Pupil premium strategy statement

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	Newport Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Patricia Maxwell Headteacher
Pupil premium lead	Stacey Carlisle Deputy Headteacher
Governor	Julie Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,380
Recovery premium funding allocation this academic year	£35,000 (based on 247 eligible pupils)
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	£295,380

Part A: Pupil premium strategy plan

Statement of intent

We have high expectations of all of our pupils, irrespective of their culture, background, previous academic experience, economic and social deprivation or the various challenges they may face. Our intention is that they make good progress and meet their full academic potential across all subjects.

The focus of our pupil premium strategy is to support the significant number of disadvantaged pupils to achieve that goal. We will also consider the challenges faced by vulnerable pupils, including those who are in the social care arena. There are many pupils who are not categorised as disadvantaged but their economic situation is such that they are disadvantaged similar to those peers eligible for pupil premium. For this reason, our strategy is a universal offer in most cases (*see IDACI report 21/22 on website*).

Quality-first teaching is at the heart of our approach, along with pre and post teaching and smaller class sizes where possible. We focus on reading, writing and maths; the areas in which our disadvantaged pupils require the most support. 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. We also aim to deliver a broad and balanced curriculum to engage and enrich opportunities. Our strategy aims for non-disadvantaged pupils' attainment to be sustained and progress improved.

Our strategy is also integral to wider school plans for education recovery, mainly in targeted support for identified pupils through the National Tutoring Programme for those whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, identified through teacher assessment and diagnostic assessment. We will ensure that disadvantaged pupils are challenged in the work that they're set, act early to intervene at the point need is identified and have a whole school approach in which all staff take responsibility for all pupils' outcomes and raise expectations of what they can achieve.

As a school, we acknowledge that may of our pupils have social and emotional barriers which must be addressed so they are able to focus on their academic attainment. For this reason, we use a range of trauma informed, attachment aware and restorative practices. Through addressing this need, we aim to improve overall life chances.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment in Key Stage 2 is significantly below national expectations, pupils have many gaps. Reading and Writing in Key Stage One and Key Stage Two remain significantly below national expectations in 2022, although in Key Stage Two they have improved since 2019. Progress measures indicate that constant and disadvantaged pupils do not make expected progress from previous Key Stage Outcomes. On entry to Reception class in 21/22, none of our pupils met the baseline for age-related expectations. EYFS outcomes remain significantly lower that national.
2	Assessments, observations, and discussions with pupils suggest our pupils generally have greater difficulties with phonics compared to national. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps due to deprivation, English as an Additional language, lack of previous schooling, special educational needs or significant mobility. These gaps are evident from Reception through to KS2.
4	Our assessments and observations indicate that the education and wellbeing of many of our pupils have been impacted by partial school closures to a greater extent compared to national (supported by national studies). This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our assessments (including pupil and parent survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due social and economic deprivation, parental mental health issues and issues relating to the social care arena. Teacher referrals for support have markedly increased during, and post pandemic.
6	Our attendance data indicates that attendance remains lower than national expectations, with a high percentage of pupils persistently absent

	Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.

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 ARE outcomes in Reading, Writing and Maths at the end of Key Stage One and Key Stage Two	By 2024/25 pupils with a previous outcome will maintain or improve their attainment, making expected or better progress.
Improved phonics outcomes at the end of Year One and after Year Two re-sits	By 2024/25, a greater percentage of Year One pupils will achieve the expected outcomes from phonic screening, closing the gap between school and national outcomes. Pupils who did not pass the screening in Year One will pass in Year Two.
Improved oral language skills and vocabulary among pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book reviews and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 96% • the percentage of all pupils who are persistently absent being below 10%

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

Budgeted cost: **£115,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Intervention delivery in EYFS including ELLA and Blast and across Key Stage One and Two as required EAL intervention to build vocabulary We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Continued training for identified staff on a DfE validated	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1, 2, 3

