

## 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	Newport Community School Primary Academy
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Georgie Gratton Acting Head Teacher
Pupil premium lead	Matt Crewe
Governor / Trustee lead	Kim Baker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97390
Recovery premium funding allocation this academic year	£9894
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107284

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, from all backgrounds, and circumstances, make the best progress that they are able to and achieve high attainment in all subject areas. The main focus of our pupil premium strategy is to support all disadvantaged pupils to achieve the best academic results they can, including those who are already high attainers.

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; therefore, 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.

Within the school, we use a range of tools such as assessments, formal data, teacher discussions, scrutinies of pupils work and observations to ensure that all children that need targeted support are identified and have robust and specific interventions put in place to close gaps and ensure a greater level of understanding. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point when need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have significant gaps within their phonics knowledge. This negatively impacts their development as readers. Within KS2, 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all core subjects.
4	Recent internal data, discussions and assessments indicate that writing attainment (especially core skills such as punctuation use and sentence structure) among disadvantaged pupils is below that of non-disadvantaged pupils. This has been further impacted by school closures and isolation due to COVID-19.
5	Assessment and internal monitoring have shown that across school, maths attainment, in areas such as reasoning and problem-solving, disadvantaged pupils are below that of their non-disadvantaged peers. Due to the impact of school closures and isolation, there are also gaps in knowledge of key maths facts.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged 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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident within classroom observations through the pupil's engagement within lessons, evidence within book scrutinies and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2021/22 show more than 80% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2021/22 show more than 60% of disadvantaged pupils met the expected standard.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2021/22 show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>KS1 writing outcomes in 2021/22 show that more than 60% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2020/21 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Increased attendance from disadvantaged pupils</li> <li>• Less disadvantaged pupils working under the learning mentor caseload</li> </ul>
Improved maths attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2021/22 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>KS1 writing outcomes in 2021/22 show that more than 60% of disadvantaged pupils met the expected standard.</p>

## 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: £ 33,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core Leaders attendance on PTSA Oracy Training – Oracy training to be implemented by core leaders across the school.	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 and other curriculum areas.	1,2,4 and 5
Purchase of the Little Wandle Letters and Sounds Programme to secure stronger phonics teaching for all 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. Secure foundations in phonics also supports pupils writing development.	2 and 4
Enhancement of our English teaching and curriculum planning. Focused CPD session and funding for English lead for time spent supporting teachers in new 'Feedback Funnel' approach.	Key studies explored how feedback can be changed to support children in their learning through 'first' and 'final' draft of writing.  This supports disadvantage pupils who can benefit from the structured supported.	1 and 4
Purchase of 'Seesaw' to set work for pupils who are forced to isolate due to COVID-19 restrictions.  Used during national lockdowns to support	Due to COVID-19 attendance has fallen for children, including disadvantage pupil, due to isolation and illness.  Online learning through Seesaw has meant that pupils have been able to keep up with teaching sequences to limit impact of loss of learning.	1, 2, 3, 4 and 5

continued learning of pupils.	Other resources such as Collins E-library has been used to further support this.	
Leadership time for core leaders to monitor progress of pupils and identify provision needed for disadvantaged to ensure they make required progress. Coaching sessions to develop ECT and other staff members to ensure quality first teaching for all pupils.	Quality First Teaching is noted as the	1, 2, 4 and 5
Engaging with the National Tutoring Pro-gramme 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.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3 and 5

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

Budgeted cost: £ 24,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted intervention support	1,2 and 4

	happened every afternoon for a 10 minutes slot for KS1.	
Use of a programme, NELI, to improve listening and vocabulary skills for disadvantaged 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:	1 and 2.
Targeted reading groups through phonics strategy and comprehension focus for disadvantaged KS2 pupils who remain behind their peers.	Decoding a priority for pupils who find reading stamina an issue to reduce the attainment gap. Pupils who are secure in decoding are able to make more progress within reading and therefore develop their comprehension skills in line with their peers.	1 and 2
Purchase of a programme, NESSY, to improve reading and spelling skills for disadvantaged pupils who have dyslexia or low-level spelling or reading skills.	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 and 4

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

Budgeted cost: £ 56,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of two new additional needs Practitioners for the support of Emotional Wellbeing.	Based on rising needs of emotional support and behavioural difficulties, steps have been taken to support children and staff when issues arise.	3 and 6
Continued employment of Learning mentor.	Based on evidence from previous years, learning mentor has continued to work with families where there is a greater needs to ensure children education is supported to the fullest.	3 and 6
Employment of EWO to support the	Through robust systems, we have identified children/families who show	3 and 6

identification and .. of persistent absences.	signs of persistent absences (below 90%). The EWO supports with legal guidance to support the school in decreasing persistent absence.	
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**Total budgeted cost: £ 114,645**

## 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.

Aim	Outcome
<p><b>Aspirational attainment targets to be achieved for Disadvantaged Pupils and progress to be better than National and peers:</b></p> <p><b>Year 1 phonics</b></p> <p><b>Year 2 and year 6 EXS</b></p> <p><b>Year 6 Greater depth</b></p>	<p>All PP pupils achieved the PSC. This is a consistent trend over time.</p> <p>Attainment targets at KS1 met.</p> <p>Attainment targets not met at Key Stage 2 – and progress – particularly in reading below others nationally.</p> <p>Stamina, reading widely, word understanding and comprehension are barriers to achievement at KS2.</p>
<p><b>Raise attendance</b></p>	<p>Attendance for this group of pupils is below the National Average for all pupils.</p>
<p><b>Disadvantaged children in the EYFS to make fast and secure progress with Speech and Language support.</b></p>	<p>All pupils discharged by Autumn of Year 1 with not additional needs identified.</p> <p>This target Speech and Language support followed on from focused work in the Nursery both with children and with families. (Workshops and Parenting courses)</p>
<p><b>Pastoral support provided for children and families to remove barriers to learning.</b></p>	<p><b>R- 3/6 received nurture/pastoral provision- only 1/6 continued into Y1 on Early Help plan</b></p>

	<p><b>YR- Y6, 50%+ of each disadvantaged group in each year group had key staff member for family communication/engagement</b> (Deputy Head, learning mentor, Early Help Leader) ensuring <b>issues dealt with and resolved-</b> supporting a variety of wider issues.</p> <p><b>YR-Y6- 24 children provided with open access pastoral support through the year.</b></p> <p><b>100% children and parent exit questionnaires for learning mentor evidence positive outcomes and issues supported and/or resolved</b></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-us">https://www.nessy.com/en-us</a>
Neli	Nuffield Early Language Intervention
Little Wandle Letters and Sounds Programme	Letters and Sounds
E-Library	Collins

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



**Further information (optional)**

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