Newtown Community Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Newtown Community Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	27.68% (49)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was updated and published	19/9/24
Date on which it will be reviewed	May 25
Statement authorised by	C Marshall
Pupil premium lead	C Marshall
Governor / Trustee lead	P Church

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of Intent

We plan provision that ensures teaching and learning opportunities meet the needs of all children.

We identify children who are vulnerable and plan a curriculum and provision that effectively meets their needs.

We recognise that not all children who receive the Pupil Premium grant will be socially disadvantaged and that not all pupils who are socially disadvantaged will receive the Pupil Premium grant. The way we spend the Pupil Premium grant reflects. We adhere to the DFE guidance, that there is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible child basis.

Our Pupil Premium allocation supports training and continuous development to improve the quality of all teaching, targets support through interventions and supports whole-school strategies to improve attendance, behaviour and readiness to learn.

Ultimate Aims

All children achieve their full potential.

All children's academic, social and emotional and other needs are met.

All children have access to the same opportunities and are not help back by financial barriers.

Achieving Our Objectives

Our range of provision includes (but is not limited to):

When making decisions about using Pupil Premium funding we consider the context of the school and the challenges faced and inform our decisions using a range of evidence including research conducted by the EEF.

Our range of provision includes (but is not limited to):

Increasing teaching assistant capacity to support children learning how to read at KS2.

Increasing teaching assistant capacity to support addressing children's gaps in maths learning at KS2.

Reduced class sizes within KS1 and reception.

1:1 and small group learning support.

Update training for staff on early reading skills and phonics.

Ensuring pupils have high attendance and come to school on time.

Providing enhanced behaviour and personal development opportunities to ensure that behaviour does not cause a barrier to children's success.

Ensuring staff professional development is purposeful, focused and planned to meet the needs of disadvantaged learners.

Tailoring a specific 'Class teacher disadvantaged leaner strategy', that embeds the most impactful strategies identified within Education Endowment Foundation research (see appendix)

Enabling access to a wide, rich set of experiences and opportunities for pupils to develop their talents and interests.

Removing potential financial barriers.

Challenges

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

Challenge number	Detail of challenge
1	The diversity of cohort sees higher levels of disadvantaged learners and EAL than national. This results in a significant number of pupils entering reception with less developed language skills than those expected for pupils of their age.
2	A significant number of pupils enter reception from a diverse range of pre-school contexts, having not being exposed to important reading, mark making and maths experiences. This impacts on the level of attainment pupils are able to attain within EYFS.
3	A significant number of pupils enter reception from a diverse range of pre-school contexts, having not being exposed to important reading experiences. This impacts on the level of attainment pupils can attain in phonics and reading comprehension within KS1.
4	The school experiences higher mobility than average. A high proportion of the pupils who enter at points other than reception year receive the Pupil Premium.
5	The current levels of attainment for some children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential; this can include a lack of support with their learning at home.
6	Behaviour issues for a small group of pupils, all eligible for PPG, are having a detrimental effect on their academic progress and that of their peers.

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
Improve oracy skills for pupils in reception and Year 1	Disadvantaged pupils in Reception class make rapid progress by the end of the year so that all pupils eligible for PPG meet age related expectations.
Improve attaiment in the prime ELGs of reading, writing and number by the end of EYFS. Improve attaiment in reading, writing and maths ensuring the vast majority of children are able to attain at ARE by the end of Year 1.	Disadvantaged pupils attain broadly in line with other pupils nationally within reading. writing and number at the end of EYFS. At the end of Year 1 pupils' phonics attainment for disadvantaged pupils is broadly in line with other pupils nationally.
Improve attainment in Phonics knowledge and understanding for Year 1 and Year 2 children. Increase parental engagement in developing their children's reading skills outside of the school.	By the end of Year 1 attainment for disadvanatged learners is in line with that of other pupils nationally.
Improve attainment within Reading, Writing and Maths in all Key Stage 2 cohorts. Specific groups • PPG • PPG with SEND • PPG with EAL • LAC	Disadvantaged pupils within Year 3, 4 and 5 are making strong progress and the gap between disadvantaged and other pupils is closing quickly by the end of the year. Disadvantaged pupils attain in line with other pupils nationally by the end of KS2. Disadvantaged pupils make progress in line with other pupils nationally by the end of KS2.
To minimise the risk of exclusion for vulnerable children and minimise the impact of their behaviour on their own and others learning.	Evidenced by: A reduced number of serious behaviour issues being recorded. Numbers for fixed term exclusions remain lower than national averages. Teaching and learning evaluation which shows that the impact of behaviour on the progress of others is significantly reduced in all classes.
Improve community engagement with helping children to practise and consolidate their reading skills at home.	Attendance of reading workshops shows an increased take up in participation for parents. Children's home reading records show that all children read regularly at home (4-5 times per week as a minimum).
Improve attendance rates for some disadvantaged leaners.	Increased attendance rates for disadvantaged learners.

