

Pupil premium strategy statement

As a school, our vision for our children who are entitled to Pupil Premium, is to ensure an outstanding provision at two levels, the whole school level and the bespoke. This underpins our school ethos of care, nurture, and success, celebrating the differences amongst all members of our community. We believe that all pupils should thrive and flourish within our school, regardless of any disadvantages they may face. High expectations, high quality teaching and learning opportunities are a right of all our pupils, and we can utilise pupil premium funding effectively to ensure our pupil's needs are met and they continue to make progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child and their families when planning both whole school and personalised provision which widens their experiences.

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	Newton Leys Primary
Number of pupils in school	485
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emma Donoghue
Pupil premium lead	John Nicholls
Governor / Trustee lead	Esther Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,374
Recovery premium funding allocation this academic year	£24,424

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	£117,798

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 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 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 are 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably emotional resilience, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Limited parental engagement (e.g., support with reading, attending parent consultations and events) resulting in a lack of opportunities for pupils to continue their learning at home</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been approximately 3% lower than for non-disadvantaged pupils.</p>
7	<p>Lack of opportunities for children to engage with activities that increase “Cultural Capital”.</p>

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. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	A higher percentage of PP pupils achieve the ARE or above at the end of FS, KS1 and KS2. All PP pupils make at least expected and accelerated progress, continuing to close the gap with National.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Greater parental engagement supports and encourages pupils' learning	Increased percentage of PP parents recorded attending parents' consultations and information events.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% and that the gap to national closes year on year
All children access a range of cultural experiences such as educational visits and clubs to enhance their cultural capital.	All children will have access to a range of events and visits such as theatrical productions, musical performances, and educational visits.

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: £7,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a Speech and Language therapy to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Read, Write Inc training for staff to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Enigma Hub resources and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

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

Budgeted cost: £72,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £37,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a learning mentor to provide support and guidance for children to help them overcome social, emotional, and behavioural problems which act as barriers to learning. To link with parents and outside agencies.	<p>EEF states that ‘targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p> <p>EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support.</p> <p>EEF Teaching and Learning Toolkit indicates that social and emotional learning can increase progress by four months.</p>	3, 4, 5
Appoint a psychotherapist to support children with complex social, emotional, and	EEF states that ‘targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.’	3, 4, 5

<p>behavioural problems which act as barriers to learning who require specialist provision</p>	<p>EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support.</p> <p>EEF Teaching and Learning Toolkit indicates that social and emotional learning can increase progress by four months.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training for specific members of staff to support the drive to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>All children access a range of cultural experiences such as educational visits and clubs to enhance their cultural capital</p>	<p>All children will have access to a range of events and visits such as theatrical productions, musical performances, and educational visits.</p>	4,7

Total Budgeted cost: £117,798

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 all children attained lower than pupils have done in previous years, with Pupil Premium children slightly behind that of non-pupil premium children in all core subjects.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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 such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil 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.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin

Further information (optional)

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train 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. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.