

## Pupil premium strategy statement

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	Newdale Primary School and Nursery
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024 / 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Cook Headteacher
Pupil premium lead	Michelle Bishton Deputy Headteacher
Governor / Trustee lead	Jackie Wordsworth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119, 987.00
Recovery premium funding allocation this academic year	£6090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£126,077</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The team at Newdale believes that ‘everyone’ has the right to be successful and achieve. The focus of our pupil premium strategy is to support all disadvantaged pupils and families, irrespective of background or ability level. Our disadvantaged pupils and families may face a diverse range of challenges and already be supported by a wide range of external agencies; needless to say, some of our non-disadvantaged pupils may also face these challenges and it is our intent, through the activities outlined in this strategy, to support their needs too.

We believe that first and foremost, it is essential that there is effective teaching and learning on a day-to-day basis. We do not rely on intervention to make up for any weak teaching. We all understand the need to drive independent learning, the development of thinking skills and clear assessments that support progress. Our work on ensuring that the curriculum delivers the correct amount of substantive and disciplinary knowledge is designed to support our disadvantaged pupils to know and remember more of their learning, leading to increased outcomes at all ability levels. Through high quality research, we know that it is a curriculum such as this, combined with high quality teaching, which will have the greatest impact on closing the disadvantaged attainment gap. Not only that, but the cognitive work that we complete will also benefit our non-disadvantaged pupils to also know and remember more. It is our intention throughout this strategy to raise educational achievement for all pupils.

As we recover from the pandemic, our staff continually monitor and assess our plans in line with the needs of the pupils as they emerge. Our wider school recovery offer encompasses curriculum re-mapping, opportunities for social and emotional development and enhanced offer through the school led recovery programme. Access to this aspect has been based on need – those pupils who have been the most affected by the pandemic have been identified and will access high quality tuition sessions, led by experienced school staff.

Emerging needs are swiftly identified and support is put in place to ensure that these pupils receive what they need and when they need it. We do not make assumptions on disadvantage nor do we apply blanket support – careful diagnostic assessment is carried out to ensure that the support offered is bespoke and will ensure that the pupils go on to make further progress across the curriculum and beyond. We have very high expectations of the children and instil a ‘can do’ attitude.

To ensure that our strategy meets the aims we have identified, we will:

- continually assess the needs of our pupils and families as they emerge
- equip disadvantaged pupils with the strategies that they need to excel
- use disadvantage as a reason to ensure that all pupils achieve highly
- ensure that the whole school ethos of belonging to a school of **doers, believers and achievers** is realised throughout the fabric of every lesson and opportunity.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations of our youngest pupils indicates that there are pupils who have underdeveloped personal, social and emotional development skills, coupled with poorer communication and language skills than previously observed.</p> <p>These underdeveloped skills are prevalent across the cohorts of children and are not exclusively attached to disadvantaged pupils.</p>
2	<p>Internally created assessments, alongside national assessments indicate that attainment for disadvantaged pupils has been impacted by the pandemic. On initial return to school, these pupils settled well but differences emerged as full curriculum intent was in place.</p> <p>On exit from Reception in the academic year 2020 – 2021, less than 50% of the disadvantaged pupils achieved a Good Level of development. Whilst the difference between them and their non-disadvantaged peers narrowed on the wider return to school in 2021, we are conscious that the difference may remain during their time in Key Stage One.</p>
3	<p>Assessments show that attainment in Literacy and Numeracy has been impacted as a result of the pandemic. Internal analysis indicates that Reading and Writing have been most significantly effected when considering all cohorts, with individual cohorts having lower than anticipated attainment standards when compared with previous years.</p> <p>On entry to Key Stage One, over 50% of our disadvantaged pupils are working below age related expectations in both Literacy and Numeracy. Whilst a difference is evident between them and their peers, narrowed slightly on the return to school, we know that this difference has the potential to remain at this level as they move through school.</p>
4	<p>Assessments, observations and pupil voice activities suggest that disadvantaged pupils have increased difficulty with phonics than their peers. This can lead to negative impacts on reading development as they move through school. This is particularly evident in Key Stage One and Lower Key Stage 2.</p>
5	<p>Our pupil progress and SEND meetings, along with parent and pupil voice activities identify more pupils and families requiring higher levels of support than when compared with previous years. Ensuring cultural capital is addressed is a priority for our pupils to recover, as we know the importance that this is to their overall development.</p> <p>We have noted an increase in the amount of pupils and families who are supported by external agencies or whom are requiring a referral into these services. Additionally, internal referrals to our own pastoral team have significantly increased, particularly for pupils in Key Stage 2.</p>
6	<p>Our attendance data indicates that poorer attendance for the disadvantaged pupil group may have a direct impact on their academic outcomes.</p> <p>The last recorded figures for the academic year 2020-2021, show that approximately 92.45% of disadvantaged pupils were attending school, compared with 97.27%. During the periods of lockdown, all pupil attendance in</p>

