

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 Church of England Primary School
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	48% (153 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 / 2023
Date this statement was published	September 2022
Date on which it will be reviewed	February 2023 July 2023
Statement authorised by	Wendy Mitchell (Acting Headteacher)
Pupil premium lead	Katie Wandless
Governor / Trustee lead	Glyn Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,590 (22/23 financial year)
School led tutoring funding allocation this academic year	£22,680
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	£208,270

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase. Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A strategy Group, that includes leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Challenges

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

Challenge number	Detail of challenge
1	SEN 30% of our disadvantaged pupils also have a SEND need (45/153). 23% of the disadvantaged children on the SEND register also have an SEMH need (10/45)
2	Attendance Poor attendance and persistent absences of some of our disadvantaged children does affect their progress and attitudes towards learning. • Whole school attendance for last academic year is 93.02%. • Attendance of disadvantaged children for last academic year was 92.3%. • Attendance of disadvantaged children also on the SEND register for last academic year was 91.9%.
3	Speech, language and communication On-entry attainment into EYFS is lower than national averages, especially in the prime areas. Speech, language and communication skills is generally lower for disadvantaged children.
4	Academic progress and attainment Progress and attainment across the school is lower for those eligible for pupil premium, including the number of those working at greater depth.
5	Emotional resilience The emotional resilience of some of the disadvantaged children limits their focus and problem solving. Additional emotional support is required for children open to outside agencies. Further turbulence is caused by multiple school moves.
6	Mental health The COVID-19 pandemic has prevented a number of children from attending school for long periods of time. A number of children have been greatly impacted by the pandemic in terms of their mental health and their stamina for learning.
7	Social and economic deprivation Newtown C of E serves a very mixed community, which includes children who come to school with a wide range of social and emotional experiences. Dep- uration can affect the well-being of some of our pupils.

Year group	Number of children in cohort	Number of children eligible for pupil premium funding	%
EYFS	51	17	33%
Year 1	53	21	40%
Year 2	44	23	51%
Year 3	57	35	62%
Year 4	33	14	42%
Year 5	37	21	57%
Year 6	46	22	47%

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
All children receive good or better quality of teaching which contributes to improved pupil outcomes, this includes children with an additional need.	- Teaching across the school is graded as good or better by SLT - Milestone data reflects improved pupil outcomes for all groups, including SEND (+4% at each milestone) - KS1 and KS2 outcomes reflect improved pupil outcomes for all groups, including SEND (+8% each academic year)
Early speech and language intervention to narrows the vocabulary gap.	- Intervention data shows good progress and attainment (intervention data & staff observations) - Teacher assessment shows impact of intervention in a range of curriculum areas (staff observations and attainment in a range of curriculum areas)
Teaching of reading to be systematic and high quality.	- Children enjoy reading (wellbeing survey) - Milestone data for reading reflects improved pupil outcomes (+4% at each milestone) - KS1 and KS2 outcomes for reading reflect improved pupil outcomes. (+8% each academic year)
Pupil's well-being is supported effectively to ensure they are ready for learning.	- Children enjoy school (wellbeing survey) - Children feel safe in school (wellbeing survey) - Parents talk positively about school (parent feedback and survey) - Child attend school (93%+ this academic year) - Children are ready to learn so they can access the curriculum and develop into lifelong learners (reduced behaviour incidents reported)

