

# Pupil premium strategy statement



This statement details our Newchurch Community Primary School's use of pupil premium (and recovery premium for the 2021 to 2024 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	Newchurch Community Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2021-2025
Date this statement was published	December 2021 Reviewed September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rachel Burns
Pupil premium lead	John Duckett
Governor lead	Jean Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,115
Recovery premium funding allocation this academic year	£4,158 (£2,429 plus £1,729 carry forward)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£62,273</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*It is our aim to raise attainment of all disadvantaged pupils and ensure that they receive a rich and varied curriculum, which provides them with a flying start across all areas of learning, raises aspirations and supports them in making a positive contribution to society.*

*Our plan identifies whole school challenges which affect all disadvantaged pupils along with identifying their individual needs – socially, emotionally and academically. Using analysis of key data, we have identified vocabulary and oracy as key areas to develop in order to provide our children with the best start in their education to lead to future success. **Writing and the importance of spelling and phonics are also points which are areas of focus in order to support disadvantaged pupils and the each cohort.** We also recognise the importance of attendance amongst our disadvantaged pupils and the impact this can have on their attainment.*

*Further developing the opportunities for disadvantaged pupils through cultural capital is integral to promoting positive outcomes. At Newchurch, our aim is to present the children with personal development opportunities which allow them to set goals and succeed in their endeavours.*

*The key principles for supporting our disadvantaged pupils revolve around our core values as a school and build on our mission statement of valuing every child and giving them the best opportunity to succeed beyond the primary phase.*

### Challenges

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

Challenge number	Detail of challenge
1	Lower attainment of some disadvantaged pupils compared with all pupils
2	Low writing skills across Key Stage One and Key Stage Two
3	Low attendance of disadvantaged pupils compared with all pupils (EHCP and PP)
4	Enrichment opportunities to increase aspirations and develop cultural capital
5	Social, Emotional and Mental Health (SEMH) of some disadvantaged pupils

## 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
Raise attainment of disadvantaged pupils	<ul style="list-style-type: none"> <li>• Baseline assessments to establish starting points.</li> <li>• Question Level Analysis to identify gaps in learning.</li> <li>• Progress points at key stages throughout the school year show that age-standardised scores are improving.</li> <li>• Teacher assessment across all areas of the curriculum is robust and shows improvement for all disadvantaged pupils.</li> <li>• Disadvantaged pupils in Key Stage 1 achieve the phonics screening check standard.</li> <li>• Spelling are in line or above their chronological age.</li> <li>• <b>Reading ages (fluency and comprehension) are in line with or above their chronological age.</b></li> <li>• Disadvantaged pupils reach a good level of development by the end of Early Years.</li> <li>• Disadvantaged pupils achieve at least the expected standard by the end of Key Stages 1 and 2.</li> </ul>
Improve writing skills in Early Years	<ul style="list-style-type: none"> <li>• Children achieve Early Learning Goals in communication and language.</li> <li>• <b>Children in Early Years reach the expected development level in the use of fine motor skills.</b></li> <li>• Continuous provision has a high focus within the learning environment and enables pupils to develop their vocabulary and oracy.</li> <li>• Higher communication skills linked to effective phonics teaching leads to improvement in writing outcomes.</li> </ul>
Improve attendance of disadvantaged pupils, <b>particularly those identified as requiring an EHCP</b> , in line with school target of 95%	<ul style="list-style-type: none"> <li>• Regular meetings with Local Authority identify persistent and low attendees amongst disadvantaged pupils and address issues before they develop.</li> <li>• Low attendance addressed through communication and meetings with parents and carers.</li> <li>• Disadvantaged pupils receive 97%+ and 100% termly attendance certificates on a regular basis.</li> </ul>
Ensure that enrichment opportunities are in place to increase aspirations and develop cultural capital	<ul style="list-style-type: none"> <li>• Trips <b>and residential visits</b> for disadvantaged pupils will be subsidised by school to ensure curriculum enrichment.</li> <li>• All children to experience learning beyond the classroom opportunities throughout the year.</li> <li>• Enterprise activities in place for all cohorts to ensure that disadvantaged pupils develop their cultural capital.</li> <li>• Dreams and aspirations week takes into account the interests and needs of disadvantaged pupils <b>drawing on the expertise and</b></li> </ul>

	resources offered through STEM and Primary Futures
<p>Ensure that provision is in place to support children's Social, Emotional and Mental Health including the introduction of trained staff through the ELSA programme (SEMH)</p>	<ul style="list-style-type: none"> <li>• All disadvantaged children with SEMH needs identified and provision in place to support them.</li> <li>• Therapeutic intervention established including Lego therapy, drawing and talking and forest schools</li> <li>• Strengths and Difficulties Questionnaire (SDQ) baseline and regular assessment shows improvement in score.</li> <li>• Pastoral mentor in place to support children's needs.</li> </ul>

