

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | North Newton Primary School |
| Number of pupils in school | 92 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Deborah Eveleigh |
| Pupil premium lead | |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £19,450 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5,207 |
| Total budget for this academic year | £26,657 |

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 school 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. We aim to increase attendance and improve outcomes for those disadvantaged children and ensure that children and their families are supported in their needs, thus enabling them to flourish by experiencing the full learning experiences that North Newton has to offer. The PFSA works closely with some of these families and children and has provides a range strategies and support.

When making provision for pupils, we recognise that not all pupils who receive free school 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 has 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.

We aim to do this through:

- Quality first teaching which ensures that learning opportunities meet the needs of all the pupils.
- Ensuring that 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 means 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.
- Provide additional Teaching Assistants in some year groups to enable more individualised support.
- Support payment for activities, educational visits and residential, ensuring children have first-hand experiences to use in their learning in the classroom.

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 behaviour 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. |
| 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. |

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. | <ul style="list-style-type: none"> Achieve national average progress scores 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. |
| SEND children make progress against their targets. | <ul style="list-style-type: none"> Support plans show a clear plan, do, review cycle. Attainment shows that children are making good progress against their targets. |
| Attendance for all disadvantaged children to improve. | <ul style="list-style-type: none"> Attendance for disadvantaged children is 96% or above. For those children who have not achieved 96% or higher, attendance will significantly improved. |
| Children develop strategies to regulate their emotions, and are ready to learn. | <ul style="list-style-type: none"> Children are focused when in class. Children are ready to challenge themselves and accept that making mistakes is part of the learning process. 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 peers, adults and an audience. | <ul style="list-style-type: none"> Children are able to speak confidently for a designated time about a subject of interest. Children can speak for different audiences and know how to change their voice appropriately. |
| Parents feel supported and are able to act on advice from professionals in | <ul style="list-style-type: none"> Parents/Carers have strategies to manage behaviours at home. |

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| order to further develop their own parenting skills. | <ul style="list-style-type: none"> • Parents/Carers know where to go to find support (signposting). • School and Parent/Carers work collaboratively. |
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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: £11,677

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase a systematic Phonic programme/Reading scheme. | 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 disadvantaged backgrounds' EEF(unknown cost). 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 | 4 |
| TA to deliver targeted interventions to children who are disadvantaged/who are in the bottom 20% of the cohort. | 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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium | 1,4 |
| To develop whole school systems and improve targeted support to ensure that the well-being, mental health and safeguarding needs of all children, are supported. | CPD for all staff to upskill and improve their understanding of the SEMH needs. To embed whole school approach with ways to manage this, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2,5, 3 |
| Developing children's metacognitive knowledge of how they learn. | Teachers will teach metacognitive strategies in conjunction with specific subject content. To use EEF guidance reports https://educationendowmentfoundation.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 |

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

Budgeted cost: £8,677

| 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 made to work in the classroom. | <p>'Research on TAs 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.</p> <p>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.</p> | 4 |
| Additional TA in Year 5 | There is one high needs child and a number of other SEND children in receipt of Pupil Premium funding in Year 1. Daily support to help children to regulate their 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 Aut2 and Spr)- 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 |
| Nuffield Early Language Intervention (NELI) | <p>EEF research identifies oral intervention as having very high impact (+5 months).</p> <p>We believe that early intervention will have the best impact on future learning and wellbeing.</p> | 2, 4 |

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

Budgeted cost: £6,303

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| | | 1, 2, 3, 5 |
| Family support (one additional PFSA day) | Since partial school closure, we have found that parents/carers have needed more support, mostly regarding managing children's behaviours at home, and supporting their child's emotional wellbeing. Whereas working with the children individually has a positive impact, finding times to also work with the parents, increases that impact further. | 1, 2, 3, 5 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |
| Additional 4 x 30 minutes PE sessions per week for identified students. | As a result of Covid lockdowns, many children have returned to school less fit and less engaged with exercise than before. This has also inhibited gross motor development. The aim is that an extra 30 minutes per week with a qualified coach, will help the children to be more positive about exercise and will also help them too develop coordination skills. | 2, 3 |
| Subsidise residential in Year 6. | We do not want to put extra pressure on vulnerable families to pay for a residential, so we offer to subsidise the cost. | 1, 3, 4 |
| Provide milk for all vulnerable children | In order for children in receipt of free school meals to have a balanced, healthy diet, we offer milk for those children aged 5 and upwards. | |

Total budgeted cost: £26,657

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 2020 to 2021 academic year.

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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 |
|--|---------------|
| NELI (Nuffield Early Language Development) | Nuffield |
| Zones of Regulation | Leah.M Kuyers |
| Phonics scheme, tracker and Intervention | Little Wandle |

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? | |