

# Newnham Croft Primary School - Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	8.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year (We are developing a longer term strategic overview)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Edward Ferguson, Headteacher
Pupil premium lead	Jo Turner, SENCo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£30,555</b>
Recovery premium funding allocation this academic year	£2900
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>£33,455</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

## 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 in maths is below that of non-disadvantaged peers.
2	Assessments, observations, and discussions with pupils indicate that a few of our disadvantaged children struggle with reading, including 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 needs for some 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 families and pupils who have arrived from Ukraine, in accessing the curriculum and integrating well into the broader life of the school.

## 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 reading by consolidating and developing phonics	<p>Assessments and observations indicate improved reading skills among disadvantaged pupils. This should be evident when triangulated with other sources of evidence, including</p>

understanding, and embedding understanding of texts through comprehension and inference activities.	engagement in phonics assessments, ongoing formative assessments and termly summative assessments.
Progress in the effective use of ambitious vocabulary to enhance writing across disadvantaged pupils.	Assessments and observations indicate improved 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.
All children have equal access to enrichment activities so that they can develop their cultural capital.	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.
All children from disadvantaged backgrounds should have improved attendance.	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.

## 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: **£14,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA/CT support for maths, including times tables retention and extension groups</p> <p>B - Extension maths group TA 20 mins weekly            U - Maths extension fortnightly with T for 1 hour            H - 20 mins weekly support with TA            I - 1:1 Maths boost with TA ½ hour daily for 2 terms            J - 20 mins weekly with Teacher            M, O - timetables in group of 6 pupils, daily for 6 weeks with TA            O - weekly maths 1:1 with T for 20 mins (2 months)            Q - 1:1 Maths with T - 20 mins weekly for 10 weeks            T - daily 1:1 support in maths lessons</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:  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a>  <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a></p>	1
<p>TA/CT support for targeted interventions - Reading</p> <p>C - Daily phonics intervention with TA (10-15 mins)            H - 1:1 with T weekly for 30 mins with phonics            I - daily phonics in small group with TA            J - Daily reading with TA (10-15 mins)            T - Daily reading 1:1 with TA (10-15 mins)</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.</p> <p>D - weekly handwriting group</p> <p>G - handwriting and composing writing 1:1 with T weekly</p> <p>M - English (including SPag) weekly 1:1 with T for 30 mins weekly (1 term)</p> <p>R - 1:1 with T on editing/spelling - 20 mins weekly for 1.5 terms</p> <p>S - 1:1 weekly for 20 mins on editing writing</p> <p>V - SPaG group 30 mins fortnightly with TA + editing 1:1 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>	<p>3</p>
<p>TA support for EAL support for Ukrainian pupils.</p> <p>I, P, EAL support</p> <p>P - fortnightly supported in class (45 mins) with TA</p> <p>Daily group (of 5 pupils) for 2 months</p> <p>I - EAL 1:1 with TA daily for 4 sessions</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>	<p>8</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>S 1:1 emotional/social intervention with TA</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.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a></p>	<p>5</p>

## 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
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Funding for a teacher to raise attainment in writing and maths 3 hrs each Tuesday morning. B, C, F, G, H, I - small group support CT/TA (15mins)	'Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment' (EEF report)	1,2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund educational and residential visits <i>There are a number children from the PP list who are unable to fund any extracurricular activities. Others will require varying levels of support.</i>  Swimming support for pupils	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.  Learning to swim is an important part of child safety.	4, 6
Monitoring of attendance data by office manager and HT, including follow up to all absences, including conversations with parents when these become persistent	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)	4, 7

**Total budgeted cost: £27,770**

## 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 2022 to 2023 academic year.

<p>78% PP children made expected or above progress in writing.</p> <p>89% PP made expected or above progress for reading.</p> <p>78% PP children made expected or above progress for maths.</p> <p>39% PP children are on track or above for ARE in writing</p> <p>56% PP children are on track or above for ARE in reading</p> <p>61% PP children are on track or above for ARE in maths</p> <p>While PP children are making progress, their attainment is below that of their non-PP peers.</p> <p>There was a focus on improving the attendance of several children, with varying degrees of success. Attendance will continue to be an important strand to the pupil premium spend in 2023-2024.</p> <p>1:1 tuition offered some support and there was evidence of benefits for the children. In review, it will be an area that needs to be more tightly focused, consistent and ring fenced.</p> <p>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.</p>
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### 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 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.