

Pupil Premium at Newlands Primary School 2022-2023

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	Newlands Primary School
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	58.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	David Bailey, Headteacher

Pupil premium lead	Debbie Farbrace, Deputy Headteacher
Governor / Trustee lead	Roger Silk, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217445
Recovery premium funding allocation this academic year	£22765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£240210

Part A: Pupil premium strategy plan

Statement of intent

Context of the School

Newlands Primary School serves an area of high deprivation. There are 276 children on roll with over half (58.3%) being entitled to Free school Meals, which is well above average. Compared to all schools nationally, Newlands is in the top 20% where deprivation is an indicator of need. At Newlands, 34.8% of children have Special Educational Needs which is above the national average, 4.34% have an EHCP and 12.7% of children are from minority ethnic backgrounds.

What is Pupil Premium?

The Pupil Premium is grant funding and is in addition to the School's Delegated Budget. It is allocated to children from low-income families and children who have been looked after continuously for more than six months. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress.

The Purpose of the Pupil Premium Grant.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for the school to decide how the Pupil Premium is spent. However, schools will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium

Ofsted May 2017

Disadvantaged pupils are achieving increasingly well and in some cases make more rapid progress than others in the school. Their progress is carefully tracked and the provision of appropriate support helps to reduce barriers to learning. A range of successful strategies ensures that these pupils achieve well. Differences between their attainment and that of other pupils nationally are diminishing. Pupils who have special educational needs and/or disabilities make good progress from their starting points. This includes pupils who have complex needs or significant learning difficulties. The provision is well led and pupils' needs

are accurately identified with appropriate support provided. The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils supported through the pupil premium funding is above average.

Aims of Spending of Pupil Premium Grant

Our aim in using the Pupil Premium Grant is to narrow the gap between groups of pupils. We have a track record of ensuring children, especially those who start with us in Reception, make at least good progress. The allocation of our funding is based on extensive analysis of internal and external data. We have used existing research such as that undertaken by Sutton Trust and examples of Good Practice to help us determine how best to use the funds. The heavy investment in training and resourcing the Read Write Inc programme has been sustained owing to its proven impact. We have worked hard to increase the number of children with good attendance and continue to have this as a high priority. We have also identified opportunities for enrichment programmes and activities that will support our children, and increase their enjoyment and participation at school.

Our aim is to ensure that pupils are not disadvantaged as a direct result of their socio-economic context. We believe with the correct support, direction and nurture all pupils can achieve their full potential. We aim to remove barriers to children's learning. Narrow the attainment gaps between disadvantaged and their non disadvantaged peers. We aim to ensure all children can read fluently with good comprehension skills ensuring they can access all areas of the curriculum to foster a love of learning. We are consistently working towards children's mental health and ensuring we offer a wide range of strategies to support children on their journey to positive mental health.

Challenges

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

Challenge number	Detail of challenge
1	Improving literacy outcomes for all children with a strong focus on reading.
2	Introducing P4C for all children to increase oracy across the school

3	Disadvantaged children to receive ACE project to increase attendance and decrease exclusions.
4	Improve maths attainment for disadvantaged children.
5	Mental Health and wellbeing.

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. Improving Reading outcomes for all pupils	<p>Key Stage 2 Reading outcomes in 2021-2022 were 80%*. Compared to the results of 61% in 2019.</p> <p>An increase in pupil premium children achieving expected standard at the end of EYFS.</p> <p>An increase in pupil premium children passing their Phonics Screener at the end of year 1</p> <p>An increase in pupil premium children passing their multiplication checker in year 4</p>
2. Introducing P4C for all children to increase oracy across the school	<p>Using pupil voice to measuring increasing in the spoken word</p> <p>Raise expectations in vocabulary and sentence structure across the school</p>

<p>3. Disadvantaged children to receive ACE project to increase attendance and decrease exclusions.</p>	<p>Working with Department of Education & TKAT on the new ACE (A Champion for Every Child) soft roll out 2021-2022. From January 2022 all pupil premium children will have a champion providing weekly catch up sessions.</p> <p>The attendance of pupil premium children will increase in line with non pupil premium children attendance.</p> <p>To increase parental & carers engagement with the school via parent workshops, coffee mornings, viewing children's work, RWI sessions and progress meetings for both pupil premium and non pupil premium children.</p>
<p>4. Improve maths attainment for disadvantaged children.</p>	<p>Close the gap between disadvantaged and non disadvantaged children in mathematics. Adopt a mastery approach to ensure children have a deep understanding of mathematical concepts. Use resources and manipulatives to bring maths alive for pupil premium children.</p>
<p>5. Mental Health and Wellbeing</p>	<p>Staff Mental Health advisor and a children's mental health advisor on site at all times. Working with the NHS on improving mental health for pupil premium children. Working with external agencies to provide family Thrive sessions to support with mental health and wellbeing strategies.</p>

