



Pupil Premium Strategy Statement

Newtown Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mhairi Roberts
Pupil premium lead	Mhairi Roberts
Governor / Trustee lead	Kelly Pattison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£139,120

Part A: Pupil premium strategy plan

Statement of intent

As part of Cumbria Education Trust, we share a common aim and mission to ensure that we do all we can to enable every young person within our care to excel and “Be the Best you Can Be”.

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. We will do this by having an unrelenting focus on how we can have the most impact on our pupils’ lives during their time at Newtown Primary School.

Our overall intent is to raise standards, opportunities and aspirations by:

- Having inspirational teaching & learning across school
- 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 embraces digital technology
- Having clear lines of accountability
- Having and nurturing great leaders across school
- 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	Very low starting points on entry to school across all areas of learning, particularly oracy and early language skills.
2	Low phonic knowledge at EY/KS1 and subsequent poor spelling at KS2 has an impact on reading and writing standards across the school.
3	Increase in social, emotional, and mental health needs which impacts confidence, resilience, behaviour and attitudes to learning.
4	Attendance and safeguarding issues impact more heavily on PP children in school than NPP; these issues contribute to significant barriers to progress for PP children.
5	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
<p>Robust assessment and tracking is in place to identify individual starting points.</p> <p>Strong quality-first teaching and targeted intervention drive progress for all pupils.</p>	<p>All pupils make strong progress, despite their individual starting points, in all areas of the curriculum.</p> <p>Teaching of oracy and Early communication is purposefully planned for needs of pupils and is taught well.</p> <p>NELI interventions delivered.</p> <p>Pupils will achieve national averages and gaps in learning will reduce.</p>
<p>Phonics knowledge will be secure for all PP children allowing them to become fluent readers.</p> <p>Writing and spelling skills improved through dialogue in class, rich use of vocabulary across the curriculum.</p> <p>Targeted writing and spelling support will lead to rapid closing of the gaps.</p>	<p>PP children will achieve in line with national standards in the phonic check and gaps in knowledge will be closed.</p> <p>Rich and varied vocabulary will be evident in children's writing.</p> <p>High-quality writing modelled.</p> <p>Improvement in spelling scores across all year groups.</p>
<p>Pupil's self-worth, confidence and resilience will be improved.</p> <p>Pupils will be equipped with appropriate strategies to help them regulate independently and the number of behavioural incidents will reduce.</p>	<p>Pupils are emotionally ready to learn and books show that they are producing the same or a higher quality and amount of work as peers.</p> <p>Pupils talk positively about themselves and life at school.</p> <p>The curriculum enables pupils to develop emotional intelligence, teaching them skills to understand and manage their emotions effectively, reducing emotional barriers to learning.</p> <p>Positive mental health and growth mindset approaches are threaded through the curriculum and everyday aspects of school life.</p>
<p>Attendance to be in line with or better than the national average</p>	<p>Children will attend regularly and have a positive attitude to school.</p> <p>Reduction in the number of Persistent Absentees to be in line with the National Average or better.</p> <p>Attendance to be in line with or better than the 2024-25 National Average percentage.</p>

Improved parental engagement	<p>Improved and increased communication with parents about their child's progress and attainment at key milestones and how parents can support their child at home.</p> <p>Drop-in sessions with SENDCo and EWO.</p> <p>Increased participation in events including open mornings, celebrations, parent evenings and parent information sessions.</p> <p>Weekly newsletter, messaging and social media posts.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD and whole staff development for Reading Lead to continue coaching and support staff throughout the year	<p>EEF 'Effective Professional Development'</p> <p>When designing and selecting professional development, focus on the mechanisms.</p> <p>Ensure that professional development effectively builds knowledge, motivates staff.</p>	1,2,3
CPD programme for staff targeting quality first teaching (including mastery), and the development of effective teaching and learning strategies.	<p>Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Good professional development is crucial to ensure excellent teaching. EEF research concludes that teaching is the top priority, including CPD.</p> <p>Disadvantaged pupils have been the worst affected by partial school closures (EEF). More able disadvantaged pupils are the group at highest risk of underachievement (EEF).</p> <p>High quality CPD is essential to follow EEF principles. CPD is followed up during staff meetings and INSET.</p>	1, 2, 3
Ensuring all teaching staff are aware of what makes consistently effective teaching and learning and ensure that they have time to reflect on their strengths and areas for	EEF points to clear and actionable recommendations for teachers and senior leaders based on the best available evidence on order for students to make the most progress.	1, 2, 3

improvement and that they are aware of the support and development mechanisms.		
CPD delivered SEMH based curriculum to all staff including support, to empower all to be pioneers of inclusive education.	Research has shown that children with ACEs struggle more with learning and participating at school, with language development, communication, attendance, and excelling academically. They have a higher likelihood of underachieving in all phases.	1, 3
Continue to share practice of feedback strategies across the school through T&L briefings, coaching and book scrutiny - highlighting good practice and actioning areas of weakness.	EEF teacher toolkit consistently has feedback with most impact. "Feedback studies tend to show very high effects on learning...In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact".	1, 2, 3

