



New Bewerley Community School

Pupil Premium and Catch-Up Premium Strategy

2020-2021

Overview					
School	New Bewerley Community School				
Academic Year	2020-2021	Total PP budget	£281,105 <i>(last year: £274,000)</i>	Date of most recent PP Review	Sept 2020
		Covid-19 Catch-Up Funding	£32,000		
Total number of pupils	411 <i>(last year: 425)</i>	Number of pupils eligible for PP	199 <i>(last year: 177)</i>	Date for next internal review of this strategy	April 2021

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 50% of pupils receive pupil premium funding we have decided to use this money to cover 50% of the salaries of key members of staff (see below). Furthermore, since 84% 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 50% of salaries and interventions. It is this approach that allows us to successfully achieve positive progress scores for



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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.

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 84% of children who attend the school live in an area classed as being amongst the 10% most deprived in England. Moreover, 49% of children live in an area classed as being amongst the 3% most deprived.

Figures from the January 2020 school census reveal that:

- 42% are eligible for FSM (*22% Leeds, 18% National*)
- 42% attract pupil premium funding
- 69% of children are from Black and Minority Ethnic (BAME) backgrounds (*37% Leeds, 34% National*)
- 48% of children have (EAL) English as an Additional Language (*23% Leeds, 21% National*)
- 19% of children have (SEND) Special Educational Needs (*15% Leeds, 13% National*) and 4% - 16 children – have an EHCP (*1% Leeds, 2% National*)

Of the 199 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 Educational Achievement due to Covid-19 lockdown March 2020-September 2020

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds are among those hardest hit. The aggregate impact of lost time in education will be substantial and at New Bewerley, we are committed to ensure that our pupils recover and get back on track.

The government has announced £1 billion of funding to support children to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Alongside the universal catch-up premium, there will also be a £350 million National Tutoring Programme to provide additional, targeted support for those children who need the most help: this is a 5 to 16 programme that will make high-quality tuition available to 5 to 16-year olds in state-funded primary schools from the second half of autumn term 2020. Tutoring will begin from the second half of the autumn term and increase through spring term 2021 and schools will be able to use their catch-up premium to cover the subsidised cost of the programme. Schools in the most disadvantaged areas, including New Bewerley, will be supported to employ in-house academic mentors to provide small group tuition to their pupils. Some academic mentors will start working in schools from October half-term, with the remainder starting in spring term 2021.

A reception year early language programme is also available that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial. The NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. This funding will be provided in 3 tranches: Autumn, Spring and Summer. The Catch -Up funding will be incorporated into the Pupil Premium Strategy to make best use of funds and accounted for as part of the review.



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Impact of lost learning as a result of lockdown March 2020-July 2020 (also see appendix A: 'Engagement with Seesaw throughout lockdown')							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	% Disadvantaged	40%	44%	44%	57%	51%	60%
Reading	% disadvantaged not maintained attainment from March 2020	74%	70%	36%	41%	35%	19%
	% non-disadvantaged not maintained attainment from March 2020	43%	24%	22%	8%	30%	13%
Writing	% disadvantaged not maintained attainment from March 2020	74%	93%	40%	47%	48%	14%
	% non-disadvantaged not maintained attainment from March 2020	49%	68%	25%	33%	23%	0%
Maths	% disadvantaged not maintained attainment from March 2020	57%	93%	28%	19%	16%	36%
	% non-disadvantaged not maintained attainment from March 2020	49%	79%	25%	13%	10%	29%



