

## 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	Newbottle and Charlton CEVA Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	9% + (Post-Lac 2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Peter Smith-Headteacher
Pupil premium lead	Peter Smith-Headteacher
Governor	Paula Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,450 + £4,690 (Post-Lac)
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,125
<b>Total budget for this academic year</b>	<b>£23,265</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:

- Lack of opportunity outside of coming to school.
- Limited support academically at home.
- Weak language and communication skills.
- Complex family situations which prevent children from flourishing.
- Lack of access to ICT provision to access home learning platforms.
- Impact of school closure due to Covid 19

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.

At Newbottle and Charlton CEVA Primary it is our intention:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates from their starting points.
- To support children with their health and mental wellbeing to enable them to access learning at an appropriate level.

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.

## Challenges

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

Challenge number	Detail of challenge
1	Many pupils have been identified as having underdeveloped oral language skills and vocabulary gaps, in particular those in receipt of PP funding

2	The attainment gap in reading, writing and maths is wider for some of our pupils who receive PP funding
3	Some pupils in receipt of PP funding also have addition SEND needs
4	Some pupils in receipt of PP funding struggle with their emotional and social elements of school. They lack resilience, determination and self-belief which is hindering progress and attainment. They are unable to self-regulate their emotions easily and struggle to interact socially.
5	Many pupils in receipt of PP funding have less opportunities to engage with enrichment activities therefore their cultural capital is lower.
6	Some individuals in receipt of PP funding have far lower attendance than their peers.

## 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
Improved oral language skills and vocabulary among all pupils and in particular disadvantaged pupils	Assessments and observations indicate significant improved oral language among disadvantaged pupils.
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.	All PP children will make good progress from their starting point; pass their phonics screening and will their attainment will be in line with their peers at end of KS2.  Using diagnostic assessment children can be targeted with high quality interventions which is monitored by school leaders.  Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.
To achieve and sustain improved wellbeing and for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing and positive learning behaviours from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• Student voice, teacher observations, learning walks and other surveys.</li> </ul> Pupils can regulate their emotions and have strategies to support them thrive in different situations
Children have opportunities to have access to enrichment activities in	Children are able to access enrichment activities which they may not normally be able to access which can support their confidence,

line with their peers to improve cultural capital	self-belief but also support their friendships and wellbeing.
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## 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.- Join the Oracy Voice 21 Project</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Purchase of a <a href="#">DfE validated Systemic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils</p>	<p>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:</p>	2, 3

and appropriate training of this new resource	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
On-going CPD for teachers and TAs in reading, writing and maths	<p>EEF guide to Pupil Premium-Quality first teaching is top of the tiered approach key to effective learning and needs to be kept up to date and reviewed as changes to pedagogy/approach change <a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The Dfe guidance on teaching the foundations of literacy drawing on evidence based approaches. <a href="#">The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</a></p>	2, 3
<p>Improve the quality of emotional literacy (EL) learning.</p> <p>EL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>An EL teaching assistant will be appointed to support in this area.</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.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2, 4,

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrol in the Voice 21 project to offer training and support to help all children and in particular disadvantaged pupils in their oracy skills <i>(Budgeted in teaching)</i>	Through training staff will feel confident to explicitly teaching development in oracy. Regular interventions can be delivered to support the children who need additional support than QFT in this area.	1
Online interventions subscriptions to support children who have been most impacted by the pandemic in spelling, maths and reading	<a href="https://www.educationendowmentfoundation.org.uk/individualised-instruction/">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a> Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	2. 3
Structured interventions school-led tutoring for pupils whose education has been most impacted by the pandemic.	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: One to one tuition   EEF <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition/">www.educationendowmentfoundation.org.uk</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	2. 3

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

Budgeted cost: £ 8575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Zones of regulation in school and support parents	Leah Kuypers research into this systematic cognitive behavioural approach shows children are able to	4

<p>with this approach at home</p>	<p>access and discuss their emotions more readily through the use of the colour zones. They have a greater understanding of how they feel. It allows them to understand all emotions are ok and therefore allows them to manage and regulate them more easily while feeling more confident.</p>	
<p>Support for and emotional need across school – enabling disadvantaged pupils and those if additional needs who are also disadvantaged to access high quality intervention.</p> <p>Inc- ELSA to be created and be trained up to support children across the school</p>	<p>Emotional Literacy (EL) learning is concerned with fostering children’s social and emotional skills within educational settings, alongside their academic skills. This can include developing young people’s relationships, communication, decision-making, self-esteem and behaviour. EL can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. As well as supporting pupil re-engagement after school closures, EL can contribute to reducing the longstanding attainment gap between disadvantaged children and their peers. <a href="https://epi.org.uk/publications-and-research/social-and-emotional-learning/">https://epi.org.uk/publications-and-research/social-and-emotional-learning/</a></p>	<p>2, 4</p>
<p>Investment in a school sensory room</p>	<p>Elissa Worthen OTS (2010) Sensory Based Interventions in the General Education Classroom: A Critical Appraisal of the Topic, Journal of Occupational Therapy, Schools, &amp; Early Intervention- Reviewed 13 articles (12 level I, II, IV, and V quantitative articles and one qualitative article), and concluded that sensory-based can interventions implemented in the general education classroom can improve student attention and performance.</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

implement new procedures		
Giving opportunities for children to develop in confidence, skills and in social interaction by providing them with enriching experiences that they may not have been able to do.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.- I.e. Peripatetic lessons <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5
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: £ 18,575 + (£4,690 spent on specific needs of Post-LAC children)**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

*Our internal assessments during 2020/21 suggested that the performance for most of the disadvantaged children was in line with their peers but that children who were also had a special educational need were generally below their peers. Many of the objective in the last strategy including improving QFT and interventions for small groups were carried out with some successes. This needs to be continued in the next strategy statement- including developing mathematics and spelling and continuing key interventions that were working in Reading.*

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.