



Newtown Primary School Pupil premium strategy statement 2021–2024

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	128
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021–2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022 November 2022
Statement authorised by	Governing Board
Pupil premium lead	Kim Wills, Headteacher
Governor / Trustee lead	Jane Morris and Alex Turner, leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,865
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

- See our Trust wide plan '**Accumulating Advantage for all**'

In a changing world we recognise the need to ensure that our curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

Our aims for our disadvantaged pupils

- Our aim as a school is to ensure that all pupils accumulate advantage based on the high quality experience that we offer them through our curriculum and enquiry based approach to learning.
- Our curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.
- We believe that all pupils should have the opportunity to aspire to be the best version of themselves, therefore we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed choices when deciding future decisions.

Statement of Intent

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life long skills that enable learners to overcome any barriers to learning and future successes.

Objectives for our disadvantaged pupils

- We will ensure that the progress of our disadvantaged children will equal or exceed the progress of those who are not disadvantaged by implementing our strategy plan. The curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are experiencing or have experienced disadvantage.
- All disadvantaged pupils will be equipped, academically, socially, culturally and emotionally to continue to make progress at their secondary schools and beyond. Our aim is to ensure that all children leaving our schools are successful learners, curious explorers and healthy thinkers.

Our current pupil premium plan focuses on the following goals

(see '[Accumulating advantage for all](#)' booklet for more detail)

Strong leadership that drives:

- Equity through an enriched curriculum (including high quality, well researched and impactful interventions)
- A culture of high quality care
- Food and nutritional education
- Effective parent/carer partnerships
- Development of early oracy and ongoing oracy skills

Our strategy plan is based on the following key principles-

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many children have weak oral language skills on entry, including limited vocabulary, affecting their spoken language, comprehension and, later, their writing.
2	Covid-19 lockdowns negatively affected children's knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties.
3	For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning.
4	Some children lack resilience for learning and, during Covid-19 lockdowns, lost the resilience they had gained.
5	Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children.
6	Poor attendance and punctuality are barriers for some children.

Intended outcomes - see 'Accumulating Advantage for all'

Intended outcome	Success criteria
<ul style="list-style-type: none"> A Curriculum for Excellence The curriculum is ensuring quality first teaching is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing 	<ul style="list-style-type: none"> 85% meet the threshold of the phonic screening check by 2024 Spelling scores show year on year improvement in KS1 GPaS test (spelling) KS1 teacher assessment: reading 80% working at the expected standard by 2024 KS1 teacher assessment: GPaS 80% working at the expected standard by 2024 KS1 teacher assessment: writing 80% working at the expected standard by 2024 Gap between pp and non-PP reduces year on year in all subjects. KS1 teacher assessment: mathematics 80% at the expected standard by 2024 KS2 national test: reading 80% at the expected standard by 2024 KS2 national test: GPaS 80% at the expected standard by 2024 KS2 teacher assessment: writing 80% at the expected standard by 2024 KS2 national test: mathematics 80% at the expected standard by 2024 Test data and teacher assessments in English and mathematics (see above) show progress gap narrowing between disadvantaged and other pupils progress of non-disadvantaged pupils and no greater than a 10% difference
<ul style="list-style-type: none"> Oracy All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively 	<ul style="list-style-type: none"> 80% good level of development in C&L by 2024 80% good level of development in Literacy by 2024
<ul style="list-style-type: none"> Enrichment opportunities are providing pupils with the skills and knowledge to become more successful learners 	<ul style="list-style-type: none"> All PP pupils attend at least one after school club by 2024. All disadvantaged pupils attend residential
<ul style="list-style-type: none"> Food and Nutrition Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education 	<ul style="list-style-type: none"> All PP children are provided with healthy, well balanced meals in school, they have good access to food and being hungry is never an issue – pastoral lead and SENDCo to monitor
<ul style="list-style-type: none"> High quality care through SEMH support is ensuring excellent wellbeing and readiness for learning Parent/carer partnerships are strong and parents are increasingly able to support their children's wellbeing and learning 	<ul style="list-style-type: none"> Attendance data shows disadvantaged pupils' attendance improves year on year and closes gap to non-PP pupils. FTE exclusions and permanent exclusions remain well below national by 2022 Family and pupil bi-annual questionnaires provide evidence of effective support

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to develop talk in the Early Years (speech and language)	Early Reading framework – Section 2: developing Talk and Appendix 2	1,4
Training for new staff members on how to deliver Language Link system (Speech and Language)	EEF – Oral Language Interventions	1
Training for new staff to deliver phonics sessions	Implementing a systematic programme (ERF)	1
Coaching of KS1 staff by reading leader on a 1:1 basis	Early Reading Framework – Section 5: Building a team of experts	1,2

Weekly coaching and training to develop teaching staff's pedagogy with a focus on assessment for learning.	EEF – Embedding Formative Assessment EEF – Metacognition	1,2,3,4
1:1 coaching for Early Career Teachers and new to trust teachers with SLT.	Strand 8 Professional Behaviours	2,3
Supporting Reception class as a mixed-aged class with additional adult support. - Targeted intervention for Y1 PP children to fill gaps. - Smaller phonics groups for targeted support.	EEF- Targeted Academic Support	1,2

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

Budgeted cost: £6,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring	EEF – one to one tutoring	1,2
KS1 Targeted Academic Support for maths, reading and writing – small group intervention 2 x per week.	EEF- Targeted Academic Support	1,2
Collaboration with Ilsham Hub to continually review and support provision for PP children in phonics.	Early Reading Framework – Section 5: Building a team of experts	2
1:1 fluency intervention	EEF – improving literacy at KS2	2
Classes are split to allow targeted PP intervention and physical education.	EEF – one to one tutoring EEF – Physical Activity	1,2
SENCO plans targeted support plans for individual PP pupils delivered by support staff.	EEF – Follow the Asses. Plan. Do. Review process	1,2,3

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

Budgeted cost: £3,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality physical education to support mental and physical well-being	EEF – Physical Activity	2,4
Education for social and emotional health awareness – Mental Health Ambassadors (pupils)	EEF – Social and Emotional Learning	4,5
Pastoral lead to support families with parenting support, attendance and workshops.	EEF – parental engagement	4,5,6
Boxall profile training and application	EEF – behaviour interventions	3,4,6
SEMH interventions and brain breaks	EEF - Self Regulation	4,5
Parental engagement activities for focused families, e.g. coffee mornings and 'you said we did' boards	EEF – parental engagement	5,6

Total budgeted cost: £ 30,278

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Findings relating to our disadvantaged pupils were as follows:

1. Targeted approach for maths, reading and writing had the greatest impact: small group work and 1:1 tutoring sessions.
2. Pupils accessed free after school clubs to ensure that they are engaging in and maintaining a healthy and balanced lifestyle.
3. Pupils in Year 6 took part in a residential that was partially funded for all PP pupils.
4. SEMH education for pupils with 1:1 and small group pastoral support resulting in pupils feeling safe and happy.
5. Family surveys show that they feel safe, supported and happy with the school's offer.