

## Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Newbottle and Charlton CEVA Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	8.5% + (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 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Peter Smith-Headteacher
Pupil premium lead	Hannah Smith-SENCO
Governor	Paula Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	1,615.35
<b>Total budget for this academic year</b>	£14, 628.15 + £4820 PLAC £19,448.15

# 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.

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. Our other strategies include wider plans for education recovery including targeted support through the national tutoring programme for those pupils whose education has been worst affected, including non-disadvantaged pupils.

## 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 additional 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.	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.

The gap is narrowed in the progress and attainment of PP and non-PP children.	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 line with their peers to improve cultural capital	Children are able to access enrichment activities which they may not normally be able to access which can support their confidence, self-belief but also support their friendships and wellbeing.

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>On-going CPD for teachers and TAs in reading, writing and maths</p>	<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="https://www.eef.org.uk/media/1000/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">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: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611277/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The Dfe guidance on teaching the foundations of literacy drawing on evidence based approaches. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611277/The_reading_framework_-_teaching_the_foundations_of_literacy.pdf">The reading framework - teaching the foundations of literacy</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>	<p>2, 3</p>
<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="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf</a>(<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 4,</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils and appropriate training of this new resource</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> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Investment in high quality texts, resources, and technology to support high</p>	<p>New technology can be used to improved the quality of explanations and modelling, offers ways to improve the impact of pupil practice</p>	<p>1,2,3</p>

quality teaching and learning	and play a role in improving assessment and feedback. <a href="https://www.eef.org.uk/using-digital-technology-to-improve-learning/">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

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 and other offline resources to support children who have been most impacted by the pandemic in spelling, maths and reading  Including those PP children who are also SEND	<a href="https://www.eef.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
Use of teaching assistants to support specific children in class and in structured interventions	When deployed effectively, Teaching Assistants can support an additional 4 months additional progress over the course of the year. <a href="https://www.eef.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4

Including those PP children who are also SEND		
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="http://www.educationendowmentfoundation.org.uk">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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Zones of regulation in school and support parents with this approach at home	Leah Kuypers research into this systematic cognitive behavioural approach shows children are able to 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.	4
Support for and emotional need across school – enabling disadvantaged pupils and those if additional needs who are also disadvantaged to	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	2, 4

<p>access high quality intervention.</p> <p>Inc using internal and external professionals</p>	<p>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.</p> <p><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>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 implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>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.</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="https://www.educationendowmentfoundation.org.uk/Arts-participation-EEF">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

**Total budgeted cost: £**



## 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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.*

*Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.*

*COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).*

*We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Due to the low numbers of our children who are pupil premium, it is harder to see trends with some strong individual performances, the progress and attainment of the school's disadvantaged pupils who were SEND were particularly lower than their peers.*

*Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly*