

# 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	Newington Community Primary School
Number of pupils in school	712
Proportion (%) of pupil premium eligible pupils	36%
<b>Proportion (%) of PP eligible pupils 2023 - 2024</b>	<b>44%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years 2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed ( <a href="#">Review comments in blue</a> )	April 2023
Statement authorised by	Hannah Tudor Headteacher
Pupil premium lead	Hannah Tudor
Governor lead	Mr Jonathan Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347, 341
Recovery premium funding allocation this academic year	£37, 120
<b>Recovery premium funding allocation academic year 2022 - 2023</b>	<b>£42, 050</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that “Ambition, Achievement and Aspiration” is consistently lived out across our school regardless of social economic backgrounds and ability. The focus of our pupil premium strategy is to ensure that all children from disadvantaged backgrounds make strong progress, attain highly and are equipped for life and learning beyond Newington.

In order to achieve our intentions, we must understand the challenges faced by all of our vulnerable children, including those who have (or have had) a social worker, those who may be young carers or have a parent in prison.

High quality, inclusive teaching sits at the heart of our provision, with a greater emphasis placed on those areas of learning that our disadvantaged children find the most challenging. We use a range of research findings to inform our approaches. It is vital that the approaches outlined in this strategy, will continue to ensure the sustained progress and high standards for non-disadvantaged children.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been most affected by Covid restrictions and national lockdowns, including non-disadvantaged pupils.

At Newington Community Primary School, our understanding of the barriers to learning, and emotional well-being, experienced by some of our disadvantaged children is rooted in mutually respectful relationships with our families and robust and rigorous assessment. We do not make assumptions around the impact of disadvantage. We also understand deeply that disadvantage can present different challenges and barriers for different families and therefore, our provision aims to address common challenges and individual needs. Our vision to support the families in our community is “The right support, at the right time, for all of our families”. This vision means that we must work in a way that ensures we are well equipped, both in terms of training and resources, to support with many complex issues. Staff must be well trained to ensure that any barriers to children’s learning are challenged and identified with parents as part of a mutually respectful and supportive relationship.

## Challenges

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

Challenge number	Detail of challenge
1	Observation, data analysis (Language Link, Reading data) and pupil progress discussions indicate under developed oral skills and gaps in vocabulary. These are evident from Reception through to Year 6 and are more prevalent in disadvantaged children when compared to their peers.
2	RWI Assessments, observations and pupil progress discussions suggest that disadvantaged children generally have greater difficulties with early reading and phonics than their peers. This negatively impacts on their development as readers and writers.
3	Observations, pupil progress discussions and scrutiny of children's work and analysis of participation in lockdown learning, suggests that disadvantaged children generally have greater difficulties with extended writing than their peers.
4	<p>Our assessments (PASS), observations and discussions with families have identified social and emotional issues for many pupils. A lack of enrichment opportunities, further exaggerated during school closure has impacted on children socially and further impacted on children's speech, language and vocabulary skills.</p> <p>Operation Encompass notifications have markedly increased during the pandemic with an increase of 247% during lockdown. All of whom affected children from vulnerable backgrounds.</p> <p>Currently 65 children are receiving social and emotional interventions. Of these 65 children, 48 are disadvantaged.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.9% and 3.4% lower than for non-disadvantaged pupils. At the height of the pandemic, this percentage difference increased to 4.5% in the year 2019/2020.</p> <p>Between 1.5% and 2.8% of absence of disadvantaged children is unauthorised by the school. The percentage difference between those children who are disadvantaged and their non-disadvantaged peers can range from 0.6% to 2%.</p>

## 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 oral language skills and vocabulary knowledge for identified disadvantaged pupils	Improved language outcomes means a reduction in the number of children requiring targeted intervention by the end of KS 1.
Improved early reading attainment for disadvantaged pupils (Covid legacy)	The proportion of disadvantaged children passing the Year 1 phonics screen in

	<p>2024/25 is at, or exceeds the 2023/2024 national average for all children.</p> <p>KS 2 reading outcomes in 2024/25 show that attainment of disadvantaged children at the expected standard is in line, or exceeds, national averages for all children</p>
Improved writing attainment for disadvantaged pupils	The proportion of disadvantaged KS 2 children achieving the expected standard in 2024/25 is at, or exceeds the 2023/2024 national average for all children.
To achieve and sustain improved wellbeing for all children in the school but particularly those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations (PASS data)</li> </ul> <p>increased participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all children in the school but particularly those who are disadvantaged.	<p>Sustained improvement in attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line with national averages</li> <li>the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

**Impact Analysis – Academic Year 2021 - 2022**

Priority 1 – Spoken Language	
Priority 2 – Early reading attainment	
Priority 3 – Writing Attainment	
Priority 4 – Social and emotional wellbeing	
Priority 5 – Attendance	

