

Pupil premium strategy statement – Newborough Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	September 2021-2022 September 2022-2023 September 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Jennifer Paterson</i> , Interim Headteacher
Pupil premium lead	<i>Jennifer Paterson</i> , Interim headteacher
Governor / Trustee lead	<i>Alison Ashworth</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,275
Recovery premium funding allocation this academic year	£5,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£73,275

Part A: Pupil premium strategy plan

Statement of intent

At Newborough Church of England Primary School, the pupils for whom we receive the PPG will be provided with opportunities and support to minimise any deficit due to disadvantage. Where appropriate, we aim for these pupils to achieve the same academic progress and attainment as their peers and to have the social and academic skills to be successful when they transition on to secondary education.

All children having access to quality first teaching is at the heart of our strategy. We aim for our school to be inclusive with adaptations and scaffolding enabling all learners to succeed. Independence, resilience and self-belief are promoted for our children. Our children receive a curriculum which is broad and balanced with knowledge and skills mapped over time so that the children's acquisition of these is progressive.

As a school, we aim to achieve the following:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils to meet or exceed age-related expectations.
- To support our children's mental health and wellbeing to enable them to access learning at an appropriate level.

We aim to achieve this through:

- Ensuring that the teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring that appropriate provision is made for pupils who are identified as vulnerable, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Our range of provision includes:

- Ensuring all teaching is good or better.
- Providing small group/individual work focussed on overcoming gaps in learning.
- Supporting payments for educational visits and wider curriculum opportunities ensuring children have first-hand experiences to use in their learning and increased cultural capital.
- Therapeutic provision in place to support mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Multi generations in families of low aspirations and unemployment
2	Undiagnosed learning difficulties of PP children
3	Social and emotional difficulties of PP children
4	Low levels of expressive and receptive language of PP children
5	Low prior attainment of PP children
6	Attendance
7	Low parental engagement - limited support with reading and homework, not attending parent's evening or other information sharing events
8	Tiredness and lack of routine
9	Complex family situations that impact on children ability to engage and participate in the learning environment

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
<p>There will be no statistical difference between the attainment of pupil premium and non-pupil premium pupils with no identified SEN by the end of Year 6.</p> <p>Pupil premium pupils without identified SEN will be 'secondary ready' by the end of Year 6.</p>	<ul style="list-style-type: none"> • All staff know who their pupil premium learners are and their individual needs. • The gaps in learning for pupil premium pupils are identified, addressed and rigorously monitored. • The attainment gap between pupil premium and non-pupil premium with no identified SEN is narrowed
<p>To ensure that pupil premium pupils have the same access and opportunities for learning as the rest of the school.</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is provided for all learners. • All staff have a clear understanding of the pupils' curriculum journeys. • Monitoring demonstrates that provision for pupil premium pupils is meeting their individual needs.

	<ul style="list-style-type: none"> Gaps in learning are identified in a timely manner and additional support is allocated to address these.
To provide enrichment experiences for learning that pupil premium pupils would not usually experience including trips and extra-curricular opportunities.	<ul style="list-style-type: none"> Maintained and increased access and participation in wider curriculum opportunities. Educational school trips are subsidised for children in receipt of free school meals. The attendance of pupil premium pupils on educational visits is 100%.

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: £35,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3, 4, 5
CPD purchased for staff: <ul style="list-style-type: none"> National Tutoring Programme 	Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk) "Quality Teaching helps Every Child" - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."	1, 2, 3, 4, 5
Continue with the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension),	2,3, 4, 5

<p>We will continue to:</p> <ul style="list-style-type: none"> • Access LWI training by subscribing to the online training package. • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	<p>particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To devise and implement a school wide approach to teaching and learning using Rosenshine Principles</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF)</p>	<p>2,3, 4, 5</p>
<p>Teaching and Learning support through PDET Trust support package to raise standards across the school</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>2,3, 4, 5</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1,2,4,5</p>

pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	
TA led targeted intervention work to address gaps in learning i.e. precision teaching; SaLT;	Targeted Intervention where TAs work with small groups/individuals to focus on areas of identified need: <u>Teaching Assistant Interventions EEF</u> (educationendowmentfoundation.org.uk)	1,2,3,4,5,8,9

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and counselling work focussed on supporting emotional wellbeing and resilience of pupils.	Sustained high levels of wellbeing from demonstrated by: qualitative data from pupil voice pupil and parent surveys teacher observations Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,5
Staff member employed as Family Support Worker to carry out Early Help Assessments to access additional support for families in need.	Improved engagement with school from 'hard to reach' families. Support accessed for the family which impacts positively on the family as a whole: qualitative data from pupil voice pupil and parent surveys teacher observations Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,5,7,8,9
Access to educational trips and wider curricular opportunities to increase cultural capital	Children receive first-hand experiences and opportunities which	1,3,4,5

	<p>they might not otherwise have the opportunity to have.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Increase range and opportunities to encourage greater parental engagement. Cafes Workshops Meetings</p>	<p>Improved engagement with school from 'hard to reach' families. Support accessed for the family which impacts positively on the family as a whole: qualitative data from pupil voice pupil and parent surveys teacher observations</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5,7,8,9</p>

Total budgeted cost: £73,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

By the end of Key Stage 2, 61% of pupils who were in receipt of Pupil Premium achieved the expected standard combined in reading, writing and maths. In reading 61% of pupils achieved the expected standard; in writing 54% of pupils achieved the expected standard and in maths 56% of pupils achieved the expected standard. This is above the school average of 41% for all pupils.

In key stage 1, 38% of Pupil Premium pupils achieved the year 1 phonics screening. This is against a school average of 67% for the whole cohort. By the end of year 2 56% of Pupil Premium pupils achieved the expected standard in maths.

Attendance in the academic year 2022-23 showed that Pupil Premium pupils attending school for 90% of sessions against the whole school percentage of 94%.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
RM SHINE/Assessment	RM Hodder
Accelerated Reader	Renaissance
Access Art	Access Art Ltd
Kapow	Kapow Primary
Little Wandle	Wandle Learning Trust