



# *New Bewerley Community School*

## *Pupil Premium Grant Strategy 2019-2020*

### *Review*

Overview					
<b>School</b>	New Bewerley Community School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£274,000	<b>Date of most recent PP Review</b>	Sept 20
<b>Total number of pupils</b>	425	<b>Number of pupils eligible for PP</b>	177	<b>Date for next internal review of this strategy</b>	

New Bewerley Community School recognises that all pupils, regardless of background, should have equal access to a curriculum that helps them reach their full potential. The Pupil Premium is a government initiative that targets extra money to pupils from less affluent backgrounds that, as research shows, may underachieve compared to their peers.

The government has used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for free school meals or have been eligible in the past six years. Children, who are looked after, adopted or a child of armed service personnel, are also eligible for funding.

The government is not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support pupils to increase their attainment, and bring their attainment and progress in line with other pupils nationally.

### *Funding*

Because approximately 45% of pupils receive pupil premium funding we have decided to use this money to cover 45% of the salaries of key members of staff (see below). Furthermore, since 75% of the pupils at New Bewerley Community School are deemed to live in the 10% most deprived families in UK it is our view that all children should benefit from the provisions provided for by the adults listed below. School's budget and school's notional SEN allowance funds the remaining 65% of salaries and interventions. It is this approach that allows us to successfully achieve positive progress scores for most groups of children including pupil premium. Not all Pupil Premium pupils face the same challenges - other children who are not in receipt of Pupil Premium are also academically disadvantaged and equally deserving of our attention.



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### *The Main Barriers to Educational Achievement Faced by Eligible Pupils*

The "Lower Super Output Area" (LSOA) in which the school is located is ranked 274th out of 32,844 in terms of deprivation, meaning that less than 1% of areas in England have higher deprivation. Also, based on IMD 76% of children who attend the school live in an area classed as being amongst the 10% most deprived in England. Moreover, 58% of children live in an area classed as being amongst the 3% most deprived.

Figures from the January 2019 school census reveal that:

- 38% are eligible for FSM (*20% Leeds, 16% National*)
- 42% attract pupil premium funding
- 67% of children are from Black and Minority Ethnic (BME) backgrounds (*36% Leeds, 34% National*)
- 47% of children have English as an additional language (EAL). (*21% Leeds, 21% National*)
- 24% of children have special educational needs (SEN). (*16% Leeds, 14% National*)

Of the 177 pupil premium children over 50% are also listed as BME, EAL or SEN. Although these statistics can be classed as 'barriers' we are very proud of the community we serve and feel extremely lucky to work in such a diverse and unique school.



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**Barriers to future attainment** Note: review data is based on teacher assessments taken from March 2020 due to Covid-19 lockdown. Comparison data with Leeds LA and National is based on a small sample of schools who chose to submit their data to Perspective Lite for analysis purposes. Data only gives guidance and should not be taken as a true comparison.

#### In-school barriers

A.	Reduced reading comprehension, especially in KS2, due to more limited vocabulary and cultural capital.
B.	Lack of confidence and less well-developed writing skills due to limited language acquisition and real-life experiences.
C.	Reduced Reasoning skills due to lower language acquisition, resulting in lower attainment in Maths compared to 'Other' children Nationally in KS1 and KS2.
D.	Communication skills tend to be lower for pupils eligible for PP than for other pupils, which results in slower progress in reading, writing, maths and other curriculum areas.
E.	Reduced social and emotional development and lack of resilience can affect aspirations and readiness to learn.

#### External barriers

F.	Persistent absenteeism and lateness is higher for pupil premium pupils; this affects their attainment and progress.
G.	Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment and progress.



