

Newnham Croft Primary School - Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	225
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year (We are developing a longer term strategic overview)
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Edward Ferguson, Headteacher
Pupil premium lead	Jo Turner, SENCo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,600
Recovery premium funding allocation this academic year	£0
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	£29,600

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

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 attainment and progress in maths is below that of non-disadvantaged peers.
2	Feedback from staff and pupil observations indicate that some of our disadvantaged children need support in writing – grammar, vocabulary, sequencing and creative ideas are of particular weakness. In addition, oracy skills are observed to be weaker than their peers.
3	Parental engagement of disadvantaged children (support for child’s learning etc.) is often less than for non-disadvantaged peers.
4	Some of our disadvantaged pupils have higher pastoral needs than others.
5	Restriction of access to all elements of the curriculum (including enrichment activities, after school clubs, residential trips etc.) due to financial disadvantage.
6	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.

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 maths	<p>Assessment (both formal and informal) shows progress for PP children in their maths.</p> <p>Improvement in PP children’s performance in summative assessments in Maths.</p> <p>Feedback from adults indicates PP children more involved in lessons and showing greater confidence in maths.</p>
Progress in the effective use of ambitious vocabulary, and developed oracy skills, to enhance writing across disadvantaged pupils.	<p>Assessments and observations indicate improved vocabulary use among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including book scrutiny, pupil voice and ongoing formative assessment.</p> <p>Teacher assessment of writing for the PP children should be in line with the rest of the pupils in the school.</p>

<p>All children have equal access to enrichment activities so that they can develop their cultural capital.</p>	<p>Disadvantaged children not to 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, meetings and other imaginative avenues 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. Children identified with a letter.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£16,780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA/CT support for maths, including times tables retention and extension groups</p> <p>LSA support in class for daily maths lessons (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O)</p> <p>Extension maths session 1 x fortnightly for 1 hour (O)</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1
<p>CT/TA support for writing – vocabulary.</p> <p>with T weekly for 1 term</p>	<p>'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report)</p>	2
<p>Improve the quality of social and emotional and mental health (SEMH) support.</p> <p>SEMH 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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: **£8320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for a teacher to raise attainment in writing, oracy and maths 3 hrs each Tuesday morning.</p>	<p>‘Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment’ (EEF report)</p> <p><u>Maths</u> Pre-teaching. Reviewing misconceptions Developing concepts and methods Using resources to support</p> <p><u>Writing</u> Sequencing activities Small group drama Development of vocabulary through Talk for Writing</p>	<p>1, 2</p>

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

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund educational and residential visits</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>	<p>5</p>
<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>	<p>3, 6</p>

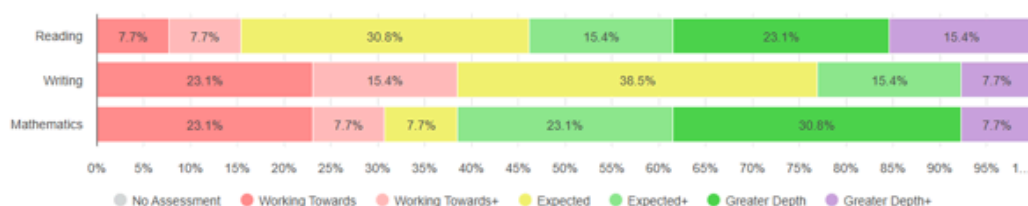
Total budgeted cost: £29,600

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 2023 to 2024 academic year.

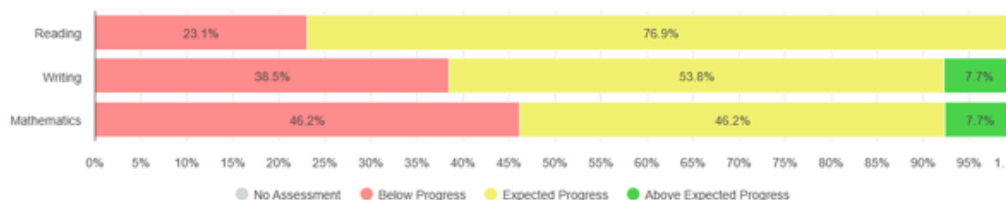
PP summative attainment – summer 2024



% of children **not** achieving the expected attainment for their year group

	Reading	Writing	Maths
Whole School	17%	40%	20%
PP	15%	38%	30%

PP progress summer 2024



% of children not making the expected progress from 2023-2024

	Reading	Writing	Maths
Whole School	32%	43%	40%
PP	23%	38%	46%

Attainment and Progress data shows a similar picture for 2023-2024. The % of children not making the expected progress and/or working towards the expected standard is similar for the whole school compared to PP. This is despite the fact that there are a higher percentage of PP that are SEN (20% compared to 9.7%) and EAL (56% compared to 50%). Reading and writing are stronger areas, with Maths showing the greatest weakness in attainment and progress compared to non-disadvantaged pupils.

	Whole School	PP
Attendance 2023-2024	95.09%	90.90%
EAL	50%	56%
SEN	9.7%	20%

There was a focus on improving the attendance for a few children. Success has been made with one child, but attendance will continue to be an important strand to the pupil premium spend in 2024-2025 for many children. Forming positive, open relationships with families, home visits and offering time for emotional support and advice for children and carers will be a part of this.

1:1 tuition offered some support and there was evidence of benefits for the children. Using pupil voice has been helpful in structuring the sessions to be most beneficial for all.

Pastoral and extra-curricula support was provided for 70% of PP children, involving trips, music lessons and various clubs, developing those children's cultural capital and feeling of inclusion.

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:

- 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.
- offering small group sessions during lunchtime to support positive relationships and play
- Get Set Club to be offered to those PP children who would benefit from having a positive start to their school day

Planning, implementation, and evaluation

In planning our pupil premium strategy, we continue to evaluate why activities undertaken in previous years have 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 and have included targets in the current SDP, with an ongoing development of strategy beyond the current academic year in order to respond to emerging needs and priorities, to secure better outcomes for pupils.