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: £41192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staff/pupil ratios within EYFS to enable increased opportunity for verbal interaction and language modelling by all staff. • Embedding oral language models within the learning environment. • Developing oracy through wider curriculum delivery • Progression of language structures • Development of oracy as a cognitive framework EAL specialist TA in EYFS EAL specialist TA in EYFS	The development of oracy skills in young children is widely recognised as a key strategy to improve the acquisition and development of the necessary strong cognitive and purposeful communication skills that enable children to learn successfully. Evidence EEF Oral Language Intervention EEF Communication and Language Approaches OFSTED Curriculum Research Review English	1 and 2
Increased staff/pupil ratios within EYFS to enable frequent focused teaching of groups ensuring regular opportunity for high quality feedback as a driver for accelerating progress. • Developing effective written and verbal feedback. • Developing self-regulation skills.	Feedback and self-regulation are identified nationally and internationally as key drivers in securing mastery of the basic skills required to support children making the progress needed to engage and succeed within the primary curriculum. Evidence EEF Feedback Dylan Wiliam John Hatty	1 and 2
Daily phonics teaching and early intervention where needed is in place to enable whole school approach to the development and understanding of phonics in EYFS/Year 1/Year 2	The effective use of phonics skills and understanding is essential to the comprehension skills children need to acquire and use to access the curriculum as they move through all stages of their primary and secondary education. Systematic, frequent and well-paced phonics teaching is identified through a wealth of research	3

Ensure all new staff are fully trained Phonics Intervention for identified children in KS2	as a highly effective strategy to teach children to read at an early age. Using the Read, Write inc. Scheme will, with effective implementation, develop accurate and fluent readers by the time children are 6 years old. Evidence EEF Early Literacy Approaches EEF Phonics Reading by Six OFSTED OFSTED Curriculum Research Review English	
Improve curriculum sequence and structure to effectively embed learning in the long-term memory Knowledge led curriculum using the principles of retrieval, spacing and interleaving to structure the sequence of learning.	Considerable research indicates that over the course of study, teaching which is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts leads to reduced cognitive load, more effective use of working memory and securing of key knowledge in long-term memory. Evidence OFSTED Curriculum Reviews where available for all subjects	1/2/3/5
Improve the use of manipulatives within maths teaching	Manipulatives and representations are powerful tools for supporting pupils to engage with mathematical ideas. Used purposefully and appropriately they have an impact. Use manipulatives and representations to reveal mathematical structures and enable pupils to understand and use mathematics independently. Evidence EEF Improving Mathematics in Keys Stage 2 and 3	4/5
Part funding non-class based ECT Mentor • Provide weekly coaching and mentoring for 1 X ECTs to ensure quality first teaching is delivered in every classroom. Part funding non-class based SENCO to: • Track progress of key PPG groups with SEN and EAL. • To ensure that provision effectively meets the needs of these groups	Regular feedback, support, modelling and objective setting for teachers will support will enable them to understand and just their teaching order to maximise their impact on children's progress. Feedback and self-regulation are identified nationally and internationally as key drivers in securing mastery of the basic skills required to support children making the progress needed to engage and succeed within the primary curriculum. To be effectively embedded within the practise of inexperienced teachers. Evidence This will enable strategies identified through: EEF Toolkit EEF Early Years Toolkit OFSTED Curriculum Reviews where available for all subjects	5

Targeted academic support

Budgeted cost: £14988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant and tutor provision to deliver targeted interventions. Phonic interventions for Y3, Y4 and Y5 pupils. Teaching assistants will deliver synthetic phonic interventions outside of the timetabled teaching of core subjects. These interventions will be precisely targeted, with clear outcomes, assessment and timescales. • Phonics intervention • Reading for meaning intervention	Evidence shows that teaching assistants who are effectively trained and accurately deployed to target key groups, can have a significant impact on accelerating pupil progress. **Evidence** EEF Making Best Use of Teaching Assistants	3/5

Wider strategies

Budgeted cost: £13960

Activity	Evidence that supports this approach	Challenge number(s) addressed
To minimise the risk of exclusion for BSED vulnerable children and minimise the impact of their behaviour on their own and others learning we use a targeted behaviour intervention for identified students. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. Evidence EEF Behaviour Interventions	6

Total budgeted cost: £70140

Part B: Review of outcomes in the previous academic year

Disadvantaged Learner Outcomes (DL) 2024

This table shows the attainment of disadvantaged learners at Newtown compared to disadvantaged learners nationally, and non-disadvantaged learners nationally.

The school receives the Pupil Premium Grant based on the number of disadvantaged learners within school.

Non-disadvantaged learners are the children who do not receive the Pupil Premium Grant.

