

# 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	Newhall Primary Academy
Number of pupils in school	23/224
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Charmaine Ward (Headteacher)
Pupil premium lead	Charlotte Smart (SENCo+Inclusion Lead, Assistant Headteacher)
Governor / Trustee lead	Richard Mawson (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23 520
Recovery premium funding allocation this academic year	£2 465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25 985

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*

*We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure that they are effective, we will:*

- ensure disadvantaged pupils are challenged in the work that they are set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil' outcomes and raise expectations of what they can achieve*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils at the end of KS1 generally have greater difficulties with reading, which negatively impacts their development in all subjects across the curriculum.
3	Assessments, observations and discussions with KS1 pupils suggest that disadvantaged pupils generally have less access to reading opportunities at home than their peers. This negatively impacts their development as imaginative and creative writers.
4	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with maths.
5	Internal assessments and observations indicate that the education and wellbeing of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.
6	Data from 2020/21 shows that disadvantaged pupils had lower attendance (93.7%) compared to whole school (95%). This is negatively impacting disadvantaged pupils' progress.

## 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
Pupil outcomes achieve national average expected standards in Phonics Screening Check at the end of Year 1	National average standards are met or exceeded for phonics by end of 2022-23
KS2 data in reading and maths for disadvantaged pupils, with year 6 outcomes reaching national average by the end of 2024-25	National average standards met or exceeded for KS2 mathematics and reading by the end of 2024-25
To improve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance demonstrated by the overall absence rate being below national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1%

## 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: £ 12 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD with specif focu on phonics, reading and maths</p>	<p>The Teacher Development Trust state that ‘the most effective way that leadesr can improve outcomes for children and young people is to focus on professional development. It may be surprising but focussing on this rather than the quality of teaching alone brings greater improvement for learner outcomes’</p> <p><a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a></p> <p>At Newhall we believe that the more knowledge and skills held by our practitioners, the more these can be presented for all children, particularly wrt then adapting them to better support disadvantaged pupils.</p>	<p>1,2,3</p>
<p>Purchase of schemes of work RWI, White Rose Maths, Accelerated Reader, Times Table Rockstars, Science Bug, Numicon Catchup program, VR learning to writing, Charanga Music</p>	<p>Ofsted 2014 acknowledge that ‘coherent schemes of work build effectively on learners’ baseline knowledge and skills.</p> <p>At Newhall we firmly believe that children learn better, and retain their learning for lnger, when they are fully engaged and when the learning is presented in a different and ‘fun’ way. Most of our schemes of work / programs we use meet this, and some include and element of competition and challenge</p>	<p>1,2,3,5,6</p>
<p>Specialist Teaching le RWI specialist on site, PE coach, Essex Music Services (peripatetic and whole class teaching)</p>	<p>We believe that adults with secure and in-depth knowledge of their subject are able to provide a high-level education for all, and understand the individual needs of disadvantaged children, and adapt teaching to meet these needs.</p> <p>Bagley et al (1996) and Morris and Perry (2019) found that the curriculum specialism was an attractive provision to local families and that schools taking advantage of these demonstrate a higher level of autonomy.</p>	<p>4,5,6</p>

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

Budgeted cost: £ 5 830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support for low attaining pupils in classrooms	<p>EEF confirms that Learning Support Assistants can 'provide' a large positive impact on learner outcomes' but does warn that this is dependent upon how they are deployed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistants-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistants-interventions</a></p> <p>At Newhall, we ensure that LSAs work closely with the class teachers and are aware of who the pupil premium children are within that class. They support these individuals with their learning, in a range of ways, both within the classroom and through intervention programmes.</p>	1,2,3,6
Subject-specific interventions during school hours (including CPD for adults undertaking interventions)	<p>The EEF states that stronger positive benefits can be made (additional 4-6months across a year) when interventions are undertaken (often by support staff) provided these have been specifically tailored to the needs of the individual children through teacher directive and for which the provider has been trained.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,6
Interventions and activities for higher achieving disadvantaged pupils ie activities with other local schools or within Reach2	<p>The government document 'Evaluation of Pupil Premium' 2013, although now dated, demonstrates the focus from most schools on lower attaining pupil premium children. However, at Newhall we want to ensure that we focus on our higher achieving pupils too, in order to offer them opportunities to further advance their outcomes and understanding</p>	1,2,3,4,5,6