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	Desired outcomes <i>(Links to 2019-2020 School Improvement Plan)</i>	Success criteria									
<b>A.</b>	<p>Increase the % of KS2 Pupil Premium pupils achieving the expected reading standard to 60% <i>(As a result, this increase will enable the cohort to meet the FFT target of 70% meeting the expected standard in reading. (15% GD)</i></p> <p>Diminish difference in all cohorts between PP and Non PP in Reading.</p> <p>Improve comprehension skills and 'explanation' reading questions in KS1 and KS2 SATs</p> <p><i>(SIP Objectives: Create &amp; Perform – Teaching &amp; Learning 1, 2, 3)</i></p>	<p>100% of KS1 EXS children to achieve at least the expected standard in Reading. 88% of pupils who achieved EXS@KS1 achieved EXS in Y6. The 2 children who did not meet EXS were close and achieved W3. Both children had additional circumstances which had prevented expected progress.</p> <p>Diminish difference between % of PP achieving ARE in Reading Specific Learning Goal, compared to School Non PP and LA PP. <i>Dis. 39% Non-dis. 54%, however, this is Spring 2020 data. Expected data for Summer would have been improved.</i></p> <p>All year groups, especially Reception, Year 1 and Year 5 to make good or better progress is in-line with Non-PP children. <i>Dis. progress was in line with Non-Dis. in all year groups except Y5.</i></p> <p>As a result of raising standards in KS2 Reading, the % of PP achieving at least expected+ in KS2 RWM combined will increase.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="color: red;">Disadvantaged</th> <th style="color: red;">Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="color: red;">2019 %@EXS+ in RWM comb.</td> <td style="color: red;">22%</td> <td style="color: red;">42%</td> </tr> <tr> <td style="color: red;">2020 %@EXS+ in RWM comb.</td> <td style="color: red;">45%</td> <td style="color: red;">61%</td> </tr> </tbody> </table>		Disadvantaged	Non-disadvantaged	2019 %@EXS+ in RWM comb.	22%	42%	2020 %@EXS+ in RWM comb.	45%	61%
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<b>B.</b>	<p>Increased confidence and positive attitudes to writing across subjects and across school.</p> <p><i>(SIP objectives: Create &amp; Perform – Teaching &amp; Learning 1, 2, 3; Leadership &amp; Management – Resources 1)</i></p>	<p>% of PP in Reception achieving ARE in Writing Specific Learning Goal will be above 55%</p> <p>39.1% of disadvantaged children achieved ARE in Writing (54.1% non-disadvantaged), however, this is Spring 2020 data. Expected data for Summer would have been improved.</p> <p>Diminish the in-school difference at Expected standard+ in Writing between PP and Non-PP in all cohorts</p> <p>The in-school difference was not diminished in Years 3, 4 and 5, however, we would expect the writing data not be incomplete as data was taken at Spring 2020.</p> <p>High quality cross-curricular writing will be seen in topic books</p> <p>This was observed across all year groups in topic books.</p>									
<b>C.</b>	<p>Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS1 and KS2.</p> <p><i>(SIP objective: Create &amp; Perform – Teaching &amp; Learning 1, 2, 3)</i></p>	<p>PP children will achieve the expected standard in KS1 Maths so that the cohort is at least in-line with PP Other children.</p> <p>Dis. 54.2 and Non-dis. 70.6%. Gap: -16.4 (Leeds gap -19.5, National gap -16.5). Although the % of dis. achieving EXS is not in line with non-dis. , the gap is smaller than both Leeds LA and national.</p> <p>The PP gap in Years 2, 4 and 5 will be below 20%</p> <p>Gaps: Year 2 +2%; Year 4 +7%; Year 5 -23%.</p> <p>The increase number of children achieving expected standard in Maths will contribute to reducing in-school difference between PP and Non PP RWM combined at KS1 and KS2.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="color: red;">KS1: Dis/Non-Dis. RWM comb. gap</th> <th style="color: red;">KS2: Dis/Non-Dis. RWM comb. gap</th> </tr> </thead> <tbody> <tr> <td style="color: red;">2019</td> <td style="color: red;">-17%</td> <td style="color: red;">-20%</td> </tr> <tr> <td style="color: red;">2020</td> <td style="color: red;">-3%</td> <td style="color: red;">-16%</td> </tr> </tbody> </table> <p>Increase in % of EXS Prior Attainers achieving expected+ in Maths at KS2</p> <p style="color: red;">2019 85%</p> <p style="color: red;">2020 71%</p>		KS1: Dis/Non-Dis. RWM comb. gap	KS2: Dis/Non-Dis. RWM comb. gap	2019	-17%	-20%	2020	-3%	-16%
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D.	<p>Improved language acquisition; accessing the curriculum at the pupils level.</p> <p><i>(SIP objectives: Create &amp; Perform – Teaching &amp; 1, 2, 3, 4, 5, 6)</i></p>	<p>Diminish difference in Prime Learning Goal of Language and Communication in EYFS</p> <p><b>Dis. 44% Non-PP 60% Gap: -16%</b></p> <p>Planned opportunities for Spoken Language development clear in planning and lesson delivery</p> <p><b>Observed through planning and lesson observations</b></p> <p>Pupils observed to be more confident in explaining, reasoning and using ambitious vocabulary</p> <p><b>Discussed and observed in Pupil Progress meetings</b></p>
E.	<p>Improved positive learning behaviours and resilience e.g. using emotional registers, using calming strategies, confidence in talking about learning, participation in lessons, readiness to learn, and resilience are noted in formal and informal monitoring.</p> <p><i>(SIP objective: Include – Pupil Support 2, 4, 5)</i></p>	<p>Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it. Measured and evaluated by Pupil Interviews and questionnaires. Monitored by AHTs informally and formally through Smart plans and intervention analysis</p> <p><b>Pupil questionnaires not completed due to Covid-19 lockdown. Informal analysis shows that the majority of children access their learning successfully. Those children who find it difficult to access their learning are supported through a range of measures but NBCS are committed to improving this further.</b></p> <p>Peer and self-feedback in books.</p> <p><b>Observed through book scrutiny.</b></p> <p>Increased attendance of PP children due to attendance at Breakfast club, lunch club and after school clubs.</p>



