

# Pupil premium strategy statement –Newbottle and Charlton CEVA Primary School

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	98
Proportion (%) of pupil premium eligible pupils	7% (5 Pupil Premium + 2 Pupil Premium Plus)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25  3-year plan 2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Hannah Lovesay-Bonham
Governor / Trustee lead	Paula Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,400 (inc Pupil Premium Plus)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	<b>£11,400</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This strategy is to support disadvantaged pupils to achieve this goal, through support academically but also socially and emotionally, supporting children to have good mental health and giving them the tools to help them to become resilient learners.

Common barriers faced to learning for our disadvantaged pupils are:

- Social and emotional needs and difficulties
- Complex family situations which prevent children from flourishing and impact their mental health and wellbeing
- Additional needs, including Special Educational Needs and Disabilities
- Lack of opportunities outside of coming to school
- Low self-esteem and resilience towards learning

There is no 'one size fits all' approach as the challenges are varied and in a small school, often unique to individuals and their families.

High quality teaching is at the heart of our approach, with a focus on areas in which we have identified needs further support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Newbottle and Charlton CEVA Primary we focus on ensuring children are holistically cared for. We aim to provide support by:

- Ensuring that teaching and learning opportunities meet the needs of all children.
- Allocating pupil premium funding so it has a positive impact on identified individuals.
- Making appropriate SEMH provision for our vulnerable groups
- Ensuring all children have access to extra-curricular activities and enrichment opportunities

Our provision includes:

- Additional learning support in class and targeted intervention groups
- SEMH provision and support for all pupils, particularly our vulnerable groups.
- Support payments for wider opportunities, eg music, sport and educational visits individuals.

## Challenges

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

Challenge number	Detail of challenge
1- Outcomes	The attainment gap in reading, writing and maths is wider for some of our pupils who receive PP funding
2- SEND	Some pupils in receipt of PP funding also have complex additional SEND needs
3- SEMH	Some pupils in receipt of PP funding have emotional well-being, social and behavioural needs affecting their progress and their readiness to learn. They are unable to self-regulate their emotions easily and struggle to interact socially.
4- Enrichment	Some pupils in receipt of PP funding have less opportunities to engage with enrichment activities therefore their cultural capital is lower.

## 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
<p>Improve outcomes and progress in English and Maths, ensuring all children, including PP, reach their potential</p> <p>To diminish the difference between PP and non-PP groups</p>	<p>All children will make good progress from their starting points</p> <p>Assessments will show small steps of progress for individuals in reading, writing, spelling and maths</p> <p>Outcomes will be in line with national data for EYFS, Phonics, MTC and KS2 SATs</p> <p>Children in receipt of PP will broadly achieve in line with their peers</p>
<p>Improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing and positive learning behaviours from 2024/25 demonstrated by: <i>Pupil voice, teacher observations, learning walks and other surveys.</i></p> <p>Pupils can identify and regulate their emotions and have strategies to support them thrive in different situations</p> <p>Pupils will develop self-esteem, resilience and growth mindset to enable them to engage fully in school life and develop healthy relationships</p>
<p>All children have the opportunity to engage fully in all aspects of school life, including extra-curricular activities</p>	<p>Friendships, resilience, and confidence are developed. PP children enjoy and attend activities/ events/clubs both within and outside of the normal school day</p>

## 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: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On-going CPD for teachers and TAs in reading, writing and maths to support implementation of curriculum and high-quality teaching and learning</p> <p>Including NPQ, phonics, new Literacy scheme, teaching for mastery maths and working with Enigma Maths Hub</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. There is a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p> <p><a href="#">EEF- Effective professional development</a></p>	1
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>High quality teaching and learning based upon EEF ‘Five a day’ approach</p> <p>Pedagogy- Adopting and embedding Rosenshine’s Principles of Instruction to promote consistent high-quality teaching for all</p>	<p>The EEF states the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">EEF- High Quality Teaching</a></p> <p>The EEF’s research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND</p> <p><a href="#">EEF ‘Five a day’ approach to high quality first teaching</a></p>	1