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Barriers to future attainment	
In-school barriers	
A.	Reduced reading comprehension, especially in KS2, due to more limited vocabulary, missed schooling due to Covid-19 lockdown and limited cultural capital.
B.	Lack of confidence and less well-developed writing skills due to limited language acquisition and real-life experiences as well as missed schooling due to Covid-19 lockdown.
C.	Reduced Reasoning skills due to lower language acquisition and missed curriculum due to Covid-19 lockdown, resulting in lower attainment in Maths compared to 'Other' children Nationally in KS1 and KS2.
D.	Communication skills and vocabulary acquisition 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 2020-2021 School Improvement Plan)</i>	Success criteria
A.	<p>Increase the % of KS2 Pupil Premium pupils achieving the expected reading standard to 53% (19%PP did not maintain their March 2020 attainment – overall cohort target = 63%)</p> <p>Diminish difference in all cohorts between PP and Non-PP in Reading to less than 20% in all year groups</p> <p>Continue to improve comprehension skills and ‘explanation’ reading questions in KS1 and KS2 SATs</p> <p><i>SIP Objectives: (1) Reading and Phonics; (2) SEND and provision for prior low-attaining pupils including the bottom 40%</i></p>	<p>100% of KS1 EXS children to achieve at least the expected standard in Reading.</p> <p>Diminish difference between % of PP achieving ARE to less than -15% in Reading Specific Learning Goal, compared to School Non-PP and LA PP.</p> <p>All year groups, especially Year 6 to make good or better progress is in-line with Non-PP children.</p> <p>PP and non-PP attainment gap will reduce in Years 1, 2 and 4 (see lockdown baseline data).</p> <p>As a result of raising standards in KS2 Reading, the % of PP achieving at least expected+ in KS2 RWM combined will be above 50%.</p> <p>Diminish difference between % of PP passing the Year 1 phonics test to less than -15%</p>



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B.	<p>Increased confidence and positive attitudes to writing across subjects and across school.</p> <p><i>SIP Objectives: (2) SEND and provision for prior low-attaining pupils including the bottom 40%; (6) Curriculum and subject leadership</i></p>	<p>% of PP in Reception achieving ARE in Writing Specific Learning Goal will be above 55%</p> <p>Diminish the in-school difference at Expected standard+ in Writing between PP and Non-PP in all cohorts and particularly in Years 4, 5 and 6 (see last year's data)</p> <p>High quality cross-curricular writing will be seen in topic books from Summer term onwards</p> <p>PP and non-PP attainment gap will reduce in Years 1, 2 and 5 (see lockdown baseline data).</p>
C.	<p>Rapid catch-up on arithmetic skills and increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS1 and KS2.</p> <p><i>SIP Objectives: (2) SEND and provision for prior low-attaining pupils including the bottom 40%; (6) Curriculum and subject leadership</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 (less than -17% gap).</p> <p>The PP gap in Year 6 will be below 20%</p> <p>The increased 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 (less than -20% gap).</p> <p>Increase in % of EXS Prior Attainers achieving expected+ in Maths at KS2 (no less than the 2020 figure of 71%)</p>



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D.	<p>Improved language acquisition; accessing the curriculum at the pupils level.</p> <p><i>SIP Objectives: (2) SEND and provision for prior low-attaining pupils including the bottom 40%; (6) Curriculum and subject leadership</i></p>	<p>Diminish difference in Prime Learning Goal of Language and Communication in EYFS (gap less than -16%)</p> <p>Planned opportunities for Spoken Language development clear in planning and lesson delivery</p> <p>Pupils observed to be more confident in explaining, reasoning and using ambitious vocabulary</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 Objectives: (3) Wellbeing and SEMH, linked to behaviour and child protection; (5) Working to meet Covid-19 guidelines whilst supporting children, families and staff</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 SLT informally and formally through Smart plans and intervention analysis</p> <p>Peer and self-feedback in books.</p> <p>Increased attendance of PP children due to attendance at Breakfast club, lunch club and (Summer) after school clubs.</p> <p>All staff manage behaviour consistently, according to Zones of Regulation training.</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><i>SIP Objectives: (3) Wellbeing and SEMH, linked to behaviour and child protection; (5) Working to meet Covid-19 guidelines whilst supporting children, families and staff</i></p>	<p>Ensure the majority of PP cohorts meet the School Target of 96% Attendance.</p> <p>Diminish difference in the majority of cohorts between PP and Non-PP % Attendance.</p> <p>Decrease the % of PA to less than 20%</p> <p>Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2021.</p>
G.	<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>The majority of pupils can access 'Seesaw' (online learning platform) to support learning at home including homework and lockdown/isolating work. Parents are confident in using the platform for feedback on their child's learning and communication with teachers and support staff.</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> <p>Increase number of parents attending parents evening (telephone consultations) to above 90%.</p>



