

# Newnham Croft Primary School - Pupil premium strategy statement 2022/23

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	Newnham Croft Primary School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	June 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Andy Matthews, Headteacher
Pupil premium lead	Andy Matthews, Headteacher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,503 (2022/23 financial year) £9,810 (anticipated 2023/24 financial year) <b>£20,313 total</b>
Recovery premium funding allocation this academic year	£2030 (anticipated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£22,343</b>

# 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 also focus on ensuring that those disadvantaged pupils and their families always feel included in, and valued by, the Newnham Croft community and are able to partake in all that the school offers.

We want our pupils to feel supported in their progress in all areas of the curriculum. To ensure that all children have equal access to enrichment activities so that they can develop their cultural capital. We also wish to improve pupil's resilience and readiness to learn and to encourage consistent and regular full-time attendance.

We will also consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is intended to support their needs too, 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 strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

We will use some of the PP money to buy books tailored to the interests of the PP children to encourage a love of reading.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment data indicates that understanding in maths and particularly times tables retention, is below that of non-disadvantaged peers.
2	Assessments, observations, and discussions with pupils indicate that a few of our disadvantaged children struggle with phonics decoding, comprehension and inference.
3	Assessments and observations with pupils indicate that some of our disadvantaged children need support in writing – spelling and letter formation, grammar and vocabulary, extending writing for those targeted at GD, effective editing.
4	Parental engagement of disadvantaged children (support for child's learning etc.) is often less than for non-disadvantaged peers.
5	The pastoral support for a group of our disadvantaged pupils.
6	Restriction of access to all elements of the curriculum (including enrichment activities, after school clubs, residential trips etc.) due to financial disadvantage.
7	Attendance data indicates that for a significant minority of our PP children, their attendance is a barrier to their educational progress and is lower than non-disadvantaged peers.
8	Support for new families and pupils arriving from Ukraine, in accessing the curriculum and integrating well into the broader life of the school.
9	Provision of quality early reading material for disadvantaged pupils.

## 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
Accelerated progress in maths times tables assessments.	Assessment (both formal and informal) shows accelerated progress for PP children in their acquisition of times tables. Improvement in PP children's performance is summative assessments in Maths
Accelerated progress in reading by consolidating and developing phonics understanding (including use of ERT), and	Assessments and observations indicate significantly improved reading skills among disadvantaged pupils. This should be evident when triangulated with other sources of evidence, including engagement in phonics assessments, book scrutiny and ongoing formative assessment.

<p>embedding understanding of texts through comprehension and inference activities.</p>	<p>KS1 phonics check results for PP children should be in line with the overall cohort. Provision of phonetically correct reading material to all PP children during the year.</p>
<p>Accelerated progress in writing by supporting letter formation in KS1 and more consistent joined up writing in KS2. We also want to see the effective use of ambitious vocabulary to enhance writing across disadvantaged pupils.</p>	<p>Introduction of new handwriting scheme to be followed and seen in books. Assessments and observations indicate significantly improved handwriting and vocabulary use among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment. Teacher assessment of writing for the PP children should be in line with the rest of the pupils in the school.</p>
<p>Support for disadvantaged children with Ukrainian background is available during the week.</p>	<p>Materials for supporting Ukrainian pupils are created and shared across the school. Designated time for TA support is planned into the working week. Liaison with families is conducted using a translator to ensure good communication and an understanding of expectations. That pupils are seen to be happy in their learning and making appropriate progress.</p>
<p>All children have equal access to enrichment activities so that they can develop their cultural capital.</p>	<p>Disadvantaged children are to not miss any activity arranged as part of the curriculum. They should feel included, and engage, in all areas of broader school life.</p>
<p>All children from disadvantaged backgrounds should have improved attendance.</p>	<p>The attendance for this group should be in line with the attendance data for the rest of the school. That attendance letters and meetings are used by the school for all disadvantaged pupils whose attendance is below expectation.</p>