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F.	<p>Increase in attendance, reduction of lates and reduction % of persistent absentees amongst PP families – this is to support PP children in diminishing any in-school difference between the attendance of PP and Non-PP children throughout the school.</p>	<p>Ensure the majority of PP cohorts meet the School Target of 96% Attendance.  <i>PP attendance September 2019-March 2020 94.26% (Non-PP 95.83%)</i></p> <p>Diminish difference in the majority of cohorts between PP and Non-PP % Attendance.</p> <ul style="list-style-type: none"> <li>• 2018-2019 Pupil Premium – 95.5% (SEN – 95.6% / EHCP – 91.9%)</li> <li>• 2019-2020 (March): 94.26% (Non-PP 95.83%)</li> <li>• SEN – 93.48% / EHCP – 91.03%)</li> </ul> <p>Decrease the % of PA</p> <ul style="list-style-type: none"> <li>• PP 20% (Non-PP 11%)</li> </ul> <p>Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2020.</p> <ul style="list-style-type: none"> <li>• PP 1723 (Non-PP 983)</li> </ul>
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<b>G.</b>	<p>Parents engaging with school staff in developing learning partnership between home and school - to include increased home reading, homework completion and attendance at information/performance events.</p>	<p>Parents will be able to access in school support to enable them to support their children at home. Each year group ran Parent Workshops until March 2020. School bought online learning platform 'Seesaw' to provide children with work to complete during lockdown. This platform allows children and parents to comment on the work and ask for help, receiving feedback from teachers.</p> <p>PP Reading attainment and progress in EYFS, KS1 and KS2 to be in line with School Non-PP Reading Attainment and progress.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">EYFS</th> <th colspan="2">KS1</th> <th colspan="2">KS2</th> </tr> <tr> <th>2019</th> <th>2020</th> <th>2019</th> <th>2020</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td><b>Disadvantaged</b></td> <td></td> <td>39%</td> <td>48%</td> <td>58%</td> <td>39%</td> <td>58%</td> </tr> <tr> <td><b>Non-disadvantaged</b></td> <td></td> <td>54%</td> <td>65%</td> <td>59%</td> <td>58%</td> <td>70%</td> </tr> <tr> <td><b>Gap</b></td> <td></td> <td>-15%</td> <td>-17%</td> <td>-1%</td> <td>-19%</td> <td>-12%</td> </tr> </tbody> </table> <p>Increase number of parents attending events in school to support learning at home e.g. Family Learning, Key Phase Workshops, Parents Evening</p> <p>The numbers of attendees increased for parents evening (registers taken) and teachers encouraged parents to attend at later dates. Attendees at workshops were beginning to improve as staff invited parents/carers to 'less formal' workshops such as 'Sharing Reading' etc. There was high attendance from Y6 parents re. SATs.</p>		EYFS		KS1		KS2		2019	2020	2019	2020	2019	2020	<b>Disadvantaged</b>		39%	48%	58%	39%	58%	<b>Non-disadvantaged</b>		54%	65%	59%	58%	70%	<b>Gap</b>		-15%	-17%	-1%	-19%	-12%
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<i>Desired outcome</i>	<i>Initiative/action/approach (Staff/interventions)</i>	<i>Evidence/Purpose</i>	<i>Implementation and staff</i>	<i>Total</i>	<i>Balance</i> £274,000 (2019-2020 academic year)
<i>Ring-fenced Money</i>					
	15 PP children who receive additional adult support Additional adults provided as 1:1 to support individual needs of RP pupils.  <i>4 pupils are previously CLA (see CLA plan) – this is not ring-fenced money.</i>	14 children from Resourced Provision, with FFI funding or have statements receive pupil premium grants  79% of pupils in receipt of FFI funding are also PP.	This money is ring-fenced to cover salaries.	£18,000  Prev. CLA £9200	£2468000
A Diminish difference in all cohorts between PP and Non PP in Reading.  Improve comprehension skills and 'explanation' reading questions in KS1 and KS2 SATs	<ul style="list-style-type: none"> <li>Development of an 'English calendar' to promote a love of reading and writing throughout the year including events such as 'Roald Dahl Day', Poetry week, Leeds Book Awards, Library focus weeks, Reading environment competitions etc.</li> <li>Continued staff training on development of inference and comprehension questions. Regular monitoring of progress for targeted pupils. (EEF Reading Comprehension strategies +6 months)</li> <li>Performance Management targets for all staff to include improved attainment and progress in reading</li> <li>Opportunities for PP pupils to read more regularly through Year 6 GDS readers to read with younger pupils and dedicated member of staff to read with targeted children in Breakfast and Tea Time club.</li> </ul>	To close or create a positive gap between pupil premium and non-pupil premium children <i>(2019 EYFS: -32%, KS1: -17%, KS2: -19%)</i>  Increased reading attainment for all pupils to be closer to Leeds and NA. <i>NA: EYFS 57%, KS1 75%, KS2 73%</i>	PP leader to work with reading leader to implement strategies.  Reading leader to attend CPD and disseminate  Reading leader to plan whole school reading initiatives to promote reading for pleasure SLT to review Reading POM targets	CPD £6000 Revision guides £600 Raving Readers £3000 Additional staffing (see Sections B-G) £150000	£87200