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group Interventions with STA to deliver targeted support based on assessment of need and enhance quality first teaching	<p>Research has found that disadvantaged pupils have been worst affected by partial school closures.</p> <p>According to the EEF's report 'The Attainment Gap' 2017: "Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment."</p> <p>Robust, specific time-managed interventions with high quality staff will address specific needs identified through ongoing assessment.</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, 2, 3
School led tuition programme in place for identified pupils	<p>EEF evidence shows that 1:1 tuition is very effective at improving pupil outcomes, especially those with low prior attainment or are struggling in particular areas. Tuition is more likely to have an impact if it is additional to and explicitly linked with normal lessons (EEF +4)</p> <p>Disadvantaged pupils have been affected the most by the prolonged periods of school closures.</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>	1, 2, 3

	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Short, regular sessions over a set period of time appear to result in optimum impact.	
NELI programme delivered daily in the EYFS unit to improve the spoken language ability of children.	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 (EEF +6).	1, 3
Reading Interventions Catch-up Literacy Intervention Programme delivered by fully trained and experienced STA. Reciprocal Reading Programme and Peer to Peer Reading. RWI and Fresh Start Reading Interventions Daily reading within school for the lowest 20% pupils.	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 (EEF +6). EEF found that children in Year 5 and Year 6 who had been identified as struggling with reading comprehension made an average of +2 months ' additional progress in reading comprehension and overall reading. Research showed that the intervention had an even larger positive impact on children who were eligible for free school meals.	1, 2, 3
TA interventions Delivery of pre-teach and post-teach interventions Use of precision teaching to improve working memory and retention skills. Specific 1-1 interventions including Toe by Toe, Power of 2 and Plus 1 maths interventions.	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 (EEF + 4).	1, 2, 3
Social and emotional support SEMH small group work. 1-1 sessions where necessary.	The EEF states that there is evidence to show that working with teaching assistants can lead to improvements in pupil' s attitudes (EEF +4). Research from the EEF also shows that SEL interventions are likely to improve emotional or attitudinal outcomes when embedded into routine educational practises.	3, 4, 5

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

Budgeted cost: £24,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Readiness for learning – breakfast club, milk and fruit to promote a healthy diet	Positive research showing that reducing the stress of the morning routine for families and children by providing a breakfast club can help with attendance and sociability.	All challenges
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.	3, 4, 5
Attendance – monitoring and supporting pupils and families Engagement and Wellbeing Officer to improve attendance of PP pupils, reduce persistent absences and run emotional literacy/resilience programmes to support PP pupils experiencing social and emotional barriers to attendance and progress. Delivery of ELSA programme.	DFE research shows that the higher the pupil absence rate across KS2 the lower attainment at the end of KS2. A whole child approach ensures no disconnect between the pastoral barriers to educational achievement facing pupils eligible for the pupil premium and the teaching and learning initiatives which school is funding through the pupil premium. The average impact of the parental engagement approaches is an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement strategies are typically more effective with parents of very young children. The EEF Guidance report has four recommendations when working with parents. Recommendation 4 is to offer more sustained and intensive support where needed. 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.	All challenges
Development of the Mental Health and Wellbeing team in school.	Expanding Mental Health Teams in Education, report January 2024: "Education providers play a vital role in mental health literacy through the curriculum, through identification of at-risk children and young people, through early intervention and access to specialist support (Department for Education, 2021). Teachers are the most common first point of contact and support for children and young people experiencing mental health issues. A sixth of children and young people between the ages of 6-16 years old have a probable mental health condition	All challenges

	(NHS Digital, 2022). Children and young people have been affected by unprecedented interruption to education and their social lives as a result of the Covid-19 pandemic. This is now being followed by a rise in the cost of living that will impact thousands of families struggling to make ends meet.”	
After school enrichment opportunities including school choir, sports, art, STEM and wellbeing Partnership with Manchester Utd Foundation	Being involved in the Arts offers wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF +3). .	All challenges

Total budgeted cost: £139,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023-2024 academic year, drawing on national assessment data and our own internal summative and formative assessments.