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: £38,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - Quality of teaching for all Quality of teaching and learning needs to remain at least consistently good or better. Quality first teaching can improve pupil outcomes for all children. A large proportion of our disadvantaged are also SEND and so it is vital that staff have an understanding of the basic principles of teaching and learning that are applied across all subjects, including feedback.	EEF (+7) - <i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</i> EEF (+6) - <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i>	4, 6
CPD – SEND Toolkit Due to the high proportion of disadvantaged children who also have a SEND need, a SEND planning tool kit is being further embedded across the school with top up training.	EEF (+2) - <i>Within class attainment grouping has a positive impact, on average, of 2 months additional progress. By adapting teaching to pupils' needs and prior knowledge, teachers may be able to support, stretch, and challenge pupils' learning more effectively.</i>	1
CPD – Kinetic letters At Newtown C of E Primary School we feel that, regardless of background or ability, all children have the right to learn to write legibly. All classroom based staff will therefore take part in CPD to ensure they are fully trained in the kinetic letters programme and the children have the resources to support the programme.	EEF Preparing for Literacy Guidance <i>Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. In turn, this supports writing composition.</i> <i>Handwriting is a complex activity that involves the co-ordination of motor and visual-motor skills. Up to 30% of children may experience handwriting difficulties, so it is important to carefully monitor and plan appropriate support and intervention. Such children are likely to benefit from individualised instruction, but it is important to identify the specific issue before planning further support. It is also challenging for children to unlearn poor habits, so dealing with handwriting issues early—for example, by ensuring appropriate grip—is likely to be more effective than later intervention.</i>	4, 6

• CPD – Reading & Phonics At Newtown C of E Primary School we feel that, regardless of background or ability, all children have the right to learn to read. All classroom based staff will continue to receive CPD to ensure they are fully trained in a validated SSP programme as well as a range of reading comprehension approaches.	EEF (+6) - <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> EEF (+5) - <i>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. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i>	4, 6
• HLTA An HLTA will be based in the mornings in year 6 focussing on specific gaps for our disadvantaged children through pre and post teaching and to ensure these year groups are split over three smaller groups.	EEF (+4) - <i>Small group tuition has an average impact of four months additional progress over the course of a year.</i> EEF (+2) – <i>Reducing the class size has a positive impact of +2 months, on average. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils of minimising disruption</i>	4, 6

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

Budgeted cost: £14,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and post teaching intervention Staff are deployed in the afternoon to provide pre and post teaching opportunities. This may be as a group or 1-to-1 depending on the needs of the child.	EEF (+4) - <i>Small group tuition has an average impact of four months additional progress over the course of a year.</i> EEF (+5) - <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i> EEF (+4) - <i>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i>	4, 6
Speech and Language interventions EYFS smaller key groups. NELI Intervention Time to Talk Intervention Individual speech and language programmes Whole school vocabulary project Staff are deployed in the afternoons to deliver speech and language interventions. Speech and language is overseen by the inclusion lead as well as being prioritised by our EYFS lead. The aim to improve the use of vocabulary across all subjects and further develop the speech and language provision will be achieved by providing whole staff training, improving speech and language interventions, creating vocabulary progression documents and improving the teaching of vocabulary by implementing the 'word aware' teaching opportunities throughout the curriculum.	EEF (+6) – <i>The average impact of oral language interventions is approximately an additional six months progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language, Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i> EEF (+4) - <i>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i>	3

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

Budgeted cost: £130,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW-Attendance, Family liaison and outreach The HSLW works in partnership to bring the attendance in line with national. The HSLW provides a greater level of pastoral support to out vulnerable families, offering a package of support that includes working with outside agencies.	EEF (+3) - <i>Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents. Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs area greater. Plan carefully for group-based parenting initiatives (eg, regular workshops): a convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships</i>	1, 2, 5, 7
Creative Curriculum Three members of staff will work with a small group in the afternoon. The activities will be underpinned by a Thrive approach to promote positive mental health and emotional wellbeing.	EEF (+5) - <i>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</i> EEF (+4) - <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i>	1, 5