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

Budgeted cost: £ 9 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support</p> <p>AHT, SENCo, PSHE Lead</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Giving time to teach children how to self-manage their emotions and cognitive elements of learning, can lead to enhanced progress of around 4 months across the year.</p> <p>We believe that children’s ability to learn effectively can be negatively affected by issues which are often out of their control. Offering pastoral support and guidance enables children to deal with these, concentrate more on their learning and consequently, make enhanced progress.</p>	<p>4,6</p>
<p>Lunchtime/Break time</p> <p>Effective MDA provision with high level play activities, using high level equipment</p>	<p>There was a wide body of research which shows that effective play can help children to develop their social and emotional skills. They learn how to work as a team, they learn how to take turns and learn how to deal with winning and losing.</p> <p>All of these can reduce negative behaviours and reactions. Often these games need to initially be introduced and monitored by an adult and can need appropriate equipment. Many of our Pupil Premium children still need to develop their skills in this area which is why part of our grant is directed to this important aspect of school life.</p> <p><a href="https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf">https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf</a></p>	<p>5,6</p>
<p>Data analysis programs to ensure specific knowledge of academic gaps ie OTrack,</p>	<p>We are keen to identify where gaps exist in all areas of learning and use a range of programs to help us analyse data. Much of</p>	<p>1,2,3</p>

PIRA and PUMA MARK Gap Analysis	this data analysis is related to Pupil Premium children.	
Communication systems between home and school, including how to support children's learning at home eg Tapestry in EY, Class DOJO, TEAMS, ARBOR	Communication between home and school has previously been highlighted as an area for development. We believe that now, through regular feedback from our parents and the use of effective communication tools, this is much improved. Part of the Pupil Premium Grant is used to pay towards the cost of these communication platforms.	1,2,3,5
Incentives and rewards for behaviour and attendance, as well as academic outcomes eg reading competitions	<p>'Supporting the attainment of disadvantaged pupils' (Nov 2015) states the obvious fact that children have to be in school before they can access their learning. In addition, they need to demonstrate learning behaviours in order to make progress.</p> <p>Therefore, at Newhall, in order to develop these learning behaviours and increase attendance, we celebrate and reward successes which are well-received by pupils and parents alike. In particular, we have noticed the positive response of a number of our Pupil Premium children in this regard.</p>	1,2,3,6
Family Support and subsidies ie payments toward trips, external visitors, breakfast club, after school club, holiday clubs and other extra curricular oportunties	Some families are unable to contribute towards the cost of out of school experiences or externally provided visitors. We therefore financially support these disadvantaged families in order that their children do not miss out on these experiences	

**Total budgeted cost: £ 27 580**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

### 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
N/A	
N/A	

## PUPIL PREMIUM 2020-21 REVIEW

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



## Teaching Priorities

Measure	Details	
<p>To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>•Baseline assessments to establish year groups key areas for development.</li> <li>•Termly monitoring of attainment levels within Writing, compared to PPG children's non-PPG peers.</li> <li>•PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class.</li>   <li>•CPD to be given to support staff to develop their understanding of marking and feedback, inclusive classrooms, and quality first teaching.</li> <li>•New teaching staff to receive subject specific support within initial month of starting. Teacher CPD sessions on approaches to Writing</li> <li>•Development of the feedback children are given including CPD for teachers to better understand how children can progress within their learning through the use of feedback.</li> </ul>	<p>Attainment levels from baselines show that overall PPG children across the school increased their attainment levels by +17% in Reading, +14% in Writing and +21% in Maths. This shows that the work completed within the school has worked towards diminishing the gap between disadvantaged children and their non-disadvantaged peers.</p> <p>CPD was delivered to all staff on areas such as feedback, quality first teaching and the inclusive classroom. Work continued throughout the year on areas such as feedback and the frequency of feedback has now been extended into all subjects with evidence being recorded in the children's books. This will continue to be an area of development as the new academic year will include new teachers and approaches must remain consistent across the school.</p> <p>The development of subject leaders was a focus throughout the year; however, the January lockdown meant subject leaders had to change their approaches and the scheduled monitoring. Subject leader development will continue to be a focus next academic year.</p>
<p>Address gaps in learning through in class support and the bridging curriculum</p>	<ul style="list-style-type: none"> <li>•Subject leaders provided with time to develop and implement their bridging curriculum within the school.</li> <li>•Support given to teachers by subject leaders to plan and address any gaps within learning</li> <li>•CPD to be given on the bridging curriculum and how teachers can support students in addressing gaps within learning, including pupil premium children.</li> <li>•Focussed CPD to be given to support staff to improve support given to focus groups within class.</li> <li>•Subject leader and SLT monitoring to review in class support and how it addresses gaps within learning.</li> </ul>	<p>Evidence shown from the increase in attainment levels from the September baseline shows that Subject Leaders in Reading, Writing and Maths have narrowed the gap in attainment since the start of the year.</p> <p>The school implemented a bridging curriculum to address any gaps in foundation subjects and this has been reviewed as part of subject leaders end of year review of their curriculum development plan. Subject leaders to continue to monitor any gaps in learning as part of their ongoing monitoring within the new academic year.</p>

