



Newnham Croft Primary School
Pupil Premium Plan
March 2021 – March 2022

| Number of pupils on roll | Total number of pupils registered for PP funding | Number of eligible boys | Number of eligible girls | Number of pupils eligible for free school meals in the last six years (FSM ever 6) | Number of looked after children (LAC) or post LAC |
|--------------------------|--|-------------------------|--------------------------|--|---|
| 223 | 14 | 8 | 5 | 1 | 0 |

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|---|------------|
| Number of PP children also on SEND register | 2 |
| Funding for Pupil Premium (£1320 per child) | £18,480.00 |
| Total projected spend March '21 - March '22 (including group support) | £21,969.30 |

Summary of barriers to educational achievement

1. Approaches to maths, including problem solving, reasoning activities and times tables retention
2. Reading – phonics decoding (including ERT), comprehension and inference
3. Writing – spelling and letter formation, grammar and vocabulary, extending writing for those targeted at GD, effective editing
4. Parental engagement
5. Attendance

Intended outcomes

1. Support accelerated progress in maths by supporting reasoning and problem solving activities and developing children's fluency and confidence.
2. Support accelerated progress in reading by consolidating and developing phonics understanding, and embedding understanding of texts through comprehension and inference activities.
3. Support accelerated progress in writing by supporting letter formation in KS1 and consolidating and developing understanding of SPaG in KS2 and also the effective use of ambitious vocabulary to enhance writing targeted at greater depth.
4. To ensure that all children have equal access to enrichment activities so that they can develop their cultural capital.
5. Improve resilience and readiness to learn of all pupils, including disadvantaged pupils.
6. Build on learning in all subjects by encouraging consistent and regular full-time attendance.

Targeted academic support

Hourly rates (average): ClassTeacher - £52.11 / TA/HLTA - £15.69

| Action | Intended outcomes | Evidence and rationale for this choice | Monitoring | Cost |
|--|---|---|---|---|
| Funding for a teacher to raise attainment in writing and maths 1 term Teacher - 3 hrs each Tuesday morning for 13 weeks. | Having identified barriers, small group/1:1 tuition with a qualified teacher to overcome these barriers and close the gap in learning | 'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report) | 1:1 tutor shares weekly progress report with CT and follows planning where appropriate. Data analysis Termly pupil progress meetings with staff and PPG teacher to analyse impact | £2032.29 39hrs @ £52.11 |

Impact

| Action | Intended outcomes | Evidence and rationale for this choice | Monitoring | Cost (annual) |
|--|--|---|---|---|
| TA/CT support for targeted interventions - Reading (hours per week). A - Phonics group TA (30mins) B - Phonics group TA (30 mins). C - 1:1 reading, phonics intervention CT (20mins) and TA (40hrs) D - reading comprehension TA (60 mins) E (EAL) - Reading aloud TA (25mins) F (EAL) - reading comprehension TA (15 mins) G - high frequency words, reading CT/TA (3hrs) H - reading comprehension TA (40mins) I - phonics and reading - CT/TA (15mins). | To provide targeted reading intervention to close identified gaps. | 'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report) | Half termly reviews of impact of intervention. Drop-ins and discussions with TAs and CTs to discuss progress. Data analysis. Individual performance management target linked to intervention. | £7288.52 (39 weeks) Weekly: TA - 5.75hrs @ 15.89 CT - 1.83hrs @ £52.11 |

| Impact | | | | |
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| Action | Intended outcomes | Evidence and rationale for this choice | Monitoring | Cost |
| <p>CT/TA support for maths, including problem solving, reasoning activities and times tables retention</p> <p>A - 5 min box, (25 mins) TA</p> <p>B - calculating accelerator / maths games CT (20mins)</p> <p>C - number bonds / times tables TA (45mins)</p> <p>D - place value, addition and subtraction CT/TA (3hrs)</p> <p>E - division and multiplication strat.TA (1.5hrs)</p> <p>F - small group support CT/TA (15mins)</p> | Having identified barriers, small group/1:1 tuition with a teacher/TA to overcome these barriers and close the gap in learning | 'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report) | Half termly reviews of impact of intervention. Drop-ins and discussions with TAs and CTs to discuss progress. Data analysis. Individual performance management target linked to intervention. | <p>£6698.35 (39 weeks)</p> <p>Weekly: TA - 4.25hrs @ £15.89 CT - 2hrs @ £52.11</p> |
| Impact | | | | |
| Action | Intended outcomes | Evidence and rationale for this choice | Monitoring | Cost |
| <p>CT/TA support for writing – spelling and letter formation, grammar and vocabulary.</p> <p>A - writing group TA (30mins)</p> <p>B - writing group TA (30mins).</p> <p>C - spelling intervention TA (60mins)</p> <p>D (EAL) - Spelling/ dictation/ flashcards TA (30mins)</p> <p>E - support with using resources, verbalising sentences and editing CT/TA (3hrs)</p> <p>F - understanding task and punctuation CT/TA (30 mins)</p> <p>G - small group</p> | Having identified barriers, small group/1:1 tuition with a teacher/TA to overcome these barriers and close the gap in learning | 'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report) | Half termly reviews of impact of intervention. Drop-ins and discussions with TAs and CTs to discuss progress. Data analysis. Individual performance management target linked to intervention. | <p>£5950.14 (39 weeks)</p> <p>Weekly: TA - 4.42hrs @ £15.89 CT - 1.58hrs @ £52.11</p> |

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| support and hand writing - CT/TA (15mins). | | | | |
| Impact | | | | |

Wider strategies – SEMH support

| Action | Intended outcomes | Evidence and rationale for this choice | Monitoring | Cost |
|---|---|---|--|-------------|
| <p>To fund educational and residential visits</p> <p>There are 6 children from the PP list who are unable to fund extracurricular activities. The cost here is based on previous years.</p> | <p>To provide a broader and inspiring curriculum to encourage engagement and positive attitudes to learning, particularly in writing and topic work.</p> <p>To support children in feeling a part of their class community, to gain confidence and social skills. To develop children's cultural capital.</p> | <p>Educational visits are an integral part of our school curriculum, and we believe that no child should miss out due to financial circumstances. Trips are carefully chosen with clear educational outcomes.</p> | <p>Engagement in topic learning observed through drop ins. Data analysis of foundation subjects.</p> | <p>£500</p> |
| Impact | | | | |

