



# 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	215
Proportion (%) of pupil premium eligible pupils	16%
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	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Hayley England
Pupil premium lead	Daniel Rose
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67195
Recovery premium funding allocation this academic year	£
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	£67195

# 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 particularly phonics and number sense
- Target funding to ensure that all pupils have access to trips, residential, core learning experiences to enable them to access the learning in class
- 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: £37000

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>Phonics training</li> <li>Maths mastery</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
Introduction of new 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
Monitoring to inform strategic plan for 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
Regular leadership time to develop, monitor and evaluate the curriculum to ensure it meets PPG pupils' needs	EEF Continual reminding, focusing and embedding change through strong leadership improves outcomes	1,2,3,4,5
Increased ratios in EYFS to improve intensive interactions	EEF Toolkit-reducing class size International research evidence suggests that reducing class size can have a positive impact on pupil outcomes when implemented with socio-economically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. In the UK, there is some indicative evidence to suggest that reception and KS1 pupils with lower	1,2,3,4,5

	prior attainment and from lower socio-economic backgrounds may benefit from small classes	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20000

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
Catch up and keep up sessions to ensure pupils don't fall behind.	EEF Small group tuition is effective.	1,2,3,5

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

Budgeted cost: £10000

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
Whole school ethos- every interaction is an intervention. Making sure all children feel like they belong and that they are learners.	Bucks Challenge Research	1,2,3,4,5
Core Experiences- increasing cultural capital and making sure that all children have the experiences to access the curriculum.	Ofsted (2019) emphasises the importance of cultural capital particularly for disadvantaged pupils.	1,4,5

**Total budgeted cost: £67000**

## 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 2022 to 2023 academic year.

Attainment Data						
	Reception (8 children) GLD	Year 1 (17 children) Phonics	Year 2 (15 children)			
			Phonics	Reading	Writing	Maths
PPG	38%	64%	94%	47%	47%	47%
Non-PPG (Nat 2022)	72% (Bucks)	80%	92%	72%	63%	73%

Through observations, professional discussions and analysis of assessments we realised that the phonics scheme was not supporting our most vulnerable children to learn the foundation for reading make the best possible progress. This has resulted in a change in the approach to phonics, including Little Wandle training for all staff and an drive to ensure children are not left behind.

Although all our PPG children accessed at least one extra-curricular club last year and everyone attended our school trips we were disappointed with the uptake and impact of the Junior Duke Award. To ensure that this has an impact, it would need to be driven by staff or volunteers outside of school hours which we do not have the capacity to do at the moment. As a staff we have discussed this and thought about the core experiences we want all our children to have so that they can access the school curriculum and are not disadvantaged in the classroom. A program of core experiences has been identified with work completed to identify high quality local activities as well as money assigned to facilitate more ambitious experiences. (Please see core experiences document)

PPG attendance has improved from 90.9% in 2021-2022 to 92.2% in 2022-2023. The strategy is working and will continue this next year. There are still a small number of children with persistent absence-these are mainly due to lengthy visits to home countries. We continue to work with families on the importance of education and attendance.

The increased staffing levels in Early Years has not had the impact expected due to staffing illness. More capacity has been identified to ensure that the staffing levels

remain high. Weekly meetings with all EY's staff focusing on high quality interactions are ensuring that expectations are clear and there is a consistency of practice.

The social and emotional needs of all our children but especially our PPG children remain a high priority. The school continues to use zones of regulation and children are able to identify their feelings, talk about them and begin to regulate with support. The PSHE curriculum is well taught and supports this regulation as well as developing self esteem and a sense of belonging. Nurture has been successful at supporting our most vulnerable children with the Boxall profiles showing an improvement in 71% of PPG and 89% of these children more able to access learning in the classroom.