<b>Targeted Academic Support</b>		
<p>Improve personal, social, and emotional skills for pupils eligible for PP through focussed interventions.</p>	<ul style="list-style-type: none"> <li>•Development of the PSHE curriculum to include weekly lessons that will support children in developing their personal, social, and emotional skills.</li> <li>•CPD given to staff on the identification of children who have been adversely affected by lockdown and the support the school can give them.</li> <li>•Workshops to be provided for parents/carers on the importance of mental health.</li> <li>•To provide specific social and emotional interventions for PPG children who require additional support with this area. This would be led by the school's pastoral care worker.</li> </ul>	<p>PSHE curriculum has been implemented across the school and is now embedded within all classes.</p> <p>CPD has been given to staff to address any support PPG children may need who have been adversely affected by the 2020/21 lockdown. Workshops for parents were unable to take place; however the school provided additional mental health support through the weekly newsletter. Essex and NSPCC guidance also distributed as received.</p>
<p>Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children</p>	<ul style="list-style-type: none"> <li>•CPD given focussed on Phonics to support all staff in establishing a consistent approach to lessons.</li> <li>•Induction process for new staff includes support from the Reading lead in the teaching of Phonics.</li> <li>•Assessment of the outcomes within phonics from Reception, which highlights children who would benefit from additional support.</li> <li>•Phonics precision intervention given to PPG children who require additional support.</li> <li>•CPD given to support staff on the use of interventions to support children's learning within phonics.</li> <li>•Review of phonics-based interventions allows accurate support to be given based on the child's</li> </ul>	<p>Phonics screening results of 2021 showed 91% of children passing the phonics screening test.</p> <p>Phonics provision and interventions to continue into the next academic year due to their success.</p>
<b>Wider Strategies</b>		
<p>Continue to diminish the difference in attendance of disadvantaged</p>	<ul style="list-style-type: none"> <li>•Weekly attendance tracking, highlighting PPG children who have the lowest attendance.</li> </ul>	<p>The difference between attendance was within 1.5% up until 2021</p>

<p>pupils to non-disadvantaged (within 1.5%).</p>	<ul style="list-style-type: none"> <li>•Individualised programme of attendance for PPG children with the lowest attendance</li> <li>•Half termly coffee mornings for parents</li> <li>•Direct contact to be made with parents/carers of PPG children whose attendance drops. This will provide parents with support and further develop relationships between staff and parents/carers</li> <li>•Attendance to be celebrated on a half termly basis as part of celebration assembly</li> </ul>	<p>Summer term, where the difference grew to 3%. This has led the school to prioritise attendance of PPG children within the next academic year, with focus children being identified based on data from the previous year. Overall attendance of PPG children ended the year on 94%</p>
<p>Increase accessibility of out-of-school and extra-curriculum experiences</p>	<ul style="list-style-type: none"> <li>•Financial support to be given to PPG families to give them access items such as uniforms and pupil trips</li> <li>•Financial support to be given to PPG children to give them access to after school clubs</li> </ul>	<p>Financial support for PPG families continued with uniform support and clubs support within the Summer term. We have supported families who needed to access breakfast and after school clubs to get back to work and who needed financial assistance for the wrap-around care</p> <p>11B411 and off site visits were unable to take place due to restrictions</p>

**Further information (optional)**

N/A
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