## 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: £ 274, 568

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an additional teacher in each year group so that class sizes do not exceed 25 children (£246, 568)	We recognise that evidence shows this to be a high cost strategy for relatively low impact (+2 months). However, there is evidence to suggest that impact could be higher in EYFS classes. Smaller class sizes, reduces low level disruption which can lead to +4 months of progress on average. Also, enables teachers to teach differently by improving the quality of feedback given to children (+7 months progress)	1, 2,3 and 4
To continue to build on the bank of RWI resources currently in school and provide training in their use in order to secure stronger phonics teaching for all pupils (£2,000)	RWI is a DfE validated systematic synthetic phonics programme Phonics approaches have a strong evidence base for having a positive impact on the accuracy of word reading, particularly for disadvantaged pupils - +5 months of progress on average.	2
To enhance our English teaching and curriculum planning across KS 2 in line with EEF guidance (£13,000)	EEF research shows that reading comprehension strategies, when carefully planned can result in +6 months of progress. Careful planning of how learning can be scaffolded and supported, reduces the need for attainment groupings in English which is shown to have reduced impact on improving outcomes for disadvantaged learners.	1,2 and 3
To enhance feedback strategies used by all staff, across the curriculum, as part of whole class daily teaching (£13,000)	EEF evidence shows that effective feedback improves pupil progress in primary aged pupils by +7 months on average. Impact was higher in Maths and Science. Lower attainers benefitted more so from feedback. Digital feedback added +4 months of progress on average.	1,2,3 and 4

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

Budgeted cost: £27, 273.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve children's spoken language in EYFS through the use of the NELI and Balance programmes (£11, 826.65)	EEF evidence shows that additional intervention for spoken language can result in +6 months additional progress on average for identified groups.	1
Small group tuition for Speech and Language and RWI (Phonics) (£7746.93)	EEF evidence shows that small group intervention adds +4 months of additional progress, These groups will be closely targeted to children's needs and well informed by ongoing diagnostic assessment.	1 and 2
Maths and Reading Booster Groups (Breakfast Clubs and After School Clubs) (£7, 700)	Evidence shows that small group tuition can result in +4 months of progress, this appears to be the same outcomes when groups are run by TAs. Increasing the length of the school day with targeted activity can result in +2 months of progress. The school will continue to monitor the impact on staff well-being and value for money.	1 and 2
Small group and 1:1 tuition to improve children's reading comprehension skills <b>(To be covered by the School Led Tutoring Fund)</b>	Small group tuition can result in +4 months of progress across the year and 1:1 tuition shows +5 months of additional progress. Reading comprehension strategies shows high impact of +6 months progress. These tuition groups will be planned in line with the whole school POS for English teaching.	1 and 2

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

Budgeted cost: £73, 287.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the FLO as part of the wider Welfare Team to challenge families where there is persistent absence of attendance below 95%	The EEF Guidance reports advises schools to "critically review how they work with parents". Training and development in this role will enable the school to develop a clear strategy about how they work with parents to improve the outcomes of children. A single point of contact for parents, regarding their child's	5



(£20, 085)	attendance, will ensure that interactions remain as positive as possible and any challenge to parents comes from a relationship based on mutual trust and respect.	
To use the minibus to ensure that disadvantaged children are collected and brought in to school to ensure attendance remains above 95% (£7571.70)	This action will form part of the strategy of how we work to support families who may be having difficulties getting children to school. The impact of this service will be monitored closely by the welfare team.	5
To provide targeted social and emotional support for identified children (£15, 765)	Research shows moderate impact of social and emotional intervention on pupils' academic outcomes (+4 months). However, there is less evidence of the benefits of these interventions on behaviour and attendance data. We hope to increase children's involvement in learning, and overall school attendance, by addressing these needs	4 and 5
To provide targeted support for children who have witnessed domestic violence and abuse in the home (£1850)	Behaviour interventions have a moderate impact on pupil's academic outcomes (+4 months progress) however, this is based on limited research. We know that children who witness domestic abuse are more likely to experience short and long term cognitive, behavioural and emotional effects (Royal College of Psychiatrists)	4 and 5
Contingency funding for acute issues (£1000)	This funding is to cover a range of social and economic factors that may, and have in the past, affect our disadvantaged children's school attendance or experience. A small amount of funding will enable us to respond to issues, and remove any barriers before these factors impact on our disadvantaged children	4 and 5
To provide financial support to identified families to ensure that all disadvantaged children can fully access the curriculum (£27, 016)	"Teaching with Poverty in Mind" talks about the importance of experience to ensure that all children have a starting point for remembering more knowledge. This also provides children with events to talk about. This approach is a cornerstone in the NCPS curriculum. We provide vital shared experiences for all children and this strategy will ensure that all disadvantaged children can access our core offer.	4 and 5

