

# Pupil premium strategy statement (primary)

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

**\*NB Please be aware that this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions**

1. Summary information			
<b>School</b>	Isaac Newton School		
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	In excess of £161,000
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	122

## Principles at Isaac Newton:

- We ensure that our teaching and learning opportunities for children meets the needs of all pupils
- We ensure that our vulnerable pupils, including our socially disadvantaged pupils have their needs met by ensuring they receive appropriate provision.
- In making this provision, we also recognise that not all pupils who receive pupil premium funding are socially deprived.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	54.2 % NA 51.0 %	67.6 % NA 67.0 %
<b>% achieving expected standard in reading</b>	58.3 % NA 56.0 %	75.7 % NA 74.0 %
<b>% achieving the expected standard in writing</b>	66.7 % NA 58.0 %	73.0 % NA 76.0 %
<b>% achieving the expected standard in maths</b>	62.5 % NA 63.0 %	86.5 % NA 80.0 %
<b>% of children making expected progress in phonics</b>	96% (2019)	61.0% (2019)

Please note above is validated data from 2018/19 academic year as SATs did not take place 2019/20

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupil Premium children gap had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure
B.	Using high quality first teaching strategies is being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons and become more efficient at metacognition and self-regulation but this is inconsistent in places
C.	Vocabulary bank and range available to the children when they enter the school
External barriers <i>(issues which also require action outside school)</i>	
D.	Parental expectation of children meaning home learning environments, support and engagement for while at school and also during closure therefore access to home learning could be varied
E.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly Data used to identify children to uplift during PPM meetings Internal data used to track children's achievements and gaps discussed at PPM meetings Interventions identified for children to ensure receiving appropriate intervention for them during PPM meetings
B.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress	Teaching will incorporate a range of teaching strategies, higher order thinking and skills based learning and ensure that feedback is constantly given to the learner. Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies First hand experiences for the children and WOW lessons used to develop the WOW factor and include a WOW way in to help engage the Pupil Premium children Thinking skills used to help differentiation to 'lift the lid' and help raise expectations from staff and children Monitoring of teaching through lesson study weeks and learning will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups/phases Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap

<b>C.</b>	High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes, school library and book clubs. Vocabulary also developed through the child's learning journey.	English lead to help identify high quality texts year groups could use for themes Learning journeys involve reading the text and looking at good vocabulary and meanings Children use inspiration time to develop word, vocab and idea banks. Later book studies show a greater range of rich vocabulary Book studies show a greater range of rich vocabulary across the curriculum and specific resources used to develop vocabulary Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary Book clubs help develop a love for reading and allow children to discuss what has been read and the vocabulary used Reading challenge introduced the help develop the range of texts read and further develop the love for reading of the children
<b>D.</b>	Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations	High expectations communicated and explained during parents' evenings Pupil premium parents are contacted regularly (once per term) to discuss progress and expectations Pupil Premium families are contacted to help improve relationships by praise phone calls or postcards home Pupil Premium families are specifically invited into school to help them develop skills which will help support learning at home
<b>E.</b>	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves	Pupil Premium families contacted in first three weeks to discuss the experience of home learning and school closure to help identify possible gaps Staff meetings held so all staff are trained to help support the pupil premium children. Teacher's to ensure they discuss PP children when passing on information at the end of the academic year. Making note of their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn School trips funded All children go on trips organised for their year group, funded by the school where necessary Visitors in school as well as a trip to enrich experiences Examples of aspirational futures provided through visitors, speakers and careers events Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered

In 2019-20 we were allocated around £200,000. This was used to maintain our areas of success from the previous academic year of 2018-19 but we will explore new areas that we know will develop the achievement of pupils for the academic year 2020-21.

5. Review of expenditure			6.
Area of spend	Focus	Total allocation	Review of expenditure
Pastoral SENDCO	To maintain support for PP children who are SEND	£39,000	<ul style="list-style-type: none"> <li>No permanent exclusions of pupils who have been with the school throughout their educational career.</li> <li>Support for parents and children who need emotional help and strategies to enable them to regulate their behaviour in a positive way.</li> </ul>
Funding for breakfast club-resources and extra adult due to numbers	Pastoral and social support	£20,000	<ul style="list-style-type: none"> <li>Record breaking number of children attending breakfast club for second year in a row.</li> <li>Aided in helping PP with attendance and punctuality.</li> <li>This has allowed parents to arrive at work promptly and ensured that pupils are ready for the day ahead.</li> </ul>
Additional TA support in classes and for focussed interventions (KS1)	Standards in English	£15,000	<ul style="list-style-type: none"> <li>Unable to measure this due to invalidated data COVID-19.</li> </ul>
Additional Apprentice TA support in classes and for focussed interventions (EYFS)	Standards in Maths and English	£15,000	<ul style="list-style-type: none"> <li>FS pupils making accelerated progress from their starting point and ensure that they are able to go on and flourish in KS1.</li> </ul>
Additional KS2 intervention sessions for English and Maths	Standards in Maths and English	£20,000	<ul style="list-style-type: none"> <li>Children receiving additional support from a KS2 teacher to aid their reading and maths.</li> <li>Invalidated data due to COVID-19</li> </ul>