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	<ul style="list-style-type: none"> <li>Continue to develop the range of challenging Year 2-Year 6 texts for use in Whole Class Reading.</li> <li>2 extra teachers (see B) x1 in Year 6 and 1 in KS1 (EEF Reducing class size +3 months)</li> <li>Reading intervention delivered by teachers in Y6 and Y2. (Consistent HLTA cover – see C) (EEF small group tuition +4 months)</li> <li>EXS prior attainers tracked thoroughly throughout Y6 to ensure progress is at least on track and to target intervention appropriately.</li> <li>Phonics interventions (EEF +4 months) run by SL with targeted PP children.</li> <li>Early Years Reading interventions (EEF +5 months)</li> <li>Easter School (EEF only + 2 months and not the children we want to target so all Y6 children to receive free Revision Guides linked to intervention</li> <li>Raving Readers be re-launched to engage and inspire children to read more regularly at home</li> <li>Parent workshops throughout school to train parents how to read with their children at home</li> <li>Reading Leader to attend CPD throughout the year on developing comprehension and reading culture – disseminate through in-school training</li> <li>Support staff to continue to deliver RIC training workshops. (Retrieve, Interpret, Choice: TA led intervention supported by curriculum enhancement lesson by teaching staff and Improving vocabulary) Targeting PP who have fallen behind reading target.</li> </ul>	<p>To continue to close the PP gap between PP and Other (2019 -8%)</p> <p>To move attainment closer towards NA (82%)</p>	<p>Before/after school club staff trained to read with targeted children</p> <p>Y6 GDS children to be trained to read with targeted PP children</p> <p>PP read to book appropriate CPD for teachers Courses and training focus on ‘closing the gap’ and providing extra support for learners who receive a pupil premium allowance</p>		
REVIEW:					



