

# Pupil premium strategy statement September 2023

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 and nursery	499
Proportion (%) of pupil premium eligible pupils	23%
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 2024
Statement authorised by	Rachel Cook Headteacher
Pupil premium lead	Rachel Poole Vulnerable Learners Lead
Governor / Trustee lead	Carole Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,315.00
Recovery premium funding allocation this academic year	£14,210.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£154, 923.80</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 through-out 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 recover 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. <b>(Current Year 3 children)</b>.</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> <p><b>Current Update:</b></p> <p><b>On exit from Year 1 (2021-2022)</b></p> <p>Internal data at the end of the academic year 2021-2022 showed that whilst 56% of PPG children in this year group passed their phonics screening test, 89% of non-PPG children passed the test. Despite this significant gap, what is promising is that 56% of PPG children passed the test, compared with less than 50% achieving GLD at the end of their reception year.</p> <p><b>On exit from Year 2 (2022-2023)</b></p> <p>Tracking the same children during 2022-2023, 54% of PPG children in this cohort achieved age related expectations in Reading at the end of Year 2, compared to 88% of Non-PPG children. In writing, this was 62% compared with 90% and in Maths 46% compared to 81%. Data showed that the gap has lessened for PP children in the summer term, but there are still significant gaps in all subjects, especially reading and maths.</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 in 2020-2021, over 50% of our disadvantaged pupils were working below age related expectations in both Literacy and Numeracy. Whilst a difference was 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. <b>(Current Year 4 children)</b></p>

	<p><b>Current Update:</b></p> <p><b>On exit from Year 2 (2021-2022)</b></p> <p>Following this year group into Year 2, 63% of PPG children achieved the expected standard in reading, 42% in writing and 58% in maths. These percentages show promise of these children catching up. We will continue to place an emphasis on writing in particular within this year group.</p> <p><b>On exit from Year 3 (2022-2023)</b></p> <p>Following this year group into Year 3, 44% of PPG children achieved the expected standard in reading, 44% in writing and 50% in maths. This data shows that further support will need to be put in place for PPG children in this cohort as the gaps are not narrowing and have in some cases (particularly with regard to reading) widened.</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> <p><b>Current update (2022-2023)</b></p> <p>In the last phonics screening check, 100% of PPG children passed. This was compared to 87% of Non-PPG. This is obviously hugely positive. Of the four Year 2 children who were yet to pass the phonics screening, three are PPG. All of them are also on our SEND register. We will continue to support these children through the fast track programme. At the end of Reception this academic year, 42% of PPG children were classed as on track compared with 79% of Non-PPG children. We will monitor this gap closely so that it does not widen further.</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, showed that approximately 92.45% of disadvantaged pupils were attending school, compared with 97.27% of non-disadvantage. During the periods of lockdown, all pupil attendance in our online learning offer was tracked and disadvantaged pupils offered support with technology or offered a school place to attend.</p> <p><b>Current Update:</b> <b>(2021-2022)</b></p>

	<p>During the academic year 2021-2022 the gap appeared to narrow, as non-PPG attendance worsened, and both sat at 92%. On deeper analysis, our main aim for this year is to decrease the number of unauthorised absences for PPG children as this is an area in which a gap is evident. Years 1, Y5 and Y6 all had a 40%+ discrepancy between Non-PPG and PPG for unauthorised absences. Our pastoral team and class teachers will be implementing strategies this academic year to support PPG children in narrowing this gap.</p> <p><b>(2022-2023)</b></p> <p>This academic year, attendance post-COVID has generally improved and as a result, the distinction between PPG and Non-PPG have become more apparent once more. Attendance for PPG children was 93.15% at the end of the year and Non-PPG was 96.33% however this is showing signs of improvement this academic year. National expectation for attendance as set by the government (all groups) between 2021-2022 (figures not yet released for the following year was 93.7% -it is promising to see that even our PPG learners are above this figure. A noticeable difference in the levels of unauthorised absence between PPG and Non-PPG remains but this is thought to be caused by a number of key children. The pastoral team attend all attendance meetings and work closely with the families of these children. persistent absence also remains a focus.</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025)**, 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>

	We expect to see an increase each year for the periods 2021-2025.
Improve the phonetic knowledge and application of disadvantaged pupils, leading to increased attainment in reading.	<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>
To achieve and sustain higher levels of cultural capital and enrichment for all pupils, particularly our disadvantaged pupils.	<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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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: £44,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of a DfE validated Systematic Synthetic Phonics programme to secure a stronger phonics offer for all pupils across school. (Funded through recovery funding).</p>	<p>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.</p> <p><a href="#">EEF Phonics</a></p>	<p>1, 2, 3, 4</p>
<p>Strengthen the offer around continued, professional development for all staff through the deployment of a TLR3 project holder, with a particular emphasis upon disadvantaged pupils.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">EEF Guidance on effective PD</a></p>	<p>All</p>
<p>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.</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>	<p>1,2,3,4,5</p>

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional oral language interventions, targeted at disadvantaged pupils, across EYFS and Key Stage 1, through the use of additional members of staff.</p>	<p>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.</p> <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>1,2,3,4</p>
<p>Engaging in the school led tutoring route, with a focus on disadvantaged pupils, in addition to whole class teaching. (Additional school led tutoring funding)</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>	<p>1,2,3,4,5</p>

