

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 |
| Number of pupils in school | 233 |
| Proportion (%) of pupil premium eligible pupils | 48.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2025 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Simone Chesney-Ly |
| Pupil premium lead | Simone Chesney-Ly |
| Governor / Trustee lead | Dai Meredith |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £134,345.00 |
| Recovery premium funding allocation this academic year | £14,065.00 |
| 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 | £148,410.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Newtown Primary School, we have high expectations for all pupils in our school. We aim to provide the highest possible quality of teaching and learning through a curriculum that is stimulating, challenging and memorable. As an inclusive school we are committed to educate and develop all our pupils and give them equal access to a broad and balanced curriculum. At Newtown Primary School we have designed our curriculum to meet the specific needs of our pupils and our community. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (e.g. vocabulary acquisition). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. However, this is in itself not always enough. Targeted academic support is used, when and where appropriate, based on the diagnosed needs of each individual child.

The key principles underpinning the strategy plan are:

- staff to have high expectations of all children
- all pupils receive quality first teaching each lesson
- addressing non-academic barriers to attainment such as attendance, well-being and cultural capital
- access to our full curriculum
- providing targeted academic support for those not making expected progress
- approaches adopted are selected on the basis of strong educational evidence

Challenges

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

| Challenge number | Detail of challenge |
|---------------------------|---|
| 1 Language Development | Many children entering reception class have lower levels of speech and language than previous cohorts. There is also a trend that, social skills are less developed than in previous cohorts. Children's exposure to tier 2 and 3 vocabulary outside of the school setting is limited. |
| 2 | Fundamental arithmetic and number skills - including the ability to subitize and efficiently select the most appropriate method - are less well |

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| Mastery of Number/Fluency in Maths | developed for Pupil Premium children than other pupils and impacts on pupils reaching expected levels at EYFS, KS1 and KS2. |
| 3 SEND | 39% of pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children are in need of speech and language intervention. |
| 4 Attendance/Persistent Absence | The average attendance percentage and recorded lateness of pupil premium/disadvantaged pupils is below that of their peers. The overall attendance gap to non-disadvantaged pupils is 4.9%. The persistent absence rate of pupil premium/disadvantaged pupils is 18.5% higher than that of their peers. 31% of disadvantaged pupils are persistently absent. |
| 5 SEMH | Some pupils have non-academic barriers to attainment such as emotional well-being, social and behavioural needs which impact the pupil's attainment and readiness to learn. |

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 improve oral language skills and vocabulary among disadvantaged pupils | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Wellcomm impact data shows improved communication and language skills for children in EYFS and KS1. Our broad, balanced, challenging and enriched curriculum exposes children to new (tier 2 and tier 3) vocabulary. |
| To improve reading attainment among disadvantaged pupils | Phonics Screening Check scores for disadvantaged children is broadly in line with their peers. KS2 reading outcomes demonstrate improved outcomes for disadvantaged pupils. |
| To improve outcomes for disadvantaged pupils in Early Maths, which in the longer term will impact on KS1 outcomes and KS2 outcomes. | Assessments indicate that maths attainment among disadvantaged pupils is improving and closer to that of non-disadvantaged pupils. Fundamental arithmetic and number skills are well developed for Pupil Premium children and closer to that of non-disadvantaged pupils. % pupils reaching expected levels at EYFS, KS1 and KS2 improving over time. |

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| To improve the outcomes for disadvantaged children by understanding their barriers to learning and ensuring they are ready to learn. | Teachers have a greater understanding of their pupils' needs to ensure they are met. Pupils have access to high quality teaching and targeted interventions, where needed, to support them making progress. |
| To continue to track attendance for all pupils, and ensure all disadvantaged pupils will meet national expectations for attendance. | Disadvantaged pupils' average attendance matches national averages for non-disadvantaged pupils (95%+). Attendance has been regularly monitored by the headteacher and attendance officer, holding Statutory Attendance Meetings, bringing about an increase in Pupil Premium' pupils' attendance and a decrease in persistent absence. |
| To improve pupils attitudes to learning through self-management of emotions | Pupils have the tools and strategies to develop resilience and positive learning attitudes. Children spend more time in the classroom and individual attainment increases. |