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p>	<p>EEF Effective Professional Development for Quality First Teaching</p> <p>Regular high quality CPD for teachers and teaching assistants to ensure the quality of teaching and learning is high. Increase teaching profile to 85% of all teaching is at least good or better.</p> <p>Implement the gradual release approach in all sessions to ensure pupil engagement is high and children are actively engaged in the learning process.</p> <p>High quality training from external providers to ensure wider curriculum has an impact on children and fosters a love of learning to succeed within society and the next stages of their lives.</p>	<p>1. Improving Reading outcomes for all pupils</p> <p>2.Introducing P4C for all children to increase oracy across the school</p> <p>4.Improve maths attainment for disadvantaged children.</p>
<p>Continue with RWI to support early phonic work progressing to reading skills for all children in Reception and Key Stage 1.</p>	<p>EEF Phonics Toolkit Strand</p> <p>RWI is the Multi Academy Trust's approach to children beginning to read. Phonics begins from day 1 in Reception and continues throughout years 1&2. As children learn to read they are able to transfer their reading skills to the wider curriculum and develop their love of learning. Lowest 20% of children receive 1-2-1 afternoon sessions from trained experts.</p>	<p>1. Improving Reading outcomes for all pupils</p>
<p>Continue with Accelerated</p>	<p>EEF Supporting children to Develop a Love of Reading using Accelerated</p>	<p>1. Improving Reading outcomes for all pupils</p>

<p>Reader in Key Stage 2 to support the early skills and developing skills of reading including assessment.</p>	<p>Reader</p> <p>Accelerated Reader is the approach delivered by our Multi Academy Trust. The programme supports independent reading and assessing for all children from years 2, 3 ,4, 5 & 6.</p> <p>Myon online reading library supports all pupils but in particular our pupil premium children. Pupils from poorer backgrounds have less access to reading materials at home. Myon is an online tool which children can select and read books of interest to them. Their teachers can also set books for them to read which are linked to their learning within the classroom, particularly the wider curriculum.</p>	
<p>Working with Regional Educational Director and SAPERE to introduce philosophy for children.</p>	<p>EEF Helping children become more willing and able to question, reason, construct arguments, and collaborate with others</p> <p>'We introduce educators to P4C which helps learners to be critical, creative, caring and collaborative thinkers'</p>	<p>2.Introducing P4C for all children to increase oracy across the school</p>
<p>Introduction of ACE project for ALL pupil premium children in school</p>	<p>EEF Teacher Feedback to improve Outcomes for Disadvantaged Children</p> <p>TKAT ACE Project</p>	<p>3.Disadvantaged children to receive ACE project to increase attendance and decrease exclusions.</p>
<p>Continuing implementing Mathematics Mastery and Whole School Approach to Times</p>	<p>Mastery Approach to Mathematics</p> <p>Whole School approach to learning Times Tables</p> <p>A Whole School Intervention for Teaching, Learning and Understanding</p>	<p>4.Improve maths attainment for disadvantaged children.</p>

Tables	Times Tables	
Mental health and Wellbeing First Aiders in school	Building Social and Emotional Learning into the Classroom	5.Mental Health and Wellbeing

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tutor to provide catch up to small focus group of Pupil Premium children	Catch up tutoring Children achieve high outcomes from 1-2-1 or small group focused teaching.	4. Improve maths attainment for disadvantaged children. 1. Improving Reading outcomes for all pupils
Oral Language sessions twice a week to improve speaking, listening and vocabulary for disadvantaged pupils	EEF Helping children become more willing and able to question, reason, construct arguments, and collaborate with others Nuffield Early Language Intervention delivered by a highly trained S&L TA.	2.Introducing P4C for all children to increase oracy across the school
Same day intervention for Maths Mastery to ensure disadvantaged children keep up	Same Day Intervention	4. Improve maths attainment for disadvantaged children.

with their non-disadvantaged peers		
Small group work for pupil premium & SEN children	<p>Our TAs and 1-21s provide small catch groups and small day interventions for reading, writing and maths. We also deliver the following small group activities for those children who require it. Those children are identified by our Inclusion Lead</p> <ul style="list-style-type: none"> ● Fizzy ● Clever Hands ● Lego Therapy ● Drawing and Talking ● RWI 1-2-1 ● Precision teaching ● Social & friendship groups ● Pre teaching of lessons ● Speech and language from dedicated S&L TA ● Nuffield Early Language Intervention 	

