

## 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)

1. Summary information			
<b>School</b>	Isaac Newton School		
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£218,171
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	160

### 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 *(issues to be addressed in school, such as poor oral language skills)*

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

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

Vocabulary bank and range available to the children when they enter the school

#### External barriers *(issues which also require action outside school)*

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

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>
<b>A.</b>	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>B.</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

<p><b>C.</b></p>	<p>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.</p>	<p>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</p>
<p><b>D.</b></p>	<p>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</p>	<p>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</p>
<p><b>E.</b></p>	<p>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</p>	<p>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</p>

Review of expenditure			
Area of spend	Desired Outcomes	Total allocation	Review of expenditure
<b>Employment of a non-class based, full-time, pastoral SENDCO.</b>	A & D	£40,000	<p>High quality support and provision maintained for PP children who are on SEND register or have 'fallen behind'. A wider number of interventions have now been deployed with greater consistency in terms of implementation and monitoring. This SENDCO is now responsible and accountable for coordinating this across the school. All interventions are evidence-based and as a result targeted children are making accelerated progress.</p> <p>Behavioural interventions put into place when necessary to lower the risk of exclusions. No permanent exclusions were made in the 2019- 2020 academic year. The number of fixed term exclusions remains low. The school has supported 3 pupils with transition into a specialist setting in order to have their needs met. 75% of these pupils are eligible for PP.</p> <p>SENDCO is working closely with families to provide wider support to ensure that barriers to children's mental health &amp; wellbeing, school attendance and academic achievement are removed. In the most recent stakeholder survey, 100% of parents of pupils with SEND responded that they felt that their child received the support that they needed. Attendance for the whole school was 96.57% for 2020/2021. This is above the national average of 96%</p>
<b>Subsidised places at breakfast club for PP children &amp; the employment of an additional adult to manage increased demand for places.</b>	A & D	£20,000	<p>Breakfast was provided to all children free of charge. This has meant that children were more settled and regulated during lessons. There have also been no occasions when staff have needed to take children about of lessons to have breakfast as was the case previously for a high number of children. Pupils therefore do not miss lesson time and staff time can be spent supporting pupils during these times.</p> <p>Attendance for the whole school was 96.57% for 2020/2021. This is above the national average of 96%</p> <p>Support provided by DHT to help provide emotional support for those struggling to come to school.</p>
<b>Additional TA deployed to EYFS to enable the delivery of further intervention to help narrow the language/ vocabulary gap</b>	A, B & C	£20,000	<p>Identified children had weekly sessions using the WellComm intervention. In total 15 pupils were identified. 40% of this were PP.</p>

			<p>65% of pupils in EYFS achieved the early learning goal for communication and language. This is broadly in-line with the school's results in previous years despite significant disruption due to Covid-19 including school closures.</p> <p>There was a gain of 20% from baseline to ELG within communication and language.</p>
<p><b>New evidence-based interventions purchased and deployed across KS2 to support children to 'catch up'.</b></p>	A & B	£10,000	<p>Catch Up Maths intervention purchased and 7 staff trained to deliver this.</p> <p>Timetables were reviewed a sessions carefully planned - maximising opportunities to provide interventions, pre-teaching and consolidation.</p> <p>17 pupils took part in the intervention- 60% were disadvantaged pupils. Of these pupils, 52% of pupils moved from a teacher assessment of 'working towards' to one of 'expected' by the end of the summer term for Catch up Maths. On average children made a gain of 7 points in standardised assessments between the Autumn and Summer Term.</p>
<p><b>Educational Psychologist and CASY counselling service</b></p>	A, B & D	£ 17,000	<p>Children are regularly using the CASY service and this is having a positive impact in the classroom. 11 pupils attended the Casey Counselling service. 100% of these were PP children. 10 questions were asked at the beginning of the sessions and at the end. All children saw an increase in wellbeing. The average was 26%</p> <p>EP has worked with children and groups of children to look at their emotional wellbeing. This has supported staff and parents so that we can ensure children are in the classroom wherever possible. 11 families were part of this process.</p> <p>Children were able to use sessions to aid transition to Secondary school.</p>
<p><b>Additional teachers and additional teaching assistants released to support with the delivery of daily phonics sessions In Years 1 &amp; 2.</b></p>	A & D	£20,000	<p>The bottom 20% of pupils within each year group were supported through a separate phonics session with a fully qualified teacher and TA to support. This meant that they could receive high quality, targeted support with their phonics to ensure accelerated progress and help them to 'catch up'. Sessions took place daily for 30 minutes.</p> <p><b>Phonics Y1</b>  <b>Sept 2020</b>  27 pupils (46% of cohort) were assessed at Phase 2 (they knew letter sounds but could not blend)  <b>June 2021</b>  13 pupils 48% of these pupils were assessed as working within Phase 5  10 pupils 37% made age related phonics expectations and passed the mock Y1 phonics screen</p>

