

# Pupil premium strategy statement – Newtown Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Simone Chesney-Ly
Pupil premium lead	James Bushell
Governor / Trustee lead	Dai Meredith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 128,040.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 12,760.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 140,800.00

## Part A: Pupil premium strategy plan

### Statement of intent

Newtown Primary Schools serves a vibrant and diverse area. As a school community we aim for all children to make the best progress they are capable of across the curriculum; ultimately, we want our Pupil Premium children to leave us with excellent skills in English and Maths and achieve at the end of Key Stage 2 in line with non- Pupil Premium pupils nationally. We also want our Pupil Premium children to leave us with a wide body of knowledge that supports excellent achievements in all curriculum areas.

At Newtown Primary School, we have high expectations for all pupils in our school. We aim to provide the highest possible quality of teaching and learning through a curriculum that is stimulating, challenging and memorable. As an inclusive school we are committed to educate and develop all our pupils and give them equal access to a broad and balanced curriculum. At Newtown Primary School we have designed our curriculum to meet the specific needs of our pupils and our community. Our curriculum will tackle the 'Matthew Effect' (Hirst) of those pupils with more prior knowledge learning more than those with limited prior knowledge. We aim to develop specific subject knowledge for every pupil premium pupil so that this gap closes by implementing a knowledge rich curriculum that looks to embed communal knowledge for all pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (e.g. vocabulary acquisition). 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. However, this is in itself not always enough. Targeted academic support is used, when and where appropriate, based on the diagnosed needs of each individual child. The key principles underpinning the strategy plan are:

- staff to have high expectations of all children.
- all pupils receive quality first teaching each lesson.
- addressing non-academic barriers to attainment such as attendance, well-being and cultural capital
- access to our full curriculum
- providing targeted academic support for those not making expected progress

- approaches adopted are selected on the basis of strong educational evidence

## Challenges

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

Challenge number	Detail of challenge
1 Language development	Many children entering reception class have lower levels of speech and language than previous cohorts. There is also a trend that, social skills are less developed than in previous cohorts. Children's exposure to tier 2 and 3 vocabulary outside of the school setting is limited.
2 Essential knowledge acquisition	Our assessments and observations suggest that Pupil Premium pupils' experiences outside of school may be more limited and as a result they may start some curriculum areas with less knowledge than peers. This lack of knowledge impacts on all curriculum areas. Furthermore, in Staff CPD training on retrieving subject knowledge to aid and improve subject knowledge.
3 Master of Number/Fluency in Maths	Fundamental arithmetic and number skills - including the ability to subitize and efficiently select the most appropriate method - are less well developed for Pupil Premium children than other pupils and impacts on pupils reaching expected levels at EYFS, KS1 and KS2.
4 Attendance/ Persistent Absence	The average attendance percentage and recorded lateness of pupil premium/disadvantaged pupils is below that of their peers. The overall attendance gap to non-disadvantaged pupils is 1.30%.  The Persistent absence of the school is currently at 21.43% which is 3.73% above national. As a school we have attendance incentives to work towards lowering the number. 28.57% of PA is Pupil Premium and there is gap of 12.78%, which is 6% lower than last year.
5 SEMH	An increasing number of pupils enter reception and KS1 with non-academic barriers to attainment such as emotional well-being, social and behavioural needs which impact the pupil's attainment and readiness to learn.
6 Life experiences/enrichment/ talents and interests.	In schools where children face socioeconomic disadvantages, fostering positive life experiences is not just about creating memorable moments; it's about cultivating cultural capital. Cultural capital encompasses the knowledge, skills, and experiences that individuals acquire through their socialisation and interactions within society. This report explores the significance of positive life experiences in the development of cultural capital, supported by research findings.