## 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: **£17,336**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA/CT support for maths, including times tables retention  <b>C, I - 5 min box, (25 mins) TA</b></p> <p><b>B, C, E, F, G, H, I, M - Preteaching (15 mins) TA</b></p> <p><b>C - calculating accelerator / maths games CT (20mins)</b></p> <p><b>A, B, C, F, G, L, M, N - number bonds / times tables TA (45mins)</b></p> <p><b>B, C, F, G, H, I, - small group support CT/TA (15mins)</b></p>	<p>'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report)</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><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mathsguidance-ks1and2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	1
<p>TA/CT support for targeted interventions - Reading  <b>G, K, D, Q, O, P - Phonics group TA (30mins)</b></p> <p><b>C, G, H, I - 1:1 reading, phonics intervention CT (20mins) and TA (40mins)</b></p> <p><b>E, J - reading comprehension TA (40 mins)</b></p> <p><b>K, O, P (EAL) - reading comprehension and vocabulary extension TA (15 mins)</b></p> <p><b>B, G, E - high frequency words, reading CT/TA (3hrs)</b></p>	<p>'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report)</p>	2 & 9
<p>CT/TA support for writing – spelling and letter formation, handwriting and vocabulary.  <b>D, Q, B, G, F, H, I, - writing</b></p>	<p>'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report)</p>	3

<p>group TA (30mins)</p> <p>B, F, C, E - spelling intervention TA (60mins)</p> <p>K, O, P (EAL) - Spelling/ dictation/ flashcards TA (30mins)</p> <p>E - support with using resources, verbalising sentences and editing CT/TA (3hrs)</p> <p>B, C, E, F, J, L - small group support and handwriting - CT/TA (15mins).</p>		
<p>TA support for EAL support for Ukranian pupils.</p> <p>K, O, P- small group support for early language acquisition - TA (15mins).</p>	<p>Google translate sessions used daily are shown to support learning.</p> <p>Marked improvement in language acquisition from greater 1-1 support.</p>	8
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>B, C, F, G, I, M - variety of targeted support and interventions.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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 relationships with peers):</p> <p><a href="https://www.eef.org.uk/eef-projects/eeef-social-and-emotional-learning">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£4,905**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for a teacher to raise attainment in writing and maths</p> <p>3 hrs each Tuesday morning.</p>	<p>'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment'</p> <p>(EEF report)</p>	1,2,3

B, C, F, G, H, I - small group support CT/TA (15mins)		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund educational and residential visits</p> <p>There are a number children from the PP list who are unable to fund any extracurricular activities. Others will require varying levels of support.</p> <p>Swimming support for pupils</p>	<p>Educational visits are an integral part of our school curriculum, and we believe that no child should miss out due to financial circumstances. Trips are carefully chosen with clear educational outcomes.</p> <p>Learning to swim is an important part of child safety.</p>	4, 6
<p>Monitoring of attendance data by office manager and HT, including follow up to all absences, including conversations with parents when these become persistent</p>	<p>Numerous studies showing increased absence rates correspond to lower outcomes for KS2 pupils (QV Dep. of Ed. report 2015, The link between absence and attainment at KS2 and KS4)</p>	4, 7

**Total budgeted cost: £23,741**

# 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.

Assessment (both formal and informal) shows accelerated progress for those in the Pupil Premium group, with 17% pupils made above expected progress in Maths, 92% made expected or better progress in Maths. 69% of this cohort are on track or higher against Year group expectations against 76% of the whole school cohort. The Pupil Premium group does however include 3 pupils on the SEND register and one child new to English.

Assessments in Reading showed that all pupils made expected or better progress with 33% making greater than expected progress. 62% of this cohort are now on track or higher against Year group expectations against 82% of the whole school cohort. This is a big increase from the start of the year and evidence of some pupils catching up.

Assessments and observations in lessons also indicate improved reading skills among disadvantaged pupils. This is evident when looking at books and ongoing formative assessment.

All Pupil Premium children taking Phonics screening passed the assessment this year (4 pupils).

Assessments and observations indicate significantly improved level of writing. This is evident in book scrutinies and ongoing assessments. 92% of this group made expected progress or better in writing. 62% of this cohort are now on track or higher against Year group expectations against 72% of the whole school cohort.

Letter formation seen developing in the books of Pupil Premium pupils in KS1. We await the GPS scores of pupils in Y6 to see how they have performed this year. More ambitious vocabulary has been seen in the writing books of KS2 pupils in book scrutinies across the year.

Online reading texts were provided and the supply of laptops for remote education was available to all Pupil Premium children.

All requests for financial support for trips and clubs have been fully financed by the school and no child has not been able to attend any school event due to cost.

Attendance meetings have happened for all Pupil Premium children who have low attendance. Targets have been set for improvement and all bar one of these targets are



being attained. The 95% threshold is not possible to attain due to Covid related absence across the year.

## Service pupil premium funding

Measure	Details
	Not applicable this year

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Training a Senior Mental Health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We have discussed our approach across our local group of schools and read research about effective use of the Pupil Premium.

We have evaluated our provision as part of our School Self-evaluation (SEF) framework and will adjust our plans over time, responding to emerging needs and priorities, to secure better outcomes for pupils.