% of pupils attaining the expected standard of a scaled score of 100 or above	Newtown DL 2023	Newtown DL 2024	National DL 2024	National Non-DL 2024
Combined (Reading, Writing and Maths)	62	**67**	46	67
Reading	77	**78**	63	79
Writing (Teacher Assessment)	62	**78**	59	77
Maths	85	**89**	59	79
Grammar, Punctuation and Spelling (GPS)	Data not yet available			

% of pupils attaining the higher standard of a scaled score of 110 or above	Newtown DL 2023	Newtown DL 2024	National DL 2024	National Non-DL 2024
Combined (Reading, Writing and Maths)	0	**0**	3	10
Reading	15	**11**	18	33
Writing (Teacher Assessment)	0	**0**	6	16
Maths	15	**22**	13	28
Grammar, Punctuation and Spelling (GPS)	Data not yet available			

Average Scaled Scores	Newtown DL 2023	Newtown DL 2024	National DL 2024	National Non-DL 2024
Reading	103	**103**	103	106
Maths	104	**106**	102	107
Grammar, Punctuation and Spelling (GPS)	103	**105**	102	104

KS1 to KS2 Progress Measures

There were no KS1 assessments in July 2020 because of the pandemic. Therefore, there is no baseline measure within school or at a national level to measure progress from.

KS1 SATS

SATS at KS1 are no longer a statutory assessment, so there is not statutory test data available for this measure

Phonics meeting the expected standard	Newtown DL 2023	Newtown DL 2024	National DL 2024	National Non-DL 2024
Year 1	83	**No DLs**	68	83

Early Years and Foundation Stage

Teacher Assessment	Newtown DL 2023	Newtown DL 2024	National DL 2024	National Non-DL 2024
Achieving Good Level of Development	100 (1 pupil)	**57**	52	72

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc.	Ruth Miskin
White Rose Maths	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Appendix: Disadvantaged Learner Strategy for Class Teachers 2024

These approaches are evidence based (EEF) and all accelerate progress significantly. Strategies are consistently used throughout normal lessons to enable disadvantaged learners to make the best possible progress. There will be a much wider impact on the rest of your class.

High ambitions for the children you teach. No excuses.	**Never give an excuse to fail only ever a reason to succeed.** Never assume a child can't get there. Always assume they can. Just work out what **you can do** to get them there. This means: *Well thought out planning and scaffolding for all abilities.* *Expectations across all curriculum subjects are high.* *New vocabulary in different learning contexts is promoted (verbally and in lessons)* *Are they able to make links between learning* *Promotion of homework and extra home learning challenges.* *Engage children actively through questioning promoting high quality answers and explanations in lesson.* *Promote a 'have a go' attitude and develop an understanding that making mistakes is part of the learning process.*
Scaffolding	**Teachers use resources and approaches that enable all children to access learning.** This includes SEND but also means ensuring scaffolding enables the vast majority of children to achieve age related outcomes, and work towards independence. e.g. Writing frames, sentence starters etc, practical apparatus available for all etc. Following the schools scaffolding guidance
Feedback and Marking	**Find them first, mark them first, mark them best.** Give these children the best feedback you can; written and verbal. If you can give it during a lesson or at the start of a lesson, that is even more powerful. Response to marking. **Identify** – do all the adults know who and what? Do all the adults check? TAs/teachers to check daily progress against target areas (Combine with Green Framing) **Use of visualiser:** To support modelling, feedback and developing metacognitive strategies.
Language development	**If they can get it right when they speak, they will get it right when they write.** Daily oral rehearsal of Top Talker, Top Writer Sentences. Are you incorporating new topic knowledge vocabulary into these structures when you teach them? This contextualises and secures knowledge understanding. Expect children to answer in well-constructed sentences and to orally rehearse what they are going to write. Use rich language – do not dumb things down. Embed sentence stems you want them to learn and use within your modelling and explanation. Correct and remodel children's speech. Children need to hear what they want to say spoken correctly. Listen out for their common errors – always take the opportunity to emphasise in modelled writing etc. I **done** my homework at the weekend. Model your choices by oral rehearsal – over model, tapping on your chin and wondering whether it sounds right!
Reading comprehension	**If education is a treasure chest, reading is the key.** Probably the most undertaught subject in most schools. Funny really given it is the most important communication and understanding skill we can give children. You must teach comprehension daily and it must be taught well and in line with school ex[peca Excite children about reading. Read books that connect with emotions. Laughing, sadness and everything in between. It all matters because empathy and understanding will follow. Read books that create debate. Read books that will make children cheer. Read to the children how you would want to be read to as a child. Teach children how to respect each other when they read aloud. Make connections between stories and stories, books and other subjects that they are familiar with. E.g. Pig Heart boy and referencing circulation in science teaching
Meta-Cognition	**Self-sufficient learning** **Teach** children how to evaluate and understand their own learning. This is about self and peer evaluation and action. Response to marking. Independence in learning Use of process success criteria to support learning and applying skills in all subjects.
Mastery Learning	**Low threshold, high ceiling tasks**. 3 layers: Securing the concept, consolidating the concept, applying the concept. Sustained writing Developing confidence to explain to others about what they are reading, including precising sections, chapters and whole books. (Squash and a Squeeze). Identify what books they enjoy and explaining why?