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Desired outcome	Initiative/action/approach (Staff/interventions)	Evidence/ Purpose	Implementation and staff	Total	Balance £313,105
<i>Ring-fenced Money</i>					
	13 PP children who receive additional adult support Additional adults provided as 1:1 to support individual needs of RP pupils.	13 children from Resourced Provision, with FFI funding or have statements receive pupil premiums grants 80% of pupils in receipt of FFI funding are also PP.	This money is ring-fenced to cover salaries.	£18,000	£295,105
<p>A</p> <p>Increase the % of KS2 Pupil Premium pupils achieving the expected reading standard to 53% (19%PP did not maintain their March 2020 attainment – overall cohort target = 63%)</p> <p>Diminish difference in all cohorts between PP and Non-PP in Reading to less than 20% in all year groups</p> <p>Continue to improve comprehension skills and ‘explanation’ reading questions in KS1 and KS2 SATs</p>	<ul style="list-style-type: none"> Baseline all children on their return to school in September 2020. Compare data with March 2020 data and analyse impact of lockdown on attainment. Use QLA to analyse gaps and plan Catch Up curriculum accordingly. Embed the provision on the ‘English calendar’ (developed during lockdown) 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. Continued staff training on development of inference and comprehension questions. Regular monitoring of progress for targeted pupils. (EEF Reading Comprehension strategies +6 months) Additional time set aside for reading to allow pupils to catch-up post-lockdown Hiring academic mentors through ‘Teach First’ programme to work with targeted pupils (Catch-Up Premium). Likely to be 	<p>To close or create a positive gap between pupil premium and non-pupil premium children</p> <p>Increased reading attainment for all pupils to be closer to Leeds and NA.</p> <p>To continue to close the PP gap between PP and Other</p>	<p>PP leader to work with reading leader to implement strategies.</p> <p>Reading leader to attend CPD and disseminate</p> <p>Reading leader to plan whole school reading initiatives to promote reading for pleasure</p> <p>SLT to review Reading PM targets</p> <p>Before/after school club staff trained to read with targeted children</p>	<p>CGP Revision guides £1065</p> <p>Raving Readers £3000</p> <p>Additional staffing (see Sections B-G £150000</p> <p>Floppy’s Phonics online subscription £375</p> <p>Matched funding for academic</p>	£100,185



