting expected standard at KS2 RWM	83.3%
Achieving high standard at KS2	R 17% W 33% M 17%

## Strategy Aims for Disadvantaged Pupils

Measure	Activity								
<p><b>Priority 1</b></p> <p>To improve progress of disadvantaged pupils to ensure gaps are not significant.</p>	<p>Ensure all relevant staff have received quality training to deliver new phonics scheme (Little Wandle) effectively so that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Y1 Phonics Check.</p> <p>Monitoring attendance of PP pupils within Y1 and Y3 cohort.</p>								
<p><b>Priority 2</b></p> <p>For all disadvantaged pupils in school to make or exceed National expected progress rates.</p>	<p>DIS pupils progress (with a focus on Maths) monitored effectively &amp; efficiently by Vulnerable Groups Team to ensure progress scores are in the positive range.</p> <p>Flexible interventions (keep up, catch up) in place and offered to DIS pupils so that an increased % of children achieve GDS or HS at EOKS2.</p>								
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Poor social and interaction skills (PSED EYFS). 13% entering Reception at ARE.</li> <li>• Communication &amp; Language. 13% entering Reception at ARE.</li> <li>• High mobility in and out of school, <i>e.g. 40% of Reception cohort not 'home grown'</i>.</li> <li>• Family Dysfunction, Attendance and Punctuality issues. Attendance figures for the PP pupils are currently in-line with the school target of 97%. We would like to maintain this by improving key cohort's attendance: Y1 &amp; Y3.</li> <li>• Economic disadvantages.</li> </ul>								
<p>Projected spending</p>	<table border="1"> <tbody> <tr> <td>Staff Development</td> <td>£4000</td> </tr> <tr> <td>EYFS &amp; KS1 Teaching Assistants</td> <td>£30,000</td> </tr> <tr> <td>FSW : Attendance</td> <td>£2000</td> </tr> <tr> <td><b>EST Total</b></td> <td><b>£36,000</b></td> </tr> </tbody> </table>	Staff Development	£4000	EYFS & KS1 Teaching Assistants	£30,000	FSW : Attendance	£2000	<b>EST Total</b>	<b>£36,000</b>
Staff Development	£4000								
EYFS & KS1 Teaching Assistants	£30,000								
FSW : Attendance	£2000								
<b>EST Total</b>	<b>£36,000</b>								

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (>0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (>0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (>0)	July 2021
Phonics	Achieve national average expected standard in PSC.	July 2021
Other	Ensure attendance of disadvantaged pupils is above 97%	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
<b>Priority 1</b> Early Reading, Reading & Phonics	<ul style="list-style-type: none"> <li>• To ensure that the new Phonic Scheme 'Little Wandle' is monitored closely and pupils making below expected progress are identified quickly via formative assessment.</li> <li>• Sharpen the delivery of phonics.</li> <li>• Online access to Little Wandle books for families.</li> <li>• Target disadvantaged pupils using in house data and provide a keep-up/catch up interventions to close the gap.</li> <li>• Daily whole class reading alongside targeted reading for the lowest 20% and DIS pupils.</li> <li>• Analyse summative assessment data and identify the children who require keep-up/catch up.</li> <li>• Refine WCR programme to embed vocabulary focus and daily OEL opportunities.</li> <li>• Introduce a Poetry &amp; Rhyme Spine for all year groups.</li> <li>• To ensure Rec –Y6 have access to a reading volunteer.</li> <li>• Enhance class reading corners by providing copies of WCR novels.</li> <li>• Reading incentives, e.g. <i>Bedtime Boxes</i>, <i>Reading Miles</i>, <i>Firm Foundations</i>.</li> </ul>

<p>To ensure EOKS2 results are at, or exceed, national expectations for progress.</p>	<ul style="list-style-type: none"> <li>• Small group teaching across Y6 from Sept-May. Releasing HT &amp; DHT to support.</li> <li>• Booster Sessions offered to all Y6 pupils to help increase progress of DIS pupils.</li> <li>• Quality First Teaching: upskilling teaching staff around key routines, e.g. Maths reasoning, WCR &amp; writing process.</li> <li>• Coaching and mentoring of identified year groups (Smarties, Nurs, Y1, Y2 &amp; Y3).</li> <li>• Bespoke groupings for those who require daily support outside of their chronological curriculum.</li> <li>• Staff training on Google Classroom to support online learning in the event of further lockdowns.</li> </ul>										
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Lost learning within the last 16 months with pupils working remotely for a considerable time across the spring term.</li> <li>• Lack of parental engagement in Reception Home Learning widened phonics gap.</li> <li>• Impact on social and emotional needs may mean pupils are not in a position to make accelerated progress.</li> </ul>										
<p>Projected spending</p>	<table border="1"> <tr> <td data-bbox="655 999 1107 1070">Little Wandle Phonics &amp; Resources</td> <td data-bbox="1112 999 1241 1070">£1400</td> </tr> <tr> <td data-bbox="655 1077 1107 1189">Staff Development: Quality First Teaching</td> <td data-bbox="1112 1077 1241 1189">£4000</td> </tr> <tr> <td data-bbox="655 1196 1107 1267">Reading Incentives, e.g. WCR</td> <td data-bbox="1112 1196 1241 1267">£3000</td> </tr> <tr> <td data-bbox="655 1274 1107 1346">Small Group Teaching &amp; Boosters</td> <td data-bbox="1112 1274 1241 1346">£10,000</td> </tr> <tr> <td data-bbox="655 1352 1107 1424"><b>EST Total</b></td> <td data-bbox="1112 1352 1241 1424"><b>£18,400</b></td> </tr> </table>	Little Wandle Phonics & Resources	£1400	Staff Development: Quality First Teaching	£4000	Reading Incentives, e.g. WCR	£3000	Small Group Teaching & Boosters	£10,000	<b>EST Total</b>	<b>£18,400</b>
Little Wandle Phonics & Resources	£1400										
Staff Development: Quality First Teaching	£4000										
Reading Incentives, e.g. WCR	£3000										
Small Group Teaching & Boosters	£10,000										
<b>EST Total</b>	<b>£18,400</b>										