<b>Fund 1:1 tuition in reading, writing and maths</b>	<b>Standards in Maths and English</b>	<b>£15,000</b>	<ul style="list-style-type: none"> <li>• Children receiving additional support from a KS2 teacher to aid their reading and maths.</li> <li>• Invalidated data due to COVID-19</li> </ul>
<b>Educational Psychologist and CASY counselling service</b>	<b>Pastoral and Social</b>	<b>£ 17,000</b>	<ul style="list-style-type: none"> <li>• Children are regularly using the CASY service and this is having a positive impact in the classroom.</li> <li>• EP has worked with children and groups of children to look at their emotional wellbeing.</li> <li>• This has supported staff and parents so that we can ensure children are in the classroom wherever possible.</li> </ul>
<b>Trip shortfall</b>	<b>Enrichment opportunities and entitlement for all</b>	<b>£ 5,000</b>	<ul style="list-style-type: none"> <li>• Ensures ALL children enjoy first hand experiences that are linked to their learning.</li> </ul>
<b>First hand experiences for music (violin)</b>	<b>Enrichment opportunities</b>	<b>£15,000</b>	<ul style="list-style-type: none"> <li>• Children entered into exam (before COVID-19)</li> <li>• All violinist performed in a concert at Christmas.</li> </ul>
<b>Lunchtime clubs</b>	<b>Social opportunities for children</b>	<b>£7,500</b>	<ul style="list-style-type: none"> <li>• Lunchtime club has meant that all children are settled and behaviour is good.</li> <li>• New skills are taught e.g. knitting and a chance to learn new games.</li> </ul>
<b>CPD for reading and writing</b>	<b>Standards in English</b>	<b>£ 6,500</b>	<ul style="list-style-type: none"> <li>• English consultant in three times a year to work with staff on writing moderation and progression in early reading and whole class reading.</li> <li>• INSET based on reading throughout the curriculum.</li> </ul>
<b>Additional TA in Year 1</b>	<b>Standards in phonics</b>	<b>£ 15,000</b>	<ul style="list-style-type: none"> <li>• Phonics results are in line with the national average.</li> </ul>
<b>Current books for reading and whole class reading</b>	<b>Standards in English</b>	<b>£ 10,000</b>	<ul style="list-style-type: none"> <li>• Accelerated reader books now mean all children have access to texts that</li> </ul>

			are appropriate to their age and can read for pleasure.
<b>11+ Club</b>	<b>Increase the amount of children who pass the 11+</b>	<b>£4,260</b>	<ul style="list-style-type: none"> <li>11 children passed their 11+</li> </ul>
		<b>Total = £204,260</b>	

Above is how Isaac Newton planned to spend Pupil Premium money by end of academic year 2019-2020

7.		8. Planned Expenditure	
Area of Spend	Estimated amount spent	Intended outcome-why these approaches were taken	Actions
<b>Pastoral SENDCO</b>	£39,000	<ul style="list-style-type: none"> <li>Role of SENDCO working closely with DHT on attendance, ELSA and inclusion.</li> <li>Monitoring of vulnerable groups (including CP/ SEND/ PP/ Services and Post LAC)</li> <li>Work strategically with interventions to support social and emotional development of pupils (this includes working with outside agencies and those that safeguard children)</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and review meetings to ensure the needs of focused pupils is specific and appropriate.</li> <li>CPD to ensure that intervention and support provided by pastoral team is tailored to meet the needs of pupils.</li> <li>Regular review of attendance statistics to ensure that pupils attendance is as high as possible.</li> </ul>
<b>Funding for invitation only breakfast club</b>	£20,000	<ul style="list-style-type: none"> <li>Breakfast club- to promote good attendance, punctuality, positive start to the academic day as well as meeting additional social and emotional aspects related to pupils' anxieties.</li> <li>Pupils enjoy spending time with their peers prior to lessons beginning (helps them become ready for learning).</li> <li>Safe and positive environment where personal development goals (linked to whole academy Personal Development</li> </ul>	<ul style="list-style-type: none"> <li>All children are able to have a healthy breakfast to start the day.</li> <li>Through liaison with teachers and review of attendance data, PP pupils as well as other pupils are invited to attend Breakfast club- no cost.</li> <li>Purchase a range of games and activities to support club.</li> <li>Staff member to run homework club once a week to support completion of learning</li> <li>Extra staff member employed as the demand for breakfast club rises.</li> </ul>

