

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	Newnham St Peter's C of E Primary School
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Anne Nolan
Pupil premium lead	Danielle Robinson
Governor / Trustee lead	Kerry Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,520
Recovery premium funding allocation this academic year	£2,320
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	£28,840

Part A: Pupil premium strategy plan

Statement of intent

At Newnham St Peters C of E Primary School, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding and believe that with great teaching, an engaging curriculum and good relationships with parents, children can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level, provide support to overcome barriers to learning, including a focus on the emotional well-being for our pupils.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. All schemes used in the school have been chosen to fulfill this purpose with a focus on small step progression, a rich vocabulary and quality experiences, including carefully chosen texts. This enables all pupils to make progress, whatever their wider life experiences. Our curriculum is designed to provide both scaffold and challenge so there is no ceiling on learning. The priorities laid out in our curriculum, school development plan and pupil premium strategy echo each other and lie at the heart of our provision.

Key academic interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or recovery curriculum funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

We also know from our internal qualitative data that there has been an increased need for social and emotional support for our pupils following school closures due to COVID and other factors. We have increased our range of interventions to include ELSA and play therapy.

In addition to teacher assessment we use a variety of tools to assess secure learning, including commercially bought packages such as York Assessment of Reading for Comprehension (YARC), Read Write Inc., Can Do Maths assessments and NFER. These assessments focus on the knowledge our pupils have retained and can apply. Our pupil premium strategy has been informed by assessment outcomes and has made use of a range of research, such as the Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	Where pupils do not pass the phonics screening test or had a borderline pass, this is a significant barrier to achieving age-related expectations in writing, with particular implications for spelling in KS1 and KS2.
2	On average, disadvantaged pupils' attainment is lower and progress is slower than non-disadvantaged pupils. Overall, disadvantaged pupils have knowledge gaps and find it difficult to retain or recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families demonstrate that the well-being and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Pupils have increased SEMH needs which is impacting their learning outcomes.
4	Pupils often have limited life experiences and a lack of exposure to a wide range of vocabulary.
5	Low attendance for a small number of pupils is impacting on their learning outcomes.

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
Disadvantaged pupils make at least expected progress from their individual starting points in phonics and build secure strategies for spelling, reducing barriers to attainment in Writing.	<p>Pupils will have a secure understanding of phonics in Year 1, as evidenced in phonics screening test and Read Write Inc outcomes.</p> <p>Pupils have regular opportunities to practise phonics in targeted Read Write Inc groups with high-quality teaching.</p> <p>Read, Write Inc spelling is delivered across the school with high-quality teaching.</p> <p>Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards.</p>

<p>Attainment of disadvantaged children to be in line with non-disadvantaged children across the curriculum.</p>	<p>Pupils will read fluently and apply a range of comprehension skills e.g. DERIC</p> <p>Pupils will have high-quality texts that support specific needs, including dyslexic tendencies, to improve their reading outcomes.</p> <p>Pupils will close gaps in mathematical learning and apply their skills from 'do it' to reasoning questions.</p> <p>Pupils will engage with maths homework.</p> <p>Pupils will use a variety of vocabulary in grammatically correct sentences with accurate spelling.</p> <p>Pupils will apply their core skills to support their attainment in foundation subjects.</p>
<p>Pupils' are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.</p>	<p>Pupils' needs are identified and targeted provision is delivered effectively.</p> <p>Pupils have a range of strategies to support well-being alongside strategies to support learning.</p> <p>Pupils' learning behaviours and focus are improved.</p>
<p>Pupils who have limited wider life experiences will experience an enriched curriculum and access wider school provision.</p>	<p>Pupils will have access to and attend sports clubs implemented by PE specialists.</p> <p>Pupils will be able to access wider school provision irrespective of resources or other barriers at home.</p> <p>Pupils will have access to and take part in a range of wider school experiences, including trips.</p>
<p>Pupils' attendance will be in line with the national average and targeted pupils' attendance improves.</p>	<p>Barriers in attendance are identified and support strategies are in place.</p> <p>All pupil premium families, where attendance is an issue, will have support from our pastoral support worker.</p>