## 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: £41,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Teaching assistant to facilitate pastoral provision across school in order to address the increase in pupils with SEMH needs.</p> <ul style="list-style-type: none"> <li>• Drawing and talking therapy</li> <li>• Nurture group</li> <li>• Social skills groups</li> <li>• Forest Schools training</li> <li>• Trauma/Attachment training</li> <li>• ELSA trained staff for emotional literacy</li> </ul>	<p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>• Motivate learners and instil resilience in their learning and boosting confidence</li> <li>• Enabling pupils to regulate their emotions and behaviour.</li> </ul>	2, 5
<p>2. Staff training on the development of collaborative learning strategies across the curriculum leads to increased engagement in learning and improved outcomes in addition to improved learning behaviours.</p>	<p>EEF – Peer-tutoring (+5 months)</p> <ul style="list-style-type: none"> <li>• Greater confidence in subjects and more positive attitudes towards learning.</li> <li>• Improved self-esteem.</li> <li>• Improved social interaction and classroom behaviour.</li> </ul> <p>EEF – Collaborative learning (+5 months)</p> <ul style="list-style-type: none"> <li>• Improved behaviour and motivation.</li> </ul>	1, 2, 5
<p>3. Review of feedback and marking policy and procedures to ensure greater emphasis on immediate and personalised responses to children’s needs leading to greater understanding and challenge across all subjects.</p>	<p>EEF – Effective feedback for learning (+8 months)</p> <ul style="list-style-type: none"> <li>• Boost the confidence of pupils and their belief that they can succeed; pupils must overcome perceived threats to take leaps in learning.</li> <li>• Builds a climate of trust in the classroom through which greater challenge can be provided.</li> </ul>	1, 5
<p>4. Review of Quality First Teaching across all subject areas based on lesson visits, learning walks and</p>	<p>EEF – Improving classroom teaching (+4 months)</p> <ul style="list-style-type: none"> <li>• Improve child outcomes including</li> </ul>	1, 5

<p>monitoring of children’s books as well as professional dialogue with teachers during progress meetings.</p> <ul style="list-style-type: none"> <li>• Maths Hub links and support – staff CPD, lesson visits</li> <li>• Phonics training</li> <li>• Behaviour management training</li> <li>• Trauma/Attachment training</li> <li>• <b>Early Years Project with Research School</b></li> </ul>	<p>independent thinking, self-esteem, confidence and problem solving skills.</p> <p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>• Motivate learners and instil resilience in their learning and boosting confidence</li> <li>• Enabling pupils to regulate their emotions and behaviour.</li> </ul> <p>EEF – Mastery learning</p> <ul style="list-style-type: none"> <li>• Builds growth mindset.</li> <li>• All learners succeed in key curriculum objectives.</li> </ul>	
<p>5. <b>Introduction of an oracy framework (Voice21) to enable the children to understand the physical, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication.</b></p>	<p>EEF – Oral language interventions (+6 months)</p> <ul style="list-style-type: none"> <li>• <b>Metacognition</b></li> </ul>	1, 5
<p>6. <b>Recruitment of one to one support for target pupils with additional needs who do not yet have an EHCP which will support the provision for all children in these classes.</b></p>	<p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>• <b>Motivate learners and instil resilience in their learning and boosting confidence</b></li> <li>• <b>Enabling pupils to regulate their emotions and behaviour.</b></li> </ul>	2, 5

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

Budgeted cost: £14,575 (allowing for some contingency)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. To increase reading fluency for all pupils in Key Stage Two leading to improved outcomes in reading and greater confidence in reading comprehension through the purchase of Reading Plus for 3 years.</p>	<p>EEF – Understanding texts – Teaching reading comprehension strategies (+6 months)</p> <ul style="list-style-type: none"> <li>• Improves confidence in reading.</li> <li>• Provides access to the wider</li> </ul>	1