	our online learning offer was tracked and disadvantaged pupils offered support with technology or offered a school place to attend.
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## 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
<p>Improved</p> <ul style="list-style-type: none"> <li>personal, social and emotional development skills, along with</li> <li>communication and language skills,</li> </ul> <p>for disadvantaged pupils in EYFS and Key Stage One.</p>	<p>Assessment, observations and related activities will indicate a significant increase in both personal, social and emotional development skills and communication/ language skills. Sources of evidence will be varied and encompass lesson observations, pupil voice, book scrutiny and continual formative assessment.</p>
<p>Increased amount of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths by the end of EYFS, Key Stage 1 and Key Stage 2.</p>	<ul style="list-style-type: none"> <li>EYFS GLD at expected standard show that 90% or more disadvantaged pupils will work at this standard.</li> </ul> <p>Key Stage One and two attainment –</p> <ul style="list-style-type: none"> <li>Reading, Writing and Maths to be 90% or above as individual subjects.</li> </ul> <p>Combined measure at Key Stages One and Two –</p> <ul style="list-style-type: none"> <li>At least 75% of disadvantaged pupils to attain at age related expectations across RWM.</li> </ul> <p>We expect to see an increase each year for the periods 2021-2025.</p>
<p>Improve the phonetic knowledge and application of disadvantaged pupils, leading to increased attainment in reading.</p>	<p>Increasing the amount of Year 1 disadvantaged pupils achieving age related expectations in Phonics at the end of Year 1 - at least 95%.</p> <p>Phonics Year 2 test to show 95% or above of our disadvantaged pupils passing the phonics screening check at the end of Year 2.</p> <p>Reading outcomes at both Key Stages One and Two to show at least 90% are meeting the expected standard.</p> <p>We expect to see an increase each year for the periods 2021-2025.</p>

<p>To achieve and sustain higher levels of cultural capital and enrichment for all pupils, particularly our disadvantaged pupils.</p>	<p>Increased levels of participation by 2024 – 2025 in –</p> <ul style="list-style-type: none"> <li>• after school clubs</li> <li>• residential trips</li> <li>• curriculum trips and visits</li> </ul> <p>particularly for disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024 – 2025 as reflected in –</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their peers to be narrowed to see them in line with each other.</li> </ul>

## 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: £ 46, 177

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of a DfE validated Systematic Synthetic Phonics programme to secure a stronger phonics offer for all pupils across school.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. <a href="#">EEF Phonics</a>	1, 2, 3, 4
Salary contribution for an additional teacher to reduce class size for a target year group in order that teaching styles can be amended to allow teachers to teach differently.	Whilst the EEF states that this strategy is high cost for little outcome, based on evidence, they also state that - <i>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</i>  We believe that the diverse needs of this cohort, coupled with the lost learning from the Key Stage 1 curriculum as a result of the pandemic, means that this will be a cost effective way to ensure that these pupils reach age related expectations by the end of Key Stage 2.  <a href="#">EEF Reducing class sizes</a>	2,4,5
Strengthen the offer around continued, professional development for all staff through the deployment of a	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.  <a href="#">EEF Guidance on effective PD</a>	All

TLR3 project holder, with a particular emphasis upon disadvantaged pupils.		
Salary contribution to enable small group tuition to be facilitated across whole school, with a particular emphasis for SEND disadvantaged pupils in Key Stage 2, as part of whole class teaching.	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. <a href="#">EEF Small group tuition</a>	1,2,3,4,5

