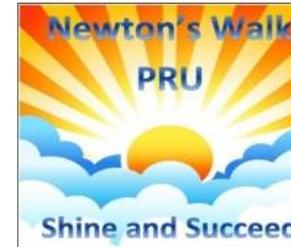




National College for  
Teaching & Leadership



## **Pupil premium strategy statement: Newton's Walk 2020 – 2021 Plan (reviewed)**

### **Context Statement:**

Newton's Walk is a Pupil Referral Unit for primary age pupils (years 1 – 6) all of whom have been permanently excluded from mainstream school.

The funding received by the school tends to fluctuate year on year as this is dependent on the school's January census return. However, the % of pupils who are eligible for pupil premium on roll annually tends to be between 80 and 90 %. This is considerably higher than the National statistics for primary eligibility 30%.

Newton's Walk is a unique setting with nearly all pupils being male. To diminish the difference between pupil premium and non-pupil premium cohorts the funding aims to address the following:

- Improve self-esteem and social interaction
- Improve attendance
- Improve engagement in learning
- Enable parents to engage with the school via assisted attendance for reviews and events.
- Improve progress in core subjects
- Enhance the curriculum with visits, outings and adventurous learning

We work hard to improve the progress and attainment of all our students. The barriers to learning faced by our pupil premium students are the same barriers faced by the majority of our students and so we have taken a decision to treat all pupils as individuals and access their holistic needs whatever group they belong to. However, we do consider the progress of all our groups and report specifically regarding pupil premium and non-pupil-premium and other significant groups.

Staff have a very clear understanding of every pupil's individual needs and they aim to support them effectively. Our pupil premium has therefore been used to, either expand existing initiatives or to fund new strategies. We have to keep this under review. If we were not making an impact in any area, we need to reconsider and re-focus the spending.

1. Summary information					
School	Newton's Walk				
Academic Year	2020-21	Total PP budget	Anticipated £40,000	Date of most recent PP Review	April 2021
Total number of pupils	36	Number of pupils eligible for PP	32	Date for next internal review of this strategy	NA

1. Outcomes (Attainment and Progress)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>Y6 Attainment (SATs 2019)</b>		
% achieving expected in reading,	1/13 (7.6%)	1/5(20%)
% achieving expected in writing	1/13 (7.6%)	0%
% achieving expected in maths	0%	1/5 (20%)
<b>Y6 Progress (from starting point at Newton's Walk)</b>		
<b>Reading</b>		
% exceeding expected progress	1/10 (10%)	4/5 (80%)
% making or exceeding expected progress	9/10 (90%)	5/5 (100%)
% below expected progress	1/10 (10%)	0%
<b>Writing</b>		
% exceeding expected progress	3/10 (30%)	3/5 (60%)
% making or exceeding expected progress	9/10 (90%)	5/5 (100%)
% below expected progress	1/10 (10%)	0%
<b>Maths</b>		
% exceeding expected progress	3/10 (30%)	4/5 (80%)
% making or exceeding expected progress	9/10 (90%)	5/5 (100%)
% below expected progress	1/10 (10%)	0%

Current Whole school progress (from starting point at Newton's Walk) January 2020		
<b>Reading</b>		
% exceeding expected progress	2/13 (15%)	3/7 (42%)
% making or exceeding expected progress	6/13 (46%)	6/7 (86%)
% below expected progress	7/13 (54%)	1/7 (14%)
<b>Writing</b>		
% exceeding expected progress	2/13 (28%)	2/7 (28%)
% making or exceeding expected progress	7/13 (54%)	5/7 (71%)
% below expected progress	6/13 (46%)	2/7 (29%)
<b>Maths</b>		
% exceeding expected progress	5/13 (71%)	5/7 (71%)
% making or exceeding expected progress	10/13 (77%)	7/7 (100%)
% below expected progress	3/13 (23%)	0%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Progress in maths and English for KS1 and KS2 due to a pupil's starting at much lower on entry levels than the national average expectation, history of exclusion and trauma. Key skills have not been developed, pupils cannot access the curriculum at ARE. A2 Below expected levels due to Government guidance during Coronavirus lockdown A3 Reading less opportunities to read with an adult, poor stamina, slower reading speed, reliance on decoding = low engagement and enjoyment
<b>B.</b>	Ongoing SEMH issues for pupils are having detrimental effect on their academic progress and that of their peers.
<b>C.</b>	Low Aspiration – Pupils don't have a well-developed sense of belonging and lack self-belief which impacts on their aspirations to be successful at school
<b>D.</b>	High level of co-occurring SEND
<b>External barriers</b>	
<b>E.</b>	Missed diagnosis
<b>F.</b>	Social and economic background, unsettled home life and attachment difficulties for some children.

