North Newton
Community Primary School
"Together We Achieve"

Pupil Premium.

2024 to 2026

Pupil premium strategy statement – North Newton Community 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
School name	North Newton Community Primary School.
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	21% PPG 18% FSM
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 – 2024 **2024 – 2025** **2025 - 2026**
Date this statement was published	Summer 2024
Date on which it will be reviewed	Summer 2025 Summer 2026
Statement authorised by	Deborah Leach
Pupil premium lead	Debbie Leach
Governor / Trustee lead	Kate Bown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	PP carry forward. £14,203.38

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*	£39,363 (2024 - 2025 academic year.) **Carry forward to academic year 2024 to 2025 £14,203.38**

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we have considered research conducted by EEF and the usefulness of different strategies and their value for money.

Our aim is for pupils at North Newton to make the expected progress in reading, writing and maths, through quality first teaching. We aim for disadvantaged pupils to access quality interventions focused on their individualised needs. EEF research has found that disadvantaged children have been worst affected by partial closures and the attainment gap has therefore widened.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. At North Newton we aim to provide pastoral support for pupils and parents, identified by the school as those who are vulnerable. Our ELSA/ Draw and Talk member of staff supports and nurtures these children. Our SENDCO also works closely with these families to support need. In addition to this various support interventions such as Lego therapy, ELSA intervention is used. We aim to increase attendance and improve outcomes for those disadvantaged children and ensure that children and their families are supported in their needs, this enabling them to flourish by experiencing the full learning experiences that North Newton has to offer. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. This activity we have outlined in the statement is also intended to support needs, regardless of whether they are disadvantaged or not.

When making provision for pupils, we recognise that not all pupils who receive free schools meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school legitimately identified as being socially disadvantaged.

Our ultimate objectives are:

- To 'Narrow' the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

- Adopt a whole school approach which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.
- To support and nurture children with specific need.

***We aim to do this through**:*

- Quality first teaching which ensures that learning opportunities meet the needs of all the pupils.
- Liaise closely with our Educational Psychologist/ County Inclusion team to support need and CPD for staff.
- Ensuring the appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Allocating Pupil premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

To achieve these objectives, we will:

- Ensure all teaching is good or better, thus ensuring that the quality of teaching experienced by all children is improved.
- Provide training for all staff in order to ensure quality first teaching.
- Provided additional Teaching Assistants in some year groups to enable more individualised support
- Support payment for activities, educational visits and residentials, ensuring children have firsthand experiences to use in their learning in the classroom.
- To ensure all children have equal opportunity regardless of family circumstance.

Challenges

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

Challenge number	Detail of challenge
1	Our data shows some links between slow progress and attendance.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, emotional and mental health.

3	Parenting difficulties, leading to poor attendance, poor and limited life experiences for some children and poverty. Since lockdown the number of families requesting support has increased and parents who are suffering with their mental health needs.
4	Diminishing the differences in attainment across Reading, Writing and Maths for the bottom 20% of children. Assessment, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can impact their development as readers. Internal assessments indicate that disadvantage pupils are slightly below non-disadvantage pupils across the school.
5	There are an increasing number of children showing signs of trauma and there needs to be a whole school approach to supporting these children. Staff development needs to focus on strategies that will help children feel safe and ready to learn. The need for a trained Mental Health Lead across the whole school to support wellbeing.

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
Progress in reading, writing and maths is in line with national average; some accelerated progress.	• Achieve national progress score or higher in reading, writing and maths at the end of KS2. • Children from disadvantaged backgrounds make the same or more progress than those who are not. • Implementation of 'Talk for Writing' will significantly improve their writing progress across the whole school. • Work with English Hub to accelerate our progress in Phonics using 'The Little Wondle' scheme of learning. • Move away from Power maths to White Rose and NCETM in order to ensure results are inline or higher than National figures. • Intelligent practice with Exeter University.

SEND children make progress against their targets.	• Support plans show a clear plan, do , review cycle . • Attainment shows that children are making good progress against their targets. • ADPR's support a child centre process ensuring progression and support for the pupil.
Attendance for all disadvantaged children to improve.	• Attendance for disadvantaged children is 96% or above. • For those children who have not achieved 96% or higher, attendance will significantly improve. • Reduction in the number of children arriving late to school on a regular basis. • Increase the hours in the school day to be inline with the DfE non-statutory recommendation of 32.5 hours per week from start of register. Agreed to begin Sept 2024.
Children develop strategies to regulate their emotions and are ready to learn. This can be through Elsa support, trauma strategies, use of the Growth Mind set and cooperative learning strategies and Draw and Talk therapy (to begin Sept 2024 - 2026). Currently training a Mental Health Leader within school – Completion date December 2024.	• Children are focused when in class. • Children are ready to challenge themselves and accept that making mistakes is part of the learning process. Development of the learning pit) (academic year 2024-2026). Introduction of Cooperative learning across the while school. • Children have good, trusting relationships with the adults in their classroom. • Staff are independent in identifying strategies to support children with emotional/social difficulties.
Children speak confidently and articulately to their peers, adults and an audience.	• Children are able to speak confidently for a designated time about a subject interest. • Children can speak for different audiences and know how to change their voice appropriately. • Children are able to use their knowledge of oracy and