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<p><i>SIP Objectives: (1) Reading and Phonics; (2) SEND and provision for prior low-attaining pupils including the bottom 40%</i></p>	<p>allocated in Spring 21. Use existing teacher for x3 afternoons per week to target Y2 and Y6 until then.</p> <ul style="list-style-type: none"> • Application to work with 'Jerry Clay' Hub to develop practice and provision in reading across the school • 'Floppy's Phonics' scheme bought. Training for all staff throughout the year. Full time Phonics Leader appointed to oversee training and development • English Subject Team developed – key leaders in school to work together to develop improved practice in reading across school • Performance Management targets for all staff (Years R-4) to include improved attainment and progress in phonics • Opportunities for PP pupils to read more regularly with dedicated member of staff to read with targeted children in Breakfast and Tea Time club. • Continue to develop the range of challenging Year 2-Year 6 texts for use in Whole Class Reading. • 2 extra teachers (see B) x1 in Year 6 and 1 in EYFS (EEF Reducing class size +3 months) • Reading intervention delivered by teachers in Y6 and Y2. (Consistent HLTA cover – see C) (EEF small group tuition +4 months) • EXS prior attainers tracked thoroughly throughout Y6 to ensure progress is at least on track and to target intervention appropriately. • Phonics interventions (EEF +4 months) run by Full time Phonics Leader and experienced HLTA with targeted PP children. Lowest 20% taught by teachers • Early Years Reading interventions (EEF +5 months) • Free Revision Guides for Y6 pupils linked to intervention (Easter School EEF only + 2 months and not the children we want to target so all Y6 children to receive) 	<p>To move attainment closer towards NA</p>	<p>PP lead 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> <p>English team to monitor Reading provision across school</p> <p>Phonics lead to train/support reading teachers</p>	<p>mentors £20,000 Literacy Shed subscription £180 Phonics Play subscription £100 Library development £200 CPD budget £20,000</p>	
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	<ul style="list-style-type: none"> Reading Leader to attend CPD throughout the year on developing comprehension and reading culture – disseminate through in-school training X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area 				
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>
B Increased confidence and positive attitudes to writing across subjects and across school. <i>SIP Objectives: (2) SEND and provision for prior low-attaining pupils including the bottom 40%; (6) Curriculum and subject leadership</i>	<ul style="list-style-type: none"> Baseline all children on their return to school in September 2020. Compare data with March 2020 data and analyse impact of lockdown on attainment. Use QLA to analyse gaps and plan Catch Up curriculum accordingly. 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) Continued development and refining of T4W scheme, supported by Jane Considine training. Focus on appropriate resources to support confidence and independent learning, especially for PP pupils and on spelling. 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 CK, JW and JM to support staff in moderating writing judgements across school and developing assessment skills through x3 cross-phase moderation sessions 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. Embed cross-curricular writing opportunities planned as part of new curriculum subject maps. 	Reduce the PP gap in writing 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. Participation in enrichment/cultural activities will enable improvement in writing and vocabulary acquisition.	Trained adults and quality feedback are school's best resource. 2 extra teachers provide additional quality first teaching and interventions PP leader to work with English team to implement strategies. Writing leaders and moderators to attend CPD and disseminate	Curriculum enhancement £11,000 Literacy spelling subscriptions £150 Additional staffing – see section A Pen Pals resources and CPD £2517	£86,518



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	<ul style="list-style-type: none"> Curriculum Enhancements – traps and visitors to resume in Summer term (£750 per year group – any other costs to be met by parents / fund-raising) Catch Up curriculum to provide additional time for grammar and spelling basic skills. New resources and CPD bought to develop handwriting skills. Updated Pen Pals scheme X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area 				
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>
<p>C Rapid catch-up on arithmetic skills and increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS1 and KS2.</p> <p><i>SIP Objectives: (2) SEND and provision for prior low-attaining pupils including the bottom 40%; (6) Curriculum and subject leadership</i></p>	<ul style="list-style-type: none"> Baseline all children on their return to school in September 2020. Compare data with March 2020 data and analyse impact of lockdown on attainment. Use QLA to analyse gaps and plan Catch Up curriculum accordingly. Teaching staff and skilled HLTAs run regular interventions. X2 based in Year 6 and 2 KS1 and EYFS. Continue to use Mathletics and TT Rockstars to engage learners at home and in school. EXS prior attainers tracked thoroughly throughout Y6 to ensure progress is at least on track and to target intervention appropriately. Maths leader to support improved QFT for mastery teaching – observation lessons and planning support (EEF Mastery Learning +5 months) Early Maths TLR appointed to support the development of basic and early maths skills (EYFS, KS1, SEND) Maths leader to run GDS maths boosters targeted at PP GDS Year 6 pupils 	<p>To close or create a positive gap between pupil premium and non-pupil premium children</p> <p>To achieve or make good progress towards Year group maths targets</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 PM targets in Years 4, 5 and 6</p> <p>Maths leader to evaluate Mathletics and TT Rockstars impact on progress and attainment</p>	<p>TT Rockstars subscription £95</p> <p>Mathletics subscription £1765</p> <p>Additional staffing – see section A</p> <p>TestBase online £240</p> <p>Classroom Secrets subscription £490</p>	£83,928



