

PUPIL PREMIUM STRATEGY STATEMENT 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	78
Proportion (%) of pupil premium eligible pupils	10.3%
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	21/8/22
Date on which it will be reviewed	1/9/23
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	£17,950
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	£19,950

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 absence (21/22), lockdown, absence and school/ bubble closure (previous years) pupils are behind in their mathematics knowledge – In particular arithmetic.
2	A small number of pupils have not yet closed the gap in reading caused by absence (21/22), lockdown, absence and school/ bubble closure (previous years). Some pupils are not choosing to read for pleasure.
3	Assessment indicates that achievement in writing is below pre-covid levels.
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 resilience and well-being.
6	Rises in the cost of living may place a strain on families and impact upon the mental health of pupils.
7	Transition from the phonic scheme to 'free reading' is slowing progress for some pupils.

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 multiplication/ tables outcomes at Y4	MTC average score is above National
Improved, well-being 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. All pupils can articulate how to look after their physical and mental well-being.
Positive mental health/ ability to manage negative feelings	All learners will be able to talk about how they can look after their mental health

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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new staff - phonics	Phonics approaches have a strong evidence base	2
CPD for all staff Metacognition And quality teaching – focus assessment	EEF toolkit indicates that this is a high impact strategy	1-6
CPD maths	Mastery approach	1

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CPD Spelling	<u>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</u>	4
CPD Writing Improving Literacy in Key Stage 2 and key stage 1	<u>KS 2</u> <u>Recommendation 1</u> <u>Develop pupils' language capabilities</u> <u>Recommendation 4</u> <u>Teach writing composition strategies through modelling and supported practice</u> <u>Recommendation 5</u> <u>Develop pupils' transcription and sentence construction skills through extensive practice</u> <u>Recommendation 6</u> <u>Target teaching and support by accurately assessing pupil needs</u> <u>KS 1</u> <u>Recommendation 1</u> <u>Develop pupils' speaking and listening skills and wider understanding of language</u> <u>Recommendation 5</u> <u>Teach pupils to use strategies for planning and monitoring their writing</u> <u>recommendation 6</u> <u>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</u> <u>Recommendation 7</u> <u>Use high-quality information about pupils' current capabilities to select the best next steps for teaching</u>	3
CPD reading comprehension and strategies for supporting SEND pupils	<u>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</u>	7

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

Budgeted cost: £1012.5 (SBT grant), £2000 (recovery) plus £8,000 from pupil premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support for KS2 pupils	<u>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</u> <u>Extending school day to provide phonics work- moderate impact but will avoid narrowing the curriculum</u>	2

	<u>Small group tuition</u>	
Doodle maths Including breakfast club	<u>Homework has a high impact for low cost</u> 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	1, 5
200 book challenge	<u>Parent involvement</u> has a high impact	2
School based tutoring		1,2, 5,7

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of extra-curricular club places. Additional lunchtime sports	<u>Enrichment activity</u> 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 6
Lightbulb Training for staff, pupils and parents	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6
Provision of a wide range of books and participation in the DFE reading for pleasure training	<u>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</u>	7

Total budgeted cost: £ 18,000 + £1012.5 from school led tutoring grant+ £2000 from recovery premium

Pupil premium strategy outcomes 21/22

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. However, 92% of pupils in year 1 and Y2 passed the phonics screening.