	vocabulary effectively. Develop effective vocabulary support for each year groups – 3 tier model and developing thinking skills/'Wordy of the week'
Parents feel supported and are able to act on advice from professionals in order to further develop their own parenting skills	• Parents/Carers have strategies to manage behaviours at home. • Parents/ carers know when to go to find support (signposting) • School and Parent/Carers work collaboratively.
Improved Maths attainment of disadvantaged pupils at the end of KS2 (To begin strategy September 2024)	• Working collaboratively with Exeter University will significantly improve the test scores of disadvantaged students as show in the 2023/2024 SATS results and internal tests. • Children when observed will show greater confidence in their mathematical ability. • Development of precision maths will improve our children's instant recall of essential facts. • Using intelligent practice strategies will support mathematical fluency and efficiency

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**: £13,582**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a systematic	Phonics has a positive impact overall (+5 Months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from	4

Phonic programme Reading scheme and further support reading materials particularly those for Year 2 and for Phonics interventions £4,477	disadvantaged backgrounds 'EEF (unknown costs). North Newton's phonic results have always been above the national average, however there are still 10 – 15% of children unable to read fluently by the time they leave KS1. Phonics| Toolkit Strand |Education Endowment |Foundation |EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Nelson handwriting scheme across the whole school Either Accelerated Reader or Pixle to support narrowing the learning gap which includes intervention material for Reading. Pixle has SPAG and Maths support. Resources to support PP children with learning across the curriculum.	
TAs to deliver targeted interventions to children who are disadvantaged/who are in the bottom 20% of the cohort £8,000	1:1 targeted academic support has a positive impact on progress and attainment. There is a high percentage of children in Year who have significant gaps in their learning. ELSA support, Draw and Talk and Lego therapy. https://educationendownmentfoundation.org.uk/guidance-for-treachers/using-pupil-premium	1,4
TAs to deliver targeted interventions to children who are disadvantaged/who are just falling short of age related expectations	1:1/ small group targeted academic support has a positive impact on progress and attainment. There is a high percentage of children in Year who are just falling short of age related expectations. (evidence from Rainbow trackers, assessment results and in class pupil progress meetings) Varied hours according to pp pupil requirements. https://educationendownmentfoundation.org.uk/guidance-for-treachers/using-pupil-premium	1,4
To develop whole school systems and improve targeted support to ensure that	CPD for all staff to upskill and improve their understanding of the SEMH needs. To embed whole school approach with ways to manage this. Work with the Educational Psychologist to support staff understanding of trauma and nurturing strategies	2,3,5

the well-being, mental health and safeguarding needs of all children, are supported. £630	https://educationendownmentfoundation.org.uk/education-evidence/teaching-learning-toolit/social-and-emotional-learning	
Developing children's metacognitive knowledge of how they learn.	Teachers will teach metacognitive strategies in conjunction with specific subject content. (To be developed further in Spring 2024 to 2026.) To develop skills and strategies to promote cooperative learning. Use of the academic work of Dr Spencer Kegan. Work closely with Exeter University looking at mathematics, resourcing, manipulatives, talk for maths, precision maths and intelligent practice To use EEF guidance reports https://educationaendownmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metaco	1,2,4
Develop confidence in learning – supported by – Somerset County Council – Curriculum Planning support and development (with JH) £475	To ensure our curriculum is robust and effective in supporting the development of our children into the next century. Development of critical thinking across the whole curriculum to ensure effective linkages are being made. Particular support for those PP children in order to identify prior knowledge, core and essential knowledge.	1,2,4,

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA to do phonic intervention (1:1), with one-year group at a time TA to stay in year group so that connections are being made to work in the classroom. £2000	Research on TA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months'. Making connections between intervention out of class with what is happening in class is crucial. Identification of gaps in learning, especially after partial school closures is vital for targeted provision. Phonics Tracker allows the teacher to monitor progress and measure impact of phonic and reading interventions.	4
Additional TA in Year 5	There are high needs children and a number of other SEND children in receipt of Pupil Premium funding in emotions will help all children to be in the right place to learn, and will reduce exclusions.	2,4
Reading intervention lead by a qualified teacher (3x days Aut 1 and 3 x ½ days Aut 2 and Spring) – fluency focus.	Reading fluency is necessary for enjoyable reading and good comprehension. In order to independently access high quality texts with understanding, children must be fluent readers.	4
TA hours increased in Year 1/2 and in Year 5/6 to support narrowing the learning gap, Lego therapy and regulation break requirements.	Nurture support is required in order for children to be able to regulate their emotions. This in turn will support children being focused and ready to learn. In the long term will support narrowing the learning gap.	
Nuffield Early Language Intervention (NELI)	EEF research identifies oral intervention as having very high impact (5+ months). We believe that early intervention will have the best impact on future learning and wellbeing.	2,4
Work along side JH Curriculum development from County	Ensure we have a robust curriculum which engages all learners into the next century	2,4