Systematic Synthetic Phonics programme (Sounds Write) to secure stronger phonics teaching/intervention for all pupils. Purchase of additional texts for all pupils in EYFS, Key Stage One and Key Stage Two who are receiving intervention/teaching through Sounds Write	(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation	
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 resources and CPD (including Teaching for Mastery training).	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: Improving Mathematics in Key Stages 2 and 3	1, 4
Improve staff understanding and knowledge of the impact of trauma and strategies to combat and improve attachment (Proclaim Project) Play therapy for identified pupils to support emotional skills and improve educational outcomes Nurture provision for small groups	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5, 6

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

Budgeted cost: **£114,610**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in a mentoring programme in EYFS to support staff to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 3
Delivery of Wilderness School intervention for small groups aimed at improving engagement and removing barriers to learning 50000	Research demonstrates that participation in Wilderness schooling can improve outcomes in reading, writing and maths by up to 19%. https://www.northeastwellbeing.co.uk/new-research/	1, 5, 6
Additional phonics sessions targeted at pupils who require further phonics support in all Key Stages.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Additional maths intervention sessions targeting disadvantaged higher attaining pupils 4793	Mathematical achievement in the primary years is an important predictor of future academic achievement, access to employment opportunities and health outcomes. Research suggests that many children fail to perform to their full capabilities in mathematics. Participation in good-quality, timely interventions can support pupils to close attainment gaps.	1, 4

	https://www.nuffieldfoundation.org/news/improving-mathematical-achievement-in-primary-school-aged-children	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. 34000	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 4
Purchase of an IT based outdoor learning orienteering programme to support engagement in lessons across the curriculum for all year groups 1710 7957 6120 10030	The Enrich Core Curriculum and Foundation Package provides a wealth of activities that encourage cross-curricular outdoor learning including maths, English, Science and Phonics (and all Foundation subjects). It supports PE Outdoor adventures initiatives. Evidence demonstrates that enabling children to be physically active when learning has a positive impact on health and well-being by providing creative, physically active learning experiences. www.enricheducationuk.com	1, 2, 4, 5 & 6

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

Budgeted cost: **£69,674**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on restorative practice and trauma informed and attachment aware approaches with the aim of developing our school ethos and improving pupil well-being across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve full time attendance officer reviewing and implementing procedures, DSL to support family issues relating to attendance and SLA with EWO to ensure strategies are implemented to support families to improve attendance, in particular for persistent absentees	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £299,834

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than national age-related expectations. However, in many cases across cohorts, internal data showed that disadvantaged pupils out-performed non-disadvantaged peers although there were no patterns linked to reading, writing and maths. End of Key Stage predicted targets were not met in 2021/22, with maths remaining the determining factor for lower outcomes than predicted in Key Stage 2. However, end of year outcomes for Key Stage 2 were improved in all areas compared to 2019.

Our assessment of the reasons for these outcomes points, in part, to gaps in learning due to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils (of which we have a significant number); they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended in 2020/21 and in 2021/22.

In addition to the challenges due to lost learning time, in 2021/22 we have continued to have a significantly high percentage of mobility, both over time and in year (whole school is 51% mobile, Reception is 33% mobile, Year 2 is 48% mobile, Year 6 is 55%). In addition, the majority of pupils who attend live in the top 5% disadvantaged areas (see IDACI report on school website).

Attendance in 2021/22 was slightly improved by 0.1%, although still sits slightly below national average, which is why attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to significantly impact upon academic outcomes. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan, including taking part in the PROCLAIM project, Transforming Tees Project to support academic outcomes and Wilderness Schooling to engage pupils through outdoor learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising, careers aspiration days and children challenging industry. Disadvantaged pupils will be encouraged and supported to participate.
- Completion of Transforming Tees Project, an LA project which supports the improvement of teaching and learning and curriculum development through subject leader, middle leaders and SLT CPD.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the activity undertaken in previous years and the impact. We triangulated evidence from multiple sources of data including assessments, engagement in planning and book reviews, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We worked alongside colleagues in our Co-operative Trust to establish commonalities across the Trust and build on good practice.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We will continually evaluate the impact of our strategy for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.