	<p>Positive life experiences play a crucial role in shaping a child's cultural capital. These experiences broaden their horizons, enhance social skills, and instil confidence, all of which are essential components of cultural capital. Research indicates that exposure to diverse experiences, such as visiting museums, attending cultural events, and engaging in extracurricular activities, significantly contributes to children's cognitive and socioemotional development (Arnett, 2015; Sullivan &amp; Long, 2016).</p> <p>In a school context, providing opportunities for positive life experiences can bridge the gap between disadvantaged students and their more advantaged peers. By offering enriching activities both within and outside the classroom, schools can empower students to explore new interests, develop critical thinking skills, and build social networks, thus fostering their cultural capital (Reay, 2004; Blanden et al., 2006).</p>
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## 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 improve oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Wellcomm impact data shows improved communication and language skills for children in EYFS and KS1. Our broad, balanced, challenging and enriched curriculum exposes children to new (tier 2 and tier 3) vocabulary.
To improve reading attainment among disadvantaged pupils	Phonics Screening Check scores for disadvantaged children is broadly in line with their peers. KS2 reading outcomes demonstrate improved outcomes for disadvantaged pupils.
To improve retrieval of essential knowledge in the broader curriculum among disadvantaged pupils	Observations and end of unit assessments indicate an increased retention of essential knowledge. Our curriculum clearly maps out the essential knowledge needed to increase children's understanding. This had led to an increase of pupils' retention of the 'sticky knowledge' and key vocabulary. This has been evidenced in books and pupil voice.
To improve outcomes for disadvantaged pupils in Early Maths, which in the longer term will impact on KS1 outcomes and KS2 outcomes.	Assessments indicate that maths attainment among disadvantaged pupils is improving and closer to that of non-disadvantaged pupils. Fundamental arithmetic and number skills are well developed for Pupil Premium children, and this has reduced the difference

	in data for Pupil Premium and Non-Pupil Premium.
To improve the outcomes for disadvantaged children by understanding their barriers to learning and ensuring they are ready to learn.	Teachers have a greater understanding of their pupils' needs to ensure they are met. Pupils have access to high quality teaching and targeted interventions (tier 1- and 5-minute box), where needed, to support them making progress.  Additionally, the use of reports and Boxall has identified factors and barriers to learning, allowing the teacher to be fully aware of any previous or current factors.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring quality first teaching in all year groups and across the curriculum.</p> <p>Release staff so that they can observe models of outstanding practice in school and receive planning support.</p>	<p><a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1,2,3,6
<p>CPD and ongoing training to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate</p>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	1,2,3,6

understanding and extend vocabulary.	inexpensive to implement with high impacts on reading.	
<p>CPD and ongoing training to further develop the implementation of Little Wandle systematic, synthetic phonics programme.</p> <p>Fund teacher release time to embed key elements of guidance within school and to access English Hub resources and CPD.</p>	<p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Disadvantaged pupils benefit more from phonics interventions and approaches.</p>	1,2,5,6
<p>Maths Mastery specialist (NCETM Central Maths Hub) support teaching staff at Newtown.</p>	<p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence shows Mastery learning approaches address gaps in children's learning by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills</p>	2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resource and CPD (including Teaching for Mastery training, Mastering Number EYFS, Y1, Y2)</p>	<p>Working alongside Maths Mastery specialist from Central Maths Hub.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3

Mentoring and coaching to develop teachers new to leadership roles.	<a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a>	1,2,3,6
Fund teacher release time to work alongside mentors.	Best available evidence indicates that schools that prioritise mentoring are more likely to lead to successful mentoring outcomes.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contracting a Speech and Language Therapist for targeted support in order to remove listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Oral language interventions can have a positive on pupils' language skills. Approaching that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1,6
Additional Little Wandle phonics session targeted at disadvantaged pupils who require further phonics support in KS1 and those in LKS2.	<a href="https://educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics intervention have been shown to be more effective when delivered as regular sessions.	1,2,
Targeted '5 Minute Box' intervention, Individual sessions with a HLTA or teaching assistant, in addition to	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	1,2,3,5