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Desired outcome	Initiative/action/approach (Staff/interventions)	Evidence/Purpose	Implementation and staff	Total	Balance
B Increased confidence and positive attitudes to writing across subjects and across school	<ul style="list-style-type: none"> <li>• 2 extra teachers to support additional leadership time and to reduce class sizes in Year 6 (x3 smaller groups of 20 in Reading, writing and maths)</li> <li>• Continued development and refining of T4W scheme. Focus on appropriate resources to support confidence and independent learning, especially for PP pupils and on spelling.</li> <li>• Continue to use HLTA focused on delivering high-faulty phonics intervention.</li> <li>• Year 2 and Year 6 staff to attend all Authority-led moderation sessions to ensure that knowledge is up to date and assessments are accurate</li> <li>• CK and JM to support staff in moderating writing judgements across school and developing assessment skills through x3 cross-phase moderation sessions</li> <li>• All TAs to start at 8:30am so that teaching staff are able to explain objectives and ensure that support staff fully understand their role in supporting learning.</li> <li>• Attend training on curriculum design to ensure that it best meets new OFSTED requirements, develops high expectations and rapidly improves quality of delivery in foundation subjects (cross curricular links with basic maths and English skills)</li> <li>• Curriculum Enhancements – traps and visitors (£750 per year group – any other costs to be met by parents / fund-raising)</li> </ul>	<p>Reduce the PP gap in writing (2019 NBCS -20, NA -19, Leeds -22)</p> <p>Providing varied experiences for children out of school can be expensive: pupil premium money is used to enrich children's lives and develop cultural capital.</p> <p>Participation in enrichment/cultural activities will enable improvement in writing and vocabulary acquisition.</p>	<p>Trained adults and quality feedback are school's best resource.</p> <p>2 extra teachers provide additional quality first teaching and interventions</p> <p>PP leader to work with writing leader to implement strategies.</p> <p>Writing leaders and moderators to attend CPD and disseminate</p> <p>DHT to attend Curriculum planning training and help to redesign curriculum in light of new OFSTED framework</p> <p>SLT to review writing POM targets PP read to book appropriate CPD for teachers Courses and</p>	<p>Curriculum enhancement £11000 Literacy spelling subscriptions £695 Phonics subscriptions £100 Additional staffing – see section A</p>	£75405



