

Newhall Primary Academy and Nursery

Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 and Nursery
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Baz Duffy
Pupil premium lead	Baz Duffy
Governor / Trustee lead	Samia Alrahi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£78,440

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 high quality teaching and a stimulating curriculum in all subjects;
- ensuring analysis of pupils' data to address gaps and put intervention in place to address these gaps;
- supporting pupils to attend school regularly;
- ensuring pupils get to experience a wide range of activities beyond school that will foster a lifelong 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 was 50% in comparison to 82% of non-disadvantaged pupils achieving a good level of development. In particular, the areas of number, numerical patterns and writing are where disadvantaged pupils did not meet the early learning goal compared to non-disadvantaged peers.
2	Disadvantaged pupils in Year 1 passing their phonics screening check was at 63% in comparison to 96% of non-disadvantaged pupils passing their phonics screening check. Disadvantaged pupils in Year 2 passing their phonics screening check was at 83% in comparison to 94% of non-disadvantaged pupils passing their phonics screening check. At the end of KS1 17% of disadvantaged pupils achieved greater depth standard in reading, in comparison to 26% of non-disadvantaged pupils. At the end of Year 5, a smaller proportion of disadvantaged pupils achieved expected (gap of 20%) and greater depth (gap of 7%) standards in reading in comparison to non-disadvantaged pupils.
3	No disadvantaged pupils achieved greater depth standard in writing at the end of KS1 in comparison to non-disadvantaged pupils. In Year 5, a smaller proportion of disadvantaged pupils achieved expected (gap of 17%) and greater depth (6%) standards in writing in comparison to non-disadvantaged pupils.
4	A smaller proportion of disadvantaged pupils achieved greater depth standard in maths at the end of KS1 in comparison to non-disadvantaged pupils. In Year 5, a smaller proportion of disadvantaged pupils achieved expected (gap of 20%) and greater depth (gap of 16%) standards in maths in comparison to non-disadvantaged pupils.
5	Our attendance data shows that the overall attendance for disadvantaged children last academic year was 91% in comparison to 96% for non-disadvantaged pupils. Similarly, of the 41 persistent absentee pupils, 16 of these are disadvantaged pupils.
6	Our disadvantaged pupils do not get the same opportunities as others in terms of wider cultural and sporting 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 (16% in 2023) 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 (19% at expected and 13% greater depth in 2023) 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 (18% for expected and 17% for higher standard in 2023) 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 (21% expected and 7% greater depth in 2023) 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 (19% for expected and 9% for greater depth standard in 2023) 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 (19% at expected and 11% greater depth in 2023) 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 (20% for expected and 16% for higher standard in 2023) and will continue to diminish over the course of this three-year strategy to less than 10%.</p>
5. Disadvantaged pupils attend school in line with their non-disadvantaged peers' attendance.	<p>Individual disadvantaged pupils achieve an attendance of above 96% for the next academic year.</p> <p>No disadvantaged pupils are persistent absentees.</p>

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: £47,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assess pupils using the NTS assessments at the end of the autumn, spring and summer terms in Years 1, 2, 3, 4 5 and 6. After assessments, complete gap analysis sheets to target specific areas of reading / maths which are evident.</p>	<p>According to EEF (link here) ‘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.’ In addition to this the recommendations for improving literacy for KS2 (link here) and KS1 (link here) both advocate assessment to ‘inform professional judgment about the best next steps’ and to ‘collect high quality, up-to-date information about pupil’s current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress.’</p>	<p>2, 4</p>
<p>Implement and embed the Reach2 reading strategy which focuses on communication and language, fluency, phonics and word recognition, comprehension, vocabulary and love of books.</p>	<p>According to EFF recommendations for improving literacy for KS2 (link here) and KS1 (link here):</p> <p>‘Purposeful speaking and listening activities support pupils’ language development.’</p> <p>Fluency ‘supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text.’</p> <p>‘Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.’</p> <p>‘Teach specific [comprehension] strategies that pupils can apply to monitor and overcome barriers to comprehension.’</p> <p>‘Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary.’</p>	<p>1, 2, 3</p>
<p>Implement Reach2 Adaptive Teaching program which includes chunking progress and assessment for learning,</p>	<p>According to the EEF, modelling (as part of cognitive and metacognitive approaches) and increase pupils’ learning by 7+ months (link here). Thee EEF, Page 16 (link here) state, ‘all teachers use modelling to some extent. The most effective teachers are</p>	<p>1, 2, 3, 4</p>

<p>in the moment adaptations, high expectations and barriers to learning, planning to adapt and modelling and direct instruction.</p>	<p>aware of their expertise and of how to reveal their skills to learners and how to assess whether their pupils have understood them.’ Direct instruction is also a recommendation of the EEF’s ‘five a day’ approach (link here)</p>	
<p>Target and track disadvantaged pupils specifically with regards to phonics interventions, ensuring the interventions are delivered by the most skilled practitioners.</p>	<p>The EEF (link here) states to effectively implement a systematic phonics programme, ‘to check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.’</p>	<p>1, 2</p>
<p>Ensure high quality teaching and learning is delivered in all classrooms across all subjects, ensuring teachers understand their pupils’ metacognitive knowledge and how to explicitly teach metacognitive strategies.</p>	<p>The EEF (link here) states that ‘evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p>	<p>1 - 4</p>
<p>Ensure children are exposed to high quality texts in the English curriculum which develop the pupils’ comprehension skills, promote the pupils’ love of books and stimulate the pupils’ writing. Demonstrate how this should be delivered using quality first teaching.</p>	<p>According to EEF (link here) ‘we should</p> <ul style="list-style-type: none"> • Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills • Teach pupils to use strategies for developing and monitoring their reading comprehension • Promote fluent written transcription skills by encouraging extensive and purposeful practice’ 	<p>1, 2, 3</p>
<p>Continue to develop problem solving and reasoning, ensuring a consistent approach for all children to be challenged.</p>	<p>According the EEF (link here) teaching strategies for problem solving is a recommendation to improve mathematics. It states to, ‘teach them to use and compare different approaches’ and to ‘use worked examples to enable them to analyse the use of different strategies.’</p>	<p>4</p>

