

# Pupil premium strategy statement – Newport Community School Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	17%
1	2023 24
Date this statement was published	15.12.23
Date on which it will be reviewed	20.12.23
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	£117,537
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£12,440
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	£129,977

# 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	<p>End of KS2 results</p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils are not making expected progress by the end of KS2 across reading and writing but particularly in mathematics in relation to the non-disadvantaged pupils.</p> <table border="1"><thead><tr><th colspan="3">End of KS2 results – percentage achieving ARE</th></tr></thead><tbody><tr><td>Reading</td><td>Writing</td><td>Maths</td></tr></tbody></table>	End of KS2 results – percentage achieving ARE			Reading	Writing	Maths
End of KS2 results – percentage achieving ARE							
Reading	Writing	Maths					

	Whole cohort – 81%	Whole cohort – 78%	Whole cohort – 71%
	PP – 55% 6/11	PP – 64% 7/11	PP – 36% 4/11
2	<p>Adaptive teaching/Engagement in learning</p> <p>Our assessments and observations, as well as discussions with teaching staff and family members, indicate that disadvantaged pupils find it more challenging to access their learning independently in class. This can be through barriers including Social, emotional and Mental Health needs</p>		
3	<p>Language development</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>		
4	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.</p> <p>Last year, 80% of our Y1 children passed the phonics screening in comparison to 50% (4/8) of our disadvantaged pupils.</p>		
5	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>Last year, 23% of disadvantaged pupils were 'persistently absent' compared to 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>		
6	<p>Parental engagement</p> <p>Engagement in school events such as inductions, parents evenings, and workshops remains low following the pandemic, particularly amongst parents of disadvantaged pupils.</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
Accelerated progress in the core subjects across EYFS, KS1 And KS2	Data from assessments will indicate significantly improved data for disadvantaged pupils across the primary age range to bring them broadly in line with their peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

To ensure the needs all children in school are met through adaptive teaching.	Staff will adapt their teaching to meet the needs of the children. Children will make expected progress from their individual starting points.
Parents will take an active role in their children's learning	Induction meetings will be held for all year groups to encourage parents into school. Parents will be encouraged to attend parent's evenings. Parents will be invited to other key celebrations of the children's learning. Surveys will be used to involve parents in key decisions around school policy. The School Community Board will attend events and work to involve the wider school community in school events.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced by 2%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

## 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: £46,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive teaching training	<ul style="list-style-type: none"> <li>Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</li> <li>Seeking to understand pupils' differences, including their different levels of prior</li> </ul>	1,2,3,4

	<p>knowledge and potential barriers to learning, is an essential part of teaching.</p> <ul style="list-style-type: none"> <li>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</li> </ul> <p>(Early Career Framework)</p>	
<p>Training for teaching assistants to support adaptive teaching and to ensure consistency in approach.</p>	<ul style="list-style-type: none"> <li>Teaching assistants can provide a large positive impact on learners outcomes, however, how they are deployed is key.</li> <li>It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</li> <li>The majority of studies were targeted interventions conducted in primary schools – where the impact is typically (+5 months)</li> </ul> <p>(EEF)</p>	1,2,3,4
<p>Curriculum development including foundation assessment</p>	<p>By designing a curriculum that is specific to our pupils, we can ensure we plan in opportunities to challenge thinking and overcome these barriers, whilst also ensuring the progression is in place for the complete</p>	1,2
<p>Leadership time for core and phase leaders across the school</p>	<p>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.</p> <p>Leaders also use release time to support individuals through small group or individual coaching. This is vital in supporting sustainability for ongoing projects.</p>	1,2,3,4,6
<p>Use of Seesaw as online learning platform.</p>	<p>We continue to realise 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.</p>	2,6

	Feedback from parents is that they are able to engage with their child's learning in this way - we continue to look at other ways we can share the children's learning and progress with parents and carers.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	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.	1,2,3
Reading interventions through school librarian and volunteers	<p>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</p> <ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>3. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</li> </ol>	1,2,3,4
NESSY	Targeted support for children diagnosed/ show signs of dyslexia or struggled with spelling or oracy skills. Approaches that focus on speaking, listening and a	1,2,3,4

	combination of the two show positive impacts on attainment.	
PUMA/PIRA	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.	1,2,3
Times Tables Rock Stars	Regular access to times tables practice on TTRS has shown a positive impact on children's fluency with their times tables. This in turn supports their access to other mathematical concepts.  'The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.'	1,2

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

Budgeted cost: £ 47,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group (The Nest)	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 as well as feedback from local authority QA visits.	1,2,3,4,5
Additional Needs Practitioners x 2	Based upon the rising needs of children requiring social, emotional and behavioural support within the school. The ANLPs support children, families	1,2,3,4,5,6

	<p>and other staff to ensure children are able to access their education.</p> <p>Within our Trust, our Early Help support is higher than average whilst our numbers at CiN and CP are lower. The work our ANLPs complete supports cases from escalating to these levels.</p>	
Learning mentor	Based on previous years, the learning mentor provides pastoral and therapeutic support to children in the school.	1,2,3,4,5,6
Attendance team fortnightly meetings	Regular monitoring of attendance allows support to be given to children and families at the appropriate time. Identifying trends and patterns allows intervention to take place which can support positive change.	1,5,6
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: £129,977**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	PP			Whole school		
Attendance	92.9%			94.7%		
EYFS GLD	40% (4/10)			67%		
Y1 Phonics	50% (4/8)			80%		
	<u>R</u>	<u>W</u>	<u>M</u>	<u>R</u>	<u>W</u>	<u>M</u>
KS1 SATs	53% 8/15	40% 6/15	53% 8/15	72%	70%	73%
Y4 MTC (out of 25)	Mean score - 14.75 4/11			Mean score - 17.8		
KS2 SATs	55% 6/11	64% 7/11	36% 4/11	81%	78%	71%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that the disadvantaged pupils continue to fall behind the rest of the school and that more work is to be done to close the gap between the disadvantaged and non-disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations. We have reviewed our approach and started the academic year (2023-24) with CPD for all staff which highlighted the work that is to be done.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nessy	<a href="https://www.nessy.com/en-gb">https://www.nessy.com/en-gb</a>
Little Wandle Letters and Sounds	Letters and Sounds

## Further information (optional)

To ensure that our strategy is supported by the latest research and guidance, the school has engaged with the Devon Pupil Premium Support Network in developing our Pupil Premium Strategy for 2023/24. This Network is based on guidance published by the Education Endowment Fund (EEF).