	<p>curriculum.</p> <ul style="list-style-type: none"> <li>• Develops vocabulary.</li> </ul>	
<p>2. Increase communication and language opportunities e.g. role play and small world play both indoors and outdoors for Early Years and Year One leading to increased outcomes in communication and language and oracy skills.</p> <ul style="list-style-type: none"> <li>• Role play and small world purchased</li> <li>• Training provided for staff</li> <li>• Speech and language programmes delivered</li> </ul>	<p>EEF – Speaking and listening skills (+5 months)</p> <ul style="list-style-type: none"> <li>• Improved behaviour and social outcomes.</li> <li>• Increased learner confidence.</li> </ul>	1, 2, 5
<p>3. School led tutoring provision established for identified children working below age related expectations in reading, writing and mathematics.</p> <p>2022-2023 – 40% of funding towards school-led tutoring to be allocated from PP.</p>	<p>EEF – One-to-one/two tuition (+5 months)</p> <ul style="list-style-type: none"> <li>• Can build confidence.</li> </ul>	1
<p>4. Phonics interventions delivered to children in Early Years, Year One and Year Two.</p> <ul style="list-style-type: none"> <li>• Synthetic phonics programme purchased</li> <li>• Staff CPD in the implementation of phonics programme</li> <li>• Phonics books purchased</li> </ul>	<p>EEF – Phonics (+4 months)</p> <ul style="list-style-type: none"> <li>• Improves fluency and decoding.</li> <li>• Builds skills necessary for comprehension.</li> <li>• Can build self-confidence in the learner’s capability.</li> </ul>	1, 2
<p>5. Forest Schools provision for target children across school including disadvantaged pupils through the training of a further member of staff in forest schools</p>	<p>EEF – Sports for health and wider outcomes (+2 months)</p> <ul style="list-style-type: none"> <li>• Better physical and mental health.</li> <li>• Reduced obesity.</li> <li>• Improved social skills</li> <li>• Improved attendance.</li> </ul> <p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>• Motivate learners and instil resilience in their learning and boosting confidence</li> <li>• Enabling pupils to regulate their emotions and behaviour.</li> </ul> <p>EEF – Speaking and listening skills (+5</p>	3, 4, 5

	months) <ul style="list-style-type: none"> <li>Improved behaviour and social outcomes.</li> <li>Increased learner confidence.</li> </ul>	
6. Individualised learning programme created for specific EHCP children enabling greater access to the whole curriculum whilst developing skills in reading, writing and mathematics.	EEF – Self-regulation and meta-cognition (+7 months) <ul style="list-style-type: none"> <li>Motivate learners and instil resilience in their learning and boosting confidence</li> <li>Enabling pupils to regulate their emotions and behaviour.</li> </ul> EEF – Individualised learning (+3 months) <ul style="list-style-type: none"> <li>Develops independence and personal responsibility.</li> </ul>	1, 5
7. Reading, writing and mathematics interventions are in place following pupil progress meetings and are clearly linked to Question Level Analysis (QLA)	EEF – Understanding texts – Teaching reading comprehension strategies (+6 months) <ul style="list-style-type: none"> <li>Improves confidence in reading.</li> <li>Provides access to the wider curriculum.</li> <li>Develops vocabulary.</li> </ul> EEF – Small group tuition (+4 months) <ul style="list-style-type: none"> <li>Higher engagement.</li> <li>Increase in personalised learning opportunities.</li> </ul>	1, 2, 5

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

Budgeted cost: £6050

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. School visits and uniform subsidised to reduce financial burden on parents enabling all disadvantaged pupils to have appropriate uniform and enrichment activities.	EEF – Sports for health and wider outcomes (+2 months) <ul style="list-style-type: none"> <li>Better physical and mental health.</li> <li>Reduced obesity.</li> <li>Improved social skills</li> <li>Improved attendance.</li> </ul>	3, 4, 5
2. Initiatives to increase attendance of disadvantaged pupils particularly EHCP pupils.	EEF – Parental engagement (+4 months) <ul style="list-style-type: none"> <li>Increased engagement in learning from parents.</li> </ul>	3