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			training focus on 'closing the gap' and providing extra support for learners who receive a pupil premium allowance		
REVIEW:					
<i>Desired outcome</i>	<i>Initiative/action/approach (Staff/interventions)</i>	<i>Evidence/Purpose</i>	<i>Implementation and staff</i>	<i>Total</i>	<i>Balance</i>
C Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS1 and KS2.	<ul style="list-style-type: none"> <li>X4 HLTA cover across school to ensure consistent cover by skilled staff</li> <li>Either teaching staff or skilled HLTAs run regular PP cover for PPA and to ensure interventions. X2 based in Year 6 and 2 KS1 and EYFS.</li> <li>Continue to use Mathletics and TT Rockstars to engage learners at home and in school.</li> <li>Maths leader to support improved QFT for mastery teaching – observation lessons and planning support (<a href="#">EEF Mastery Learning +5 months</a>)</li> <li>Maths leader to run GDS maths boosters targeted at PP GDS Year 6 pupils</li> <li>HT and DHT to run Booster maths groups for targeted PP Year 6 pupils.</li> <li>Teacher led maths boosters to be run in Year 2.</li> <li>Regular curriculum-based training for support staff so that all TAs are appropriately skilled to teach the curriculum. TAs to be observed and performance managed by SLT and TLR post-holders to ensure support and challenge. Intervention records to be</li> </ul>	<p>To close or create a positive gap between pupil premium and non-pupil premium children (2019 NBCS -19, NA -17, Leeds -20)</p> <p>To achieve or make good progress towards Year group maths targets – 2019 data showed that no year group met their target and Year 5 was below Y4 score</p>	<p>PP leader to work with maths leader to implement strategies.</p> <p>Maths leader to attend CPD and disseminate – provide lesson observations and planning support</p> <p>SLT to review Maths POM targets</p> <p>Maths leader to evaluate Mathletics and TT Rockstars impact on progress and attainment</p>	TT Rockstars and Mathletics £1755 Additional staffing – see section A	£73650



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	<p>further refined to ensure they are appropriate, time limited, evaluated.</p> <ul style="list-style-type: none"> <li>Y6 to have x4 formal testing weeks where data is analysed against Venn diagram for RWM combined – appropriate interventions to be developed from results to ensure progression.</li> </ul>				
REVIEW:					
<i>Desired outcome</i>	<i>Initiative/action/approach (Staff/interventions)</i>	<i>Evidence/Purpose</i>	<i>Implementation and staff</i>	<i>Total</i>	<i>Balance</i>
D Improved language acquisition; accessing the curriculum at the pupils level.	<ul style="list-style-type: none"> <li>Debating club Drama Leader to participate in Debating training, leading on from Year 5 training in 2018-2019. Targeted children in UKS2 to take part in debating club. (EEF Oral Language interventions +5 months)</li> <li>SALT therapist to work with targeted children. S&amp;LT is the highest SEN category at NBCS. Support staff to be trained to implement SaLT plans, supported by the SENCO.</li> <li>Plan in Spoken Language opportunities throughout the curriculum: subject leaders to develop this through subject-specific actions plans focussing on a 'vocabulary-rich' environment and development of vocabulary challenge in Tier 2 and 3 words.</li> <li>Reading policy expectations include daily vocabulary development and new language study.</li> <li>Continue to plan in pre-teach opportunities for development of new words and language not just for EAL pupils but targeted white-British PP pupils.</li> </ul>	<p>Children will gain more confidence in all subject areas if they can express themselves in a more articulate way on a range of subjects</p> <p>S&amp;L is the most common category on the SEND register. Over 60% of these children access PP funding.</p> <p>Mastery of music is linked to academic development. AIM – To increase attainment over time.</p>	<p>SENDCO to evaluate impact of SALT</p> <p>Debating Club to evaluate impact of progress with targeted group</p> <p>EAL leader to evaluate impact of EAL provision and pre-teach opportunities</p> <p>Key Phase leaders to manage budgets for educational visits – evaluate impact of visits on spoken language and writing.</p>	<p>City Varieties Partnership £2000</p> <p>Educational Visits 11500</p> <p>Opera North and In Harmony £44000</p> <p>SALT £6000</p> <p>Additional staffing – see section A</p>	£10150



