



Pupil premium strategy statement – Newbald Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	84 (Including 7 Preschool children)
Proportion (%) of pupil premium eligible pupils	3.9% (3 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr Paul Flintham (Headteacher)
Pupil premium lead	Mr Paul Flintham (Headteacher)
Governor / Trustee lead	Mrs Sally Wightman (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5189
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5189

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics (and reading) than their peers. This negatively impacts their development as readers.

2	Low numbers of pupils eligible for Pupil Premium provide challenge to generalize need and a personalized approach is needed.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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 phonics / reading knowledge and attainment among all pupils in our school, particularly our disadvantaged pupils.	All pupils (either disadvantaged or non-disadvantaged) who do not pass their KS1 phonics screening test -or are not on track to pass their KS1 phonics screening test- to receive intervention to ensure that they know all of the phonics sounds. KS2 pupils who require it, will receive further phonics intervention.
A personalised approach to targeting improvement of attainment for pupils eligible for Pupil Premium	All pupils eligible for Pupil Premium to have personalised action plan e.g. Passport to Success or PEP (as applicable). Where no plan is already in place, a brief meeting will be held between teacher and headteacher to discuss how to accelerate progress for any eligible Pupil Premium child.
To achieve and sustain improved wellbeing for our disadvantaged pupils.	Improved levels of wellbeing for our disadvantaged pupils demonstrated by: • PP eligible pupils participating in our school trips and residential visits. • Participation in ELSA / emotional support sessions • Attending after-school provision and after school clubs

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: **£653**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>ELSA / emotional & social support training for identified member of staff</i> £653	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3, 2

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

Budgeted cost: **£3922**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>ELSA / emotional support sessions</i> £1132	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3, 2
<i>Phonics teaching sessions & intervention sessions</i>	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	1,2

£331	when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
<i>Intervention sessions</i> £1732	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
<i>Reading intervention sessions</i> £727	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: **£614**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidise school trips & future residential visit (2025)</i> £0	There is evidence that shows that participation in school trips and a residential visit has a positive effect upon engagement in learning, improvement upon student knowledge, skills and understanding and improving resilience, self-confidence and wellbeing. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article	2, 3
Contingency fund for acute issues. £614	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This will include extra 1-1 sessions based on individual need and subsidising school trips based upon individual need.	All

Total budgeted cost: £5189

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children identified as eligible for Pupil Premium benefitted greatly from the activities and interventions that were put in place due to the Pupil Premium fund.

Last Year the school had 3 children who were eligible for Pupil Premium. A looked after child in Year 6 achieved the expected standard in all KS2 SATS assessments. An SEN child in year 4 achieved 24/25 in his multiplication check and is making good progress from his starting points. An SEN child in Year 3 made significant social and emotional progress from his starting points although he is assessed as working towards or well below age related academic expectations.

Our assessments and observations indicated that pupil wellbeing and mental health continued to provide challenges. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. One Teaching assistant has received ELSA training and now provides regular emotional support sessions for pupils that require it.

A greater focus on the delivery of the curriculum and support for disadvantaged pupils in the classroom has had significant impact on these pupils making significant progress during lesson based activities. Interventions focussed on reading, writing and maths have helped individuals to make good progress from their starting points. The school continues to deliver interventions and quality 'in-class' support prioritising disadvantaged pupils. As a result pupils engage well in their lessons and make good progress from their starting points.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

Further information (optional)

For the context of this pupil premium report we currently have 3 children eligible for pupil premium funding. As these numbers reduce the school uses individual plans (Passports to success / PEPs) to ensure that all pupils receive appropriate interventions and have personalised targets to ensure they make good progress from their starting points.