	<ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• Pupil premium and children with EHCP attendance is lower than that of all pupils.</li> </ul> <table border="1" data-bbox="703 360 1209 546"> <tr> <th colspan="2" data-bbox="703 360 1209 412">2020-21 Attendance Data</th> </tr> <tr> <td data-bbox="703 412 959 463">Pupil Premium</td> <td data-bbox="959 412 1209 463">93.4%</td> </tr> <tr> <td data-bbox="703 463 959 515">EHCP</td> <td data-bbox="959 463 1209 515">88.4%</td> </tr> <tr> <td data-bbox="703 515 959 546">All Pupils</td> <td data-bbox="959 515 1209 546">96.7%</td> </tr> </table>	2020-21 Attendance Data		Pupil Premium	93.4%	EHCP	88.4%	All Pupils	96.7%	
2020-21 Attendance Data										
Pupil Premium	93.4%									
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All Pupils	96.7%									

**Total budgeted cost: £62,273**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact of the current strategies linked to supporting disadvantaged pupils across the school in line with the 2021-2024 plan:

Following an external pupil premium review in May 2022 by the School Improvement Partner (B. Dutton), the following strengths and areas for development were identified. The strengths have been listed linked to the 'Challenge number' from the Pupil Premium Strategy 2021-2024:

#### Challenge Number 1 – Low attainment compared with all pupils:

- The school identifies **priorities for pupil premium funding based on a range of information** – SDQ questionnaires each term, CPOMS evidence, attendance data, staff knowledge of children.
- A focus on specific groups - more able pupils – is driven by a belief that 'a rising tide lifts all' – **teaching to the top promotes aspirations and ambitions** and this, together with targeted support, quality first teaching and interventions means the curricular offer is equitable, creative and stimulating for all children.
- **Evaluation of the effectiveness of strategies is exemplary.** Case studies of children are detailed and show the success of specific approaches – with adaptations and adjustments as appropriate. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
- There is a **clear evidence base** to show the impact of provision for PP children through Strengths and Difficulties Questionnaires (SDQs), for parents and their children, to monitor and evaluate children's engagement in learning, progress, and improved behaviour.
- The **school tracks the progress of all PP pupils** and the impact of additional support such as drawing and talking therapy, nurture group, social skills groups, Forest Schools. **Individual targets** are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.
- The school has a **clear vision and a culture of high aspirations and equality of opportunities** for all children.
- There is an **excellent model in place to improve attainment and progress** for Pupil Premium pupils.

#### Challenge Number 2 – Low writing skills in KS1 and KS2:

- **Effective deployment of TAs** is ensuring school-led tutoring is benefiting PP children by being delivered by a familiar adult before and after school. HLTAs lead on managing interventions.
- Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.

#### Challenge Number 3 – Low attendance of EHCP and PP children:

- **Attendance** data shows that PP children are in line with the whole school current average (93.8% Sept. 2021 - May 2022). Initiatives to increase attendance of disadvantaged pupils such as rewards, engagement of the LA attendance officer, are having an impact although attendance of EHCP pupils is lower (92.8%) but has improved on the previous year.

#### Challenge Number 4 – Enrichment opportunities:

- **Parents/carers are involved in discussions at an early stage – the family is placed at the heart.** The office manager knows families well. Her strong relationships build trust; she can

quickly identify families in need of additional support and her sensitive and skillful approach encourages and ensures funding for uniform, subsidized trips, residential is targeted appropriately. Google forms seek parental feedback and school acts on this information.

#### **Challenge Number 5 – SEMH of some disadvantaged pupils:**

- The **school's strategies** for addressing perceived barriers to learning **are multi-faceted and bespoke** to meet the needs of each child, as identified in the Pupil Premium Policy. **Staff have expertise** in identifying trends in children's levels of stress, noting their interactions with peers, predicting patterns of behaviour, and knowing how to prevent and remove social and emotional barriers to learning.
- **Evidence-based systems** like the EEF Toolkit inform provision. The school divides its use of funding between activities which have a clear and direct impact on pupil progress and those which focus on providing wider opportunities or meeting social/ emotional needs.
- The **curricular offer for disadvantaged children (and all children at Newchurch) is rich**. Teachers and Teaching Assistants are skillful in implementing strategies to raise attainment and progress and cater for children's emotional well-being. A few of the well-researched pedagogical approaches include Kagan structures, metacognitive approaches, play therapy, lego therapy, behaviour regulation strategies, sensory circuits, ideas from NCTEM maths hub promoting mastery and effective questioning to challenge children to explain their thinking and reasoning, developing listening skills, offering a freedom of choice for homework projects, booster clubs after school, Forest School, school-led tutoring, using 'The Nest' to promote assertiveness for girls and transition to high school liaison meetings to ensure continuity of care.
- A **pastoral Teaching Assistant** facilitates pastoral provision across the school in order to address the increase in pupils with SEMH needs. She has regular meetings with children to determine barriers to success and evaluate impact of interventions through SDQ scores and drawing and talking therapy.
- An example of the attention to each child's needs was evident in the recent SATS week where staff identified that a child was not emotionally ready to undertake the test at the prescribed time so a 're-set' of the morning, with breakfast and a calming, reassuring approach, enabled her to take the test later.
- Governors celebrate the **school's holistic nurturing approach and leaders' investment in staff, particularly TAs**. The school's engagement with trauma-informed training and continuous research into best practice acknowledges that **quality provision and care for disadvantaged children, just like children with SEND, is everyone's responsibility**. This helps to ensure the school's mission statement is realized – to support all children and their families in 'preparing to fly' by addressing social disadvantage through raising aspirations and making a positive contribution to society.

#### **Development points for 2022-23**

- The Headteacher has begun to lead on reform of the assessment and feedback process to boost the confidence and self-esteem of pupils.
- Role play in Year 1 has been identified as an area needing to be developed. This should enable it to match the quality of role play and small world play indoors and outdoors for Early Years.
- The school has a successful track record of supporting the transition of pupils to the school. As the LA Systems Leader for Early Years, the Headteacher has identified a potential opportunity for working with PVIs to further improve children's readiness for the transition into EYFS.
- Consider the possibility of a joint process for SDQs between teachers and TAs to ensure outcomes are an accurate reflection.

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**The points below are directly linked to the school's progress against the standards outlined in the Pupil Premium Strategy:**

## Teaching:

Point 1 – The measured stress levels of children receiving support for social skills showed a positive decrease. This has allowed these sessions to be ended with pupil’s interactions greatly improved. Some increase or maintained levels of stress was observed amongst drawing and talking pupils, though the nature of the sessions is likely to cause children to open up and may result in some spiked stress levels initially. This has been discussed with senior staff and is being monitored.

Point 2 – Behaviour throughout the school has been positive with links to ‘visible consistencies’. Where dysregulation has been identified it is limited to a small proportion of children (including PP). Visiting consultants have commented positively on the children’s behaviour across the whole school and their attitude to learning.

Point 3 – The introduction of the revisit and review in mathematics linked to the Maths Mastery programme has been positive and is being rolled out across other subjects. This is an ongoing area for development with SLT and staff working on changes to the feedback methods used to support all pupils.

Point 4 - Newchurch has identified the Little Wandle scheme for phonics teaching and learning in the 2022/23 academic year with the Head teacher having begun to work on establishing the system and align the current reading scheme to be phonetically decodable.

Wide range of mathematics support was offered throughout the year and final visit from consultant, Paula Spenceley, showed that the identified adjustments to the teaching and learning had been well implemented across the school. New targets have been identified linked to the children being able to talk about their learning more readily – seen as a wider school target by SLT.

Trauma training for staff who are yet to be trained identified for the new academic year with particular focus on cohorts with challenging behaviours. General behaviour levels are excellent with recorded CPOMS largely limited to specific pupils with ongoing challenges beyond the classroom. Low level disruption is a focus for SLT to ensure that learning and progress are of the highest standard.

## Targeted academic support:

Point 1 – The table below demonstrates the narrowing of the gap between disadvantaged pupils and all children from autumn to summer. Y4 cohort gap appears red but all children reached the ARE standard meaning progress was excellent for all groups.

Test	Class	Mean non PP Standardised Score (Summer)	Summer PP Standardised Score	Diff	Mean non PP Standardised Score (Spring)	Spring PP Standardised Score	Diff	Mean non PP Standardised Score (Autumn)	Autumn PP Standardised Score	Diff
Reading	Y1	103.4	97.9	5.5	99.1	91.3				
	Y2	100.2	98.2	2	100.7	84.3	16.4	95.5	80	15.5
	Y3	110.5	109.7	0.8	100.3	96.7	3.6	101.9	97.7	4.2
	Y4	114.4	109.8	4.6	110.1	107.2	2.9	104.5	100	4.5
	Y5	110.1	105.8	4.3	107.5	101.2	6.3	109.6	99.2	10.4
	Y6	107.1	102.8	4.3	107.9	99.3	8.6	104.3	93.6	10.7

Point 2 – The table below evidences the increase in listening and attention levels within year transitions resulting in a slight dip in the EXP+ levels.

Baseline: 25% on track to attain GLD    Autumn 2021 = 32% on track to attain GLD    Spring 2022 = 42% on track to attain GLD    Summer 2022= 67% GLD

	Area of Learning	Baseline EXP+	Summer 2022 EXP+	Progress	Area of Learning	Baseline EXC	Summer 2022 EXC	Progress
Communication and Language	Listening and Attention (85.4%)	71%	85%	+14%	Listening and Attention (20%)	21%	22%	+1%
	Speaking (86%)	79%	78%	-1%	Speaking (23%)	17%	22%	+5%
Personal, Social and Emotional Development	Building Relationships (89.2%)	53%	93%	+40%	Building Relationships (16.4%)	8%	16%	+8%
	Self-Regulation (87.3%)	58%	85%	+27%	Self-Regulation (16.2%)	8%	12%	+4%
	Managing Self (88.5%)	58%	89%	+31%	Managing Self (18.3%)	21%	22%	+1%

Point 3 – The table below highlights the successes of School Led Tutoring (SLT) linked to reading, the features of writing and mathematics.

Year Group	Child	Autumn Standardised Score	Spring Standardised Score	Summer Standardised Score	Difference Spring - Summer	Difference Autumn - Summer
Year 1 Reading	A	N/A	N/A	104	N/A	N/A
	B	N/A	86	92	+6	N/A
	C	N/A	79	101	+22	N/A
Year 3 Reading	D	100	87	94	+7	-6
	E	94	95	105	+10	+11
	F	97	95	109	+14	+12
	G	98	105	111	+6	+13
Year 4 Reading	H	87	96	104	+8	+17
	I	98	103	111	+8	+13
Year 6 Spelling	J	6	13	13	=	+7
	K	10	14	15	+1	+5

Year Group	Child	Autumn Standardised Score	Spring Standardised Score	Summer Standardised Score	Difference Spring - Summer	Difference Autumn - Summer
Year 1 Mathematics	A	N/A	88	111	+23	N/A
	B	N/A	N/A	70	N/A	N/A
	C	N/A	104	111	+8	N/A
Year 2 Mathematics	D	76	75	85	+10	+9
	E	82	82	86	+4	+4
Year 3 Mathematics	F	69	70	N/A	N/A	N/A
Year 5 Mathematics	I	84	81	78	-3	-3

Point 4 - Phonics data in Year 1 did not reach the expected standard though assessment throughout the year had suggested that the data would be higher. Processes for support including using school led tutoring as a phonics focus have been put in place for the new academic year.

Point 5 – The table below shows the impact of Forest Schools sessions on pupils receiving support. The data is linked to the Strengths and Difficulties Questionnaires (SDQ) completed by linked staff. Where children’s stress levels have increased, discussions have been had with Headteacher, SENDCo, class teacher and PP lead.

Name	Pupil Premium	Overall Stress Score January 2022	Overall Stress Score April 2022	Overall Stress Score July 2022
H	Y	12	5	6
I	Y	5	9	9
J	Y	1	0	4
K	Y	5	9	6
L	Y	2	3	3
M	Y	8	10	9
N	Y	9	8	6
O	Y	9	10	9
P	Y	25	25	27
Q	Y	2	2	2
R	Y	14	12	13
S	Y	22	13	12
T	Y	10	3	8
U	Y	4	1	0

Point 6 – The table below shows the impact on pupil’s emotional stress levels where personalised learning has been applied. All pupils showed a positive increase during this time with more time needed to continue this progress.

Name	Pupil Premium	Overall Stress Score January 2022	Overall Stress Score April 2022	Overall Stress Score July 2022	January to April Difference	April to July Difference	Total Difference
A	Y	25	24	24	1	0	1
B	Y	23	20	18	3	2	5
C	Y	32	17	30	15	-13	2
D	Y	28	18	17	10	1	11
E	Y	20	19	18	1	1	2

Point 7 – Evidence for Point 3 supports this area to develop.