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	<ul style="list-style-type: none"> <li>• £750 budget for class trips. Subsidise class trips and experiences so that all children can build on cultural capital.</li> <li>• To provide tuned-instrument music tuition for children from Year 2 onwards. Music Tuition provided by In Harmony Opera North Arts (<a href="#">EEF Music participation +2 months</a>)</li> <li>• Continue to develop aspirations for all pupils. Continue working with Into University around confidence, workshops, transition and performance.</li> </ul>		Arts leader to develop assessment of music and its impact on spoken language, confidence and performance in other curriculum areas.		
REVIEW:					
<i>Desired outcome</i>	<i>Initiative/action/approach (Staff/interventions)</i>	<i>Evidence/Purpose</i>	<i>Implementation and staff</i>	<i>Total</i>	<i>Balance</i>
E Improved positive learning behaviours	<ul style="list-style-type: none"> <li>• Learning Mentor to work with PHSE leader to develop NBCS towards being a 'Mind Mate' accredited school. This will support the nurture team and improve curriculum provision, resources, intervention and environment to develop the learning behaviours of all children but particularly targeted PP pupils so they they are able and ready to learn. (<a href="#">EEF Social and Emotional Learning +4 months</a>)</li> <li>• Whole school well-being initiatives to be trialled across school as well as promoting regular whole-school events such as Anti-bullying week, World Mental Health Day and Internet safety Day.</li> </ul>	<p>A high percentage of children in school require individual support from the Learning Mentor. Preparing children for learning and improving attendance and supporting social skills development helps close the gap in attainment.</p> <p>A high percentage of children in school require individual support from the BSW &amp; ISA team.</p>	<p>JP to work with Learning Mentor through the PHSE curriculum action plan and 'MindMate' accreditation plan.</p> <p>SENDCO to performance manage inclusion team so that interventions are monitored closely for impact.</p> <p>Fortnightly supervision to respond rapidly to</p>	<p>Before and after-school care staff £8000 Additional staffing – see section A</p>	£2150



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	<ul style="list-style-type: none"> <li>• Learning mentor to access specific training to support A range of SEMH needs including bereavement, DV counselling</li> <li>• Development of Lunch Cub provision to support the specific needs of targeted children with behavioural needs. BSW and LM to set up additional lunch time club for vulnerable groups of pupils with SEMH need who receive PP funding</li> <li>• Small group intervention, Nurture support and 1:1 sessions carried out by Inclusion team and planned and recorded on agreed Smart plans (<a href="#">EEF behaviour interventions +3 months</a>)</li> <li>• Specific interventions carried out by Behaviour Support Worker (x1) &amp; Inclusion Support Assistants (x3)</li> <li>• Breakfast Club &amp; After School Club: Preference on the waiting list is given to working families in receipt of PP funding.</li> <li>• Continue to provide 'Breakfast Bagels' every morning with support from bagel nash charity. Toasted bagels to be served every morning in the playground for any child who wants additional breakfast and LM/FSW target children who they know may require it. Additional bagels are kept behind for late arrivals.</li> <li>• Daily 'Healthy Tuck-shop' to ensure children have access to cheap healthy snacks mid-morning.</li> <li>• Lunchtime &amp; After School Club – sports (<a href="#">EEF Sports participation +2 months</a>)</li> <li>• Committed £549 for Health and Wellbeing SLA.</li> </ul>	<p>Improvements in self-confidence, self-esteem and learning behaviour will ensure that pupils make better progress and gaps close.</p> <p>Improvements in self-confidence, self-esteem and learning behaviour will ensure that pupils make better progress and gaps close.</p> <p><i>To be up from 37% after-school clubs, 28% of children sporting lunchtime clubs)</i> Refer to Sport Premium Grant for detailed provision during lunchtime</p>	<p>targeted vulnerable pupils.</p> <p>Half-termly 1:1 supervision</p>		
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REVIEW:					
<i>Desired outcome</i>	<i>Initiative/action/approach (Staff/interventions)</i>	<i>Evidence/Purpose</i>	<i>Implementation and staff</i>	<i>Total</i>	<i>Balance</i>
F Increase in attendance, reduce lates and reduction % of persistent absentees	<ul style="list-style-type: none"> <li>Full time Attendance Officer and FSW</li> <li>FSW to be responsible for meeting parents, carrying out home visits and working with cluster professionals for PP pupils whose attendance is causing concern. This should help close the gap in attainment.</li> <li>The attendance governor will support the FSW in challenging families who are causing concern.</li> <li>Attendance Initiative to encourage children to attend school regularly. 'Classopoly' to be funded as an initiative</li> <li>Improved communication around holiday absences with parents</li> </ul>	<p>Our data shows that children attracting pupil premium grants, on average, have a below average school attendance. Last year, 70% of persistent absentees were in receipt of Pupil Premium funding. PA Target – 9%</p> <p>Our data shows that children attracting pupil premium grants, on average, have a below average school attendance.</p>	<p>Attendance officer alongside the PP Governor to work with all families to improve attendance. Additional visits to families will take place with the PP governor. LS to target PP families for additional coffee mornings to strengthen parental engagement.</p> <p>Weekly 'Classopoly' and termly '100% attendance' awards encourage all learners to attend school. (Target 96%)</p>	<p>Attendance initiative £1000</p> <p>Additional staffing – see section A</p>	£1150
REVIEW:					
<i>Desired outcome</i>	<i>Initiative/action/approach (Staff/interventions)</i>	<i>Evidence/Purpose</i>	<i>Implementation and staff</i>	<i>Total</i>	<i>Balance</i>