			<p>52% of these pupils were assessed at end of phase 3. They did not pass the mock phonics screen but all made 50% or more progress from the September mock screening test.</p> <p><b>Phonics Y2:</b>  <b>Sept 2020</b>  15 pupils (25% of Y2 cohort) assessed in September at Phase 2. These children did not pass the Y2 phonics screen in November 2020.  <b>June 2021</b>  12 children achieved phase 5 and beyond and are expected to retake and pass the phonics screen in November 2021. 3 pupils are working at phase 3.</p>
<b>Subsidise school trips and wider experiences for children to ensure that these are affordable for parents and are therefore able to take place regularly as part of curriculum enrichment.</b>	A, B & E	£ 5,000	<p>Trips outside of school were not able to take place due to Covid-19 restrictions, however the school continued to organise a range of visitors and experiences to ensure that curriculum enrichment continued. These were as follows:  Virtual reality experience for all classes linked to their topic.  Author visit for Years 4, Roots for Food for Y4-6 and Year 6 trip to Belvoir.</p>
<b>Rigorously monitor attendance across the school and target support where needed.</b>	A & D	£5,000	<p>Attendance for the whole school was 96.57% for 2020/2021. This is above the national average of 96%</p> <p>Persistent absence was 6.2% for the 2020- 21 academic year. The national average was 8.65% in 2018/19.</p> <p>The rate of overall absence (3.1%) is in the <b>lowest</b> 20% of schools with a similar level of deprivation.</p> <p>30 attendance panel meetings were held. Some of these meetings also included the attendance of the EWO as part of the process.</p> <p>Support provided by DHT to help provide emotional support for those struggling to come to school. This included engagement with families through regular meetings and regular 1:1 support for identified children.</p>
<b>Subsidise instrumental tuition for pupils within Keystage One and Key Stage Two.</b>	E	£10,000	<p>Pupils have weekly music lessons where they have learnt to play an instrument and performed to an audience (due to Covid)</p> <p>All children are given the opportunity to play a musical instrument during their time in Key Stage one and KS2</p> <p>90 pupils took part in Whole Class Instrumental lessons in the 2020/21 academic year. 43% were PP children.</p>

<p><b>An additional MSA is employed to ensure that children are able to have access to organised play activities at playtime to develop their social skills as well as high quality adult led interactions to build their vocabulary, language and communication skills.</b></p>	<p>E &amp; A</p>	<p>£7,500</p>	<p>All classes had access to organised play activities during their playtimes. Each class was supported by one adult who was able to ensure high quality interactions with the children to develop speaking and listening and extend vocabulary. The number of behavioural incidents at playtimes significantly decreased and when surveyed 90% of children said that they engaged in activities, 75% of pupils said that they had high quality interactions with adults at playtimes and 92% said that they enjoyed and were happy at playtimes</p>
<p><b>CPD training - team teach/ Curriculum/ SEND</b></p>	<p>A &amp; B</p>	<p>£ 6,500</p>	<ul style="list-style-type: none"> <li>• 6 adults received Team Teach training.</li> <li>• Regular access to CPD including Twilights.</li> <li>• All teaching and support staff trained to understand social and emotional needs of all pupils (including vulnerable groups) in the</li> <li>• Monitoring within PM to ensure that CPD has expected impact within the school.</li> <li>• All teachers received training for their curriculum subject.</li> </ul>
<p><b>An additional teaching assistant was employed to work within year one to support identified pupils.</b></p>	<p>A &amp; B</p>	<p>£ 15,000</p>	<p><b>Sept 2020</b></p> <ul style="list-style-type: none"> <li>• 27 pupils (46% of cohort) were assessed at Phase 2 (they knew letter sounds but could not blend)</li> </ul> <p><b>June 2021</b></p> <ul style="list-style-type: none"> <li>• 13 pupils 48% of these pupils were assessed as working within Phase 5</li> <li>• 10 pupils 37% made age related phonics expectations and passed the mock Y1 phonics screen</li> </ul> <p>52% of these pupils were assessed at end of phase 3. They did not pass the mock phonics screen but all made 50% or more progress from the September mock screening test.</p> <p>51% of these were PP children</p>
<p><b>Provide CPD and training to ensure quality first teaching in reading across the school.</b></p>	<p>A &amp; B</p>	<p>£ 5,000</p>	<p>A literacy consultant was brought in to support the school with development of reading. There is now a clear framework for reading from EYFS to Y6. This can be seen clearly on medium term plans. A text map is in place to ensure that there is progression in texts across all year groups. A progression map has been developed and implemented to support with the progressions of reading skills (VIPERS).</p>