		Curriculum) are fostered and planned for.	
<b>Additional Teacher support in Year 2 for early reading</b>	£15,000	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs in early reading</li> <li>• Support within lessons to improve understanding of phonics</li> <li>• Consolidation of learning completed in classes - time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to</li> <li>• Careful tracking of homework to include phonics</li> <li>• Priority reading of phonic books with TAs if pupils are unable to read at home</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings with class teachers/phase leader/intervention team (as appropriate) to review interventions, feedback on progress and alter support where necessary.</li> <li>• Careful planning of interventions - overview completed every half term (reviewed after each session).</li> <li>• Teacher and supporting TA to completed log of interventions including feedback notes/evaluations.</li> <li>• Clear communication between Teachers and TAs - expectations within the lessons</li> <li>• Timetables carefully planned - maximising opportunities to provide interventions, preteaching and consolidation.</li> </ul>
<b>Additional TA support in classes and for focussed interventions (EYFS)</b>	£20,000	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (phonics and talk boost)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes -Priority reading with TAs if pupils are unable to read at home</li> </ul>	<ul style="list-style-type: none"> <li>• Clear communication between Teachers and TAs - expectations within the lessons</li> <li>• TA timetables carefully planned - maximising opportunities to provide interventions, preteaching and consolidation.</li> </ul>
<b>Additional KS2 intervention sessions for English and Maths</b>	£10,000	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs in phonics.</li> <li>• Support outside of lessons to develop skills of maths using intervention Catch up Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear communication between Teachers - expectations within the lessons</li> <li>• Timetables carefully planned - maximising opportunities to provide interventions, preteaching and consolidation.</li> </ul>

<b>Educational Psychologist and CASY counselling service</b>	£10,000	<ul style="list-style-type: none"> <li>• To provide alternative provision for pupils who need emotional and social support.</li> <li>• Meet with teachers, child and parents to support.</li> <li>• Tailored interactions to promote emotional development.</li> <li>• Pupils interact in a small group/cross phase organisation with additional resources to encourage emotional and social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress of pupils' emotional and social wellbeing.</li> <li>• Monitor and review each half term with teacher, child and parents.</li> <li>• Plan next steps</li> </ul>
<b>Intervention (teacher led)/ CPD and Leadership</b>	£4,000	<ul style="list-style-type: none"> <li>• Teacher lead intervention - range of strategies - 1:1, small group, pre-teaching, consolidation, extension - planned to cater for individual needs.</li> <li>• Teacher led intervention -to include working alongside countywide Mobilise project – with a focus upon Curriculum and Emotional Wellbeing</li> <li>• Provision of cover for staff who require release for Leadership/CPD by known teachers whose expectations of behaviour and learning match those of the class teachers.</li> <li>• Clarity of expectations for pupils to ensure those who require additional nurture/support</li> </ul>	<ul style="list-style-type: none"> <li>• Careful planning of interventions in liaison with Class teachers/phase leaders - overview completed half term (reviewed/evaluated after each session).</li> <li>• Clear communication between class teachers/ class shares and cover teachers to ensure expectations match.</li> <li>• Timetables planned in liaison with SLT to ensure that coverage is matched to needs.</li> <li>• Monitoring of interventions as identified within the PM cycle.</li> <li>• Intervention/CPD/ Leadership cover teachers attend all meetings and CPD - ensure consistency and understanding of school priorities and teaching strategies.</li> </ul>
<b>CPD training - team teach/ Curriculum/ SEND</b>	£5,000	<ul style="list-style-type: none"> <li>• CPD to be focused across the school to ensure that curriculum content and pedagogy is engaging and pitched to ensure that all pupils have opportunity to work more deeply with concepts and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular access to CPD including Twilights.</li> <li>• Teaching and Learning meetings (also individuals accessing external training) - ensuring consistency in expectations and experiences for all pupils.</li> <li>• All teaching and support staff trained to understand social and emotional needs of</li> </ul>



