



Newbold & Tredington C of E Primary School and Day Nursery

Creating a chance to SHINE every day

Pupil premium strategy statement 2022/23

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	79
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	16/11/2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lindsey Oscroft
Pupil premium lead	Samantha Welsby
Governor / Trustee lead	Dave McWhirter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,190.00
Recovery premium funding allocation this academic year	£4,205
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£45,395.00

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy plan intends to ensure that all children: irrespective of their background, needs or challenges they encounter in their primary life make good progress and at reach at least the expected standard in reading, writing and maths in each year group. Our intention is to support our disadvantaged pupils to meet this target and ensuring our high attainers maintain good progress throughout their school journey.

Using the Pupil Premium funds, the school aims to:

- Maximise the number of pupils from disadvantaged backgrounds who achieve the: Phonics Screening check
- Maximise the number of pupils from disadvantaged backgrounds who achieve KS1Sats expected in reading, writing and maths
- Maximise the number of pupils from disadvantaged backgrounds who achieve Year 4 Multiplication check
- Maximise the number of pupils from disadvantaged backgrounds who achieve KS2 Sats expected in reading, writing and maths

The schools spending decisions on the Pupil Premium Funding are intended to: Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged to receive:

- Free or subsidised costs for educational visits and trips.
- £60 towards the cost of uniform
- Free access to all intervention and enrichment activities.

Enable disadvantaged students to 'close the gap' in their performance in reading, writing and maths through:

- Small group intervention, delivered by teachers
- Support in lessons, through the deployment of support staff
- Regular pupil review meetings with parents if underperformance is a concern.

Enable disadvantaged pupils to develop a positive self-image and ensure that they maintain good wellbeing:

- Trips and school experiences are provided to the children at a subsidised cost.
- Pastoral care is provided for those pupils who require this support and intervention.
- The opportunities for disadvantaged pupils are maximised enabling a wide and varied diet of cultural opportunities as part of their school life.

Challenges

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

Challenge number	Detail of challenge
1	Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school.
2	Baseline data indicates that disadvantaged pupils have lower levels of oracy and communication skills and will require specific intervention to catch up.
3	Additional support and intervention is required in phonics and early reading as assessment data indicates that early reading development will be delayed.
4	Writing data indicates that in comparison to their peers disadvantaged pupils attainment is lower and will require further support.
5	Internal assessments indicate that attainment in Maths amongst some of our disadvantaged pupils is below that of their peers.
6	Disadvantaged pupils have missed out on interaction with friends and enrichment opportunities during school closure and self-isolation.
7	Our attendance data indicates that attendance among disadvantaged pupils has been lower than those of non-disadvantaged pupils.
8	Disadvantaged pupils will be more likely not to achieve the combined standard in Reading, Writing and Maths due to some disadvantaged pupils being below the standard in one particular subject.

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
Improved levels of oracy and communication skills amongst the disadvantaged pupils.	Assessments and observation will indicate that there is a significant improvement in communication skills. This will be evidenced by using NELI data, EYFS GLD, participation in lessons, class teacher feedback and on- going formative assessment.
Improved Phonics and early reading fluency amongst disadvantaged pupils.	Improve the phonics screening check by providing targeted support for children to secure phoneme recognition.
Maximise the number of disadvantaged pupils achieving the reading, writing and maths expected/greater depth standard.	Ensure that disadvantaged children working at ARE or slightly below are meeting the expected outcomes in reading, writing and maths at the end of KS1 and KS2
Maximise the number of disadvantaged pupils making expected or greater progress by the end of the school year.	Ensure that disadvantaged children working below their ARE are making 3+ point progress every year and interventions are provided to close the gap.
Sustained improvement in well being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, parent feedback and teacher observations• Continuation of well being Wednesday and SCARF SRE & PSHE
Enrichment opportunities provided for disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none">• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>On going training and CPD for teachers</i>	Spending on improving teaching including professional development to ensure that effective staff are in every class, and the they are supported to keep improving.	1,3,4,5,8
<i>Standardised diagnostics assessments purchased</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2,3,4,5,6,8

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions by the teachers linked to classroom teaching and the curriculum	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.	2,3,4,5,6,8,
Purchase of high quality resources to support with teaching (Ransom Readers, Library books, Times tables Rockstars, TT Numbots and Sats support books).	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.	2,3,4,5,6,8,
Disadvantaged children in the Early years and Ks1 are to receive Wellcomm intervention.	Evidence suggest that oral language interventions have an immediate impact on children's participation in classroom discussion. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=Oral	2,3,4,5,6,8,
Multi agency support requested to support the school to identify barriers to learning.	Educational psychologists use psychology to help children and young people with the development of learning, communication, physical and sensory needs, and social and emotional skills needed for adulthood/independence.	2,3,4,5,6,7,8

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.	There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1,7
Uniform support for pupil premium children. Families are given a £60 payment towards the costs of school uniform.	Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1,6,7
All pupils have a reduced cost to pay for any trips or experiences the children have in the curriculum.	DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being.	1,7
Pastoral care – trained individuals provide pastoral and well-being care to identified children	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional intervention can lead to learning gains of +4 months over the course of a year.	1,7
Daily monitoring of attendance. Administrative staff and SLT member monitor attendance work with families to improve attendance and eliminate persistent absenteeism.	The Department for Education's guidance on improving school attendance provides useful advice on this issue.	1,7,

Total budgeted cost: £45,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2021/22 the school carried out internal assessments using standardised teacher administered tests or diagnostic assessment and our own monitoring activities to evaluate the progress made last year. At the end of the year we also started to work with the Consortium to moderate children's work. (Postponed during Covid-19).

A dramatic increase in the number of disadvantaged children has been seen in school with 12 children in July 2017 to 30 PP & PP+ in 2022/23.

Covid-19 impact on these children and despite the online teaching that took place during the closure of the school, our disadvantaged pupils were affected.

During the academic year 2020/21, online learning was provided at all times for those pupils who were at home and iPads were provided to those pupils who required them. In addition, pupils were provided with resources to support their learning at home. This was enhanced by the school procuring software enabling online teaching and learning to be available at all times. Daily interventions and revision sessions were provided together with CPD training for staff.

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)