			<p>Work scrutiny and internal assessments show that children are making accelerated progress in reading across KS2. All year groups are in-line with or in excess of the national average from 2019.</p> <p>Internal assessments show that the percentage of disadvantaged children achieving the expected standard or better at the end of KS2 is in excess of the national average (2019) at 75% (+6%).</p>
<b>Subsidise 11+ tuition with a fully qualified teacher so that pupils are not disadvantaged in comparison to their peers at other schools.</b>	A & E	£3,500	<p>7 children successfully passed their 11+ in the 2020-21 academic year. 3 out of 7 of these pupils were PP meaning 43% passed.</p> <p>30 children attended the 11+ club. 45% of these were PP pupils.</p>
<b>Purchase of the E-Schools app package to ensure that the school is able to communicate quickly and effectively with all parents/ carers across the school and increase school engagement.</b>	D	£2,000	<p>The school has been able to send out important updates regarding the curriculum e.g. 'reading at home with your child' to support with parental engagement and parental support with home learning.</p> <p>The school has been able to remind parents/ carers of important dates such as 'parent reading workshops' and parents' evenings to ensure that attendance is maximised.</p> <p>338 of parents/ carers are signed up to use the E-Schools app.</p>
<b>Purchase of MyOn subscription to ensure that children have access to a range of books at home (online) through their devices.</b>	A, B & C	£3,000	<p>Children can read a wide range of books tailored to their reading ability/ level. The book available were a range of fiction and non-fiction texts to ensure that they could read across the genres. This enables children to enjoy books that they might not have access to at home.</p> <p>The school were able to ensure that all children had access to books during national lockdowns when they were not in school.</p> <p>MyOn statistics show that in the 2020-21 academic year 93,997 pages/ 3,865 books were read by pupils.</p>
<b>Purchase of Accelerated Reader and Renaissance Star Assessment subscriptions to accelerate attainment and progress in reading across the school.</b>	A, B & C	£5,000	<p>Books were purchased to increase children's reading choices. DHT shared progress of the quizzes each month with the CT. On average 80% of children were successful in passing their quiz. Where children weren't successful, the CT modelled how to answer questions. School Council were successful in sharing the authors and genres of texts that their classes wanted to read for pleasure.</p>
<b>Increase the delivery of social and emotional interventions</b>	A & B	£10,000	<p>In total 21 pupils were seen by RD and DY over the academic year 2020-2021.</p>



<p>through the creation of an additional 'non-class-based' teaching assistant.</p>			<p>The average school attendance of these pupils was 95.2% which is in-line with the national average of 96%. 62% of pupils had attendance above the national average.</p> <p>Using a 5 point scale, pupils' emotional wellbeing improved by 2 points in July 2021 compared to their score on entry.</p> <p>On average pupils made a gain of 6 in their standardised scores in the reading and maths. This is based on data from term 1 and term 6.</p>
<p><b>Additional books purchased to support with our reading schemes within school (e.g. Accelerated Reader, ORT and Phonics Bug Books)</b></p>	<p>A, B &amp; C</p>	<p>£10,000</p>	<p>Phonics bug books bought to ensure enough books were matched to the children phonic ability from red to green from EYFS to Year 2.</p> <p>Phonics bug guided reading were bought to support reading sessions in Year 1 and beginning of Year 2. These were to ensure the children were all having their session planned for and books at their phonic ability.</p> <p>Accelerated readers books bought for children entering Year 3 to ensure that there were enough books for Y2 in to Year 3.</p>
<p><b>Intervention (teacher led)/ CPD and Leadership</b></p>	<p>A &amp; B</p>	<p>£4,000</p>	<p>Planning and monitoring of interventions reviewed and evaluated.</p> <p>Clear communication between class teachers/ class shares and cover teachers to ensure expectations match.</p> <p>Timetables planned in liaison with SLT to ensure that coverage is matched to needs.</p> <p>Monitoring of interventions as identified within the PM cycle.</p> <p>Intervention/CPD/ Leadership cover teachers attend all meetings and CPD - ensure consistency and understanding of school priorities and teaching strategies.</p> <p>A total of 24 courses were booked by teaching staff to develop CPD.</p>
		<p><b>Total =</b></p>	<p><b>£218,500</b></p>

## 5. 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