



## Pupil premium strategy statement

### School overview

Metric	Data
School name	Newlyn School
Pupils in school	151
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£69,147
Academic year or years covered by statement	2020-2023
Publish date	July 2020
Review date	July 2021
Statement authorised by	Elizabeth Lambourn
Pupil premium lead	Isabel Stephens
Governor lead	Patsy Williamson

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.33
Writing	-1.42
Maths	-5.15

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	46%
Achieving high standard at KS2	9%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all disadvantaged pupils can have access to adults who are specifically trained to support development of their individual needs and that there is a consistent approach to the teaching of phonics across the school.



	- Undertake training in specific intervention to ensure consistency with a focus on phonics reading and writing in 2020-21.
Priority 2	Work with the TPAT maths lead and maths hub to embed Teaching for Mastery though out the school, ensuring maths lead has dedicated time and interventions are run by specifically trained TAs/teachers.
Barriers to learning these priorities address	Ensuring staff use evidence-based approaches to teaching interventions
Projected spending	£28,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021
Progress in Writing	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021
Progress in Mathematics	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021
Phonics	Achieve national average expected standard in Phonic Screening Test	Sept 2022
Other	Improve attendance of disadvantaged pupils to in at least in line with non-disadvantaged.	Sept 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
Priority 1	Small group supported reading to support all disadvantaged pupils to access whole curriculum. All disadvantaged pupils to have reading comprehension support focused on VIPERS in every year group



	<p>Disadvantaged pupils in Years 4, 5 and 6 to have support sessions weekly in small groups or on an individual basis with designated reading champion.</p> <p>Phonic reading support for all disadvantaged pupils who failed phonic test in year 1</p> <p>Invest in good quality texts to ensure consistency in KS1 and encourage a love of reading in KS2.</p> <p>Ensure all relevant staff have received training to deliver Letters and Sounds effectively.</p> <p>Speech and language support for children with delayed speech to support phonics.</p>
Priority 2	<p>Continue to embed whole school maths approach ensuring all classes have suitable manipulatives and Power Maths resources.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations and to challenge more able disadvantaged pupils.</p>
Barriers to learning these priorities address	<p>Enabling wider reading for all disadvantaged pupils. Access to longer and more challenging texts for all disadvantaged pupils with a focus on development of vocabulary.</p> <p>Access to inspirational environments to support broadened cultural experiences within the locality and beyond to support writing.</p>
Projected spending	£28,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Funding for EWO SLA to reduce PP attendance concerns with dedicated time for Attendance Coordinator.
Priority 2	Enrichment support for PP to access music lessons and other educational opportunities such as surfing lessons and trips.
Priority 3	Trauma Informed Schools support for children who have experienced trauma or are struggling with anxiety through small groups or 1:1 sessions.
Barriers to learning these priorities address	<p>Attendance at school is lower for FSM pupils across the school.</p> <p>The cost of music lessons and enrichment activities in school is limiting access.</p>



	Children who have experienced trauma or are feeling a high level of anxiety are unable to fully access learning opportunities and it has led to poor behaviour and school refusal.
Projected spending	£41,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring there is a consistency in the approach to teaching phonics, reading and maths.	Training and monitoring of phonics, reading and maths to focus on consistency. Consistency across classes in resources and books available.
Targeted support	Ensuring enough time for school English lead to support small groups and members of staff	English lead to have designated time to do this and additional hours allocated as overtime.
Wider strategies	Engaging the families where attendance is poor.	Work closely with the EWO and have a clear and consistent approach to poor attendance beginning with support and meetings but leading to court action where necessary.

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

Aim	Outcome and expenditure
Quality teaching for all	No data due to pandemic HLTA and TAs delivering interventions or allowing teacher to deliver focussed support £23,500
Targeted support	No data due to pandemic Cost of TA's delivering targeted intervention Trained TIS workers employed throughout year Trained SLT TA employed throughout year £35,000
Other approaches	No data due to pandemic



	Parents accessed their personal funds before the pandemic £19,000
--	--