standard lessons.		
Teachers/LSAs to focus on ensuring that disadvantaged pupils are heard read regularly by an adult. Those needing additional support receive group 'Fluency/ Comprehension' interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  These strategies have been shown to be effective when they reflect those of classroom practice. Strategies are first taught to a class and then practiced in pairs or small groups.	1,2,3,
Provide small group tuition across the curriculum looking to provide modelling and supported practice against identified areas for development (tier 1 and tier 2).	<a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a>  There is an extensive evidence base that this works, especially when there is accurate diagnosis of capabilities to match pupils to appropriate interventions.	1,2,3,5,6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support and Attendance Office to work alongside vulnerable families/ disadvantaged pupils to improve school attendance.</p> <p>Half termly attendance check meetings with parents.</p>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,2,3,4,5



Liaison with external services.		
Employment of an Attendance Officer to work with parents to re-establish good routines around attendance whilst at the same time acknowledging the challenges of COVID. Training for all staff around attendance.	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5,6
Dedicated member of staff employed to focus on SEL interventions.  Offering bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions.  Training to revisit our behaviour strategy for all staff.	<a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  Evidence shows improved SEL skills are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which subsequently increase academic attainment.	6
Outdoor playground equipment and Forest School provision	<a href="https://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  Outdoor provision might provide opportunities for disadvantaged pupils to participate in activities that they might otherwise not be able to access. Through participation in these challenging physical and emotional activities, outdoor provision can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.	1,6
Training and ongoing CPD for staff to	<a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	5,6

deliver Social and Emotional Learning		
Curriculum Enrichment- school trips, visits and visitors to school enable pupils access to high quality curriculum enhancements which enrich learning and give exposure to a variety of real-world activities/environments.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Intended Outcome 1 – Language Development

Word Aware CPD was delivered to all staff. A whole-school approach to teaching vocabulary has been adopted and consistency of language development has improved. Children still continue to enter EYFS with lower levels of speech and language. The use of speech and language intervention in EYFS has been positive with Wellcomm data showing that in Autumn 1 16 children were working below age related in Reception, by Summer 2 this had reduced to 6. Appointing a specialist in Speech and Language once weekly has also meant that children who are in KS1 and KS2 receive support.

Intended Outcome 2 – Fluency in Maths All KS1 staff received training to deliver the NCETM Mastering Number programme. This has led to a significant improvement in children's Mathematical fluency – in particular the ability to subitise efficiently. As a result, KS1 Maths outcomes improved with 63% working at or above. Similarly, in EYFS 86.7% of children were at expected for Number. CPD provided through NCETM and Teaching for Mastery has improved the overall quality of teaching in Mathematics.

Intended Outcome 3 – SEND Children working below their expected age now receive individualised interventions daily with support staff. These interventions target a particular gap in the child's learning and focus on either Writing/Mathematics. As a result, basic skills in writing has increased, gaps in Mathematical understanding are being addressed and the gap to expected is closing. Additionally, children who have not passed the Phonics Screening check continue to receive Phonics until they have done at which point, they move into a Fluency intervention to bridge the gap from Phonics. This continues to be a key area for development.

Intended Outcome 4 – Attendance and Persistent Absence rates moves closer to national Attendance data for Pupil Premium children was 92.9%, an increase of 5% from the previous academic year and only 2% lower than non-Pupil Premium. This continues to be an area of focus with an increased emphasis on Pupil Premium children who are persistently absent.

Intended Outcome 5 – Children with SEMH needs are identified and supported effectively to access the curriculum SENDCo provided support for staff in understanding SEMH needs and the barriers to learning this may cause. As a result, more children with SEMH needs were identified earlier (in EYFS). Children with SEMH needs were identified and support put in place from a designated member of staff (family support worker). Including 1:1 Therapeutic Mentoring, a tailor-made programme around the need of the child; Lego Therapy, to develop social skills, team building and

develop identity and confidence; Family Support, offering a holistic approach for the child; 6-week group interventions in Managing Anger, Emotional Awareness, Resilience, and Friendship. Consequently, fewer children spent time out of class.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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