

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	Newtown Primary School
Number of pupils in school	118
1	68%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Local Advisory Board
Pupil premium lead	Gemma Brierley
Governor / Trustee lead	Kelly Pattinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,564
Recovery premium funding allocation this academic year	£11,165
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	£114,729

Part A: Pupil premium strategy plan

Statement of intent

As part of Cumbria Education Trust we have a shared understanding with all the constituent collaborative colleagues and schools. It is a common aim and mission to ensure that we do all we can to enable every young person within our care to “Be the Best you Can Be”.

CET Statement of Intent:

To: Raise Standards, Opportunities and Aspirations across all schools in the Trust.

By:

- Having inspirational teaching & learning across all schools.
- Working collaboratively and innovatively, being outward facing.
- Implementing a diverse and creatively rich curriculum, which is educationally and financially sound.
- Having a culture that is open, honest and challenging.
- Training and developing staff in a way that is relevant, accessible and that embraces digital technology.
- Having clear lines of accountability.
- Having and nurturing great leaders across the organisation.
- Understanding and learning from stakeholder feedback.

In order to:

- Improve the educational provision (and, in turn, outcomes) for ALL students.
- Create a memorable and solid foundation for lifelong learning.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning made wider for disadvantaged pupils following long periods of school closures
2	Increase in social, emotional and mental health needs
3	Very low starting points on entry to school across all areas of learning
4	Attendance differences between PP and non-PP pupils
5	SEND/PP overlap – 38% of PP pupil also have SEND
6	Low levels of parental engagement

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
To close gaps in learning rapidly ensuring progress for all pupils from starting points	<ul style="list-style-type: none"> -Children entering school with lower-than-average base lines to make more than expected progress in EYFS. -All children in EYFS and KS1
Progress in Reading and Phonics	<ul style="list-style-type: none"> -At least 55% of children pass the phonics screening in Year 1 -At least 50% of KS1 children achieve expected levels in reading. -At least 50% of KS2 children achieve expected levels in reading with at least 20% achieving greater depth.
Progress in Writing	<ul style="list-style-type: none"> -At least 50% of KS1 children achieve Expected levels in writing -At least 60% of children achieve expected levels in writing. -Quality Cross curricular writing is evident in books and on displays across all subjects
Progress in Maths	<ul style="list-style-type: none"> -At least 50% of KS1 children achieve expected levels in Maths -At least 50% of children achieve expected levels in maths. -Arithmetic skills and reasoning and problem-solving skills are improved across all classes and year groups.
Attendance to be in line with or better than the national average.	<ul style="list-style-type: none"> -Reduction in the number of Persistent Absentees to less than national average. -Attendance to be in line with or better than the 2021-22 National Average percentage.
Improved parental engagement Engagement of parents	<ul style="list-style-type: none"> -Increased participation in events including open mornings and Parents evenings. -Regular reading at home.

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: £ 60,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit an additional teacher for the spring & summer term to allow the infants to have single age classes in order to focus on key skills and closing gaps to support transition. Agency costs (£21,600)	EEF +2 Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – This split will allow class teachers to focus on the key skills and knowledge for a single year group in each class.	1,3,5
Mentoring and coaching in place for less experienced members of staff (cost of supply staff tbc).		

