

Pupil Premium Data Review for 2019-2020 v1



Context of NBCS relating to disadvantaged pupils 2019-2020

- Highest quintile (20%) for deprivation. 49% of pupils live in an area classed as being amongst the 3% most deprived.
- 84% of pupils live in an area classed as being amongst the 10% most deprived and 89% of pupils live in an area classed as being amongst the 20% most deprived. Less than 1% of areas in England have higher deprivation.
- 42% FSM (highest quintile – LA average is 22%). This is an increase from the previous year.
- % of Year 6 (2019) disadvantaged pupils was 57% - higher than all other year groups. 50% of PP pupils were also SEND.
- 4 previously CLA and one CLA.
- 19% NCS SEND (78 pupils) with 4% of pupil shaving an EHCP [compared to Leeds SEND 15% and National SEND 11%]
- 48% EAL (compared to Leeds 23% and National 21%)
- 69% BAME (compared to Leeds 37% and National 34%)

	Reading		Writing		Maths		RWM		
	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2	
New Bewerley Community School – Dis.	2019	48%	39%	48%	47%	52%	50%	41%	22%
	2020	58%	58%	54%	53%	54%	55%	5-%	45%
New Bewerley Community School - Other	2019	65%	58%	58%	71%	71%	54%	58%	42%
	2020	59%	70%	56%	65%	71%	78%	53%	61%
Gap	2019	-17%	-19%	-20%	-24%	-19%	-4%	17%	-20%
	2020	-1	-12%	-2	-12	-17	-23	-3	-16

Areas for investigation from ISDR relating to disadvantaged pupils

No statements generated

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KS2 Progress (Disadvantaged)			
	2018	2019	2020
Reading	+0.3 <i>(above NA other and Dis)</i>	+0.9 <i>(above NA other and Dis)</i>	<i>No official data available this year</i>
Writing	+0.5 <i>(above NA other and Dis)</i>	-0.3 <i>(average)</i>	
Maths	+1.5 <i>(above NA other and Dis)</i>	-0.8 <i>(average)</i>	

KS1 Disadvantaged attainment gap 2020 (Dis/Other)						
	Reading		Writing		Maths	
	2019	2020	2019	2020	2019	2020
EXS	-27/-10 -14/-13	-14/-13 -4/-19	-21/-11 -7/-15	-13/-11 -1/-17	-24/-5 -10/-8	-19/-2 -8/-8
GDS	-15/-6 -4/-9	-4/-6 +3/-13	-15/-8 -12/-10	-5/-10 +1/-14	-19/-6 -9/-8	-5/-10 +1/-15

- from equivalent National figures
- from equivalent NA dis/other figures

KS2 Relative progress for the past 3 years (disadvantaged pupils)			
	2018 quintile	2019 quintile	2020 quintile
Reading	Q3	Q3	<i>No official data available this year</i>
Writing	Q2	Q3	
Maths	Q2	Q3	

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The Impact of the Expenditure on Pupils 2019-2020

Due to lockdown measures from March 2020-July 2020, there are no official ‘performance’ figures to report in 2020. End of key stage attainment figures have not been collected by the DfE, and no attainment or progress figures will be calculated or reported. This means that school leaders and governing bodies have been left with very little information to make use of for their own self-evaluation. In order to fill this gap, we voluntarily chose to submit our teacher assessment data to the FFT (Fischer Family Trust) who had offered to process and analyse data from schools that chose to submit their own end of key stage assessments. Unfortunately, only a small minority of schools nationally also chose to submit their data, which means that the ‘national’ figures that have been generated need to be treated with extreme caution - although comparing NBCS’s results with NA is difficult, it is still useful to be able to compare the school’s 2020 outcomes against the results that have been achieved in previous years.

Early Years Foundation Stage

	NBCS foundation stage cohort	National benchmark	Leeds benchmark	NBCS dis. (23 children – 30%)	NBCS - Other	Dis./No-dis. gap	National Benchmark (Dis.)	National Benchmark (Other)	National gap	Leeds Benchmark (Dis.)	National Benchmark (Other)	National gap
Achieved GLD	44%	66%	57%	30%	53%	-23%	57%	74%	-17%	49%	71%	-22%

Note: we need to treat the National and Leeds figures with extreme caution as they are based on an extremely small, self-selecting sample of schools

23 children were eligible for pupil premium funding. Of these, only 30% achieved GLD which is significantly lower than Leeds and National figures (a figure similar to 2019). There were 12 children with identified SEN, and none of them achieved GLD (5 of these children were included in the FSM group). Although the very low attainment of the children with SEN has had a considerable impact on the overall figures for the cohort, it should still be noted that the GLD figure for the non-SEN group is only 55%; this suggests that SEN is not the only factor affecting children’s levels of development.