• Councillor On the return to school, all pupils completed an ELSA questionnaire that identified concerns regarding lockdown. Following on from that, we have had a number of children who have disclosed further details of their lockdown experiences. A trained councillor is being employed to work with key children.	EEF (+4) - <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i>	5
• ELSA A number of our children who are eligible for pupil premium funding also require additional emotional support to help them access learning. ELSA is used throughout the school for self-esteem, anger management, social skills, friendship and emotional regulation. Lego therapy is also used throughout the school. This support is primarily given by our dedicated ELSA team. Each child is provided with a specialised programme to meet their individual needs.	EEF (+4) - <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i>	5
• Breakfast club Newtown C of E aims to support families who struggle to provide breakfast for their children in addition to working alongside our families. This is free of charge and also will lead to improved attendance and punctuality.	EEF (+2) - <i>supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Whilst an impact on attainment was not seen for pupils in Key Stage 2, school breakfasts may be more nutritious and attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</i>	2, 7
• School uniform A free jumper and cardigan is also given to all disadvantaged children each year to ensure they are in correct attire to help with the children's well-being whilst supporting our families.	EEF - <i>Wearing a uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement.</i>	7
• Residential and school trip contributions To ensure all children have access to enhanced life experiences, all disadvantaged children will have the opportunity to access subsidised (or free when needed) school trips and residential.	EEF - <i>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i>	7

• Individual costs A small amount of money is kept aside from the pupil premium funding to support individual children and families with specific requests. Parents are able to make requests to access this funding through the senior leadership team.	EEF (+4) – <i>On average, individualised instruction approaches have an impact of 4 months additional progress.</i> EEF (+4) – <i>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.</i>	7
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School-led Tutoring Grant

Budgeted cost: £ 22,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring 7 members of staff will undertake training to deliver 1-to-1 tutoring.	EEF (+5) - <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i>	6

Total budgeted cost: £208,270

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.

Teaching and Learning

Newtown C of E Primary School has invested in a tailored CPD programme for all staff. The quality of education is good and was recognised by Ofsted in November 2019.

CPD – Quality of teaching for all

CPD took place for all staff weekly. This was mapped out each term by the SLT and then discussed at SLT meetings each half term to ensure they were purposeful and targeted to our school, children and community.

CPD – SEND Toolkit

Following CPD in the academic year 2019-2020, the SEND toolkit continues to be used well by staff to plan for children not working at age related expectations. In the Spring term, SLT trialled individual trackers using the SEND toolkit statements rather than the Hampshire trackers. This has now been rolled out across the school and every child on their SEND register has their own tracker. This allows all staff working with the child to see the specific gaps and provide targeted interventions to make progress.

CPD – Reading and Phonics

All classroom based staff have taken part in CPD to ensure all are fully trained in a validated SSP programme as well as a range of reading comprehension approaches. The impact of this has not yet been seen in outcomes of the phonics test but has been seen by teachers in children's reading.

End of Key Stage 2 reading outcomes were stronger than other curriculum areas.

HLTA

The HLTA in Year 6 was deployed across the year group throughout the year. She was able to take small groups to focus on specific gaps for our disadvantaged children, including through pre and post teaching.

Of the children tutored:

- 83% moved from WTS to EXS or GDS in reading
- 83% moved from WTS to EXS or GDS in writing
- 58% moved from WTS to EXS or GDS in maths
- 58% moved from WTS to EXS or GDS combined

Targeted academic support

Pre and post teaching interventions

Interventions are planned for each half term across the school. Although some of these interventions are more formalised programmes, staff have also been deployed to provide pre and post teaching opportunities. This will continue in the next academic year.

Of those children that were offered pre and post teaching interventions:

- 69% moved from WTS to EXS or GDS in reading
- 54% moved from WTS to EXS or GDS in writing
- 65% moved from WTS to EXS or GDS in maths
- 43% moved from WTS to EXS or GDS combined

Speech and Language interventions

The use of speech and language interventions continues to be used as a tool to unlock children's potential and their ability to communicate their level of understanding. Whilst not all of the programme assessments were completed, progress was evidenced in meeting the early learning goals. These programmes will continue into Year 1 to ensure children make the maximum progress.

Moving forward, the EYFS leader has identified an additional intervention (Time to Talk) that may be more appropriate for the current cohort.