Teaching Priorities

To close gaps in learning, rapidly ensuring progress for all pupils from starting points.

Review:

To drive progress and close gaps, two additional temporary classrooms in UKS2 were opened from January 2024 to July 2024 which enabled teachers to drive outcomes through high-quality, targeted teaching in classrooms which was complemented by whole class purposeful interventions.

A structured programme of CPD was delivered to teaching and support staff throughout the academic year 2023-2024 which included: training all staff in the delivery of RWI phonics on an ongoing basis; training for tutoring; maths modelling, training for whole class reading; training on emotional resilience and training on identification of SEND. This has led to enhanced teaching and learning across school which specifically targets disadvantaged pupils. The majority of teaching is good or better and excellent teaching is shared and modelled.

The focus on the teaching of reading, including phonics had a significant impact on the outcomes of pupils with an increased number of pupils achieving well in line with expected standards at the end of reception, KS1 and KS2.

Embedding Read Write Inc, a DfE validated Systematic Synthetic Phonics programme, across school has enabled school to secure stronger phonics teaching for all pupils. Outcomes have increased significantly with 75% of pupils in Year 1 and 100% of pupils in Year 2 participating in the screening passing.

Targeted academic support:

1:1 and small group interventions delivered by skilled teaching assistants using accredited, research-driven programmes.

Suite of effective interventions offered across school. CPD matched to intervention need.

Review:

Targeted interventions to support the delivery of the curriculum including the National Tutoring Programme in KS1 and KS2. Outcomes are improving across school.

The deployment of skilled teaching assistants to deliver a range of targeted interventions to disadvantaged pupils throughout the academic year 2023-2024 led to improved progress for key

pupils; this was focused primarily on disadvantaged students in Y2 and Y6 and enabled them to access the full core curriculum more successfully through strengthening basic skills and key concepts.

At KS1, skilled teaching assistants delivered a range of interventions to pupils experiencing barriers to progress and this led to gaps closing as children acquired the key skills they need to access the curriculum. This impacted significantly on the development of early reading, maths (arithmetic) and language.

1:1 'Catch up' tutoring was delivered to KS2 pupils who had been assessed as not having age appropriate reading skills due to poor phonics knowledge. This led to significant improvements in progress for disadvantaged pupils and was reflected in the progress made from baseline assessments.

Wider Strategies:

Attendance to be in line with or better than the national average.

Improved parental engagement.

Review:

A robust system to monitor daily attendance monitoring was embedded. Daily phone calls home and home visits were undertaken to challenge non-attendance and support families where concerns around non-attendance and persistent absence were identified. Fri-Yay attendance incentives were introduced across school to celebrate attendance and reward pupils attending every day. House Points and House Teams relaunched in school and given high priority. House point competitions and events were organised throughout the year and house points earned were celebrated widely in classrooms, playgrounds and in our whole-school assemblies.

A suite of pupil roles and responsibilities were introduced across school enabling pupils to take on leadership roles and get involved in the running of the school.

Enrichment beyond the curriculum included trips, visitors and extra-curricular clubs delivered by Carlisle United, Manchester United Foundation, Eden Rivers Trust, Tullie House, Archives Centre, Carlisle Library, Phunky Foods and Carlilse Cathedral Choir outreach.

An outward bound residential enabled pupils in Year 6 to spend 3 days immersed in the Lake District, experiencing first-hand the beauty of the Cumbrian fells walking, kayaking and climbing.

Each class had the opportunity to visit the Lake District on a class trip in the summer term. Children spent the day fell walking on the fells (KS2) and walking around Buttermere (KS1 and EYFS).

Improved and refined methods of communication was developed for parents and our wider school community through active social media posts, parent mail, text messaging and the distribution of a weekly newsletter celebrating events in school.

School was opened up to parents with regular invites to join in school celebrations and events which included weekly reading drop-ins in EYFS, stay and play sessions, Phunky Food sessions, family food bank, pre-loved uniform, parent information sessions (SATs, Phonics, Multiplication Check, maths and reading), Book and a Brew session, a Christmas Carol service, Christmas Nativity, Year 6 leavers celebration and delivery of a parent safeguarding and mental health sessions through the SPACE Programme.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
KAPOW PSHE	KAPOW
Nuffield Early Language Intervention	Nuffield
Reciprocal Reading	FFT Literacy
Power of 2 and Plus 1	123 Learning
TTRS	TTRS
Developing Experts - Science	Developing Experts
White Rose Premium	White Rose Maths