

## 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 Community School Primary Academy |
| Number of pupils in school  | 425                                      |
| Proportion (%) of pupil premium eligible pupils   | 16% (59 pupils)                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23                                  |
| Date this statement was published   | October 2022                             |
| Date on which it will be reviewed   | July 2023                                |
| Statement authorised by   | Laura Kies                               |
| Pupil premium lead  | Matt Crewe                               |
| Governor / Trustee lead   | Chris Wardle                             |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £91343 |
| Recovery premium funding allocation this academic year  | £7975  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £99318 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium strategy is designed to ensure that disadvantaged pupils are able to overcome barriers to learning and achievement and wider personal development.

We recognise that not all disadvantaged children face the same barriers and therefore our strategy encompasses a range of approaches designed to ensure a readiness to learn that is in line with our overall school improvement strategy benefitting learners at all levels of attainment.

In our school, we have identified a number of challenges faced by vulnerable pupils, including mental health and wellness as well as young carers, adopted pupils and those who work with a social worker or other agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

While high-quality teaching is at the heart of our approach, as we understand that this has been consistently proved to have the highest impact on children closing the attainment gap, we understand that for many children, especially because of the impact of COVID-19 on many households, additional measures must be put in place to ensure all children are reaching their greatest potential. The school uses a combination of high-quality teaching, targeted support and a range of wider strategies to support the academic, mental and physical support of disadvantaged pupils to close the gap of their non-disadvantaged peers.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <i>Early Language Development</i><br>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from the EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers |
| 2                | <i>Reading attainment including early phonics</i><br>Assessments, observations, and discussions with pupils suggest disadvantaged pupils have significant gaps within their phonics   |

|   |   |
|---|---|
|   | knowledge. This negatively impacts their development as readers. Across school, many disadvantaged pupils reading has been severely impacted by previous school closures and this has resulted in many pupils making less progress in their reading than their peers.   |
| 3 | <i>Parental engagement in supporting learning</i><br>During the pandemic, opportunities to include parents in their child's learning journey were necessarily cancelled. Now restarted, engagement in parental inductions and parents' evenings are below pre pandemic levels, particularly for our disadvantaged families. |
| 4 | <i>Lower attainment in core subjects at EYFS, KS1, KS2 than school and national levels</i><br>The pandemic has had an impact on the results in core subjects across school. This has been noted in statutory assessments alongside informal teacher assessment.   |
| 5 | <i>Low aspirations</i><br>Observations across school have identified low aspirations alongside an increased lack of stamina.  |
| 6 | <i>Attendance</i><br>Our attendance data shows that our disadvantaged pupils' attendance has remained behind those of our non-disadvantaged pupils. Absenteeism is negatively impacting on these 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  |
|--|---|
| <i>Progress in children's early language development.</i>            | <ul style="list-style-type: none"> <li>- Children will have their needs identified through language link assessment.</li> <li>- Support will be put in place, led by our S&amp;L lead and SENDCo</li> </ul>   |
| <i>Accelerated progress in Early Reading</i>                         | <ul style="list-style-type: none"> <li>- Targeted phonics intervention will support individual groups of children.</li> <li>- Teachers will assess children regularly to identify their next steps.</li> <li>- We will achieve our target for the Y1 phonics assessment.</li> </ul>                   |
| <i>Parents will take an active role in their children's learning</i> | <ul style="list-style-type: none"> <li>- Induction meetings will be held for all year groups to encourage parents into school.</li> <li>- Parents will be encouraged to attend parent's evenings.</li> <li>- Parents will be invited to other key celebrations of the children's learning.</li> </ul> |

|  |   |
|--|---|
| <p><i>Accelerated progress in the core subjects across EYFS, KS1 And KS2</i></p> | <ul style="list-style-type: none"> <li>- Assessment will take place in all year groups to baseline the children and inform teaching.</li> <li>- Cohort keep up meetings will take place to further identify children/groups and where support is needed.</li> <li>- If appropriate, booster sessions will be used to support Y6 in preparation for SATs.</li> </ul> |
| <p><i>Children will develop their aspirations</i></p>                            | <ul style="list-style-type: none"> <li>- A new, Newport Global Curriculum will help engage children in the opportunities of the wider world.</li> <li>- Our school values will promote and celebrate aspiration in all.</li> <li>- Children who show aspiration will be celebrated both within class and across school.</li> </ul>                                  |
| <p><i>To improve attendance for our disadvantaged pupils</i></p>                 | <ul style="list-style-type: none"> <li>- Our target of 96% will be achieved.</li> <li>- Disadvantaged pupils' attendance will be broadly in line with non-disadvantaged pupils</li> <li>- Where attendance is of a concern, school will follow its attendance policy and work with the EWO to improve attendance.</li> </ul>  |

