

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	287
Proportion (%) of pupil premium eligible pupils	9.8%
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	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Baz Duffy
Pupil premium lead	Charlotte Smart
Governor / Trustee lead	Richard Mawson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41, 450
Recovery premium funding allocation this academic year	£4, 060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£45, 510</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Newhall Primary Academy and Nursery we want all children to achieve well, attend school regularly and participate fully in all the enrichment activities that our school has to offer.

We want to ensure standards of reading, writing and maths are high to ensure all of our pupils are well prepared for the next stage of their education.

We want to ensure that at the end of our early years provision, all children, irrespective of their background achieve a good level of development so they are ready for their learning in KS1.

We want all of our pupils enjoy learning and experience visits, visitors and extra-curricular activities.

We want all of our pupils to attend school regularly so that no learning opportunity is missed.

Our pupil premium strategy supports these objectives by

- ensuring analysis of pupils' data to address gaps and put intervention in place to address these gaps;
- ensuring high quality teaching and a stimulating curriculum in the core subjects;
- supporting pupils to attend school regularly;
- ensuring pupils get to experience a wide range of activities beyond school that will foster a love of learning.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils in reception achieving a good level of development stands at 20% in comparison to non-disadvantaged with 82% achieving a good level of development.
2	Disadvantaged pupils are behind their peers in reading at both expected and greater depth standard except at greater depth standard in Year 3. Similarly, there is a gap in phonics attainment in Year 1 between disadvantaged and non-disadvantaged.

3	Disadvantaged pupils are behind their peers in writing at both expected and greater depth standard across all year groups.
4	Disadvantaged pupils are behind their peers in maths at both expected and greater depth standard except at greater depth standard in Year 3.
5	Our attendance data shows that the overall attendance for disadvantaged children last academic year was 92% in comparison to 94% for non-disadvantaged pupils. Similarly, persistent absence for disadvantaged pupils was 17% in comparison to 9% for non-disadvantaged.
6	Our disadvantaged pupils do not get the same opportunities as others in terms of wider cultural opportunities.

## 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
1. Disadvantaged children achieve a good level of development in the same proportion as their non-disadvantaged peers.	The gap between disadvantaged and non-disadvantaged with continue to diminish over the course of this three-year strategy to less than 10%.
2. Disadvantaged children achieve both greater depth standard and expected standard in the same proportion as their non-disadvantaged peers in reading and disadvantaged pupils achieve equally as well as their non-disadvantaged peers in the phonics screening test.	<p>The gap in Year 1 phonics will be less than national (14% in 2019) and will continue to diminish over the course of this three-year strategy to less than 10%.</p> <p>The gap in reading in KS1 classes will be less than national (17% in 2019) and will continue to diminish over the course of this three-year strategy to less than 10%.</p> <p>The gap in reading in KS2 classes will be less than national (16% for expected and 14% for higher standard in 2019) and will continue to diminish over the course of this three-year strategy to less than 10%.</p>
3. Disadvantaged children achieve both greater depth standard and expected standard in the same proportion as their non-disadvantaged peers in writing.	<p>The gap in writing in KS1 classes will be less than national (18% in 2019) and will continue to diminish over the course of this three-year strategy to less than 10%.</p> <p>The gap in writing in KS2 classes will be less than national (15% for expected and 13% for higher standard in 2019) and will continue to diminish over the course of this three-year strategy to less than 10%.</p>
4. Disadvantaged children achieve both greater depth standard and expected standard in the same proportion as their non-disadvantaged peers in maths.	<p>The gap in maths in KS1 classes will be less than national (17% in 2019) and will continue to diminish over the course of this three-year strategy to less than 10%.</p> <p>The gap in maths in KS2 classes will be less than national (17% for expected and 16%</p>

	for higher standard in 2019) and will continue to diminish over the course of this three-year strategy to less than 10%.
5. Disadvantaged pupils attend school in line with their peers' attendance.	Individual disadvantaged pupils achieve an attendance of above 96% for the next academic year. No disadvantaged pupils are persistent absentees.
6. All disadvantaged pupils attend educational visits offered and have the opportunity to attend enrichment activities.	All disadvantaged pupils will attend all of the visits and experiences their year group offers. All disadvantaged pupils have the opportunity to attend at least one enrichment club during the academic year.

## 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: £23, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess pupils using the NTS assessments at the end of the autumn, spring and summer terms in Years 1, 3 and 4.	According to EEF ( <a href="#">link here</a> ) 'assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know.' The NTS assessments allow for gap analysis to be used to ensure key gaps are targeted to ensure children make progress.	2,3,4
Ensure children are exposed to high quality texts in the English curriculum which develop the pupils' comprehension skills, promote the pupils' love of reading and stimulate the pupils' writing. Demonstrate how this should be delivered using quality first teaching.	According to EEF ( <a href="#">link here</a> ) 'we should <ul style="list-style-type: none"> <li>• Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</li> <li>• Teach pupils to use strategies for developing and monitoring their reading comprehension</li> <li>• Promote fluent written transcription skills by encouraging extensive and purposeful practice'</li> </ul>	1,2,3
Purchase, promote and demonstrate how manipulatives can help pupils to engage with mathematical ideas.	According the EEF ( <a href="#">link here</a> ) 'manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas	1,4

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

Budgeted cost: £12, 510

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continue to support communication and language through the use of Wellcomm throughout our early years provision.	According to EEF ( <a href="#">link here</a> ) 'studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.'	1,2
Provide one-to-one / small group tuition for those disadvantaged children in Year 3 who did not meet age-related expectations.	According to EEF ( <a href="#">link here</a> ) 'small group tuition has an average impact of four months' additional progress over the course of a year and small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	2,3,4

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

Budgeted cost: £10, 510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children can access the educational visits on offer and the attendance to the enrichment activities.	EEF state ( <a href="#">link here</a> ) that they 'think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'	5,6
Monitor the attendance of disadvantaged pupils weekly to ensure swift action is taken when unauthorised absences occur.	The DfE guidance ( <a href="#">link here</a> ) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

**Total budgeted cost: £45, 510**

## 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 2021 to 2022 academic year.

Although attendance at Newhall Primary Academy and Nursery over the academic year was above the national picture in state-funded primary schools (**84.4%** on 21 Jul, down from **90.9%** on 7 Jul) there is still a disparity between disadvantaged and non-disadvantaged pupils both in terms of overall attendance and persistent absenteeism and hence the inclusion on our plan this year to close that gap.

As yet, we have no Key Stage 2 external data as we do not have a Year 6 cohort. This will be evaluated at the end of this three-year plan when our first Year 6 cohort will have completed their time at Newhall.

At the end of EYFS our good level of development was overall above the 2019 national figure, but significantly below for the disadvantaged pupils in that cohort.

Those children who passed our Year 1 phonics assessment were above the 2019 national figures for both disadvantaged and non-disadvantaged cohorts. We will continue with our robust early reading programme, Read, Write, Inc, to ensure this level of success is maintained and improved upon.

At the end of Key Stage 1 our Year 2 disadvantaged pupils achieved below the 2019 national figures. Therefore, the focus on reading, writing and maths features in our new pupil premium strategy to ensure the progress is made for our disadvantaged pupils during Key Stage 2. The Covid pandemic has undoubtedly had an impact on this cohort, having both their Year R and Year 1 disrupted due to the pandemic,

### 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



## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*