EYFSP assessments are only being reported at the Area of Learning Level rather than for individual Learning goals. Even with this limited detail, it is clear that is the Reading and Writing learning goals (which make up the Literacy AOL) which are the main limiting factor for children achieving

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GLD (this is the case for most schools, and in most years.) The Maths and 'Communication' AOLs also have particularly low proportions of children at the expected standards.

Key Stage 1

% achieving the expected standard

	Reading		Writing		Maths		RWM		Pupils
	2019	2020	2019	2020	2019	2020	2019	2020	
New Bewerley Community School – Dis.	48%	58%	48%	54%	52%	54%	41%	50%	24
New Bewerley Community School - Other	65%	59%	58%	56%	71%	71%	58%	53%	31
Gap	-17%	-1%	-20%	-2%	-19%	-17%	-17%	-3%	
National Benchmark (all)	72%		67%		73%		63%		
Leeds Benchmark (all)	70%		64%		70%		61%		
National Benchmark (Dis./Other)	62%/78% Gap: -16		55%/73% Gap: -18		62%/79% Gap: -17		50%/69% Gap: -19		
Leeds Benchmark (Dis./Other)	55%/75% Gap: -20		47%/69% Gap: -22		56%/76% Gap: -20		43%/65% Gap: -22		

Almost 40% of this year group were eligible for FSM. Nationally, there are very obvious attainment gaps between FSM and non-FSM groups, but the differences between the two groups in this cohort are much less clear, with FSM group achieving slightly better results than non-FSM on several of the indicators. It should be remembered that for schools serving very deprived areas, non-FSM children will almost certainly be experiencing higher levels of deprivation than the 'average' non-FSM child nationally and this is the reason why most of our Pupil Premium spending initiatives are designed to support ALL children at NBCS.

children were in receipt of FSM with an additional 7 children who qualified as 'disadvantaged'. The figure for the larger group is

Internal data shows that from their starting points, Pupil Premium children have generally made good progress, particularly in the 'Below to At+' and the 'at to At+' groups.

Next steps:

- Continue to provide additional CPD and intervention to support attainment and progress in maths so the PP gap can be narrowed.

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Phonics Screening

The phonics screening did not take place in 2020. The government expect an internal assessment to take place in December 2020 for those children in Year 2 who missed the test in Year 1.

Key Stage 2

Average Scaled Scores are not available this year as children did not sit a national test.

% achieving the expected standard (teacher assessments based on Test Week (all 2019 papers sat under test conditions))											
	Reading		Writing TA		GPS		Maths		RWM		No of Pupils
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	
New Bewerley Community School – Pupil Premium	39%	58%	47%	53%	50%	N/A	50%	55%	22%	45%	38
New Bewerley Community School - Other	58%	70%	71%	65%	63%	N/A	54%	78%	42%	61%	23
Gap	-19%	-12%	-24%	-12%	-13%	N/A	-4%	-23%	-20%	-16%	
National Benchmark (all)	80%		77%				80 %		71%		
Leeds Benchmark (all)	76%		74%				76%		68%		
National Benchmark (Dis./Other)	62%/78% Gap: -16		68%/83% Gap: -15				67%/84% Gap: -17		51%/71% Gap: -20		
Leeds Benchmark (Dis./Other)	56%/76% Gap: -20		61%/81% Gap: -20				62%/82% Gap: -20		43%/65% Gap: -24		

62% of the year group were Disadvantaged, and again, their attainment of the expected standard is consistently lower than the equivalent national group, especially in Writing. This group also had a particularly large proportion who achieved the higher standard in Reading, but much fewer of them achieved greater depth in Writing. The attainment of New Bewerley’s ‘Other’ children is consistently lower than that of ‘Other’ children nationally, but as already discussed in this report, children living in the deprived areas surrounding the school are unlikely to enjoy the same advantages as ‘Other’ children nationally generally do, irrespective of whether or not they qualify for FSM.

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