



Pupil premium strategy statement

School overview

Metric	Data
School name	Neston Primary School
Pupils in school	205
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£25,555
Academic year or years covered by statement	2020 - 2023
Publish date	Nov 2021
Review date	Nov 2022
Statement authorised by	Pam Evans
Pupil premium lead	Pam Evans
Governor lead	John Andrews

Disadvantaged pupil progress scores for last academic year

Measure	Score. No official data owing to COVID-19
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score.
Meeting expected standard at KS2	67%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	Ensure that all key stage 1 staff are involved in the English Hub phonics programme and receive training and support in the delivery of phonics from experts.
Priority 2	Ensure that Quality First Teaching methods are applied in all classrooms and timely interventions support and challenge where necessary
Priority 3	Ensure that children's Social, emotional and mental health (SEMH) needs are met through ELSA, breath of the week, THRIVE and small group interventions.
Barriers to learning these priorities address	<p>Ensuring the books are decodable and match the needs of the children.</p> <p>Ensuring that regular checks take place and misconceptions are quickly ironed out so that children keep up.</p> <p>Ensuring that children have their SEMH needs met through early identification and immediate support</p>
Projected spending	£12,032

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 23
Progress in Writing	Achieve national average progress scores in KS2 Writing. Children's progress will be measured from their starting points	Sept 23
Progress in Mathematics	Achieve national average progress scores in KS2 Maths. Children on P levels at KS1 will be measured on a good level of progress from their starting points.	Sept 23
Phonics	Achieve national average expected standard in the phonics screening test. Where a child has a complex need, good progress will be seen from their starting points.	Sept 23
Other	Improve attendance of disadvantaged pupils so that it is at least in line with national averages and no less than 97%	Sept 23

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase decodable books from the Big Cat Collins scheme as recommended by the English Hub
Priority 2	Set up small group intervention groups for disadvantaged children falling behind age-related expectations and ensure that disadvantaged children who also have a complex special educational need achieve from their starting points
Priority 3	Ensure that children's Social, emotional and mental health (SEMH) needs are met through ELSA, breath of the week, THRIVE and small group interventions such as "Garden of Dreams"
Barriers to learning these priorities address	Encouraging wider reading and providing catch up interventions for maths, reading and writing. Ensuring that children who have SEMH needs which prevents learning, are identified and their needs addressed through bespoke interventions. School to become part of the Oracy Project so that children's vocabulary use is developed.
Projected spending	£11,676

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to run Acorns Class to provide meet and greet to the children who need it or therapy space
Priority 2	Education Welfare Officer to work in partnership with the school to address attendance issues and lateness
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged. Meet and greet and interventions ensuring that children feel safe, less anxious and are ready to learn, ELSA support, extra-curricular activities to support mental well being
Projected spending	£1,800

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring a consistent approach and high expectations in the teaching of phonics, reading and maths.	Staff training, monitoring via English Hub and curriculum leaders. Feedback given in a timely fashion so that change is instigated quickly to secure positive it comes for disadvantaged children.
Targeted support	Ensure release time for EYFS and year 1 teacher during English Hub expert visit to maximise on the support and advice given	Monitoring activity during SLT every Tuesday so that English lead, Maths lead and SENCO can provide timely feedback and share best practice.
Wider strategies	Supporting families who struggle with lateness and attendance	Work with EWO and PSA to support these families and signpost to further support mechanisms

Review: last year's aims and outcomes

Aim	Outcome
Reading, writing and maths – gaps are identified and targeted.	Children who did not meet exs are deemed to be SEND and have an EHCP or a Support Plan. 1 child had a Support Plan but made solid progress from their starting points. ELSA, THRIVE, Sand Tray all helped to address additional needs. 1 child with an EHCP stating her complex needs did not meet expected standard in reading, writing or maths but made solid progress from her starting points and made excellent progress towards the targets on her EHCP.

	1 child was teacher assessed at greater depth across all areas
Phonics	COVID-19 has hampered progress but she has attended school and has received 1:1 support
Attendance	COVID-19 has effected attendance records.