**Total budgeted cost: £ 375, 129.28**

## 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 2020 to 2021 academic year.

#### 2020/2021 Attainment (Target Tracker)

##### (Pupil Premium)

Reading: All Pupils				
	Below Expected	At Risk	At Expected	Above Expected
Reception	84% (88%)	12% (7%)	4% (5%)	0% (0%)
Year 1	93% (100%)	6% (0%)	1% (0%)	0% (0%)
Year 2	68% (78%)	12% (11%)	6% (0%)	14% (11%)
Year 3	84% (94%)	10% (6%)	5% (0%)	1% (0%)
Year 4	66% (86%)	28% (14%)	5% (0%)	1% (0%)
Year 5	91% (95%)	7% (5%)	2% (0%)	0% (0%)
Year 6	88% (90%)	12% (10%)	0% (0%)	0% (0%)
Writing: All Pupils				
	Below Expected	At Risk	At Expected	Above Expected
Reception	86% (88%)	8% (5%)	6% (7%)	0% (0%)
Year 1	96% (98%)	4% (2%)	0% (0%)	0% (0%)
Year 2	85% (89%)	13% (11%)	2% (0%)	0% (0%)

<b>Year 3</b>	94% (97%)	4% (3%)	1% (0%)	1% (0%)
<b>Year 4</b>	86% (97%)	13% (3%)	1% (0%)	0% (0%)
<b>Year 5</b>	98% (100%)	2% (0%)	0% (0%)	0% (0%)
<b>Year 6</b>	94% (90%)	6% (10%)	0% (0%)	0% (0%)
<b>Maths: All Pupils</b>				
	<b>Below Expected</b>	<b>At Risk</b>	<b>At Expected</b>	<b>Above Expected</b>
<b>Reception</b>	87% (88%)	13% (12%)	0% (0%)	0% (0%)
<b>Year 1</b>	96% (100%)	3% (0%)	1% (0%)	0% (0%)
<b>Year 2</b>	77% (83%)	15% (15%)	5% (3%)	3% (0%)
<b>Year 3</b>	95% (100%)	4% (0%)	1% (0%)	1% (0%)
<b>Year 4</b>	79% (100%)	17% (0%)	4% (0%)	4% (0%)
<b>Year 5</b>	99% (100%)	1% (0%)	0% (0%)	0% (0%)
<b>Year 6</b>	99% (100%)	1% (0%)	0% (0%)	0% (0%)

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum.

#### **2018/2019 Performance data**

<b>EYFS Outcomes</b>	<b>School 2018-2019</b>	<b>National 2018-2019</b>
<b>% Good Level Development</b>	<b>87%</b>	<b>74%</b>
<b>% Exceeding or Expected Literacy Goals</b>	<b>88%</b>	<b>74%</b>

<b>% Exceeding or Expected Maths Goals</b>	<b>95%</b>	<b>78%</b>
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<b>Phonics Screening</b>	<b>School 2018-2019</b>	<b>National 2018-2019</b>
<b>% 32+ - Year 1</b>	<b>89%</b>	<b>82%</b>
<b>% 32+ - Year 2</b>	<b>63%</b>	<b>56%</b>

<b>KS1 Outcomes</b>	<b>School 2018-2019</b>	<b>National 2018-2019</b>
<b>Reading % expected+</b>	<b>84%</b>	<b>75%</b>
<b>Reading % Greater Depth</b>	<b>26%</b>	<b>25%</b>
<b>Writing % expected+</b>	<b>69%</b>	<b>69%</b>
<b>Writing % Greater Depth</b>	<b>13%</b>	<b>15%</b>
<b>Maths % expected+</b>	<b>80%</b>	<b>76%</b>
<b>Maths % Greater Depth</b>	<b>19%</b>	<b>22%</b>

<b>KS2 Outcomes</b>	<b>School 2018-2019</b>	<b>National 2018-2019</b>
<b>Reading % expected+</b>	<b>83%</b>	<b>73%</b>
<b>Reading % high score (110+)</b>	<b>27%</b>	<b>27%</b>

<b>Writing % expected+</b>	<b>84%</b>	<b>78%</b>
<b>Writing % Greater Depth</b>	<b>31%</b>	<b>20%</b>
<b>GPS % expected+</b>	<b>88%</b>	<b>78%</b>
<b>GPS % high score (110+)</b>	<b>42%</b>	<b>36%</b>
<b>Maths % expected+</b>	<b>85%</b>	<b>79%</b>
<b>Maths % high score (110+)</b>	<b>30%</b>	<b>27%</b>
<b>Combined % expected Standard +</b>	<b>75%</b>	<b>65%</b>
<b>Combined % higher standard</b>	<b>11%</b>	<b>11%</b>