		<ul style="list-style-type: none"> <li>• CPD linked with SDP (School Development Plan) and Essentials curriculum including whole school focus upon vocabulary enrichment development of Personal Development Curriculum (Educational Psychology Bespoke Service – Futures in Mind)</li> <li>• Cycle of training/refresher with Team Teach to ensure that emotional and social needs of all pupils are met (including vulnerable groups).</li> </ul>	<p>all pupils (including vulnerable groups) in the</p> <ul style="list-style-type: none"> <li>• Monitoring within PM to ensure that CPD has expected impact within the school.</li> </ul>
Additional learning resources (including Accelerated reader, ORT and Phonics Bug Books)	£20,000	<ul style="list-style-type: none"> <li>• Books bought to replace those not brought back due to COVID-19.</li> <li>• Phonics Guided Reading books bought to supplement KS1 children.</li> <li>• Pupils are fully supported by learning resources being made available to them.</li> <li>• Pupil enjoy using resources to complete tasks that not only consolidate but also extend their learning.</li> <li>• A range of learning styles can be catered for.</li> </ul>	<ul style="list-style-type: none"> <li>• All children to have a range of books at their appropriate level.</li> <li>• Pupils regularly asked for ideas as to how they wish to improve learning experiences - School Council.</li> <li>• Teachers and TAs trained in use of software and materials in order to maximise the outcomes for pupils.</li> </ul>
Funding for shortfall in trips	£5,000	<ul style="list-style-type: none"> <li>• Due to COVID-19, first hand experiences to be brought into school safely and where possible.</li> <li>• Ensuring all children are able to take part in vital first hand experiences e.g. trips and visitors into school</li> </ul>	<ul style="list-style-type: none"> <li>• All children are included, therefore all children are accessing first hand experiences that support the learning in the classroom</li> </ul>
Music and violin tuition	£10,000	<ul style="list-style-type: none"> <li>• LMS to support with teaching of music</li> <li>• Children given the opportunity in KS2 to play a musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to have music lessons using scheme Charanga</li> <li>• Pupils have weekly lessons and perform to an audience three times a year.</li> </ul>

			<ul style="list-style-type: none"> <li>Upper KS2 working towards grade 1 exam.</li> </ul>
MMSA to enable all children are safe at lunch times	£7,500	<ul style="list-style-type: none"> <li>Extra MMSA employed to ensure all groups of children can be monitored safely.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour able to be monitored as a result</li> <li>Games played and arts and craft sessions with children to encourage social interaction.</li> </ul>
Additional adult support in Year 1	£15,000	<ul style="list-style-type: none"> <li>Adult support to ensure reading continues to be a high priority.</li> <li>Phonics groups are taken daily to ensure children are making progress.</li> </ul>	<ul style="list-style-type: none"> <li>Children's phonics is monitored regularly and groups are in place.</li> <li>Class teacher and phonics lead have regular meetings.</li> <li>Adult leading interventions feeds back to teachers daily.</li> </ul>
CPD Early reading and Whole class reading in KS2	£10,000	<ul style="list-style-type: none"> <li>INSET training on whole class reading and reading as part of the curriculum</li> <li>English consultant to work with all staff on reading in their year groups.</li> <li>Training for all staff in phonics</li> </ul>	<ul style="list-style-type: none"> <li>Clear order for teaching phonics</li> <li>Clear framework for reading from EYFS to Y6.</li> <li>Progression of skills using vipers</li> <li>Lessons, planning and books show children are making progress in reading.</li> </ul>
11+ Club	£4,260	<ul style="list-style-type: none"> <li>All children given the opportunity to attend 11+ club each week.</li> </ul>	<ul style="list-style-type: none"> <li>To aim for a greater number of children to pass the 11+ entry exam (11 in 2018-19)</li> </ul>
Myon online reading books	£3,000	<ul style="list-style-type: none"> <li>All children able to access thousands of books online.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read a wide range of books at their level.</li> <li>The books can also be read to them and have a range of fiction and non-fiction texts.</li> <li>This enables children to enjoy books that they might not have access to at home.</li> </ul>
E-schools	£1,000	<ul style="list-style-type: none"> <li>Engaging with all parents to communicate messages about pupils</li> </ul>	<ul style="list-style-type: none"> <li>Parents are able to be contacted easily.</li> <li>Reading and teaching resources are able to be communicated as well as attendance percentages.</li> </ul>

## 9. Additional detail

### **How will the school measure the impact of the Pupil Premium?**

Isaac Newton School will continue to monitor the progress of all children including Pupil Premium, using our PP cycle. This is used to inform and enable us so that the early identification of need, support and appropriate intervention is in place. Review meetings will take place within each long term and will include Phase leaders, Teachers and SMT. Pupil premium is the responsibility of all teaching staff and is led within each team by the phase leaders and overseen by the Deputy Headteacher.

At each review point, the academy will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the academy will look at all pupils across the academy. There are some pupils who are not eligible for PP who would benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Local Governing Body Agenda.

Designated Staff Member in Charge – Mrs Sara Pask