

Newport Community School Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (October 2024)	418
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy covers	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Laura Kies
Pupil premium lead	Matt Crewe
Governor / Trustee lead	Claire Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,409
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£126,409

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, 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	End of KS2 results - 2023				
			Reading	Writing	Maths
	Whole cohort	EXS	81%	78%	71%
		GDS	32%	13%	16%
	PP	EXS	55%	64%	36%
		GDS	9%	0	0
	End of KS2 results - 2024				

	<table><tr><td></td><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td rowspan="2">Whole cohort</td><td>EXS</td><td>87%</td><td>79%</td><td>86%</td></tr><tr><td>GDS</td><td>33%</td><td>19%</td><td>33%</td></tr><tr><td rowspan="2">PP</td><td>EXS</td><td>75%</td><td>67%</td><td>83%</td></tr><tr><td>GDS</td><td>25%</td><td>0</td><td>0</td></tr></table> <p>Although the gap between disadvantaged and non-disadvantaged pupils has diminished, it still remains, particularly for children achieving the higher standard in writing and maths.</p>			Reading	Writing	Maths	Whole cohort	EXS	87%	79%	86%	GDS	33%	19%	33%	PP	EXS	75%	67%	83%	GDS	25%	0	0
		Reading	Writing	Maths																				
Whole cohort	EXS	87%	79%	86%																				
	GDS	33%	19%	33%																				
PP	EXS	75%	67%	83%																				
	GDS	25%	0	0																				
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> <p>It is also notable how disadvantaged children are not achieving the higher standard, particularly in reading and maths.</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, national research, and discussions with pupils shows disadvantaged pupils generally have greater difficulties with phonics than their peers.</p> <p>In 2023, 80% of our Y1 children passed the phonics screening in comparison to 50% (4/8) of our disadvantaged pupils.</p> <p>In 2024, 76% of our children passed the phonics screening in comparison to 46% (6/13) 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>In 2022/23, 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> <p>In 2023/24, 15% of disadvantaged pupils ended the year as PA</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> <p>This was a focus for Autumn 2024 parents' evenings and has been an improvement on last year’s attendance.</p> <p>Autumn 2024</p>																							

	Autumn parents evening attendance								
	Whole school	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
	Whole cohort	87%	90%	100%	93%	88%	79%	87%	81%
PP	87%	100%	100%	100%	92%	85%	79%	92%	67%

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 and writing 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 of 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	Meet the teacher sessions will be held to encourage parents into school. Parents will be encouraged to attend parents' 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. Community cafe mornings will be held.
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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy training	Oracy is shown to: -Improve academic outcomes -Underpins literacy and vocabulary acquisition -Supports well-being and confidence	1,2,3,4
SEND training – PINS project/Ordinarily Available Inclusive Provision	Devon local authority training to share up to date guidance regarding best support for all children.	1,2,3,4,5
Writing training through external consultants	Research led writing processes.	1,2
Year 6 'boosters'	Small group intervention has an average impact of four months progress. We have found over many years of completing year 6 booster sessions, aimed predominantly at children suffering disadvantage, that this supports their mastering of the KS2 curriculum and readiness for secondary school.	1,2
TA training	Teaching assistants can provide a large positive impact on learners outcomes, however, how they are deployed is key. -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. -The majority of studies were targeted interventions conducted in primary schools – where the impact is typically (+5 months)	1,2,3,4
NCETM training	The NCETM Mastering Number programme focuses on the use of small steps in learning, supporting pupils to understand the relationships between	1,2

	<p>numbers and allow them to have a deeper understanding of their composition.</p> <p>We have already seen an impact on the children's fluency with number in KS1.</p>	
Leadership time for middle leaders	<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. Leaders also use release time to support individuals through small group or individual coaching. This is vital in supporting sustainability for ongoing projects.</p>	1,2,4,6

