

Pupil premium strategy statement- Newton Primary School 2022-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 academic years) 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.



An
educational
family that
comes
together
and stays
together

Newton Primary School



School overview

Detail	Data
School name	Newton Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	25 pupils 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2024
Date this statement was published	23/09/2022
Date on which it will be reviewed	15/09/2023
Statement authorised by	Ben Wray
Pupil premium lead	Ben Wray
Governor / Trustee lead	Gareth Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,555
Recovery premium funding allocation this academic year	£3,335
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	£37,890

Part A: Pupil premium strategy plan

Statement of intent

At Newton Primary, all of our staff strive to achieve the absolute best outcomes they can for every child through quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone. We recognise that not every child receiving PPG is socially disadvantaged and also that not every child who is disadvantaged receives PPG. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can. Whilst maintaining a careful track of all pupils' progress, we also closely track how well PPG children are achieving in comparison to their peers in order to close the gap.

We prioritise the use of pupil premium to ensure that it has the biggest impact on the life chances and education of our children. We use the money for:

- Focus on every child becoming a reader in the early years and year 1
- Providing support for educational visits throughout the year
- Providing pastoral support for children and families
- Targeted intervention in Maths and English within classes- every class is well supported every morning
- Ensuring attendance is a high priority
- Keep up intervention & customised learning for children so they feel confident to achieve.
- Boost the confidence of all learners so they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have poor understanding of some language and sentence structures; this prevents them from making more rapid progress in writing and sometimes this results in a lack of general progress across the curriculum.
2	Pupils have low confidence and, in some cases, poor self-esteem; this prevents them from accessing a full curriculum and fully benefiting from what the school has to offer.
3	Pupils have fewer opportunities to practice and apply their early reading and phonics skills outside of phonics lessons including at home. This is sometimes due to parental confidence, subject knowledge, and access to appropriate resources.
4	Some pupils have knowledge gaps in Mathematics and Writing

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
Challenge 1	
Pupils will have a better knowledge of words. They are able to confidently structure sentences accurately and use ambitious and descriptive vocabulary in them. Pupils are generally more confident to write across the curriculum.	• % of PPG pupils working at ARE or above ARE in writing across the school is in line or above non-PPG pupils. • Writing is a strength across the curriculum in different subjects • Pupils talk positively about writing. • Pupils have increased stamina when writing.
Challenge 2	
Pupils have better self-esteem and develop their own confidence as learners. They believe they can achieve and adopt this attitude towards all aspects of the curriculum.	• Outcomes in Boxall profiles show a positive trend during engagement within lessons. • Survey results from parents/carers suggest that pupils are growing in confidence and have better self-esteem.

	• Outcomes improve for targeted children.
Challenge 3	
Pupils are taught phonics robustly in early years and key stage one. They have constant opportunities to apply their phonics skills outside of the phonics lessons. Parents feel confident and are able to support their child with early reading/ phonics at home.	• % of PPG pupils passing the Year 1 phonics screening is in line or above with national average figures and in comparison, with non-PPG pupils. • Survey results show that support at home is on the increase. • Engagement with phonics workshops and support for parents/carers is on the increase.
Challenge 4	
Pupils assessed as not on track reach the expected standard in maths and writing by the end of the academic year due to quality intervention and school led tutoring program.	• Spotlight pupils make accelerated progress and are assessed as on track by the end of the academic year in identified subjects.

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: £16,158

Activity	Intended Outcome	Evidence that supports this approach	Challenge number(s) addressed
Employ a teaching & learning assistant to provide keep up interventions (including phonics). This includes pre-teach sessions for less confident learners. £14658	Pupils can be targeted to work on identified objectives by the class teacher. Evidence suggested (EEF) that work on specific objectives in a structured way has most impact. Pre-teach sessions have also been successful for pupils in the school, particularly those with low self-esteem.	<u>Evidence from the Education Endowment Foundation</u> EEF Teaching Assistants delivered targeted interventions +5 months progress.	1,3,4
RWI manager to deliver virtual phonics workshops to parents/carers (x3 per year) £1500 (releases the phonics lead x6 times per year)	Engage parents/carers to support their child with phonics/early reading at home. Provide parents/carers with up to date subject knowledge of sounds. Signpost parents/carers to useful resources to engage with at home to support the development of phonics.	<u>Evidence from the Education Endowment Foundation</u> EEF Parental Engagement Progress of +3 months per pupil after successful parental engagement.	1,3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to take part in the Rock Steady program. £4000	For details about the approach please click on the following link: https://www.rocksteadymusicschool.com/info-for-schools <u>Evidence from the Education Endowment Foundation</u> EEF Arts participation +3 months progress. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	2
Employment of a Pastoral Manager for 14 hours per week. £12,000	<u>Evidence from the Education Endowment Foundation</u> EEF Social and Emotional learning +4 months Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	2

	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Subsidise educational visits for all pupils & support PGG pupils financially to enable them access to residential trips. £6000	<u>Evidence from the Education Endowment Foundation</u> EEF Outdoor Adventure Learning +4 months On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	1,2

Total budgeted cost: £ 38,158

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.

A review will be completed in September 2023 for this funding.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider