

Pupil premium strategy statement



This statement details our Newchurch Community Primary 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	Newchurch Community Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	March 2021
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	£42,660
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46,720

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. We also recognise the importance of attendance amongst our disadvantaged pupils and the impact this can have on their attainment.

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">• Baseline assessments to establish starting points.

	<ul style="list-style-type: none"> • Question Level Analysis to identify gaps in learning. • Progress points at key stages throughout the school year show that age-standardised scores are improving. • Teacher assessment across all areas of the curriculum is robust and shows improvement for all disadvantaged pupils. • Disadvantaged pupils in Key Stage 1 achieve the phonics screening check standard. • Spelling and Reading Ages are in line or above their chronological age. • Disadvantaged pupils reach a good level of development by the end of Early Years. • Disadvantaged pupils achieve at least the expected standard by the end of Key Stages 1 and 2.
Improve writing skills in Early Years	<ul style="list-style-type: none"> • Children achieve Early Learning Goals in communication and language. • Continuous provision has a high focus within the learning environment and enables pupils to develop their vocabulary and oracy. • Higher communication skills linked to effective phonics teaching leads to improvement in writing outcomes.
Improve attendance of disadvantaged pupils in line with school target of 95%	<ul style="list-style-type: none"> • Regular meetings with Local Authority identify persistent and low attendees amongst disadvantaged pupils and address issues before they develop. • Low attendance addressed through communication and meetings with parents and carers. • Disadvantaged pupils receive 97%+ and 100% termly attendance certificates on a regular basis.
Ensure that enrichment opportunities are in place to increase aspirations and develop cultural capital	<ul style="list-style-type: none"> • Trips for disadvantaged pupils will be subsidised by school to ensure curriculum enrichment. • All children to experience learning beyond the classroom opportunities throughout the year. • Enterprise activities in place for all cohorts to ensure that disadvantaged pupils develop their cultural capital. • Dreams and aspirations week takes into account the interests and needs of disadvantaged pupils.
Ensure that provision is in place to support children's Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • All disadvantaged children with SEMH needs identified and provision in place to support them. • Therapeutic intervention established. • Strengths and Difficulties Questionnaire (SDQ) baseline and regular assessment shows improvement in score. • Pastoral mentor in place to support children's needs.

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: £26010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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"> • Drawing and talking therapy • Nurture group • Social skills groups • Forest Schools training • Trauma/Attachment training 	<p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> • Motivate learners and instil resilience in their learning and boosting confidence • Enabling pupils to regulate their emotions and behaviour. 	2, 5
<p>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"> • Greater confidence in subjects and more positive attitudes towards learning. • Improved self-esteem. • Improved social interaction and classroom behaviour. <p>EEF – Collaborative learning (+5 months)</p> <ul style="list-style-type: none"> • Improved behaviour and motivation. 	1, 2, 5
<p>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"> • Boost the confidence of pupils and their belief that they can succeed; pupils must overcome perceived threats to take leaps in learning. • Builds a climate of trust in the classroom through which greater challenge can be provided. 	1, 5
<p>Review of Quality First Teaching across all subject areas based on lesson visits, learning walks and monitoring of children’s books as well as professional</p>	<p>EEF – Improving classroom teaching (+4 months)</p> <ul style="list-style-type: none"> • Improve child outcomes including independent thinking, self-esteem, 	1, 5

<p>dialogue with teachers during progress meetings.</p> <ul style="list-style-type: none"> • Maths Hub links and support – staff CPD, lesson visits • Phonics training • Behaviour management training • Trauma/Attachment training 	<p>confidence and problem solving skills.</p> <p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> • Motivate learners and instil resilience in their learning and boosting confidence • Enabling pupils to regulate their emotions and behaviour. <p>EEF – Mastery learning</p> <ul style="list-style-type: none"> • Builds growth mindset. • All learners succeed in key curriculum objectives. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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"> • Improves confidence in reading. • Provides access to the wider curriculum. • Develops vocabulary. 	1
<p>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"> • Role play and small world purchased • Training provided for staff • Speech and language programmes delivered 	<p>EEF – Speaking and listening skills (+5 months)</p> <ul style="list-style-type: none"> • Improved behaviour and social outcomes. • Increased learner confidence. 	1, 2, 5
<p>School led tutoring provision established for identified children</p>	<p>EEF – One-to-one/two tuition (+5 months)</p>	1