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: £11,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc whole staff CPD	EEF Phonics – high impact for low cost with extensive evidence: +5 months impact. Studies show PP receive similar or slightly greater benefit from phonics interventions and approaches. EEF Guidance report for improving literacy in KS1 and KS2.	1
Small group read write inc phonics teaching	See above	1
Read Write Inc spelling programme	EEF Guidance report for improving literacy in KS1 and KS2.	1
Purchase Kent Primary Science Scheme of Work	EEF Guidance for effective professional development.	2

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to address individual Pupil pupils needs in reading and writing and close the attainment gap. Specifically: Fizzy to support with early handwriting One to one RWI phonics tutoring: (KS1)	EEF Small group tuition – moderate impact for moderate cost: +4 months impact. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching.	2

<p>Additional small group phonic interventions: (KS2)</p> <p>Precision teaching for spelling</p> <p>Nessy: KS2)</p> <p>Handwriting catch up (KS2)</p> <p>Read Write Inc 1:1 tutoring, 123 maths.</p>		
<p>Targeted interventions to address individual Pupil pupils needs in mathematics and close the attainment gap. Specifically: 123maths</p>	<p>EEF Small group tuition – moderate impact for moderate cost: +4 months impact.</p> <p>The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching.</p>	

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

Budgeted cost: £8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
The pastoral support worker will run ELSA interventions to support pupils with their SEMH needs.	EEF social and emotional learning – moderate impact for low cost: +4 months impact. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3
External play therapist to support pupils with significant SEMH needs.	See above	3
Pastoral support worker to implement strategies to improve attendance, including parental support.	Awaiting EEF evidence for the impact of attendance interventions.	5
To explicitly identify where metacognition is developed within the	EEF Metacognition and self-regulation – extensive impact for low cost: +7 months impact.	2

current school curriculum.	With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
Purchase quality maths workbooks.	EEF Homework – high impact for low cost: +5 months impact. Pupils eligible for free school meals typically receive additional benefits from homework, although other barriers such as quiet space or parental support may occur.	2
Provide wrap around care, including breakfast club	EEF Breakfast clubs – low-moderate impact for low cost: +2 months impact. Breakfast clubs can boost pupils’ reading, writing and maths results and improve concentration and behaviour.	2, 4, 5
Provide school-run sports clubs and other wider school activities	EEF – physical activity – Low impact for low cost: +1 month impact.	3, 4

Total budgeted cost: £ 28,840

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.

All teaching staff (Y1-6) are delivering “The Write Stuff” English lessons. The new approach to writing was successful, supporting low attainers and providing challenge for high attainers. 22% of disadvantaged children had accelerated progress in writing and 72% maintained expected progress.

All staff received phonics training in January 2021, however due to the COVID-19 lockdown, phonics sessions were not delivered as intended until the Summer term. None of the disadvantaged children passed the phonics screening. Barriers have been identified and strategies to support these learners in place for the next academic year.

In this strategic year, reading resources were purchased and interventions implemented to close the attainment gap for disadvantaged children falling behind in Reading. 75% of disadvantaged children in Year 6 made accelerated progress in reading and achieved the expected standard at the end of KS2. 78% of all disadvantaged pupils had either expected or accelerated progress in this academic year. Those children who did not have been identified and potential barriers analysed.

Following the continued implementation of ‘Can Do Maths’ and supporting catch up interventions, 33% of disadvantaged pupils had accelerated progress in Maths. 50% of disadvantaged pupils in Year 6 achieved the expected standard in Maths.

Our free provision of wrap-around care for disadvantaged pupils has ensured that parents are able to work. For one family who have significant financial difficulties, this free child-care provided from the pupil premium funding is vital and has a huge impact. Furthermore, the majority of PP pupils accessed clubs and these continued for vulnerable pupils during school closure, impacting positively on physical and mental well-being.

The funding towards an attendance officer ensured that the attendance of disadvantaged pupils was in line with whole school attendance and national figures.

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
Read Write Inc Phonics	Read Write Inc
Can Do Maths	
The Write Stuff	The Training Space

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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