Wider strategies

HSLW

The HSLW works tirelessly with leaders to improve the attendance for our most disadvantaged children. This was recognised by Ofsted 2019. The families are supported and outside agencies are involved to work alongside key families.

Attendance of all pupils has varied due increased cases of COVID. Individual groups of children have been monitored and targeted and therefore their attendance has improved over time. Although progress has been made, a relentless drive is still required. Whole school attendance for last academic year is 93.02%.

Creative curriculum

The creative curriculum is now a fundamental part of the Newtown day for a number of children. Due to the flexible approach, we have been able to add children into the intervention and transition some back to class as necessary. The children working in their enjoy it and are benefitting from the Thrive based approach. Adults working in these sessions with these children are then able to bring the strategies back to the classroom with them. It is also an excellent opportunity for relationship building.

The ELSA who leads the intervention has tracked the children's individual targets to see the progress they have made and next steps.

Councillor

A range of children identified by the inclusion team were able to access the school councillor. Whilst the content of the sessions remain confidential, the councillor has identified progress the children have made and the impact of these sessions can be seen in the way children are able to regulate and focus in class.

ELSA

Our ELSA has been able to provide specialised programmes of support for children who require it. This can include Lego therapy, therapeutic story writing, bereavement support, young carer's lunchtime clubs and 1:1 sessions / check ins. These sessions are discussed in fortnightly inclusion meetings to ensure all children who need support are provided with it. Last academic year over 50 children received ELSA support in some form.

Breakfast Club

All disadvantaged children are offered free breakfast club place. A number of children accessed this offer which not only ensures the child started the day with a nutritious meal but also ensures a settled start to the day. Currently, 40 children attend regularly and are able to start the day calmly and well-fed.

School Uniform

All disadvantaged children were offered a free jumper at the start of the school year. 90% of those families eligible accessed this offer.

Residentials

By contributing to residentials and school trips, all disadvantaged children were given the opportunity to access subsidised trips. The Year 5/6 residential went ahead and 27 out of the 72 children who attended accessed subsidised places which supported them to gain the experience of a residential.

Recovery Premium

Additional teacher

An additional catch up teacher worked across years 2, 3, 4, 5 and 6 throughout the year to focus on specific gaps and targeted them through pre and post teaching. The model implemented meant that teacher's identified small groups of children with similar gaps and they were supported to fill those gaps before joining their class on the next step for learning.

Additional LSA

An additional LSA was deployed to support the needs of children in Year 1. The year team identified a greater need for phonic interventions which was delivered. NELI (a speech and language intervention) was then used to compliment this.

Tutoring

Staff were deployed to tutor a variety of children from January 2022. This was to address gaps quickly and target them so they did not come long term misconceptions.

Of those children that were supported through the recovery premium:

- 69% moved from WTS to EXS or GDS in reading
- 54% moved from WTS to EXS or GDS in writing
- 65% moved from WTS to EXS or GDS in maths
- 43% moved from WTS to EXS or GDS combined

Attainment KS1 (2021 - 2022) Disadvantaged Pupils				
Percentage reaching expected standard	Difference between non-PP and PP	Difference between non-PP and PP non SEND	National Disadvantaged (2018 – 2019)	National Non-PP Outcomes (2018 – 2019)
Reading,	-6%	+17%	62%	78%
Writing	-5%	+26%	55%	73%
Mathematics	-13%	+29%	62%	79%

Attainment KS2 (2021 - 2022) Disadvantaged Pupils				
Percentage reaching expected standard	Difference between non-PP and PP	Difference between non-PP and PP non SEND	National Disadvantaged (2018 – 2019)	National Non-PP Outcomes (2018 – 2019)
Reading, Writing & Mathematics combined	-16%	+31%	51%	71%
Reading	-14%	+33%	62%	78%
Writing	-20%	+27%	68%	83%
Mathematics	-15%	+27%	67%	84%

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
NELI	Nuffield Foundation