### 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupil Premium children make at least good progress from their starting points. Pupil progress meetings identify gaps in learning and best next steps to address these Rapid action is taken to address underachievement Children develop a can do attitude All teaching is judged at least good, so that all children have access to Quality First Teaching (QFT) Pupil premium children receive good quality teaching that ensures they enjoy learning Effective phonics and reading teaching ensures children are able to read to at least their chronological age if not higher.</p>	<p>All pupils to make progress from their starting points Pupils enjoy coming to school Children attain the expected standard or better. Children have good attendance. Children make progress in their reading from their starting points Whole school approach identified for the teaching of early reading skills. Children will move through the phases in a more timely fashion</p>
<b>B.</b>	<p>Reduction in behaviour incidents leading to less fixed term exclusions and/or timetable reductions.</p>	<p>Fewer behaviour incidents recorded on Integris Boxall assessment data shows progress pupils are making termly. All children will have behaviour plans identifying targets Children will have increased confidence and raised self-esteem.</p>
<b>C.</b>	<p>To prepare children to return to mainstream school (if appropriate) by improving social, emotional, and behavioural aspects of learning</p>	<p>More children moving on successfully to next setting.</p>
<b>D.</b>	<p>To develop children's interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential</p>	<p>Cultural capital will be enriched. Children will have experienced many opportunities not normally available to them .</p>
<b>E.</b>		

#### 4. Planned expenditure

Academic year

2020/2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & Cost	When will you review implementation? <b>RAG</b>
A/C	<p>Further development of the whole school English strategy Resource development Developing resources for Talk 4 Writing Continue to develop children's love of reading Develop children's phonic knowledge Introduce standardised reading assessments in all year groups New procedures for tracking phonics and development of reading skills eg sight vocabulary and reading fluency</p>	<p>Phonics is a key skill in children learning to read and spell. Staff CPD on phonics; all staff receive the same training so all at have the same knowledge and understanding.</p> <p>Children will move through the phases in a more timely manner Collaborative planning and reflection focusing on impact in facilitating pupil progress. Developing English across the curriculum based on good practice and evidence of impact. Developing good reading skills is essential in giving pupils access to the curriculum and ensuring good outcomes at the end of KS2.</p>	<p>Teacher and support staff CPD and meetings Monitoring through book scrutiny and learning walks Performance management – leaders make the connection between quality of teaching and pupil progress. Using primary specialists – commissioning in Leaders focus rigorously on the curriculum intent, impact and implementation Purchase high quality phonics resources to support phonics teaching. Purchase standardised reading assessments to give more accurate assessment information. Advice and support from English consultant Quality Assurance from English consultant</p>	<p>English manager/ SLT  <b>Consultant £615.00 (spent)</b></p>	<p>CPD have relied on staff meetings which have been held infrequently due to covid restrictions  Scrutiny = continuing but lots of gaps (Covid)  Pupil progress half termly mostly positive where absence has not been an issue  No mixing between schools or visitors Phonics books bought and being used YARC purchased and some usage</p>

<p>A Provision of laptop/tablet for all children attending part-time due to Government advice following Coronavirus outbreak</p>	<p>All children to have a laptop/tablet to enable them to work digitally whilst at home.</p>	<p>Many children have spent very little time in school. Many may not be able to return full-time in September. It has reported that disadvantaged, vulnerable children do not have access to the necessary equipment to enable them to assist their learning.</p>	<p>Laptops/tablets will have limited access to the internet.  Class teachers to set work and speak to children x1 per week for update.  Family officers to speak to family about looking after equipment provided by school.</p>	<p>Lead IT  Quote for 16215.75 +VAT</p>	<p>25 laptops purchased  All staff and pupils trained to access learning platform  Some good success with engagement but not across whole provision as reliant on stable home environment and parent support</p>
<p>B/C</p>	<p>Reintroduce Boxall principles, approach to learning and rationale   Revisit Attachment and Trauma informed practices</p>	<p>Boxall profile provides a framework and system for monitoring non-academic progress</p>	<p>Continue to embed a classroom culture that supports academic and social/emotional learning  Behaviour improvements will be assessed and monitored via Integris/SIMS. Also discussed at weekly timetable meetings.  Reduction in incidents and exclusion.  Increase in timetables  Reward systems – the shop</p>	<p>£0  Staff time</p>	<p>Needs staff meeting and all staff to be present – too many absences</p>
<p>A/C</p>	<p>Targeted interventions to accelerate and plug gaps:  Phonics 1:1  Sandwell Early numeracy  Precision Teaching  Read It, Write It  Emotional Literacy</p>	<p>This approach is to close the attainment gap for children not attaining at a similar level to their peers.</p>	<p>Monitoring the quality of the delivery of interventions  Tracking the progress of children having an intervention  Pupil Voice</p>	<p>£98.00 (Emotional Literacy) spent</p>	<p>Some of this has been started but no capacity to continue due to staff and pupil absence</p>

ii.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B	Interventions and approaches to support children's mental health and well-being . The Island . Baby J Studio . Rural Pride <b>Anger/Anxiety Gremlin</b>	.To be able to access learning children need to be able to firstly identify and then regulate their emotions.  Children who are unable to do this will be unable to learn and achieve their potential.  These approaches have proven to be successful and support children to manage emotions and access learning. I	Parent/child feedback Fewer behaviour incidents Improved academic achievement	AF The Island £3 012 to date  Baby J £4675 to date Estimated further £20000	No offsite visits allowed  <b>In class intervention of anger/anxiety gremlin = successful</b>
C and A	Subsidise school uniform and essentials for school	<b>Children will be proud to be part of the school and belong to the school community.</b> <b>Feel smart and ready for school</b>	Parent/carer feedback Pupil voice	J Sh £50.00 estimated	<b>Will continue to support families</b>
iii.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Enrichment activities Class trips Residential Visits	<b>Children will be excited and engaged by extra-curricular opportunities. Giving all children the chance to take part in new experiences opportunities.</b> <b>Experiences have shown to be beneficial in improving learning outcomes by enriching pupil's vocabulary and giving them opportunities to learn in different environments.</b>	Ensure parents/carers are aware of opportunities and support available.	J Sh Forecast £8000 spend	<b>Covid restrictions but exploring the possibility once these are lifted</b>