

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Newton Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	% (10 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Fell – Head Teacher
Pupil premium lead	Clare Molyneux
Governor / Trustee lead	Alan Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,800
Recovery premium funding allocation this academic year	£1,000
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	£12,800

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 and young carers. 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. The approaches we have adopted complement each other to help pupils progress. 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	Children not reaching expectations in writing and maths compared to children who are deemed advantaged.
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure, fear of the pandemic and spending so much time

	away from school and their friends. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	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.
5	Less advantaged have had difficulties with attendance due to parental work commitments.

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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that more disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced .• the percentage of all pupils who are persistently absent or late being below and the figure among disadvantaged pupils being no more than X% lower than their peers.
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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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase resources for Read, Write, Ink to develop early phonic and spelling skills.</p> <p>Teachers funded to be released to attend training.</p>	<p>We believe that a full school approach to phonics and spelling would imbed the skills from an early age and continue to build on these.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Staff to receive training on Maths Mastery and to purchase resources/subscriptions to help with differentiated work.</p> <p>Teachers funded to be released to attend training.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Staff to have updated training on Kidsafe.</p> <p>Extra SERIS time put into the timetable, Teachers to be freed from teaching to give more opportunities for SERIS sessions.</p>	<p>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 relationship with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children identified as requiring extra support/consolidation for reading, writing and spelling.</p> <p>To plan and lead intervention packages for writing, spelling and reading.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 3 4
<p>Children identified as requiring extra support/consolidation for Maths</p> <p>To pre-teach and consolidate learning within maths with maths booster sessions</p> <p>Children Identified as requiring support with Maths within classroom.</p> <p>TA support in class</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 3
<p>To challenge and encourage identified more able children to meet exceeding level</p> <p>Children identified as gifted and talented working in small groups for Literacy and Numeracy and participate in booster sessions.</p>	<p>The Department for Education (DfE) distinguishes between gifted learners and talented children:</p> <ul style="list-style-type: none"> • Gifted learners are those who have particular academic abilities; • Talented learners are those who have particular abilities in the creative arts (such as music, art and design, drama, dance) or PE. <p>These children need to be targeted so that they don't lose their love of learning.</p>	1 3
<p>Writing workshops to encourage language use and varied sentence structure.</p>	<p>Immersing children in better and more varied vocabulary encourages them to use language in a better way, improving their writing skills.</p>	1

<p>To improve /develop fine motor skills/handwriting</p> <p>Fine motor skills/handwriting practice sessions</p> <p>Presentation awards and pen licence awards</p> <p>Purchase special pens</p>	<p>Fine motor is an almost continual part of all our lives. Humans are continually moving, picking things up, manipulating objects, and so on. The more children are able to develop these skills, the more ably they can access the world around them. The improvements help their self-confidence which can spread to other areas.</p> <p>https://earlyimpactlearning.com/21-important-benefits-of-fine-motor-skills-with-tips/</p>	1
<p>Children identified requiring extra teaching/consolidation of phonics knowledge.</p> <p>Staff to plan and lead read, write ink sessions for differentiated groups of children.</p> <p>Writing in EYFS and KS1 to be based on their Read, Write, ink work.so that children gain a more solid understanding.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £ 3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children identified as requiring social and emotional support to boost self-esteem, confidence, social skills and manage feelings and emotions especially since time away from school during 'lockdowns'.</p> <p>SERIS - Staff to take small groups, pairs and individuals. 2 afternoons a week.</p> <p>Children to complete Kidsafe programme - 'how to keep ourselves safe, identifying trusted adults, managing anger and unsafe secrets.</p>	<p>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 relationship with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	2
<p>To support P.P/SEN children at lunchtimes with separate eating area/staffing support when needed due to feelings of being overwhelmed.</p>	<p>Research shows that having time to quietly reflect and be away from others allows children to recharge and regain focus.</p> <p>https://nurtureandthriveblog.com/quiet-time-for-kids/</p>	2

Staff employed to provide support.		
<p>To support children and families to access breakfast and afterschool club to enable siblings to attend booster sessions/ homework clubs</p> <p>Children can attend breakfast and afterschool clubs to help working parents and to enable children to attend school on time and access lessons and learning.</p>	<p>Breakfast and afterschool clubs have become a life-line for working parents. They enable the children to be in school and the parents to work to provide for their families.</p> <p>https://edexec.co.uk/breakfast-clubs-lifeline-for-working-parents/</p>	5
<p>Children identified as requiring support with costs of swimming, educational visits.</p> <p>No charge or subsidised cost for swimming or visits thus ensuring that all children, no matter what their background have the same opportunities</p>	<p>No child should miss out on experiences and should have the same opportunities as those more advantaged.</p>	2
<p>To provide milk to P.P children through 'Cool Milk'</p> <p>Identified children receive daily milk and snack.</p> <p>£353.00</p>	<p>Milk has a number of health benefits and is an important part of a child's diet. The cost of this should not mean that some children go without, Having milk in school ensures that the child has consumed vital vitamins and minerals needed to be healthy and retain focus.</p> <p>https://www.coolmilk.com/schools/ https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk</p>	2
<p>To encourage and provide activities outside the curriculum to boost confidence and social skills</p> <p>To include more forest schools in the children's education, giving the children a wider experience of the world.</p> <p>To participate in library, farm and various workshop visits.</p>	<p>In 2016, School Travel Forum conducted an independent research study to find out how school trips and learning outside the classroom impact the development of students. They found 60% of teachers noticed an increase in students' confidence, resilience and wellbeing after participating in a school trip and 61% of students achieved higher than their predicted grade. The study also found that while most teachers wish they could offer more learning outside the classroom opportunities, 67% cited cost and organisation as their primary deterrents.</p> <p>https://www.easchooltours.com/blog/the-benefits-of-learning-outside-the-classroom</p>	2
Contingency fund for acute issues.	<p>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.</p>	All

Total budgeted cost: £11,800

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite starting out on track, the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully 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. We did however visit those children, to check their well-being, took food parcels, printed work and delivered it to make sure they could access it and made regular phone calls / zoom calls to speak to both the parents and the children. During periods of partial closure, we maintained a high level of education, aided by use of online resources such as those provided by Oak National Academy, using platforms such as Seesaw and Tapestry for those that had access.

Although overall attendance in 2021/22 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is in this current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly 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.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.