<b>KS2 Average Scaled Score</b>	<b>School 2018-2019</b>	<b>National 2018-2019</b>
<b>Reading</b>	<b>105</b>	<b>104</b>
<b>GPS</b>	<b>108</b>	<b>106</b>
<b>Maths</b>	<b>106</b>	<b>105</b>

<b>KS2 Progress Scores</b>	<b>School 2018-2019</b>	<b>National 2018-2019</b>
<b>Reading</b>	<b>+1.02</b>	<b>0</b>
<b>GPS</b>	<b>+2.0</b>	<b>0</b>
<b>Maths</b>	<b>+1.47</b>	<b>0</b>

### **IDSR Areas of Interest**

- Reading: Early Years Foundation Stage attainment of the expected standard in the reading early learning goal (92%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- Writing: Key stage 2 progress in writing (2.0) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- Writing: Key stage 2 attainment of greater depth in writing (31%) was significantly above national and in the highest 20% of all schools in 2019.

- Writing: Early Years Foundation Stage attainment of the expected standard in the writing early learning goal (89%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017
- Maths: Early Years Foundation Stage attainment of the expected standard in the mathematics early learning goal (95%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- In 2019, the percentage achieving a good level of development in the Early Years Foundation Stage (87%) was significantly above national and in the highest 20% of all schools.

**IDSR Pupil Groups:**

**2019**

- Key stage 1 attainment of the expected standard in writing (69%) was in line with the national benchmark in 2019 as well as in 2018.
- For disadvantaged pupils, Key stage 1 attainment of the expected standard in mathematics (60%) was significantly below national in 2019.
- For middle prior attainers, key stage 2 attainment of the expected standard (100+) in reading (82%) was significantly above national in 2019.
- In 2019, 75% achieved the key stage 2 expected standard in reading, writing and mathematics, significantly above national.
- In 2019, 92% achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly above national.

**ASP Highlights:**

**2019**

- In EYFS, 72% of disadvantaged pupils achieved GLD by the end of Reception Year.
- 67% of disadvantaged pupils in KS1 achieved the Expected Standard in Reading.
- 17% of disadvantaged pupils in KS1 achieved the Greater Depth Standard within Reading.
- 53% of disadvantaged pupils achieved the Expected Standard in Writing.
- 3% of disadvantaged pupils in KS1 achieved the Greater Depth Standard in Writing.
- 60% of disadvantaged pupils in KS1 achieved the Expected Standard in Maths
- 10% of disadvantaged pupils in KS1 achieved the Greater Depth Standard in Maths.
- 60% of disadvantaged pupils in KS2 achieved the Expected Standard in Reading, Writing and Maths.
- 2% of disadvantaged pupils in KS2 achieved the Expected Standard in Reading, Writing and Maths.
- 73% of disadvantaged pupils in KS2 achieved the Expected Standard in Reading, with 16% of disadvantaged pupils achieving the Higher standard.
- 76% of disadvantaged pupils in KS2 achieved the Expected Standard in Writing, with 11% of disadvantaged pupils achieving the Higher standard.
- 73% of disadvantaged pupils in KS2 achieved the Expected Standard in Maths, with 16% of disadvantaged pupils achieving the Higher standard.

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Our assessment of the reasons for this was primarily the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our strong face to face teaching and targeted interventions to the degree we had intended when we planned our spending. All children, but particularly our most disadvantaged also missed out of the opportunities that we provide to develop and enhance children's cultural capital. A significant reduction in trips, visits and guest speakers impacted on children's wider experiences which forms a crucial part of our curriculum planning.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and delivery of lessons via online platforms. Despite regular welfare calls and close contact from the school with all families, some of our disadvantaged children did not access online learning as often as we would have hoped. Overall attendance in both 2019/20 and 2020/21 for disadvantaged children was lower than in the preceding year at 79.3% and 91.3% respectively. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.5% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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.

## Further information (optional)

Mental Health First Aid Training

After School clubs

Strong ethos of achievement and aspiration for all

The school ethos strongly focuses on ambition, achievement and aspiration for all. Leaders at all levels, understand the importance of ensuring progress for the most disadvantaged and vulnerable children in our care. This whole school, shared thinking has a powerful impact on the mind set of our disadvantaged children.

After school clubs are a key element of our school provision. School clubs are organised to ensure that they are matched closely to the needs of our most vulnerable children. They focus on creating a sense of belonging, pride, self-esteem and confidence. Clubs enable us to learn about individual talents and encourage children to pursue wider interests that they may have.

Key staff are trained in Mental Health First Aid. This enables staff to respond to the needs of our most vulnerable children and support them to prepare for learning. This training has enabled the school to provide a consistent approach to supporting children's emotional and mental health.