

Newick CE Primary School

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	Newick CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10%
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	July 2022
Statement authorised by	Natalie Alty, Headteacher
Pupil premium lead	Sophie James, Deputy Headteacher
Governor / Trustee lead	Caroline Smith, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,520
Recovery premium funding allocation this academic year	£2,320 (recovery)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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Part A: Pupil premium strategy plan

Statement of intent

At Newick, we are determined that all of our children achieve their true potential. We believe that each child deserves to have their individual needs met and we achieve this by ensuring that they are supported both in their learning and with their emotional and social needs in a nurturing and safe setting.

Our curriculum is carefully designed so that children increase their knowledge and understanding of concepts, events, people and places. Reading, speaking and listening skills are at the heart of the curriculum as we understand the critical links between those skills and later achievement.

We listen to the children's views and value each child as an individual. We are committed to supporting the wellbeing of every child ensuring that they have the guidance and support they need to successfully navigate their way around an increasingly complex world.

These are aims for all of our children regardless of background and socio economic status.

The focus of our pupil premium strategy is to support disadvantaged pupils to gain the intended knowledge and skills of our curriculum as well as ensuring that pupils have opportunities for rich experiences which build cultural capital.

We recognize that within this vulnerable group there will be children who have the potential to become high attainers and we will track these children carefully to ensure they are achieving their very best.

Evidence tells us that expert teaching has the most impact on learning. Children's needs are identified early and the teaching responds to the needs of the children. The school invests in quality CPD and shared best practice to ensure consistency of teaching and learning. Teachers and teaching assistants receive regular supervision and training in supporting pupils identified as vulnerable.

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.

The high expectations of the senior leadership team and teaching team for our disadvantaged learners are the drive for the pupil premium strategy. There is investment in the strategies outlined that is in excess of the pupil premium funding in order to support the goals and ensure impact.

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- Children who are disadvantaged are assessed at point of entry
- Interventions and support are put in place immediately
- All disadvantaged pupils are tracked regularly at progress meetings and in SLT meetings
- 'Challenge for All' ensures that children achieve their potential in lessons

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 under-developed 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>Internal assessments from July 2021 indicate that combined maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 38% compared to 58% whole school.</p> <p>On entry to Reception class in the last 2 years, 100% of our disadvantaged pupils arrive below age-related expectations in communication and language compared to 18% of other pupils.</p>
4	<p>Our assessments and observations indicate that the education and well-being 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, reading and writing.</p>
5	Our assessments including pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of engagement with school online activities and a lack of enrichment opportunities during school closure.

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	These challenges particularly affect disadvantaged pupils and have further negative effects on attainment.
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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
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 attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
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 • Boxhall profiles indicate that children's wellbeing has improved and anxiety levels are within the expected range
To achieve and sustain improved attendance for all 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 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers falling to 1%. • the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no lower than their peers.

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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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>NARA, NFER, Boxhall</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>	1, 2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>NELI, Speech and Language Link</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Rocket Phonics purchased September 2021</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

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	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>All staff trained in emotional regulation strategies</p> <p>Nurture provision increased for groups of children</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4,5

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

Budgeted cost: **£19,622**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI, Speech Link, Language Link</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2

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These are delivered by trained teachers, TAs and an English SLE	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Bespoke interventions using 'ready to progress criteria' from the NCETM. Teaching Assistants trained and pupils' progress tracked in small steps</p> <p>Maths SLE will provide training and support to teachers and teaching assistants.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Engaging with the National Tutoring Programme 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 (5 out of 9 in 2021-2022), including those who have previous high attainment.</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £3,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on emotional regulation to support improved behaviour and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Nurture provision in a small group or 1:1 delivered by trained nurture practitioner and counsellor.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5
Trips and visits to enhance curriculum. Music / extra curricular activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	

Total budgeted cost: £25,840

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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 showed that in Year 2 reading, 3 out of 4 children with PP achieved ARE with 2 achieving Greater Depth. 3 out of 4 children achieved ARE in maths with 2 children achieving Greater Depth. In writing 2 children achieved ARE with 2 children working towards the ARE. The lower writing attainment is in line with the rest of the school in the post lockdown period.

In KS2, 1 out of 1 child with PP achieved ARE in reading and writing and was working towards ARE in maths.

As evidenced in schools across the country, school closure due to COVID was most detrimental to our disadvantaged pupils. However, at Newick our children benefitted from small group tuition during the second lockdown with an experienced teacher. This took place twice weekly from September 2020 until July 2021. Children attended this provision throughout the lockdown.

Nurture provision was also offered to disadvantaged children during lockdown 1 and lockdown 2. This supported our most vulnerable, disadvantaged children and ensured a smooth transition to school after the lockdowns.

The attendance for disadvantaged children was 95% compared to 97% overall attendance. We are working with ESBASS and Early Help services to support the persistent absentees.

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.

Further information

The number of children in receipt of pupil premium has risen from 4% in 2019 to 10% in November 2021. Our pupil premium strategy will be supplemented by additional activity that is not being fully funded by pupil premium or recovery premium. That will include:

- The Senior Leadership Team tracks the reading of all children with pupil premium. This focus includes listening to them read every half term and monitoring their reading books.
- Reading Comprehension groups in KS2
- Daily readers in KS1 and KS2
- 2 week reading programmes for disadvantaged readers who fall behind or are at risk of falling behind their peers
- Lego therapy (ready to learn)
- Sensory Circuits (ready to learn)
- Funded uniform / sports kits
- Funded Breakfast Club places

Evidence used to support the value of the additional activities taken from the EEF toolkit. November 2021

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>