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

Budgeted cost: £ 37,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>RWI – Phonics</p> <p>Resourcing costs and staffing</p>	<p>EEF +5</p> <p>EEF evidence show that literacy interventions have an extra 5/6 months progress.</p> <p>Studies also often report improved classroom climate following work on oral language.</p>	<p>1, 3, 5</p>
<p>Academic Mentor (NTP £950 – DFE pay the remaining salary) to offer targeted tutoring for those affected by the pandemic or mental health issues</p>	<p>EEF +4</p> <p>Disadvantaged pupils have been affected the most by the prolonged periods of school closures.</p> <p>Small group/1:1 tuition shows +5 months progress</p> <p>Studies show that one to one tuition has led to greater improvements, however, it also shows that there are times when tuition in groups of two or three has been equally or even more effective.</p> <p>Short, regular sessions over a set period of time appear to result in optimum impact.</p>	<p>1, 3, 5</p>
<p>NELI programme delivered daily in the EYFS unit to improve the spoken language ability of children.</p>	<p>EEF +6</p> <p>The EEF states that in England, positive effects have been found in studies where teaching assistants deliver high quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching such as NELI.</p>	<p>1, 3</p>
<p>Reading Interventions</p> <p>-Catch up literacy intervention programme delivered by fully trained and experienced STA.</p> <p>-Daily reading within school for the lowest 20% of children.</p>	<p>EEF +6</p> <p>Recent research from the EEF shows that Teaching Assistants who provide one to one or small group targeted intervention shows a positive benefit, particularly these interventions which are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>The EEF states that in England, positive effects have been found in studies where teaching assistants deliver high</p>	<p>1, 3, 5</p>

	quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching such as catch-up literacy.	
<p>TA interventions</p> <ul style="list-style-type: none"> -Use of precision teaching intervention to improve working memory and retention skills. -Specific 1-1 interventions including Power of 2 and Plus 1 maths interventions. -Phonics and RWI interventions. -EAL intervention support 	<p>EEF + 4</p> <p>EEF evidence shows that targeted deployment, where teaching assistants are trained to deliver an intervention to a small group or individuals is shown to have a high impact.</p>	1, 3, 5
<p>Accelerated Reader and targeted literacy interventions</p> <p>Accelerated Reader embedded in school in all years from 1-5</p> <p>Regular STAR testing half termly and book quizzes.</p>	<p>EEF +5 & +6</p> <p>EEF evidence show that literacy interventions have an extra 5/6 months progress.</p> <p>Studies also often report improved classroom climate following work on oral language.</p>	1,3
<p>Social and emotional support</p> <p>SEMH small group work.</p> <p>1-1 sessions where necessary.</p>	<p>EEF +4</p> <p>The EEF states that there is evidence to show that working with teaching assistants can lead to improvements in pupil' s attitudes.</p> <p>Research from the EEF also shows that SEL interventions are likely to improve emotional or attitudinal outcomes when embedded into routine educational practises.</p>	2 , 4
<p>Targeted use of HLTA in Y6 every morning</p>	<p>EEF +4</p> <p>Research from the EEF shows that both targeted interventions and universal approaches have positive overall effects.</p>	2,

	Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – monitoring and support	DFE research shows that the higher the pupil absence rate across KS2 the lower attainment at the end of KS2.	4
Breakfast club places	Positive research showing that reducing the stress of the morning routine for families and children by providing a breakfast club can help with behaviour attendance and sociability. IRIS	2, 4, 6
Parental engagement	EEF +4 Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	6
After school enrichment opportunities including school choir, sports, art, wellbeing	EEF +3 Being involved in the Arts offers wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	2,4
Pupil Premium Pupil Help with uniform (School and PE) Help with Trip costs and after school clubs where applicable.	Pupils from lower socio-economic households are less likely unable to afford the cost of school uniforms, trips and extra-curricular activities. With regards trips and extra-curricular activities, wider benefits such as more positive attitudes to learning and increased well being have been reported.	2, 6
Incidentals	£729.00	

Total budgeted cost: £114,729

Projected

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.

Need to add Y6 & Y2 PP Vs Non PP data for reading, writing maths

Year 2 Data 2021

	All	PP	Non-PP	
Reading	35%			
Writing	23%			
Maths	38%			

Year 6 Data 2021

	All	PP	Non-PP	
Reading	54%			
Writing	62%			
Maths	46%			

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
Nuffield Early Language Intervention	Nuffield

Myon	Renaissance
Accelerated Reader	Renaissance
Power of 2 and Plus 1	123 Learning
TTRS / Numbots	Maths Circle
Maths Whizz	Whizz education
Developing Experts - Science	Developing Experts