

Newton Tony Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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	83
Proportion (%) of pupil premium eligible pupils	7.23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sheena Priestley (Head Teacher)
Pupil premium lead	Sheena Priestley
Governor / Trustee lead	Anthony Brinkworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,310
Recovery premium funding allocation this academic year	£1,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Premium (military children)	£11,520
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	£21,330

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 leave our school as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. They will have the opportunity to compete to take part in sporting events/clubs and/or play a musical instrument. 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. 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, in particular due to bereavement, parental separation and military deployment. These findings are supported by national studies.

2	<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>
3	<p>Pupils in need of tailored intervention programmes.</p> <p>Internal and external assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<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.</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 2022-2023 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 reading attainment for disadvantaged pupils.	KS2 reading outcomes in 2022-2023 show that more than 100% of disadvantaged pupils made expected progress.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2022-2023 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: £15,742

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>£2562 Cost of ELSA staffing £151 ELSA network subscription</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>3</p> <p>£9157 Cost of Intervention programme staffing £2654 Cost of Intervention programme Speech and Language staffing £750 Cost of purchasing annual subscription to Little Wandle £450 training and resources</p>

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

Budgeted cost: £6,954.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through tailored intervention SEND programmes	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	3 £6954.00 Staffing costs/resources for staff member to implement intervention programmes.

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

Budgeted cost: £5,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of emotional, social and emotional learning. Increased delivery of our ELSA programme to support increased need to support mental health.	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 £2,300.00 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.	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):	4 £3,500.00

Total budgeted cost: £28,496

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 2021-2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that our disadvantaged children all made good progress.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. We acknowledge that due to our small class sizes our results were shared internally, to avoid any child being personally identified.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our disadvantaged pupils attendance is above the national average.

Our evaluation of the approaches delivered last academic year indicates that our continued focus on providing high quality emotional learning support has been found to be particularly effective during the previous academic year.

Our funded breakfast club for military children had a high attendance rate (Service Premium)

We are proud to acknowledge that all of our disadvantaged children accessed every trip and relevant sporting event. Every child who expressed an interest in playing the guitar, received funded lessons. Every child who expressed an interest in taking part in our PH sports club received funding.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided a funded place at Breakfast club for all our military children. We identified that the majority of our military families would benefit from this support as they move between schools. We partnered with 'Little Troopers' to provide military deployment packs. We employed an ELSA to provide pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	Staff and other pupils observed improvements in wellbeing amongst service children. Parents have feedback that they appreciate the support the school provides.

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.