Teacher-led weekly breakfast club maths boosters for Y6 pupils	<p>Small group intervention with targeted, personalised teaching. Longer than an intervention so time to teach, practise and apply. Run by teachers who knows children's abilities and anxieties well.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics:</p> <p><a href="#">Mathematics Guidance: key stages 1 &amp; 2 June 2020</a></p>	1
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted assessments and interventions for key groups and individuals using quality resources and interventions in reading, spelling and maths</p> <p>Renewal of Literacy software and programmes, including Lexplore Reading and IDL spelling/reading</p> <p>Renewal of Clicker 8 software</p>	<p>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 and in small groups:</p> <p><a href="#">EEF: One-to-One tuition</a></p> <p><a href="#">EEF- Small group tuition</a></p> <p><a href="#">EEF- Using digital technology to improve teaching and learning</a></p>	1
<p>Effective deployment of Teaching Assistants to support key children within the classroom and on a 1-1 basis for those who need additional support and individual provision</p>	<p>Research suggests teaching assistants can provide a large positive impact on learner outcomes, depending on how they are deployed. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes.</p> <p><a href="#">EEF- Teaching Assistant Interventions</a></p> <p><a href="#">EEF- Making best use of teaching assistants</a></p>	1, 2

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

Budgeted cost: £4900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Begin to embed an 'Interoception curriculum' to support children's self-regulation and sensory needs (both whole class and intervention groups)</p> <p>Roll out 'Happy Confident Me' Feel Its program as part of whole school PSHE curriculum to promote emotional literacy and intelligence</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF- Social and Emotional Learning</a></p>	2
<p>Begin to embed West Northants Therapeutic Thinking approach to support wellbeing and behaviour</p>	<p>The EEF report suggests that universal systems are unlikely to work for all students and for those pupils who need more intensive support with their behaviour, a personalised approach is likely to be better.</p> <p>6 recommendations include: simple routines, relationships, explicit teaching of learning behaviours, effective classroom management strategies and consistency and coherency.</p> <p><a href="#">EEF- Improving behaviour in schools: 6 recommendations</a></p>	2
<p>Use of internal and external professionals to carry out individual and group interventions, including ELSA and School Counsellor</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF- Social and Emotional Learning</a></p>	2
<p>Support (both financially and socially/emotionally) to enable all children to have opportunities outside the classroom and engage fully in all aspects of school life (including events, clubs, trips and residential)</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.- I.e. Peripatetic lessons</p> <p><a href="#">EEF- Arts participation</a></p>	3

**Total budgeted cost: £11,400**

## 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. We only had 6 children who received the pupil premium/plus grant, 50% of these children are also on our SEND register (some with an EHCP).

#### School Internal Data - % achieving ARE (age-related expectations)

	Pupil Premium	Non-Pupil Premium
Reading	66%	88%
Writing	50%	79%
Maths	33%	80%

#### KS2 SATs outcomes- % achieving KS2 SATs

Last year's cohort of 15 did not include any children in receipt of PP.

	School (15)	National
Reading	80%	74%
Writing	73%	72%
Maths	53%	73%
Combined	53%	61%

Further focus and action is needed in core subjects, with a particular focus on maths for children in receipt of PP.

#### Attendance

	PP	Non-PP	National
Attendance	96.2%	96.6%	94.5%

Attendance is generally good for all pupils and above national average.

Our observations indicated that pupil wellbeing and mental health continue to remain as a necessary focus. We used pupil premium funding to provide wellbeing support to these pupils, and targeted interventions where required. We are building on previous work on emotional regulation through the use of more up-to-date programmes and approaches to further support and embed emotional literacy and regulation.

**Review of previous 3-year strategy plan:**

Intended outcome	Review/outcome
Improved oral language skills and vocabulary among all pupils and in particular disadvantaged pupils	Voice 21 project has been really successful for children throughout the school which has been noticed and recognised both internally and externally. Continue to embed and adopt further strategies as part of this project next year, with a focus on vocabulary.
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.  The gap is narrowed in the progress and attainment of PP and non-PP children.	Outcomes have varied over the past few years, with some years PP achieving broadly in line with peers, but with small numbers and additional factors, this is still an area to focus on next year.
To achieve and sustain improved wellbeing and for all pupils in our school, particularly our disadvantaged pupils	A great amount of work has been carried out in this area and progress can be seen by many, with individuals and families being supported in a number of ways. Attendance is generally good and children are able to access pastoral support when needed. Ongoing SEMH needs for many children post covid and in current society.
Children have opportunities to have access to enrichment activities in line with their peers to improve cultural capital	An area of many positives- all children, particularly those in receipt of PP, have been able to access enrichment opportunities, including residential and trips which had a positive impact on their social skills, self-esteem and confidence

## 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
Counselling	Catherine Upstone



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Same as above
<b>The impact of that spending on service pupil premium eligible pupils</b>
Same as above