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	<ul style="list-style-type: none"> HT and DHT to run Booster maths groups for targeted PP Year 6 pupils. Teacher led maths boosters to be run in Year 2. 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 further refined to ensure they are appropriate, time limited, evaluated. 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. Additional Catch-Up arithmetic and fluency sessions to take place for the first 2 terms X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area 				
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. <i>SIP Objectives: (2) SEND and provision for prior low-attaining pupils including the bottom 40%; (6) Curriculum and subject leadership</i>	<ul style="list-style-type: none"> Debating club: Drama Leader to participate in Debating training. Targeted children in UKS2 to take part in debating club. (EEF Oral Language interventions +5 months) Picture News subscription: weekly debating opportunities to take place in class assemblies SALT therapist to work with targeted children. S&LT is the highest SEN category at NBCS. Support staff to be trained to implement SaLT plans, supported by the SENCO. Plan in Spoken Language opportunities throughout the curriculum: subject leaders to develop this through subject- 	Children will gain more confidence in all subject areas if they can express themselves in a more articulate way on a range of subjects	SENDCO to evaluate impact of SALT Debating Club to evaluate impact of progress with targeted group EAL leader to evaluate impact of EAL provision	Educational Visits £15,000 Opera North and In Harmony £44000 SALT £6000	£18,628



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	<p>specific actions plans focussing on a 'vocabulary-rich' environment and development of vocabulary challenge in Tier 2 and 3 words.</p> <ul style="list-style-type: none"> • Reading policy expectations include daily vocabulary development and new language study. • Participation in Young Interpreters Scheme: training up pupils from Y2-6 to support N2E pupils • Staff who were previously trained in EYFS Early Language Programme to continue using this practise within the curriculum • 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. • £750 budget for class trips. Subsidise class trips and experiences so that all children can build on cultural capital. • To provide tuned-instrument music tuition for children from Year 2 onwards. Music Tuition provided by In Harmony Opera North Arts (EEF Music participation +2 months) • Continue to develop aspirations for all pupils. Continue working with Into University around confidence, workshops, transition and performance especially with our higher-attaining disadvantaged pupils. • X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area 	<p>S&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>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>Arts leader to develop assessment of music and its impact on spoken language, confidence and performance in other curriculum areas.</p>	<p>Additional staffing – see section A</p> <p>Picture News subscription £300</p>	
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 and resilience e.g. using	<ul style="list-style-type: none"> • Lead Professional for SEMH appointed to lead on developing behaviour and SEMH strategies across school. Will analyse data from TrackIt Lights, plan and deliver SEMH interventions 	<p>A high percentage of children in school require</p>	<p>JW to work with Learning Mentor through the PHSE</p>	<p>Before and after-school</p>	<p>£9738</p>



