

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 Burgoland Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	4/11/21
Date on which it will be reviewed	4/11/23
Statement authorised by	Mrs. Sue Ward Mr. James Dodds
Pupil premium lead	Mrs. Sue Ward
Governor / Trustee lead	Dr Deborah Aldred

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12 270
Recovery premium funding allocation this academic year	£ 2,000
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	£14,270

Part A: Pupil premium strategy plan

Statement of intent

We want all of our pupils to ‘pass’ the phonics screening test in year 1 so that they are able to enjoy and take full advantage of a world of reading.

We want all our pupils to reach at least age related expectations by year 6 to be ready to benefit from the learning opportunities available in key stage 3 and beyond.

We want all of our pupils to have developed strong habits for learning so that they are able to tackle life’s obstacles with optimism and self-efficacy.

We want, as a school to contribute strongly to tackling the gap between those born with advantage and those not.

“We have found overwhelming evidence that children’s life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life.”
The Foundation Years: Preventing poor children becoming poor adults The report of the Independent Review on Poverty and Life Chances Frank Field December 2010

Challenges

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

Challenge number	Detail of challenge
1	Assessment indicates that due to lockdown and school/ bubble closure pupils are behind in their phonics knowledge
2	Assessment indicates that due to lockdown and school/ bubble closure pupils are behind in their mathematics knowledge
3	Discussion with pupils indicates that some have had less access to a range of reading material during school closure and have read less.
4	Pupils have not all secured age related spelling expectations
5	Habits for Learning – some pupils are showing lower levels of self-confidence and self-efficacy following school closure. They have lower levels of engagement and resilience.

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 phonics outcomes for disadvantaged pupils at the end of year 1.	100% of pupils pass the phonics screening taking into account significant SEND
Improved reading outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE taking into account significant SEND
Improved maths outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE taking into account significant SEND
Improved writing outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE taking into account significant SEND
Improved, metacognition, independence and resilience	All pupils are able to articulate how they have improved as learners, when and how they have persevered, sought help and used mistakes to improve.

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: £ 4, 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff - phonics	Phonics approaches have a strong evidence base	1, 3, 5
CPD for all staff Metacognition And quality teaching	EEF toolkit indicates that this is a high impact strategy	1-5
CPD maths	Mastery approach	2
CPD Spelling	Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	4

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

Budgeted cost: £8,700 not including school led tutoring (£1,012.50)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Breakfast club (this aspect will be supported initially by school led tutoring funding - £1,012.50)	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 Extending school day to provide phonics work- moderate impact but will avoid narrowing the curriculum Small group tuition	1, 3
Doodle maths Including breakfast club	Homework has a high impact for low cost less impact at primary but where linked to work in class and opportunity is provided in school for pupils who are unable to complete work at home it can be effective	2, 5
200 book challenge	Parent involvement has a high impact	1,3, 5

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of extra-curricular club places	Enrichment activity can support learning. Historically the school has found that by enabling all pupils to have equal access to wider opportunities as support learning in school by building confidence and inclusion.	5

Total budgeted cost: £ 14,350

Pupil premium strategy outcomes 20/21

Due to low numbers of pupils eligible for pupil premium, any data published could identify individuals. Historically the school has made effective use of pupil premium to improve outcomes.