

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 was reviewed in August 23 in preparation for 2023/24. And in August 24 for the academic year 24/25

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	84
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	21/8/22 Reviewed and revised September 23 and 24
Date on which it will be reviewed	1/9/26
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 (2022/23) £13,790 (2023/24) £13,320 (2024/25)
Recovery premium funding allocation this academic year	
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	£13,320

Part A: Pupil premium strategy plan

Statement of intent

At Newton Burgoland Primary School, it is our intention that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching at least good lessons every day is crucial. This is enhanced by supportive interventions.

We continue to ensure that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely taught by learning assistants. We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well. In order to do this we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Improving the quality of teaching and learning in all curriculum areas for all children;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes;
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.
- Ensuring that, where cognitively possible, all of our pupils 'pass' the phonics screening test in year 1 so that they are able to enjoy and take full advantage of a world of reading.
- Setting the bar high, expecting all 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.
- Continuously focused on supporting all pupils to develop strong habits for learning so that they are able to tackle life's obstacles with optimism and self-efficacy. We want every child to be Noticeably Newton

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	Knowledge and application of number bonds and times tables
2	Reading, including vocabulary and fluency.
3	Writing: using a range of sentences accurately in writing.
4	Pupils have not all secured age-related spelling expectations.
5	Habits for Learning – Aspiration and resilience
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. This has been addressed for most pupils.
8	The number of pupils starting school below typical has increased.
9	SEND including unidentified SEND

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 considering significant SEND /late entry and EAL.
Improved reading outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE considering significant SEND. Disadvantaged pupils make progress in line with national. 50% achieve GDS.
Improved maths outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE considering significant SEND. Disadvantaged pupils make progress in line with national. 50% achieve GDS.
Improved writing outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE considering significant SEND. Disadvantaged pupils make progress in line with national. 50% achieve GDS.
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. Pupils are aspirational.

	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
Improved physical development for writing	All pupils achieve a fluent joined hand

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new staff - phonics	Phonics approaches have a strong evidence base	2, 8,9
CPD for all staff Metacognition And quality teaching – focus assessment	EEF toolkit indicates that this is a high impact strategy	1-6 8
CPD maths	<p>Mastery approach</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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Mastery learning EEF (educationendowmentfoundation.org.uk) The Mastering Number Programme will have a daily teacher led session of 10 to 15 minutes, children in Reception, Year 1 and Year 2. This is designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>The Number sense Programme will have a daily teacher led session of 10 to 15 minutes, children in Reception, Year 1 and Year 2. This is designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally Early numeracy</p>	1, 8,9

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	approaches EEF (educationendowmentfoundation.org.uk)	
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>	4,8,9
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>	3,8,9
CPD all staff – formative assessment Feedback can only be effective if assessment is accurate	<u>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</u>	all
CPD – big moves	<u>While the evidence base on cognitive outcomes is weak, positive impacts have been shown for early literacy and mathematics as well as other areas of the curriculum, such as geography and science.</u>	8,9

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

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support for KS2 pupils	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	2
Maths 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	1, 5
200 book challenge	Parent involvement has a high impact	2
School based tutoring		1,2, 5,7

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of extra-curricular club places. Additional lunchtime sports Trips and visits Library services	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 6 8 9

Total budgeted cost: £ 13,600

Pupil premium strategy outcomes 21/22, 22/23 and 23/24

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.

We assess progress in phonics using the Little Wandle assessments.

In maths KS2 pupils take termly summative assessments.

In writing we use independent work and moderate with local schools.

IN all subjects we use formative assessment.

21/22

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

22/23

100% of pupils on roll from the start of Y1 passed the phonics screening

100% of pupils in Y2 passed the phonics screening

100% of Y6 pupils achieved ARE in maths.

23/24

90% of pupils in Y1 passed the phonics screening (pupils on roll)

83% of pupils achieved ARE+ in reading

25% of pupils achieved greater depth

58% of pupils achieved ARE+ in maths

75% achieved ARE+ in writing

33% achieved greater depth in writing