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

Budgeted cost: £15, 688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support communication and language through the use of Wellcomm throughout our early years provision.	According to EEF (link here) '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 who have not met the expected phonics standard in Years 1 – 6.	According to EEF (link here) '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: £15, 688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed, monitor and evaluate the PATHS programme from Years R-6 to support social and emotional learning. The programme involves self-esteem, self-control, emotional intelligence, classroom behaviour, conflict resolution and academic engagement.</p>	<p>EEF states (link here) to 'use a planned series of lessons to teach skills in dedicated time' and 'once underway, regularly review progress, and adapt with care.'</p>	<p>1-6</p>
<p>Train all staff in trauma perceptive practice.</p>	<p>The impact of this is currently being researched by the EEF (link here).</p>	<p>1-6</p>
<p>Ensure children can access the educational visits on offer and the attendance to the enrichment activities.</p>	<p>EEF states (link here) that they 'think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</p>	<p>5, 6</p>
<p>Monitor the attendance of disadvantaged pupils weekly to ensure swift action is taken when unauthorised absences occur, following the attendance policy.</p>	<p>The DfE guidance (link here) suggests to, 'hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school' and 'identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.'</p>	<p>5</p>

Total budgeted cost: £78, 440

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 2023 to 2024 academic year.

Intended Outcome 1

At the end of EYFS, the gap has decreased from the 2021-2022 academic year and the current academic year between pupil premium and non-pupil premium pupils as per the table below.

Academic Year	Pupil Premium GLD	Non-Pupil Premium GLD	Gap
2021-2022	20%	82%	62%
2022-2023	33%	77%	44%
2023-2024	50%	82%	32%

Key areas where pupil premium pupils are not meeting expected standard is as follows with the number in brackets being the % of pupil premium pupils that achieved expected standard in that area.

Writing (67%), Number (67%) and Numerical Patterns (67%).

Intended Outcome 2

At the end of Year 1, the gap has increased between pupil premium and non-pupil premium pupils achieving the expected standard in the Year 1 phonics screening check since the 2021-2022 academic year.

Academic Year	Pupil Premium Phonics Met	Non-Pupil Premium Phonics Met	Gap
2021-2022	77%	88%	11%
2022-2023	67%	87%	20%
2023-2024	63%	96%	33%

At the end of Year 2, the gap has remained stable between pupil premium and non-pupil premium pupils achieving the expected standard in the phonics screening check by the end of Year 2, with the exception of an increase during 2022-2023.

Academic Year	Pupil Premium Phonics Met	Non-Pupil Premium Phonics Met	Gap
2021-2022	100%	90%	10%
2022-2023	73%	96%	23%
2023-2024	83%	94%	11%

At the end of Year 2, pupil premium are now exceeding the proportion of non-pupil premium pupils in achieving expected standard in reading. At greater depth standard the gap has remained consistent after an increase during 2022-2023.

	2021-2022			2022-2023			2023-2024		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Expected	60%	70%	10%	70%	72%	2%	83%	76%	+7%
Greater Depth	20%	26%	6%	10%	34%	24%	17%	26%	9%

For Key Stage 2, the table below illustrates the teacher assessment data for Year 5 reading. Next year will be our first Year 6 cohort.

	2023-2024		
	Pupil Premium	Non- Pupil Premium	Gap
Expected	57%	77%	20%
Greater Depth	21%	28%	7%

Intended Outcome 3

At the end of Year 2, the proportion of pupil premium and non-pupil premium pupils achieving expected standard in writing is similar Over the last two years the gap at greater depth standard has remained consistent.

	2021-2022			2022-2023			2023-2024		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Expected	40%	59%	19%	7%	68%	+2%	67%	66%	+1%
Greater Depth	0%	6%	6%	0%	14%	14%	0%	13%	13%

For Key Stage 2, the table below illustrates the teacher assessment data for Year 5 writing. Next year will be our first Year 6 cohort.

	2023-2024		
	Pupil Premium	Non- Pupil Premium	Gap
Expected	57%	74%	17%
Greater Depth	7%	13%	6%

Intended Outcome 4

At the end of Year 2 the proportion of pupil premium children reaching expected standard is exceeding the proportion of non-pupil premium. The gap between pupil premium and non-pupil premium achieving greater depth standard in maths has remained stable.

	2021-2022			2022-2023			2023-2024		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Expected	60%	70%	10%	70%	74%	4%	83%	70%	+13%
Greater Depth	0%	15%	15%	20%	30%	10%	17%	28%	11%

For Key Stage 2, the table below illustrates the teacher assessment data for Year 5 maths. Next year will be our first Year 6 cohort.

	2023-2024		
	Pupil Premium	Non- Pupil Premium	Gap
Expected	57%	77%	20%
Greater Depth	7%	23%	16%

Intended Outcome 5

The table below demonstrates that the gap between pupil premium and non-pupil premium regarding attendance has increased to 5.2%.

	2021-2022			2022-2023			2023-2024		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Attendance	92.8%	94.6%	1.8%	92.4%	94.2%	1.8%	90.5%	95.7%	5.2%

Intended Outcome 6

38% of pupil premium children attended at least one after school club in the autumn term and 19% during the summer term.