Increase maths scores across the school	Use MCubed maths intervention materials where TA's support targeted intervention.	1,2,3,4,5

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

Budgeted cost**: £5,781**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf (I have attached the most recent DfE document link.)	1
Emotional well being packs for classes	Calm down pack of resources with a range of sensory resources to support emotional wellbeing and regulation.	2,3
Wider enrichment opportunities	This will allow children to partake in activities which may not usually be accessible. This will also build upon the emotional wellbeing of children.	2,3
Subsidises residential in Year 6 £520	We do not want to put extra pressure on vulnerable families to pay for a residential, we do offer to subsidise the cost.	1,3,4
Provide milk for vulnerable children.	In order for children in receipt of free school meals to have a balanced diet, we offer milk for those children aged 5 and upwards.	1,2,3,4,567

Total budgeted cost: £ 39,363

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review December 2024:

We have analysed the performance of our schools disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

SATS Summary data Summer 2024:

Summer 2023

Year 6 SATs

English writing = 67% ARE+ 13% GDS

Maths : 80% ARE+

Reading: 60% ARE+

Teacher assessment in Science = 75%

Combined: 53%

Year 1 Phonics assessment 2024

60%

EYFS GLD assessment

78%

Schools are not required to publish their 2022 Key stage data results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance for 2023.

PP Children support: 20% PP and 21% FSM

Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and

punctuality issues. There may also be complex family situations that prevent children from flourishing.

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 key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make at least expected progress. Through targeted interventions we are working to eliminate barriers to learning and knowledge acquisition. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress to reach age related expectations or above as they move through the school.

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 – that the knowledge isn't narrowed
- 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
- raise expectations of what they can achieve.

Reception Baseline data shows that PP children arrive on entry with underdeveloped language/oracy skills and greater difficulty retaining phonics sounds which then negatively impacts their development as readers.
Assessments and observations through PPMs indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

Some of the things that this funding will contribute to providing for pupils will be:

- Extra support (increased hours of teaching assistants) for children in KS1 to offer Phonics and reading interventions with PP children
- Phonics and Reading Intervention delivered by teaching assistants for KS1/2 including Rapid readers, Sound Linkage Precision reading, Regular readers (including those in bottom 20%)
- Enrichment opportunities - Instrument tuition and support with Swimming costs for children in EYFS-Year 6
- ELSA and Lego therapy support

Alongside this, our PFSA supports children and families with a range of behavioural and emotional issues. WE DON'T HAVE ONE AT THE MOMENT. We will be looking onto appointing or training our own PFAS or share hours with a neighbouring school.

The school is continually evaluating the effectiveness of PPG support. All teaching staff engage in 4 x year Pupil Progress Meetings where discussion takes place about those children who are working below or could potentially not make expected progress as well as those children who are PPG and those who may exceed. In preparation for this, all staff complete a tracking sheet which is then further analysed through discussion. This ensures each PPG is highlighted and discussed.

Quite often in our school the children who are not making expected progress are PPG. Historically this has not been the case. In the past 2 years we have seen children attend our school from further and further away from the village. This has also met the trend of an increase in PPG.

Ideas of what we could offer next:
Breakfast club? Magic breakfast application ongoing
Further enrichment opportunities? Clubs – INSPIRE?
Parent coffee mornings with Headteacher: Engage with parents to enable them to effectively support children's learning at home.
Enhancement of our maths teaching **and curriculum planning** in line with DfE and EEF guidance through links with Exeter University and the Somerset maths hub.
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):
https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.
https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions

ELSA – TA to be funded to become ELSA trained
OPAL Trained playlead for unstructured times – impact? Social/play leadership – PE Lead OR EMPLOY A LUNCHTIME PLAYLEAD!

Review:

Data 2025 – 2026

GLD 84%

Phonics Results 72%

SATS 2026

Combined Score 84.6% RWM – Average Score in Reading = 108.8, Writing 107.3, Maths 106.5 Maths Score 84.6% Writing Score 84.6% Reading Score 84.6%

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
NELI (Nuffield Early Language Development)	Nuffield
Zones of Regulation	Leah. M Kupyers
Phonics Scheme, tracker and Intervention	Little Wondle
Spelling Shed subscription	Spelling Shed
Curriculum Maestro Curriculum design plan	Cornerstones Curriculum Maestro
Cornerstones English Hub support	Cornerstones
Maths Intervention PGCE Mastery approach	Exeter University

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**

The impact of that spending on service pupil premium eligible pupils
- Awaiting results from SATS etc. Focus carry forward agreed by County for Sept 25 to support children in KS1 for focused intervention by a additional TA. Higer proportion of PP Children within KS1. Additional TA to be fulltime which will support PP intervention in KS2 – Teacher will be based in Year 3/4 but will on a part time basis focus on PP intervention starting September 2025 - 2026.

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.