working below age related expectations in reading, writing and mathematics.	<ul style="list-style-type: none"> • Can build confidence. 	
Phonics interventions delivered to children in Early Years, Year One and Year Two. <ul style="list-style-type: none"> • Synthetic phonics programme purchased • Staff CPD in the implementation of phonics programme • Phonics books purchased 	EEF – Phonics (+4 months) <ul style="list-style-type: none"> • Improves fluency and decoding. • Builds skills necessary for comprehension. • Can build self-confidence in the learner’s capability. 	1, 2
Forest Schools provision for target children across school including disadvantaged pupils.	EEF – Sports for health and wider outcomes (+2 months) <ul style="list-style-type: none"> • Better physical and mental health. • Reduced obesity. • Improved social skills • Improved attendance. EEF – Self-regulation and meta-cognition (+7 months) <ul style="list-style-type: none"> • Motivate learners and instil resilience in their learning and boosting confidence • Enabling pupils to regulate their emotions and behaviour. EEF – Speaking and listening skills (+5 months) <ul style="list-style-type: none"> • Improved behaviour and social outcomes. • Increased learner confidence. 	3, 4, 5
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"> • Motivate learners and instil resilience in their learning and boosting confidence • Enabling pupils to regulate their emotions and behaviour. EEF – Individualised learning (+3 months) <ul style="list-style-type: none"> • Develops independence and personal responsibility. 	1, 5
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"> • Improves confidence in reading. 	1, 2, 5

	<ul style="list-style-type: none"> • Provides access to the wider curriculum. • Develops vocabulary. <p>EEF – Small group tuition (+4 months)</p> <ul style="list-style-type: none"> • Higher engagement. • Increase in personalised learning opportunities. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2922

Activity	Evidence that supports this approach	Challenge number(s) addressed								
School visits and uniform subsidised to reduce financial burden on parents enabling all disadvantaged pupils to have appropriate uniform and enrichment activities.	<p>EEF – Sports for health and wider outcomes (+2 months)</p> <ul style="list-style-type: none"> • Better physical and mental health. • Reduced obesity. • Improved social skills • Improved attendance. 	3, 4, 5								
Initiatives to increase attendance of disadvantaged pupils particularly EHCP pupils.	<p>EEF – Parental engagement (+4 months)</p> <ul style="list-style-type: none"> • Increased engagement in learning from parents. • Increased attendance • Pupil premium and children with EHCP attendance is lower than that of all pupils. <table border="1" data-bbox="703 1440 1198 1628"> <thead> <tr> <th colspan="2">2020-21 Attendance Data</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>93.4%</td> </tr> <tr> <td>EHCP</td> <td>88.4%</td> </tr> <tr> <td>All Pupils</td> <td>96.7%</td> </tr> </tbody> </table>	2020-21 Attendance Data		Pupil Premium	93.4%	EHCP	88.4%	All Pupils	96.7%	3
2020-21 Attendance Data										
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All Pupils	96.7%									

Total budgeted cost: £42660

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.

Following an internal pupil premium review in July 2021, the following strengths and areas for development were identified:

Success of the intended outcomes of the 2020-2021 plan

- Strategies for improving attendance were implemented resulting in a decrease in potential absenteeism and persistent absenteeism.
- As a result of the school's commitment to the provision of devices to facilitate home learning for all children, in particular PP children, children were able to access remote learning during the time of blended learning. In addition, PP children are better placed to access their homework through Google Classroom as a result of having a device on which they can work.
- NfER assessments in Reading, Writing, Mathematics and SPAG which led to summer data demonstrates that attainment gaps between 'all pupils' and PP children are varied across the school and across Reading, Writing and Mathematics. Question-level analysis (QLA) is completed to evaluate attainment and progress of all significant groups. No cohort at Newchurch has a meaningful group. Provision is closely adapted to the QLA leading to quality planning.
- Reading Plus led to children being able to access their reading remotely and also increased the reading fluency of the pupils in KS2 as well as their engagement in reading.
- Therapeutic interventions impacted positively on those children who needed them resulting in a decrease in overall stress levels and more regulated behaviours.
- Whilst the % of pupils who met the Y1 phonics screening check was below the NA for 2019, this was only by 6%.
- KS2 spelling saw an increase in outcomes:

SPELLING NA: 12	Average score September 2020	Average score Spring 2021	Average score Summer 2021
Year 3	7.3	10.9	13.9
Year 4	9.8	14.8	18.1
Year 5	7.7	13.7	14.1
Year 6	14	15.5	15.7

- Equality of opportunity for all children in attending educational visits and residential visits.

- Increase in parental engagement of pupil premium children in their home learning.

Development points for 2021-2022

- Development of a more consistent and sustainable catch-up programme for pupils below age related expectations in Reading, Writing and Mathematics.
- Development of the pastoral provision in school through the deployment of a teaching assistant to support children with SEMH.
- Continue to raise attainment of PP children in Reading, Writing and Maths at EXS and Also GDS.
- High focus on communication and language including oracy and vocabulary in the Early Years and KS1.
- Development of Forest School provision for all disadvantaged pupils.
- Attainment of PP pupils with SEND.

(Please refer to the review of the PP strategy for July 2021 for further details)

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
Kami	Kami
Reading Plus	Reading Plus
NFER assessments for reading, mathematics, spelling and grammar, plus NFER tracking materials	NFER
Theraplay	Rebecca Wormleighton
Loom	Loom

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
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