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

Budgeted cost: £ 45,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading champion – KS2</i></p> <p><i>And additional classroom TA support</i></p>	<p>Targeted intervention based on assessment and professional discussion at pupil progress meetings.</p> <p>EEF research finds small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>KS2 reading champion TA is delivering Herts for Learning reading fluency project, an evidence informed reading intervention that supports pupils to make accelerated progress in reading comprehension.</p>	1,2,3,4
<p><i>Reading volunteers induction and training</i></p>	<p>EEF research finds that providing training to the staff that deliver small group support is likely to increase impact.</p>	1,2,3,6
<p><i>Speech and Language through external support and cover for staff specialist to support in school.</i></p>	<p>Early intervention for children with speech and language needs delivered in</p>	1,2,3,4

	school by speech and language specialist TA across the school.	
<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.	1,2,3
<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. We now have several years of data using these tests which give us a clear data set that we can use to track the children through primary school.	1,2
<i>TTRS</i>	<p>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.'</p> <p>In the academic year 2023 24, our pupil premium cohort outperformed the cohort as a whole in the statutory multiplication tables check.</p>	1,2,6

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

Budgeted cost: £ 63,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cohort keep up meetings</i>	Regular monitoring of children's progress allows teachers and leaders to identify barriers to children's learning and put interventions in place. These meetings take place three times a year	1,2,3
<i>Attendance monitoring</i> Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Working Together to Improve School Attendance	1,5
<i>Pastoral support – Additional Needs Lead Practitioner</i> <i>Early Help lead</i>	Based upon the rising needs of children requiring social, emotional and behavioural support within the school. The ANLP support children, families and other staff to ensure children are able to access their education. Within our Trust, our Early Help support is higher than average whilst our numbers at CiN and CP are lower. The work our ANLP complete supports cases from escalating to these levels.	1,2,3,5,6
<i>School trips</i>	Educational visits including board and lodging element for residentials to ensure children have access to full breadth of curriculum.	1,2
<i>Pupil Premium lead to attend SW100 leadership course to tackle disadvantage in the South West. Includes visits to schools in regions of the UK where the disadvantage gap is being tackled effectively.</i>	The South West 100 had supported previous cohorts of leaders to support closing the disadvantage gap in their schools. This is achieved through sharing good practice across a network of leaders within a geographically isolated region of the UK.	1,2,5
<i>Lunchtime support intervention</i>	EEF guidance shows the importance of children having strong relationships-'Know and understand your pupils and their influences.'	1,2,3,5

	Lunchtime support meets the SEMH needs of vulnerable children in a structured environment which gives the opportunity to develop relationships with key adults as recommended.	
<i>Contingency fund</i>	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.	1,2,3,4,5,6

Total budgeted cost: £ 126,517.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

GLD, Y1 phonics and Y4 Multiplication Tables Check

	Whole cohort	PP	PP
GLD	75%	67%	4 out of 6
Y1 phonics	76%	46%	6 out of 13
Y4 MTC (20+)	81%	86%	12 out of 14

Analysis

GLD has improved across the board and those PP children who did not achieve GLD had significant barriers.

The Y1 phonics results are an area of focus for the coming year. This is our only national measure that is below the national average. All children are now assessed each half term and followed up through our pupil progress meetings. Our reading lead has time each week to support teachers.

KS2 SATs results

		Reading	Writing	Maths
Whole cohort	EXS	87%	79%	86%
	GDS	33%	19%	33%
PP	EXS	75%	67%	83%
	GDS	25%	0	0

Analysis

Our KS2 results are above national across the board. Although the gap between PP and non-PP has diminished in comparison to the year before, this is still an area of focus, particularly for children achieving the Greater Depth Standard.

Attendance

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.

In 2022/23, 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.

In 2023/24, 15% of disadvantaged pupils ended the year as PA

The DHT regularly meets with families who are persistently absent and offers support plans which support improvement. The attendance policy has been reviewed to include the latest DfE guidance and this has been shared with families. We also work closely with the local authority Attendance Improvement Officer to intervene early with families where there is persistent absence.

Evaluation

Although we have seen improvement in most areas, this has been for all children, not just those that are pupil premium. Although this is to be celebrated, there does remain a gap between the two groups.

Externally provided programmes

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

Programme	Provider
Nessy	https://www.nessy.com/en-gb
Little Wandle	Letters and Sounds Letters and Sounds