

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Newtown School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Hayley England
Pupil premium lead	Hayley England
Governor / Trustee lead	Salma Haque

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56065
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61430

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils are prepared for a life of independent living, intellectual curiosity, and personal fulfilment regardless of their socio-economic context or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress (including those who are already high attainers) and achieve high attainment across all areas.

We will also consider the challenges faced by vulnerable children, such as those with a social worker and young carers. This strategy will support their needs, regardless of whether they are disadvantaged or not.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- Ensure ALL pupils have the foundations for reading fluently with understanding enabling them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective high-quality teaching
- Intervene early at the point of need: Providing targeted intervention and support to quickly address gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

We will respond to common challenges and individual needs as identified through robust diagnostic assessment, observations, and professional discussions. Interventions and support for individual pupils are reviewed at least termly.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps. These are evident from Pre-School to Year 2 across the school community but are more prevalent among our disadvantaged pupils.
2	Assessments, observations, and discussions with pupils indicate pupils enter Pre-School with language and listening skills well below their developmental age and stage. This impacts on the ability to hear sounds when practising blending and segmenting. Our disadvantaged pupils generally have greater difficulty with phonics which has a negative impact on early reading and fluency.
3	Assessments, observations, and discussions with pupils and teachers identify a greater number of disadvantaged pupils with poor emotional resilience and self-regulation skills that affect their ability to work independently and seek challenge in their learning. The partial school closures have impacted our disadvantaged pupils to a greater extent (findings supported in national studies).
4	Attendance of disadvantaged pupils is generally good (96.5% 2020-2021) but this term has dropped to (90.23%). This is mainly due to high levels of persistent absence: 30% of disadvantaged pupils have been persistently absent compared to 11% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil's progress.
5	The vast majority of disadvantaged pupils have additional needs that act as multiple barriers to their learning, e.g. SEN, EAL, Social Care. Educational Psychologist assessments and teacher observations identified a number of children with working memory difficulties, which have a negative impact on early maths and literacy skills.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral, language and vocabulary skills among disadvantaged pupils.	Assessments, observations, book scrutiny, formative assessment showed improved language skills. Teachers report an increased engagement in the lessons.
Improved phonics and reading attainment among disadvantaged pupils.	Half termly assessments show good progress and embedding of phonic phases. An increase in the percentage of disadvantaged pupils who meet the expected standard. An increase in the percentage of disadvantaged pupils who make expected or more than expected progress.
Improved writing attainment among disadvantaged pupils	Assessments, observations, book scrutiny, formative assessment showed improved writing skills. An increase in the percentage of disadvantaged pupils who meet the expected standard. An increase in the percentage of disadvantaged pupils who make expected or more than expected progress.
Improved maths attainment among disadvantaged pupils	Assessments, observations, book scrutiny, formative assessment showed improved maths skills. An increase in the percentage of disadvantaged pupils who meet the expected standard. An increase in the percentage of disadvantaged pupils who make expected or more than expected progress.
Improved resilience and self-regulation for all pupils, particularly our disadvantaged pupils.	Demonstrated through: <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Teacher observations</li> <li>• Significant reduction of incidents in the behaviour log</li> <li>• Participation in enrichment activities among disadvantaged pupils</li> </ul>
Improved attendance for pupils with persistent absence, particularly our disadvantaged pupils.	By 2024-25 significant number of pupils have improved their attendance. The percentage of all pupils who are persistently absent is in line with the national average. The percentage of disadvantaged pupils who are persistently absent is in line with their peers.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff to ensure high quality teaching. <ul style="list-style-type: none"> <li>Working memory strategies</li> <li>Feedback</li> <li>Metacognition</li> <li>Self-regulation/zones of regulation</li> <li>Maths</li> <li>Phonics and Reading</li> </ul>	EEF Toolkit: <ul style="list-style-type: none"> <li>Feedback can add 6 months to learning</li> <li>Metacognition can add 7 months to learning</li> <li>Social and emotional learning leads to improved outcomes in school and in later life</li> </ul>	1,2,3,5
Revision of funky phonics programme to ensure stronger phonics teaching for all pupils and training for new staff.	EEF Toolkit: Phonic approaches have a strong evidence base that improves reading outcomes especially for disadvantaged pupils	2,3
Use of professional growth model to facilitate teacher reflection, improve performance and inform CPD.	EEF Guide to Pupil premium Teaching is the top priority including CPD	1,2,3,5
Metacognition used throughout lessons particularly focussed on disadvantaged pupils.	EEF Toolkit <ul style="list-style-type: none"> <li>Metacognition can add 7 months to learning</li> </ul>	1,2,3,4,5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Language links and Time to talk programs to improve listening, expressive language and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	EEF Oral language interventions Programs that focus on speech and language and oracy skills have positive impacts on attainment.	1, 3
Small Group Maths and English support.	EEF Small group tuition is effective.	1,2,3,5
One to one tuition for English and maths.	Tuition targeted at specific needs and gaps in knowledge or understanding is effective.	1,2,3,4,5

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice in 'DfE Improving School Attendance' This will involve training and release time to develop and implement new procedures.	DfE guidance supported by evidence from schools who have reduced levels of absenteeism.	4
Encouraging participation in wider experiences in school and the community to improve cultural capital.	Ofsted (2019) emphasises the importance of cultural capital particularly for disadvantaged pupils. EEF: sports participation increases educational engagement and attainment. EEF: outdoor adventurous learning shows positive benefit on academic learning and self-confidence	1,2,3,4,5
Whole school embedded ethos and targeted emotional. Social and mental health support.	EEF Toolkit: Social and emotional learning leads to improved outcomes in school and in later life	1,2,3,4,5

Inviting parents into school to see what happens in learning time as well as providing information evenings on different aspects of learning.	Strong relationships with parents where knowledge and skills are shared supports children to be more successful	1,2,3
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**Total budgeted cost: £61430**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The percentage of PPG children making expected progress has increased and is now between 88 and 100% across all subjects and key stages. The rate of accelerated progress in KS1 and in reading, writing and maths in EYFS remains low, as does the percentage of children working at age related expectations. 50% of the KS1 PPG children also have SEN with four children having moderate learning difficulties. The focus this year will be on accelerating progress.

8 children took part in 1:1 tutoring before/after school. The children responded positively to this, and we have seen a huge boost to confidence. The 2 children in Year 1 have made accelerated progress and both are now working at age related expectations. The picture is more mixed in Year 2. All the children made expected progress, but we didn't see the levels of accelerated progress to have an impact on attainment levels.

The children in reception, year 1 and 2 were supported using the language links program. Due to staffing issues this was not as consistent as we would have liked which has impacted progress. This and the lack of NHS speech and language support has led to the decision to employ a member of staff to run speech and language sessions across school next year.

The work on attendance has seen an improvement throughout the year.

PPG attendance:

Autumn: 89.5%, Spring: 91.9%, Summer 93.2%

74% of PPG children took part in at least one club throughout the year. Parents have expressed how much their children enjoy the clubs and have seen a difference in confidence.



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*