### Wider strategies

Point 1 – Plans are in place to develop the uptake and access to uniform funding for all disadvantaged families through the purchase of uniform bundles.

Point 2 – The tables below show the attendance data for the years 2020-21 and 2021-22 for a comparison with the increase in disadvantaged attendance being a positive.

2020-21 Attendance Data	
Pupil Premium	93.4%
EHCP	88.4%
All Pupils	96.7%

Sep 2021 – July 2022 Attendance Data	
Pupil Premium	94.1%
EHCP	92.4%
All Pupils	94.1%

The following table represents the abridged Summer 2022 review for progress against targets set for the supporting of disadvantaged pupils:

Teaching	Targeted academic support
<ul style="list-style-type: none"> <li>Pastoral teaching support – The employment of a designated member of staff to support children beyond the curriculum has proven invaluable with positive effects on the measured mental and social wellbeing of pupils. Pupils receiving timetabled forest school sessions made solid progress as did those with social skills sessions.</li> <li>Staff training linked to positive behaviours - Continuous Professional Development (CPD) sessions have allowed staff to build a bank of key consistencies across the school which children have responded to brilliantly.</li> </ul>	<ul style="list-style-type: none"> <li>Reading fluency – Developments within the reading curriculum, extra-curricular resources and enrichment have all contributed to the strong development within this area. Six of seven classes demonstrated a narrowing of the gap between non-PP and PP pupils, with the seventh class recording 100% pass mark for all pupils.</li> <li>Improved oracy and communication in EYFS – Progress in the early years phase was universally strong in developing the children’s speaking and listening skills. This has been greatly advanced by the use of focused role play resources and provision along with quality forest teaching and forest school.</li> <li>School led tutoring – Focus on the government</li> </ul>

<p>This has been identified by all visiting consultants including the School Improvement Partner, Barbara Dutton.</p> <ul style="list-style-type: none"> <li>• Feedback – Changes to the mathematics curriculum and consolidation of the Newchurch feedback policy have seen solid progress in many core subjects and across the wider curriculum. Pupil premium (PP) pupils have narrowed attainment gaps in many areas with reading a particular strength.</li> <li>• Quality First Teaching – Changes in mathematics have seen PP children more frequently involved in sessions and working in line with their peers during each lesson. Trauma Informed training has been rolled out once again across staff to support pupils, including those designated as PP, with their approach to learning. Phonics data a key stage one identified areas to develop which have been made the focal point of school improvement in the coming year including the introduction of the new Little Wandle scheme for teaching and learning.</li> </ul>	<p>mandated extra-curricular support had a very positive effect on PP children’s reading and spelling levels. Mathematics impact has been less progressive and has been reviewed in terms of structure and focus of the sessions.</p> <ul style="list-style-type: none"> <li>• Phonics intervention – Phonics progress in EYFS for PP students was solid with identified areas to develop in place for following year. Year One pupils did not attain at the pre-assessed level during the phonics screening, however, reasons for this have been identified and actions put in place to address this for the children entering Year Two and those transitioning from EYFS.</li> <li>• Forest school – The impact of these sessions has been evident on the children’s measured mental health scores, ability to work alongside peers in the classroom and general confidence and behaviour in lessons.</li> <li>• Individual learning programme – Learning mats have been put in place to support learners with their approach to lessons. This has allowed PP and SEND children to learn alongside their peers, further developing their social skills.</li> </ul>
<p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• School uniform – The facility to use pupil premium funding to support the purchase of uniform was taken up by many families but is being reviewed moving forward in the current financial climate to ensure that more pupil premium eligible families are able to take advantage of this.</li> <li>• Attendance – The attendance levels for pupil premium were in line with their non-PP peers. This is an excellent achievement and shows that there are high expectations set for all pupils.</li> </ul>	

## 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
Reading Plus	Reading Plus
NTS (National Test-style Standardised Assessments) and GAPS (Grammar, Punctuation and Spelling Assessments) plus MARK assessment and tracking materials	Rising Stars from Hodder Education
Theraplay	Rebecca Wormleighton
Loom	Loom

Mathletics	3P Learning
TTRockstars and Numbots	Maths Circle Ltd

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A