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<p>G Parents engaging with school staff to develop learning partnership</p>	<ul style="list-style-type: none"> <li>• Whole staff input to plan initiatives to increase parental engagement based on the 8-steps of the Oxford Report: (EEF Parental Engagement +3 months)             <ul style="list-style-type: none"> <li>○ Creating a welcoming ethos</li> <li>○ Communicating effectively with parents</li> <li>○ Reaching the hard to reach</li> <li>○ Engaging dads</li> <li>○ Parent groups and workshops</li> <li>○ Parents evenings</li> <li>○ Involving parents in their child’s intervention</li> </ul> </li> <li>• The FSW will also act as Early Help Support officer. FSW to work with SLT to ensure effective working knowledge around vulnerable families. Attend safeguarding courses related to role e.g. DV, CME</li> <li>• ISA to run after-school Cooking Club with targeted PP pupils – food shared with families. Parental support with cooking specific meals.</li> <li>• Increase % of parents attending Parents evening</li> <li>• Increase number of parents attending Reception family learning from 15 regular attendees.</li> <li>• Improve parental supporting EYFS around reading, writing and spoken language</li> <li>• Increase % of families attending Key Phase workshops including targeted parent support groups in Key phase to inform parents about the curriculum as well as encourage them to support in their child’s homework and attitude to learning. Homework</li> </ul>	<p>A high percentage of children in school require individual support from trained EH officers. Last year, 85% of the families who had EH support were in receipt of Pupil Premium funding</p> <p>Improvements in self-confidence, self-esteem and learning behaviour will ensure that pupils make better progress and gaps close.</p> <p>Improved relationships with parents lead to improvement in attainment and progress for pupils.</p>	<p>Whole school staff meeting</p> <p>FSW and LM to support families</p> <p>EAL leader to develop parent partnership initiatives with PP leader</p> <p>DHT to facilitate appropriate CPD</p> <p>Key phase leaders to organise Key Phase workshops every term</p> <p>Arts leader to promote In Harmony/Opera North performances</p> <p>ISA to lead Cooking Club with targeted pupils.</p>	<p>Attendance initiative £1000</p> <p>Additional staffing – see section A</p> <p>Parent support packs + Cooking Club £150</p>	<p>£0</p>
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	<p>packs to be created to support parents in being able to support homework.</p> <ul style="list-style-type: none"> <li>• Continue to hold regular In Harmony and Opera North performances as well as Community Sing events to encourage parents to participate in school life and be aware of their children’s progress in the arts.</li> </ul>				
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