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: £80,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensuring quality first teaching in all year groups and across the curriculum.</p> <p>Release staff so that they can observe models of outstanding practice in school and receive planning support.</p> | <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> | 1, 2, 3 |
| <p>CPD and ongoing training to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> | <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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> | 1, 3 |
| <p>Maths Mastery specialist (NCETM Central Maths Hub) supporting teaching staff at Newtown.</p> | <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows Mastery learning approaches address gaps in children's learning by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> | 2 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key</p> | <p>Working alongside Maths Mastery specialist from Central Maths Hub.</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</p> | 2 |

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| elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training, Mastering Number EYFS, Y1, Y2) | <p>approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,383

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contracting a Speech and Language Therapist for targeted support in order to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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> | 1, 3 |
| Additional Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support both in KS1 and those in LKS2 | <p>Phonics EEF (educationendowmentfoundation.org.uk)</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</p> | 1, 3 |
| Targeted '5 Minute Box' intervention. Individual sessions with a HLTA or teaching assistant, in addition to standard lessons. | <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and</p> | 1, 2, 3 |

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| | 'catch-up' with previously higher attaining pupils.' | |
| Teachers / LSAs to focus on ensuring that disadvantaged pupils are heard read regularly by an adult. Those needing additional support receive group 'Fluency / Comprehension' interventions. | Small group tuition EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) These strategies have been shown to be effective when they reflect those of classroom practice. Strategies are first taught to a class and then practiced in pairs or small groups. | |

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

Budgeted cost: £19,260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Inclusion leader, admin support and family support worker to work alongside vulnerable families / disadvantaged pupils to improve school attendance. Half termly attendance check meetings with parents Liason with external services. | Working together to improve school attendance - GOV.UK (www.gov.uk) The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 2, 3, 4 |
| Family support worker to support families with Early Help / TAF / CIN / CP offering or signposting a wide range of support for families. Specific training for staff on ACES and Nurture approaches. | Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) Evidence suggests that delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage. | 4, 5 |

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| <p>Dedicated member of staff employed to focus on SEL interventions</p> <p>Offering bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions</p> | <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows improved SEL skills are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which subsequently increase academic attainment.</p> | <p>5</p> |
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Total budgeted cost: £153,743

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.

Intended Outcome 1 – Children are confident in Reading, Writing and Maths when they leave Newtown

Our whole school End of Key Stage 2 data was broadly in line with National. Reading 63%, Writing 77%, Maths 67% and Grammar, Punctuation and Spelling 73%. Whilst disadvantaged children achieved lower than their non-disadvantaged peers the gap has closed significantly since 2019. (Reading +14% to 50%, Writing +4% to 75%, Maths +8% to 58% and Grammar, Punctuation and Spelling + 50%).

Intended Outcome 2 - The SEMH needs of the pupils are met effectively.

More children with SEMH needs were identified and bespoke support put in place including: 1:1 Therapeutic Mentoring, a tailor-made programme around the need of the child; Lego Therapy, to develop social skills, team building and develop identity and confidence; Family Support, offering a holistic approach for the child; 6-week group interventions in Managing Anger, Emotional Awareness, Resilience, and Friendship. As a result, behaviour incidents are low and children are spending less time out of class.

Intended Outcome 3 – Attendance gap is closed

Attendance for Pupil Premium Pupils was 88.4% for the academic year 2021/22. This is a key part of the school improvement plan for 2022/23.

Intended Outcome 4 – Staffing is secure and improving

The 4 ECTs who began their teaching career at Newtown in 2022/23 have continued into their second year. CPD was provided for all staff in Writing and Mathematics and these principles have been embedded with the overall quality of teaching improving. Individual teachers were provided with CPD and opportunities to work with experts both internally and externally to raise the standard of teaching. Ensuring quality first teaching remains the focus of our pupil premium strategy.

Intended Outcome 5 – Parental Involvement

Parental Engagement increased in 2022/23. 76% of Parents of Pupil Premium Pupils attended parents evening. This was broadly in line with parental engagement of non-

disadvantaged pupils (81%). In addition, we introduced parental workshops for all parents to attend relating to Phonics, Year 4 MTC, KS1 and KS2 SATs.

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 |
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