

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	92 (Including 7 Preschool children)
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£13490
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£15490

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 than their peers. This negatively impacts their development as readers.

2	Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	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 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.
Improved reading attainment among disadvantaged pupils	Whole school reading data shows rise in average scaled score for disadvantaged pupils
Improved maths attainment among disadvantaged pupils.	Whole school maths data shows rise in average scaled score for disadvantaged pupils
To achieve and sustain improved wellbeing for our disadvantaged pupils.	Improved levels of wellbeing for our disadvantaged pupils demonstrated by: Disadvantaged pupils participating in our school trips and residential visits. Identified disadvantaged pupils taking part in emotional support led sessions

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>ELSA / emotional & social support training for identified member of staff</i> (£510 + £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)	4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>ELSA / emotional support</i>	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):	4

session s £3307	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Phonics teaching session s & intervention session s £3923	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 Toolkit Strand Education Endowment Foundation EEF	1,2
Maths intervention session s £2807	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	3
Reading intervention session s £2615	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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise school trips & future residential visit £810	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	4

Contingency fund for acute issues. £865	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: £15490

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from statutory assessments has been significantly impacted by Covid. A small cohort in KS2 has meant that the data will be unique and does not show any meaningful trends. Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than expected in reading, writing and mathematics. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore only partly realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by teachers through online platforms, such as google classroom and nationally created materials such as the Oak National Academy lessons.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. 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. We are building on that approach with the activities detailed in this plan.

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. The school continues to deliver support, but training a designated member of staff became a priority for the school to ensure children (including those identified as disadvantaged) could receive quality support.

The Bark and Read programme was implemented, but heavily disrupted due to Covid outbreaks in the school, when due to risk assessments Murphy, the school therapy dog, could not attend the setting. Due to relaxed restrictions, Murphy's reading groups have now started and this is having a great positive effect on encouraging reluctant readers (including those identified as disadvantaged) and their attitudes towards reading for pleasure. Reading with Murphy has also made a positive impact upon the wellbeing of both staff and pupils in the school.

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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 6 children eligible for pupil premium funding and this is forecast to reduce to 3 in the next academic year and then 2 the following year. As these numbers reduce a more personalised action plan may be more useful than strategic based plans like this aimed at larger groups.