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

Budgeted cost: £45,200

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Mental Health First Aiders in school for all children and staff to access	Many of our pupil premium children and LAC children have experienced significant trauma in their past. By ensuring children have access to all support networks we hope to meet Maslow's Hierarchy of Needs to ensure educational success follows. These sessions are timetabled and the Pastoral Team identify those children who require additional support.	5.Mental Health and Wellbeing
Weekly therapy sessions for pupil premium children who require it	NHS workers, Counselling and play therapists on site weekly to support identified children. Children are highlighted by parents and/or the pastoral team.	5.Mental Health and Wellbeing
TKAT ACE project and Family Thrive sessions to ensure we work with and support families within the local community	<p>'TKAT ACE - a champion for every child - provides a dedicated 1:1 tutor for each disadvantaged pupil and their family.</p> <p>Piloted during 2020/21, the programme is now rolling out in all 45 TKAT schools.</p> <p>TKAT ACE is one-to-one tutoring for thousands of disadvantaged pupils.</p> <p>About 5,500 primary and secondary pupils entitled to free school meals in The Kemnal Academies Trust (TKAT) will receive pastoral and academic support.</p> <p>It is believed to be one of the most comprehensive trust-wide mentoring schemes. It is also more welfare-focused than the National Tutoring Programme, and more sustainable than initiatives funded through one-off recovery premium funding.</p> <p>The "A Champion for Every Child", or ACE, rollout has allowed schools to hire "ambition tutors" full-time for about a third</p>	<p>3.Disadvantaged children to receive ACE project to increase attendance and decrease exclusions.</p> <p>5.Mental Health and Wellbeing</p>

	<p>of the roles, with existing staff such as teachers or pastoral support workers making up the rest. Tutors are trained in helping pupils overcome barriers to academic, social and emotional development.'</p> <ul style="list-style-type: none"> ● Improve attendance ● Improve academic progress and attainment ● Increase wellbeing ● Build positive working relationships ● Support with home and family concerns 	
School minibus & walking bus collection.	Disadvantaged families require support with implementing and establishing routines at home. This can sometimes result in children not attending school or arriving late for school.	<p>3. Disadvantaged children to receive ACE project to increase attendance and decrease exclusions.</p> <p>5. Mental Health and Wellbeing</p>
Looked After Children Practitioner	Weekly session with our LAC coordinator to ensure all looked after children are making progress. Regular monitoring of any EHCPs and progress made. Targets are regularly changed to ensure we are always pushing and challenging children to achieve their full potential. LAC Coordinator attends all meetings to support the child and delivers well being sessions to ensure they feel well supported and included in all decisions.	<p>3. Disadvantaged children to receive ACE project to increase attendance and decrease exclusions.</p> <p>5. Mental Health and Wellbeing</p>
Whole school training on positive behaviour management lead by our Inclusion Lead and Specialist	<p>Following the book When the Adults Change, Everything Changes.</p> <p>Staff Inset day dedicated to positive approaches towards behaviours delivered by TISS.</p> <p>Inclusion Lead delivered behaviour</p>	<p>3. Disadvantaged children to receive ACE project to increase attendance and decrease exclusions.</p> <p>5. Mental Health and Wellbeing</p>

Teaching Services	sessions for all staff to ensure consistent approaches were implemented across the school.	
Enrichment activities	<p>Linked with children's learning within their foundation subjects.</p> <ul style="list-style-type: none"> ● School trips and workshops ● Outdoor learning at forest school ● Swimming for UKS2 pupils ● Extended day including breakfast and afterschool clubs ● Reduced cost for breakfast club session to only £1 ● Homework club offered until 4pm at no charge 	<p>1. Improving Reading outcomes for all pupils</p> <p>2. Introducing P4C for all children to increase oracy across the school</p> <p>4. Improve maths attainment for disadvantaged children.</p> <p>5. Mental Health and Wellbeing</p>

Total budgeted cost: £240,200

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however we would like to celebrate our success with our recent (June 2022) End of Key Stage 2 outcomes.

Year	Pupils meeting expected standard in reading, writing and maths
2017	49%
2018	29%

2019	54%
2022	78%

Impact of spending.

Attendance of PP children has increased from 2020-2021 (84.4%) 2021-2022 to 87.5%

Due to catch up tutoring, 1-2-1 interventions, small focused groups and covid tuition we have managed to significantly reduce the gap between pupils eligible for pupil premium and those who are non-pupil premium at the end of KS2 outcomes.

Maths mastery has had a positive impact for PP children where PP children are beginning to close the gap compared with NPP especially in supporting the use of vocabulary and the use of manipulatives. Arithmetic scores have increased across the school.

Reading outcomes for PP children have increased from 2018 29%, 2019 54%, 2020 no sats, 2021 no sats and 2022 78%. The introduction of MYON and Accelerated Reader has had a positive impact on the children. We also have a new system in place which allows pupil premium children to take home, school laptops for them to complete home learning

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 & Weblink
Read Write Inc. Phonics	Oxford University Press https://www.ruthmiskin.com/programmes/phonics/
Accelerated Reader	Renaissance https://ukhosted110.renlearn.co.uk/2240607/Public/RPM/Login/Login.aspx?srcID=t

Online reading library	Renaissance https://www.myon.co.uk/login/
Mathematics Mastery	Ark Curriculum Plus https://www.arkcurriculumplus.org.uk/
Primary Languages	https://www.languageangels.com/schools/
Primary RE Curriculum	The Emmanuel Project The Church of England Suffolk https://www.cofesuffolk.org/schools/school-leaders/religious-education/emmanuelproject/ .
Philosophy for Children	https://www.sapere.org.uk/
Geography and History Curriculum	Pearsons Education LTD https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/activehub-primary/history-and-geography