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<p>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 Objectives: (3) Wellbeing and SEMH, linked to behaviour and child protection; (5) Working to meet Covid-19 guidelines whilst supporting children, families and staff</i></p>	<p>with targeted pupils, update IBPs, IPRA's, SMART plans and Boxhall Profiles and work closely with Wellbeing Team and Inclusion Team: assess impact every 3 weeks. (EEF behaviour interventions +3 months)</p> <ul style="list-style-type: none"> • Wellbeing Team created led by TLR appointed Wellbeing Team leader: focus on SEMH team approach to ensure that whole school and targeted pupils' needs are met. • SEND teacher appointed to manage the Rainbow Room and ASC Base • Zones of Regulation training for all staff in Term 1. • New PHSE scheme bought – 'JIGSAW' – to better support the PHSE curriculum. Regular CPD throughout the year to support the effective delivery of the scheme. • Learning Mentor to work with Wellbeing Leader to develop NBCS towards being a 'Mind Mate' accredited school. This will support the Inclusion Team and improve curriculum provision, resources, intervention and environment to develop the learning behaviours of all children but particularly targeted PP pupils so they are able and ready to learn. (EEF Social and Emotional Learning +4 months) • Whole school well-being initiatives to continue across school as well as promoting regular whole-school events such as Anti-bullying week, World Mental Health Day and Internet safety Day. • Learning mentor to access specific training to support A range of SEMH needs including bereavement, DV counselling • DsL to work with PP Lead to ensure NBCS promotes educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff. Through regular meetings and Inclusion Meetings, LM to make sure that staff know who these children are, understand their academic 	<p>individual support from the SEMH lead and Learning Mentor. Preparing children for learning and improving attendance, self-confidence, self-esteem and supporting social skills development helps close the gap in attainment.</p>	<p>curriculum action plan and 'Mind Mate' accreditation plan.</p> <p>SENDCO to performance manage inclusion team so that interventions are monitored closely for impact.</p> <p>Inclusion meeting every 3 weeks</p> <p>Fortnightly supervision to respond rapidly to targeted vulnerable pupils.</p> <p>Half-termly 1:1 supervision</p>	<p>care staff £8000 Additional staffing – see section A</p> <p>Committed £890 for Health and Wellbeing SLA</p>	
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	<p>progress and attainment, and maintain a culture of high aspirations for them as well as supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them.</p> <ul style="list-style-type: none"> • KS2 pupils to complete the 'My Health My School' survey. LM and Wellbeing Lead to analyse responses and adapt curriculum accordingly. • Continued development of Lunch Club 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 • Breakfast Club & After School Club: Preference on the waiting list is given to working families in receipt of PP funding. • Lunchtime & After School Club – sports (EEF Sports participation +2 months) • X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area 				
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, 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	<ul style="list-style-type: none"> • Full time Attendance Officer and FSW supported by additional staffing to monitor Covid-19 related attendance concerns • 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. • The attendance governor will support the FSW in challenging families who are causing concern. 	Our data shows that children attracting pupil premium grants, on average, have a below average school attendance. Last year, 70% of persistent	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.	Attendance initiative £1000 Additional staffing – see section A	£8738



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<p>Non-PP children throughout the school.</p> <p><i>SIP Objectives: (3) Wellbeing and SEMH, linked to behaviour and child protection; (5) Working to meet Covid-19 guidelines whilst supporting children, families and staff</i></p>	<ul style="list-style-type: none"> Attendance Initiative to encourage children to attend school regularly. 'Classopoly' to be funded as an initiative Improved communication around holiday absences with parents 	<p>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>Weekly 'Classopoly' and termly '100% attendance' awards encourage all learners to attend school. (Target 96%)</p>		
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>
<p>G</p> <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><i>SIP Objectives: (5) Working to meet Covid-19 guidelines</i></p>	<ul style="list-style-type: none"> Develop initiatives to increase parental engagement based on the 8-steps of the Oxford Report: (EEF Parental Engagement +3 months) <i>Creating a welcoming ethos</i> <i>Communicating effectively with parents</i> <i>Reaching the hard to reach</i> <i>Engaging dads</i> <i>Parent groups and workshops</i> <i>Parents evenings</i> <i>Involving parents in their child's intervention</i> <ul style="list-style-type: none"> The FSW will act as Early Help Support officer. FSW to work with SLT to ensure effective working knowledge around 	<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>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>Attendance initiative £1000</p> <p>Additional staffing – see section A</p> <p>Parent support packs + Cooking Club £150</p>	<p>£4955 (use as contingency)</p>



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<p><i>whilst supporting children, families and staff</i></p>	<p>vulnerable families. Attend safeguarding courses related to role e.g. DV, CME</p> <ul style="list-style-type: none"> • HK to run after-school Cooking Club with targeted PP pupils – food shared with families. Parental support with cooking specific meals (Summer term) • Increase % of parents attending Parents evening phone consultations. Parents to be given a slot over 2 nights. • Improve parental supporting EYFS around reading, writing and spoken language through Tapestry participation • Establish 'Seesaw' subscription as our online learning platform. Contact all parents to establish who has difficulty logging on and how we can help. Homework to be set as well as daily work for those children who are isolating. Prepare hard copies of work for those parents with internet/device difficulty. • Continue to hold regular In Harmony and Opera North performances over internet / website encourage parents to participate in school life and be aware of their children's progress in the arts. • Raving Readers be re-launched to engage and inspire children to read more regularly at home 	<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>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>'Seesaw' subscription £2633</p>	
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