

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	218
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Hayley England
Pupil premium lead	Daniel Rose
Governor	Gemma Watherston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,090
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,090

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
- 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. This also impacts on their ability to sustain friendships and to play with peers.
4	Attendance of disadvantaged pupils is generally good but the overall attendance is impacted by a few children who have persistent absence. 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
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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"> • Pupil voice • Teacher observations • Significant reduction of incidents in the behaviour log • Participation in enrichment activities among disadvantaged pupils
Improved attendance for pupils with persistent absence, particularly our disadvantaged pupils.	By 2028 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: £20,000

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"> Maths Phonics and Reading Step On training EAL training Vocabulary training Continuous provision SHREC 	EEF Toolkit: <ul style="list-style-type: none"> Feedback can add 6 months to learning Metacognition can add 7 months to learning Social and emotional learning leads to improved outcomes in school and in later life 	1,2,3,5
Working with the English Hub to ensure that the phonics programme is well taught and the lowest 20% are having high quality phonics and catch up to ensure progress.	EEF Toolkit: Phonic approaches have a strong evidence base that improves reading outcomes especially for disadvantaged pupils	2,3
Appoint full time HLTA to cover classes so that staff have time for CPD, monitoring, and reflection	EEF Guide to Pupil premium Teaching is the top priority including CPD	1,2,3,5
Maths and English and Early Years leads to monitor teaching, analyse data and develop training plans for staff and support packages for children as needed	EEF Guide to Pupil premium Teaching is the top priority including CPD	1,2,3,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of pre teaching to improve listening, expressive language, 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
Planned, sequenced vocabulary taught sessions in all classes to focus on tier 2 words so children can access all learning	EEF states that language provides the foundation of thinking and learning and should be prioritised and to use a wide range of explicit and implicit approaches including planning the teaching of vocabulary	1,2,3,5
Nurture Groups for children who struggle to access learning in the classroom	EEF Toolkit: Social and emotional learning leads to improved outcomes in school and in later life	1,2,3,4,5
1:1 or small group phonic sessions for children to gain early reading skills quickly	EEF Toolkit: Phonic approaches have a strong evidence base that improves reading outcomes especially for disadvantaged pupils	2,3
Chatterlogs-increased adult interaction in continuous provision for most disadvantaged children	EEF High quality adult child interactions are important. Skills such as social awareness, relationship skills, and problem solving are developed, as well as knowledge through interactions	1,2,3,4,5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Embedding principles of good practice in 'DfE Improving School Attendance'</p> <p>This will involve training and release time to develop and implement new procedures.</p>	<p>DfE guidance supported by evidence from schools who have reduced levels of absenteeism.</p>	<p>4</p>
<p>Encouraging participation in wider experiences in school and the community to improve cultural capital.</p>	<p>Ofsted (2019) emphasises the importance of cultural capital particularly for disadvantaged pupils.</p> <p>EEF: sports participation increases educational engagement and attainment.</p> <p>EEF: outdoor adventurous learning shows positive benefit on academic learning and self-confidence</p>	<p>1,2,3,4,5</p>
<p>Inviting parents into school to see what happens in learning time as well as providing information evenings on different aspects of learning.</p>	<p>Strong relationships with parents where knowledge and skills are shared supports children to be more successful</p>	<p>1,2,3</p>

Total budgeted cost: £38,000

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 2023 to 2024 academic year.

The percentage of PPG children making expected progress from their starting points continues to be high with 100% of PPG children making expected + progress in reading and maths and 95% in writing. The rate of accelerated progress in reading has been pleasing at 20%, with writing and maths seeing 7% and 2% accelerated progress respectively. This has led to an increase in the percentage of children, working at age related expectations, 63% in reading, 54% in writing and 61% in maths across the school.

The phonics and maths training had a significant impact on the quality of teaching which also impacted results. As well as implementing a new phonics scheme, there was an increase on reading practice which supported our most vulnerable children.

The professional growth model did not produce the results we wanted. This was mainly due to capacity. In the new strategy we have increased capacity by employing two HLTAs which will allow staff to monitor, analyse, reflect and support other staff.

Language links program had limited impact due to the needs of the children and the percentage of PPG children with EAL. We are now moving to a model of pre-teaching, vocabulary teaching and increased interactions with the class teacher to support language development.

The extra phonics groups have supported children as seen by the accelerated progress. We will continue to work with the English Hub to ensure that we continue to accelerate progress for all children.

Last year 100% of PPG children attended a well-planned trip program to support learning in the classroom. 100% of PPG children performed on stage, gaining confidence, fostering creativity and developing emotional intelligence. 55% of PPG children attended at least 1 after school club and 61% attended an after-school club or mosque school.

90% of PPG parents attended at least one school event over the year. 66% of EYFS PPG parents attended communication week and 7 PPG parents supported in school for Eid party day.

PPG attendance:

Although the attendance figures look as though they have got worse this data has been skewed by 3 children taking extended holidays.

Autumn: 94% Spring: 95% Summer 93%

7 PPG children were below 90% with 3 being significantly below 90%.