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

Budgeted cost: £ 31,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources, release time for professional development and observations of staff to improve mathematical attainment for pupils. This will be delivered as part of the NCETM Early Maths programme	The programme is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school. Classes in EYFS, Years 1 and 2 will received a daily short 'number sense' session as part of scheduled maths teaching. The programme will last for the whole school year. If this is successful, the approach will be adopted moving forwards. <a href="#">NCETM Mastering number programme</a>	1,2
Additional oral language interventions, targeted at disadvantaged pupils, across EYFS and Key Stage 1, through the use of additional members of staff.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	1,2,3,4

	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="#">EEF Oral language interventions</a></p>	
<p>Engaging in the school led tutoring route, with a focus on disadvantaged pupils, in addition to whole class teaching.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="#">EEF Small group tuition</a></p>	1,2,3,4,5

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

Budgeted cost: £ 48,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the cultural capital of pupils through subsidised trips, visits and access to before and after school clubs.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="#">EEF Arts participation</a></p>	All
<p>Use and embed the principles of good practice as set out in the DfE's <a href="#">improving</a></p>	<p>This guidance has been informed by:</p>	6

<a href="#">school attendance</a> advice.	<ul style="list-style-type: none"> <li>• engagement with schools who have significantly reduced their persistent absence levels</li> <li>• <a href="#">teachers' standards</a></li> <li>• Ofsted's <a href="#">school inspection handbook</a></li> <li>• other DfE statutory and non-statutory guidance</li> </ul>	
Contingency fund for acute issues.	Based on previous experiences and the mid-year mobility we can experience, we have identified a need to set aside an amount of funding to respond quickly to emerging need. We recognise that this may be varied and longer term for some families.	All

**Total budgeted cost: £126,077**



## 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.

Internal assessments from the academic year 2020/21 indicate that the performance of disadvantaged pupils was lower than previous years in key curriculum areas. Despite a positive initial return to school upon wider school opening in the latter stages of the academic year, the outcomes set in the previous strategy were not fully realised.

The direct impact of the pandemic was seen on attainment and social/ emotional development on the disadvantaged pupils in our setting. This has been particularly evident in our youngest students in the Early Years and Key Stage One. During the period of lockdown, we provided our disadvantaged pupils with full access to technology, live lessons delivered by class teacher in for all year groups and school places for pupils to attend where appropriate. All disadvantaged pupils were monitored for attendance, with a high pastoral input, who were contacting families or home visiting on a daily or weekly basis.

During lockdown, our numbers of pupils eligible for the Pupil premium increased. At the start of full lockdown, 14% of our disadvantaged pupils were attending school which rose to 42% by the end. Internal tracking data showed that -

- 97% of Disadvantaged pupils accessed online or remote learning,
- 12% provided with school sourced SIM cards to enable families to access additional data,
- 100% of requests for laptops for families were granted, with some multiple sibling families being allocated more than one laptop,
- Routers for eligible families applied for and shared.

Whilst our strategy outcomes had not been realised, we are incredibly proud as to how our disadvantaged pupils maintained their education during this time.

With the national lockdown affecting attendance figures, we monitored our disadvantaged pupil attendance using internal data. For the period 4<sup>th</sup> September 2020 to July 2<sup>nd</sup> 2021, disadvantaged attendance was 92.45% compared to 97.27% of non-disadvantaged pupils. This difference is one which we will continue to work to narrow.

Our assessments and observations, along with parent and pupil voice surveys, indicate that opportunities to access enrichment, well-being and social/emotional health were

significantly impacted last year, exasperated by the pandemic. Whilst this has been endemic across all pupil groups, we are noticing that disadvantaged pupils have been affected by this in the majority. We used our pupil premium to offer support and guidance for children and families in line with our values and will continue to do so.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Bug club online reading	Oxford Reading Tree

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We used the funding to contribute to the salary of a highly experienced member of the pastoral team. The additional funding was used to support pupils who had not attended school in returning with emotional health and well-being. Those who had been in school, were also supported by this member of staff.
What was the impact of that spending on service pupil premium eligible pupils?	Teacher observations indicated that the impact was observed in the smooth transition of pupils back to school.