## 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: £ 36,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Oracy training and development</i>                               | The EEF has found that oral interventions can impact on pupils' progress by as much as 6 months as well as being inexpensive to implement.   | 1,2,4                         |
| <i>Curriculum development</i>                                       | By designing a curriculum that is specific to our pupils, we can ensure we plan in opportunities to challenge thinking and overcome these barriers.  | 1,2,3,4,5                     |
| <i>Little Wandle</i>  | There is extensive evidence that phonics is an important component in the development of early reading skills. By assessing children regularly and devoting extra staff to help teach gaps, we will be able to support the children to make accelerated progress | 1,2,4                         |
| <i>Use of Seesaw as online learning platform.</i>                   | Following the use of Seesaw during the pandemic, we have realised the power of sharing the children's learning through an online learning platform. Seesaw is also used extensively to record and assess children's learning in school.                          | 2,3,4                         |
| <i>Leadership time for core and phase leaders across the school</i> | Based on several years' experience of releasing leaders for leadership time. Leaders are able to develop their subject area/support staff to improve their practice and deliver the school vision.   | 1,2,4                         |

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

Budgeted cost: £ 27000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>National Tutoring Programme</i>                                   | EEF research suggests that small group, targeted intervention has a positive impact on attainment in schools. Following our use of the National Tutoring Programme last year, we also noticed an increase in confidence in the pupils that accessed the tuition. | 4                             |
| <i>Reading interventions through school librarian and volunteers</i> | Targeted interventions for key children assessed as off track. Volunteers support the aim of school to ensure all pupils have the opportunity to read with an adult 1-2-1  | 1,2,4                         |
| <i>NELI</i>  | 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:  | 1,2,4                         |
| <i>NESSY</i>   | Targeted support for children diagnosed/ show signs of dyslexia or struggled with spelling or oracy skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.                                       | 1,2,4                         |
| <i>PUMA/PIRA</i>   | Summative tests in maths and reading allow teachers to build on pupils' existing knowledge and understanding. Testing over the year will give us clear indicators as to the progress pupils are making.  | 1,2,4                         |

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

Budgeted cost: £ 35818

| <b>Activity</b>                           | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <i>Nurture group (The Nest)</i>           | To support the inclusion of children who find full time mainstream education challenging to manage. The nurture group ensures children who access this provision get the support they need to allow them to begin to access mainstream classes, therefore promoting inclusion and not potential exclusion. Based on evidence from other specialist provision within the school. | 1,2,4,5,6                            |
| <i>Additional Needs Practitioners x 2</i> | Based upon the rising needs of children requiring social, emotional and behavioural support within the school. The ANLPs support children, families and other staff to ensure children are able to access their education.  | 1,2,3,4,5,6                          |
| <i>Learning mentor</i>                    | Based on previous years, the learning mentor provides pastoral and therapeutic support to children in the school, as well as family support.  | 1,2,3,4,5,6                          |

**Total budgeted cost: £99318**

## 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.

| 2021 – 22 AIMS   | Evaluation  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                       | <i>Through lesson observations and other assessment across school, it is clear the Oracy Project is having an impact on pupils' oracy. Teaching staff insist on high expectations for spoken oracy across school and this is having a positive impact on disadvantaged pupils' learning. Following the pandemic, this work is still required, particularly to support our younger pupils who may have had less social interaction in their years prior to starting at school.</i> |
| Improved reading attainment among disadvantaged pupils.  | <i>Attainment targets in KS2 not met. Current baseline assessments make it clear that this will need to be a focus across the core subjects to raise attainment for all pupils, particularly disadvantaged pupils.</i>  |
| Improved writing attainment among disadvantaged pupils.  |   |
| Improved maths attainment among disadvantaged pupils.  |   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p><i>Development of role of ANLPs have ensured that pupils who most need support are identified. Clear success in role to support disadvantaged pupils.</i></p> <p><i>Development of the role of ANLP to be lead practitioner on Early Help cases has supported many families to get the support they need.</i></p>  |



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|  | <p><i>One ANLP post has been vacant for several months of the school year whilst recruitment has taken place. This change has been hard for some pupils. School is moving forward with recruitment in Autumn 2022.</i></p> |
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## 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  |
|----------------------------------|---|
| Nessy                            | <a href="https://www.nessy.com/en-gb">https://www.nessy.com/en-gb</a> |
| NELI                             | Nuffield Early Language Intervention                                  |
| Little Wandle Letters and Sounds | Letters and Sounds  |

## 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? |         |

**Further information (optional)**

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