### Wider strategies for current academic year

Measure	Activity
<p><b>Priority 1</b> To improve Persistent Absence attendance and punctuality of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Refine monitoring for PA and punctuality by acting promptly, e.g. <i>engaging families, home visits</i>.</li> <li>• Tiered attendance incentives to ensure equality.</li> <li>• Two-week May half term to encourage families to take fewer holidays during term time.</li> </ul>

<p><b>Priority 2</b> To provide wider opportunities/experiences for pupils to enhance their cultural capital.</p>	<ul style="list-style-type: none"> <li>• Subsidised Y6 Residential to encourage 100% participation.</li> <li>• Subsidised school trips or virtual opportunities which enhance the curriculum or current topic.</li> <li>• Immersion Days to launch topics and provide children/families with new/wider experiences.</li> <li>• An increased range of free extra-curricular clubs.</li> <li>• Free school jumpers to ensure all children including DIS pupils are in full uniform.</li> <li>• Embedding the Young Leaders Award across key groups: Y5 &amp; Y1.</li> <li>• NEP Unlocks opportunities: Autumn Term fitness.</li> <li>• FSW timetable to offer support for bespoke groupings, ELSA &amp; Emotional Well-Being.</li> </ul>												
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Attendance, including impact of Covid19, e.g. <i>postponed holidays, isolation periods.</i></li> <li>• Covid19 measures limited visitors coming into school and immersion experiences offered to families.</li> <li>• Covid19 measures halted clubs from external providers and staff due to bubble restrictions.</li> </ul>												
<p>Projected spending</p>	<table border="1"> <tr> <td>FSW</td> <td>£13,000</td> </tr> <tr> <td>Residential &amp; Trips</td> <td>£1000 EST £700 EST</td> </tr> <tr> <td>Immersion Days</td> <td>£3000</td> </tr> <tr> <td>Uniform</td> <td>£1200 EST</td> </tr> <tr> <td>Enrichment, incl music lessons &amp; clubs.</td> <td>£2000</td> </tr> <tr> <td><b>EST Total</b></td> <td><b>£20,900</b></td> </tr> </table>	FSW	£13,000	Residential & Trips	£1000 EST £700 EST	Immersion Days	£3000	Uniform	£1200 EST	Enrichment, incl music lessons & clubs.	£2000	<b>EST Total</b>	<b>£20,900</b>
FSW	£13,000												
Residential & Trips	£1000 EST £700 EST												
Immersion Days	£3000												
Uniform	£1200 EST												
Enrichment, incl music lessons & clubs.	£2000												
<b>EST Total</b>	<b>£20,900</b>												

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality CPD and in-house Professional Development for staff across new Phonics Scheme, WCR & Reasoning.	<p>Effective use of staff CPD, twilight sessions and MAT training.</p> <p>Markbook prompts &amp; reminders for WCR &amp; Reasoning.</p> <p>Opportunities for team teaching and peer observations.</p>

Targeted support	<p>Ensuring a tight 'keep-up/catch-up' programme for those identified across key points in the year.</p> <p>Small group teaching in Y6.</p> <p>Coaching &amp; Mentoring of Y1 &amp; Y3 to embed routines.</p> <p>Ensuring Rec-Y6 have a reading volunteer available to them weekly.</p>	<p>Effective timetables for support staff.</p> <p>Releasing HT &amp; DHT to support Y6 cohort &amp; reduce pupil/teacher ratio.</p> <p>Staff confidence &amp; effective teaching in new routines.</p> <p>Lowest 20% &amp; PP priority readers heard on a more frequent basis outside of class reading.</p>
Wider strategies	<p>Impact of Covid19 beyond current academic year limiting visitors or external visits.</p> <p>Engaging families who are facing the most challenges, <i>e.g. change in circumstance since Covid19.</i></p> <p>Supporting pupils with increasing emotional needs.</p>	<p>Safe planning of immersion days.</p> <p>Looking at alternative opportunities, e.g. virtual or outdoor experiences /trips.</p> <p>FSW timetable, <i>e.g. ELSA.</i></p> <p>Offering a free school jumper alongside loaned PE kits.</p>

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

Aim	Outcome
Improving vulnerable groups progress to ensure gaps are not significant (less than 1 child).	<p>Vulnerable groups also incorporated children identified for Sept 2020 catch up.</p> <p>Historical data (2019) and in house tracking shows the gap is closing term on term.</p>
Improving Persistent Absence and punctuality.	<p>Attendance across 2020-2021 for PP pupils is in line with previous year. 95.42%.</p> <p>Year groups with PP pupils' attendance falling below 90%: Reception and Y2. To be monitored across next academic year.</p>
Increase the profile of Pupil Voice across school.	<p>Wider range of children, including DIS sharing their views on school life.</p> <p>Covid19 impeded Young Leaders programme &amp; external opportunities.</p> <p>Class assembly themes and discussion points allowed broader topics to be shared and discussed.</p>