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

Budgeted cost: £89,314.00



Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the cultural capital of pupils through subsidised trips, visits and access to before and after school clubs.	<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
Use and embed the principles of good practice as set out in the DfE's <a href="#">improving school attendance</a> advice.	<p>This guidance has been informed by:</p> <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>	6
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: £139,914.00**

## 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 2022 to 2023 academic year.

#### **Teaching Strategies**

Over the course of the last academic year, as a team we have been working on developing our teaching strategies across the school to better suit the needs of PPG and other vulnerable learners. The whole staff team received specialist training on Adaptive Teaching strategies and how best to incorporate this into day-to-day classroom practise. The training incorporated the concept of equity and how to support all learners in achieving the same outcome from a lesson. As part of this, we have chosen this year to abolish ability-based groupings so that children do not feel that they are classified as different to others. Other the course of the next academic year, it is out intention to develop an “Outreach Team” within school to further support learners with complex behavioural and SEND needs (many of whom are also PPG).

#### **Monitoring Systems**

A key development in supporting our PPG learners over the course of the last year has been the tightening of our internal monitoring systems. Each class teacher is now responsible for producing and updating a “Class Raising Attainment Plan” which details all children, their vulnerabilities and the intervention they have had to enable them to make progress. This document is updated on a half termly basis and is reviewed at termly Pupil Progress Meetings with members of the Senior Management Team. This process holds teachers to account for the progress of the pupils in their class and is effective tool in identifying those at risk of not making adequate progress and intervening promptly. In addition to this, the “Contextual Information Summary” has also now been created to more carefully monitor the most vulnerable children within our school. This is evaluated frequently and any concerns are shared with our team of Designated Safeguarding Leads at their half termly meetings who will then discuss ways forward during their supervision sessions.

#### **Pastoral Team**

This year, the pastoral team have continued to support a wide range of children across the school. They have identified that there are 20 key children across the school who

they offer the highest levels of support to and all are involved in the Early Help process and are allocated Strengthening Families Workers, some are on Child in Need plans. Of these 20 children, 17 are identified as PPG. A total of 7 of these children have been identified as having multiple vulnerabilities and are classed as CIS+ on our school Contextual Information Summary. The support that is put in place is wide-ranging and bespoke to the needs of the child and family. Many of the children also access the PPG breakfast club which the pastoral team offer. The intention of this club is to get specific children into school early in the morning, make sure that they have a good breakfast and that they are ready for the day.

### **Extra-Curricular Activities**

In terms of extra-curricular activities, the sports coaches track the number of PPG children attending after school sports clubs. The number of PPG children attending sits at around 20%, which is in line with the percentage which the group represents within the school. A TLR holder has been tasked with monitoring this and encouraging greater attendance by amending the club offer to involve activities which are not always sports based. This member of staff is also looking into relaunching the “Lighthouse Club” which run last year to support PPG learners with homework and reading as well as offering a range of fun activities. The pastoral lead also plans to run an after school board games club aimed at PPG children later on in the academic year.

### **Read Write Inc**

The significant investment which we have made into the RWI programme continues to strongly support our PPG learners throughout the school. The programme’s ethos of “keep up not catch up” (achieved through daily 1:1 intervention sessions) strongly supports our equity targets and is having a hugely positive impact on our phonics results. As the scheme has only been in place for a few years, its wider impacts remain to be seen as yet but we are sure it will create other improvements within the data in years to come.

### **Tutoring**

Despite the government drastically reducing the amount of funding provided through the tutoring scheme, as a school we have decided to continue to subsidise this for our PPG learners. Our tutor (who is a qualified teacher known to the school), works with small groups of PPG learners to develop their fluency and love of reading. The sessions take place during lunchtime and therefore are easy for children and parents to access and have been shown to have a positive impact not only on individual children’s

progress but (and in some cases more importantly) also their attitudes towards themselves as readers.

### **Early Language Development**

Staff in EYFS and Key Stage 1 have worked hard to support children in their early language development over the last two years and this work continues. An additional key worker, with experience in working with SEND children, has been employed into the Nursery and is working on further developing the use of Makaton and other strategies to support our non-verbal learner in particular. She has also developed a sensory room to further support children who struggle with their self-regulation and sensory seeking behaviours. Within school, the TalkBoost programme is now well implemented and supports a number of learners. Our newly appointed SEND TA also supports many children with more specific speech needs, following the advice of the Speech and Language Therapy team.

### **Forces children**

A member of the pastoral team supports our services children. She provides one to one intervention to support them with anxieties, worries and feelings that they might have, associated with their parents being away. She uses resources from [littletroopers.net](http://littletroopers.net) -a website that has lots of activities and ideas including: separation diaries for adults and children, craft sheets, role play packs, send a hug kits, certificates and story books. They have also worked together to create scrap books and memory boxes for the children to share with parents when they are back from duty. The pastoral assistant often liaises with parents so that school know when they are due to be deployed or if any difficulties arise that we need to be aware of.

## **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*

<b>Programme</b>	<b>Provider</b>
Fiction Express	Through local school's library service
RWI Phonics	Ruth Miskin

## 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.

*To be reviewed Summer 2024*