

Newtown Primary School - Pupil Premium Strategy Statement 2021-22

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	Newtown Primary School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	18% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sally Herbert, Headteacher
Pupil premium lead	Sally Herbert, Deputy Headteacher
Governor / Trustee lead	Saxon Spence, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,865 (fsm)
Recovery premium funding allocation this academic year	£1413.75
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	£30,278.75

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or Covid 19 challenges, 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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, 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, notably in its targeted support through the National Tutoring Programme 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	21% of disadvantaged pupils have EHCPs for learning, compared to 2% of non-disadvantaged pupils. 59% of disadvantaged pupils have SEND, compared to 9% of non-disadvantaged pupils.
2	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Average attainment for disadvantaged pupils at the end of 2020-21 was '1 year below' age related expectations, compared to average attainment for non-disadvantaged pupils being 'on track' for age-related expectations.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Average attainment for disadvantaged pupils at the end of 2020-21 was '1 year below' age related expectations, compared to average attainment for non-disadvantaged pupils being 'on track' for age-related expectations.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 29 pupils (14 of whom are disadvantaged) currently require additional support with social and emotional needs these pupils are receiving small group or 1:1 interventions.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.4%-2.4% lower than for non-disadvantaged pupils In 2020-21, 23% of disadvantaged pupils were 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2024/25 show that all pupils make at least expected progress from KS1 assessments. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>As there are small numbers of disadvantaged pupils (average of 4) in each year group, we cannot set % targets for each academic year.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that that all pupils make at least expected progress from KS1 assessments.</p> <p>As there are small numbers of disadvantaged pupils (average of 4) in each year group, we cannot set % targets for each academic year.</p>
Improved writing attainment among pupils who have been directly impacted by school closures and disruption to learning caused by Covid 19.	Pupils who have been directly impacted by Covid 19 make accelerated progress to address gaps in learning and make expected progress from previous key stages
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.4%. • the percentage of disadvantaged pupils who are persistently absent being below 10%



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: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3
<p>Additional TA support in EYFS and KS1</p>	<p>Covid has had an impact on the speech, language and communication skills for our youngest children, especially for EAL, SEN and PP pupils.</p> <p>EEF research shows that Early Years intervention is a high impact intervention. Evidence also shows that oral language skills are vital in developing reading and writing skills.</p> <p>Adults in EYFS and KS1 will explicitly support communication through meaningful interactions including talking, verbal expression, modelling language and reasoning.</p> <p>Adults will also balance the use of explicit instruction with providing scaffold opportunities for children to practise new skills, for example practitioners might talk to children about how to follow a 'plan, do, review' approach for a simple building activity.</p> <p>Adults will also be able to support early numeracy approaches to include individual and small group work, using</p>	1,2,4

	<p>guided interaction during both direct teaching and child-led activities.</p> <hr/> <p>Communication and language approaches  +6 <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Early numeracy approaches  +6 <small>High impact for very low cost, based on extensive evidence.</small></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic interventions using Bug Club resources	<p>This will ensure high quality phonics teaching and additional support for teachers to provide exceptional intervention.</p> <p>The current Year 2 missed their phonics screening due to COVID and although phonics was taught during COVID, the lack of direct teaching has impacted on the outcomes.</p> <p>Phonic approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months progress.</p> <p>The research also shows that reading and phonics interventions are twice as effective if delivered by trained teachers as pedagogical expertise is a key component of successful teaching.</p> <p>Decodable books will be used to consolidate the phonics taught in the classroom, with step by step progression, ensuring the pupils succeed at each level whilst learning the phonics needed to become a fluent reader.</p>	1,2,4
Improve the quality of social and emotional learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	5

<p>Mental Health Ambassadors (pupils) to be trained to offer support to peers</p>	<p>life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>To provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition will be actioned by SLT who will use Autumn Term 2021 data to identify needs and appropriateness of tuition.</p> <p>Tuition will be organised in 10 x 1 hour blocks with key focus on PP children and disadvantage gap.</p> <p>Staff will be remunerated for running tuition sessions. The impact of tuition will be monitored by SLT</p>	<p>2,3,4</p>

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

Budgeted cost: **£780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support) Pupils contribute to action plans which attendance staff draw together where appropriate</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Total budgeted cost: £30,278.75

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.

Our internal assessments during 2020/21 suggested that the attainment of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The main reasons for reduction in attainment is believed to be the impact of Covid 19 on learning and the increasingly high % of PP pupils being SEND.

Academic Gap

% of pupils at or above age expected 2021^{*/**}	Reading	Writing	Maths
Disadvantaged national 2019	62%	68%	67%
Disadvantaged Newtown 2021	41%	43%	33%
Non-Disadvantaged national 2019	78%	83%	84%
Non-Disadvantaged Newtown 2021	69%	58%	60%
National gap	16%	15%	17%
Newtown (In school) gap 2021	18%	15%	27%
Newtown (2021) gap to National (2019)	27%	40%	51%

* National figures 2019 (last published national data), Newtown figures July 2021 teacher assessments

** National figures based on KS2 SATs outcomes, Newtown figures based on PP teacher assessments for all year groups

% of pupils making expected or better progress in 2020-21[*]	Reading	Writing	Maths
Disadvantaged Newtown 2021	66%	60%	60%
Non-Disadvantaged Newtown 2021	81%	73%	79%
Newtown (In school) gap 2021	15%	13%	19%

* Newtown figures based on PP teacher assessments for all year groups

% of pupils achieving the standard in phonics (Year 2 Autumn 2020)[*]	
Disadvantaged Newtown 2021 (1/2)	50%
Non-Disadvantaged Newtown 2021 (13/13)	100%

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Considerable additional funding has been required to meet the SEMH needs across the whole school.

Pupils in Y6 took part in an activity week which was arranged when Covid 19 caused the residential trip to be cancelled. PP pupils had this experience fully funded.

Externally provided programmes

Programme	Provider