

Newton Tony Primary School CE VC 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	Newton Tony Primary School CE VC
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sheena Priestley (Head Teacher)
Pupil premium lead	Sheena Priestley
Governor / Trustee lead	Kristina Auckland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,955
Recovery premium funding allocation this academic year	£6,513
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,070
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,538

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 military children, gypsy roma/travelers, those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We also acknowledge that any child in our school family may become vulnerable and this can be a temporary situation. Every pupil is entitled to access all areas of the curriculum and we will do our best to support every family.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	Pupils in need of mental health support. Our discussions with pupils and families, ELSA assessments and staff observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	Pupils with underdeveloped oral language skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our pupils, including our disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

3	<p>Pupils in need of a healthy start to their school day.</p> <p>Discussions with parents and pupils indicate that pupils benefit from a healthy start to their school day through accessing our funded breakfast club to ensure that they are ready for learning.</p>
4	<p>Pupils in need of tailored intervention programmes.</p> <p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
5	<p>Pupils accessing enrichment opportunities.</p> <p>All children are entitled to an enriched curriculum and opportunities to access funded extra curricula activities including: residential trips, school trips. Discussions with pupils and parents indicate that funding these opportunities can be difficult. This includes accessing the able child programme at Braeside Education Centre.</p>

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant improvement in disadvantaged pupil's self-esteem and self-management • pupils will be able to independently manage their emotional needs during social interaction activities ie playtimes and in the classroom. • Children will be able to independently manage their emotional needs during social interaction activities ie playtimes and in the classroom. Children's attainment and progress will be in line with the other children who are not pupil premium
Improved oral language skills and vocabulary among disadvantaged pupils.	Observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in the Wiltshire Oracy Project, lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment for disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 100% of disadvantaged pupils made expected progress.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 100% of disadvantaged pupils made expected progress.

To access enriched curriculum opportunities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £6107.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of emotional, social and emotional learning.</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>£1000.00 Cost of ELSA training, subscription and resources.</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time to participate in the Wiltshire Oracy Project.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>£1100.00 Cost of English Lead to attend CPD Rightchoice events.</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4</p> <p>£4,007.59 Cost of purchasing annual subscription and all Little Wandle, training and resources</p>

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

Budgeted cost: £3,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and maths sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through tailored intervention programmes (Project x and 1 st Class @ Number)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4 £3000.00 Staffing costs/resources for staff member to implement intervention programmes.

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

Budgeted cost: £6250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of emotional, social and emotional learning.</p> <p>Increased delivery of our ELSA programme to support increased need to support mental health.</p>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1 £2,500.00 Staffing costs for staff member to implement ELSA programme/resources
Provide opportunities for pupils to access an enriched curriculum and opportunities to access funded extra curricula activities including: breakfast club, swimming lessons, class reading books, residential trips, school trips. This includes accessing the able child programme at Braeside Education Centre.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	5 £3,750.00

Total budgeted cost: £15,357.59

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous two years in key areas of the curriculum. Despite being on track during the first year (2019/2020), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Although overall attendance in 2020/21 was higher than in the preceding 3 years at 96.69%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 11.11% higher than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Complete systematic synthetic phonics programme (SSP)	Little Wandle (Letters and Sounds revised)

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided a funded place at our Early Bird breakfast club for disadvantaged pupils (Challenge 3) and military pupils in our military families. The club leader is part of a current serving military family and can relate to the challenges that moving between schools can present. She is dedicated to the emotional wellbeing and academic

	<p>achievement of service children. She is available to discuss the pupil's 'My military journey' personalised books which help pupils stay connected to their deployed parent.</p> <p>We identified that the majority of our military families would benefit from this support as they move between schools. It also provides a healthy start to the school day.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Staff and other pupils observed improvements in wellbeing amongst service children.

Further Information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality Learning Outside the Classroom (LOC) extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.