



**North Newton
Community Primary School**
"Together We Achieve"

Pupil Premium Review – 2021 to 2022.

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	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	December 2022
Statement authorised by	Deborah Eveleigh Debbie Leach
Pupil premium lead	Debbie Leach (Sept 2022)
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 (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>	£5,207
Total budget for this academic year	£26,657

<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>	
--	--

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. 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. The PFSA works closely with some of these families and children and has provided a range of strategies and support.

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.*

We aim to do this through:

- Quality first teaching which ensures that learning opportunities meet the needs of all the pupils.
- 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 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.
- Provided additional Teaching Assistants in some year groups to enable more individualised support
- Support payment for activities, educational visits and residentials, 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 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 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.
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 improve.
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. Development of the learning pit) (academic year 2023 – 24) • 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.	<ul style="list-style-type: none"> • 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.
Parents feel supported and are able to act on advice from professionals in order to further develop their own parenting skills	<ul style="list-style-type: none"> • 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.

<p>Improved Maths attainment of disadvantaged pupils at the end of KS2 (To begin strategy January 2023)</p>	<ul style="list-style-type: none"> • 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.
---	---

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
<p>Purchase a systematic Phonic programme Reading scheme</p>	<p>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 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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4</p>
<p>TA to deliver targeted interventions to children who are disadvantaged/who are in the bottom 20% of the cohort</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1,4</p>

<p>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.</p>	<p>CPD for all staff to upskill and improve their understanding of the SEMH needs. To embed whole school approach with ways to manage this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,3,5</p>
<p>Developing children's metacognitive knowledge of how they learn.</p>	<p>Teachers will teach metacognitive strategies in conjunction with specific subject content. (To be developed further in Spring 2023 to 2024.)</p> <p>To use EEF guidance reports</p> <p>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</p>	<p>1,2,4</p>

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
<p>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.</p>	<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</p>	<p>4</p>

	provision. Phonics Tracker allows the teacher to monitor progress and measure impact of phonic and reading interventions.	
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 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
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

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

Budgeted cost: £ 6,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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

Additional 4 x 30 minutes PE sessions per week for identified students.	As a result of COVID 19 lockdown, 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 to develop coordination skills.	2,3
Subsidises residential in Year 6	We do not want to put extra pressure on vulnerable families to pay for a residential, we so 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.	

Total budgeted cost: £ 26,657

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

Review December 2022:

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.

2020/2021 Attainment:

Number on Role: 103

PPG total : 12

% of SEN children eligible: 33%

Achieved ARE in Reading: 66% (predicted score)

Achieved ARE in Writing: 66% (predicted score)

Achievement ARE in Maths: 66% (predicted score)

SATS Summary data Summer 2022:

Number on role: 92

Summer 2022

Year 6 SATs

English Writing: GDS 50%, ARE 25%

Maths: GDS 25%, ARE 62%

Reading: GDS 43%, ARE 50%

SPAG: GDS 43%, ARE 43%

Combined: 81%

Year 2

SPAG: 54% ARE or above

Maths: 77% ARE or above

Reading: 85% ARE or above

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.

Attendance figures are higher this term particularly with disadvantaged pupils. This is a reflection of national figures and demonstrates the additional impact of COVID 19. Our data assessments suggest despite some strong individual performances, the progress and attainment of our disadvantaged pupils was not as expected. One reason for this is the ongoing impact of COVID.

PP Children support:

Common barriers for our 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 Pupil Progress Meetings (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.

90% of our PP families (9 out of 10) have identified social and emotional issues for many pupils ongoing due to a lack of enrichment opportunities during school closure. This includes children being referred onto our pastoral team for further intervention - with PFSA for example. (Note we no longer have access to a PFSA and future money will be used to train an existing member of staff or to share a PFSA with another school.)

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

Alongside this, our PFSA supports children and families with a range of behavioural and emotional issues. (At the time of writing we currently do not have a PFSA.) 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.

Possible future focused strategies:

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

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

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.