

# Pupil premium strategy statement – Newton Poppleford Primary School 2022/2023

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	184
Proportion (%) of pupil premium eligible pupils	29 FSM 3 service Total: 32 children (17.4%)
Academic year/years that our current pupil premium strategy plan covers	December 2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ant Pope
Pupil premium lead	Ant Pope
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36162
Recovery premium funding allocation this academic year	£3625
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0.00
<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>	£ 39,787

## Part A: Pupil premium strategy plan

### Statement of intent

We focus our pupil premium strategy on the factors that are most important to the children in our setting. We are a context driven and increasingly, research engaged school. We seek to develop evidence-based practice for the benefit of all children. We believe education is critical to enabling social mobility and identify and implement strategies to reduce the attainment gap between the most and least disadvantaged pupils. We recognise that children need the social and emotional skills to enable them to regulate and engage in positive learning behaviours. We feel this is vital for disadvantaged children to overcome barriers they may face and enable them to take opportunities given.

We have placed a strong emphasis on the centrality of reading to accessing the curriculum and believe disadvantaged pupils require most support in the key areas of English and Maths. Furthermore, we believe that strong literacy and numeracy are crucial for preparing children for life beyond school. Despite challenges faced, we believe disadvantaged pupils should make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers.

We will consider the individual challenges faced by all vulnerable pupils, such as those who have a social worker, young carers and pupils who have experienced or are experiencing life in care. We also target those pupils who require support and education recovery following the COVID-19 pandemic, through the National Tutoring Programme and a variety of other strategies.

A focus on Quality First Teaching and continuous improvement is integral to our approach and has the highest benefit to all. We have placed an emphasis on staff development and constantly work towards improving practice. We ensure that the progress and attainment of disadvantaged pupils is sustained and improved alongside their peers. Early identification and analysis of barriers, combined with robust and clear diagnostic assessment allow us to respond to individual needs and challenges. We recognise that these are nuanced and complex however we believe a robust system of targeted support and intervention combined with strong pastoral care and parental engagement allow us to meet these needs.

**We have utilised the information available from:**

- The EEF reports on supporting children with maximum impact.
- Internal and National assessment data and benchmarks
- Current research and evidence base in the wider educational community.

**From these sources we have identified the following priority areas for spending:**

High quality professional development and ring-fenced teacher development time; Evidence based numeracy interventions and strategies: such as mastering number, journaling in maths and small group fluency practice; Evidence based literacy interventions such as phonics, comprehension strategies, reading programmes; Small group and/or individual intervention groups across the curriculum; Pastoral approaches that focus on SEL and well-being.

**Our ultimate objectives are to:**

Ensure progression for disadvantaged pupils through appropriate challenge.

Ensure that disadvantaged children have a high profile and status in our school.

Ensure an appropriate climate and learning culture for our disadvantaged pupils.

Ensure early, targeted and immediate support for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
Internal – in-school barriers	

1	Attainment: due to the Covid pandemic and other factors disadvantaged pupils do not always achieve in line with their peers. For example: in 2022 the percentage of pupils achieving the combined values and the age-related standard in writing at KS1 was significantly lower than their peers (Statistical outcomes for disadvantaged vary dependent on cohort and uneven distribution across the school). The pandemic has impacted on children's fluency in mathematics, spelling and reading. Disadvantaged pupils do not always achieve in line with their peers.
2	Reading and the impact on children's vocabulary and literacy standards. (As well as associated speech and language development in the Early Years and beyond).
3	SEMH and Mental well-being. Some of our disadvantaged pupils require mental well-being and social and emotional support that is impacting on their positive learning experience in school.
<b>External</b>	
4	Many disadvantaged children in the school are persistently absent.
5	Many disadvantaged children do not receive the same opportunity as their non-disadvantaged 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.

Challenge number	Intended outcome	Success criteria
1.	There will be high-quality teaching provision across the school in all ages and stages. These will result in accelerated progress for many pupils and ensure that more pupils achieve age related expectations and at greater depth.	<ul style="list-style-type: none"> <li>• Use of research-based PD programmes and coaching strategies will elevate pedagogy across the curriculum.</li> <li>• Shared development opportunity, joint planning and best practice will improve teaching practice.</li> <li>• Leaders will coach and mentor across the school and improve consistency.</li> <li>• Pupil attainment and progress data will be indicative of progress and attainment in line with non-disadvantaged peers.</li> <li>• Robust assessment will result in targeted intervention.</li> </ul>

1.	Staff's increased subject knowledge and professional competencies will lead to the implementation of the school curriculum that effectively responds to the needs of pupils through accurate and productive assessment.	<ul style="list-style-type: none"> <li>• A new curriculum will be implemented, developed and embedded.</li> <li>• Children's engagement in learning will be higher.</li> <li>• Teaching will enable pupils to know more, do more and remember more through coherent mapping, spacing and retrieval.</li> <li>• Assessment will reveal gaps in pupil knowledge and responsive practice will result in targeted teaching.</li> <li>• Greater collaboration and communication with parents.</li> </ul>
2.	<p>Reading across the school will be prioritised and intertwined with the curriculum. Effective measures and diagnostic assessment will be in place to enable targeted intervention.</p> <p>Early reading intervention will result in accelerated progress.</p>	<ul style="list-style-type: none"> <li>• Consistent approaches to reading will be developed across the school.</li> <li>• Reading fluency interventions will take place.</li> <li>• Teachers will engage in reading fluency training.</li> <li>• School systems will enable targeted intervention based on immediate tracking and ongoing assessments.</li> <li>• Targeted phonics intervention will support individual groups of children.</li> <li>• Year 1 phonics outcomes will be in line with National outcomes.</li> </ul>
2.	Progress in children's early language development.	<ul style="list-style-type: none"> <li>• Children's needs will be identified through language link assessment.</li> <li>• Support will be put in place across the early years led by the SENDCO and pre-school leader.</li> <li>• Notice and focus children will focus on language.</li> <li>• The Early years provision will be a language enabling environment</li> </ul>
3.	To ensure pupils are supported to develop healthy life choices and positive mindsets. To prioritise well-being and encourage self-worth.	<ul style="list-style-type: none"> <li>• Pastoral intervention will support pupils emotional and social skills,</li> <li>• Whole school approaches will encourage positive sense of self and well-being.</li> <li>• SEL skills will be modelled in everyday teaching.</li> <li>• Children will display self-awareness and self-management skills related to SEL.</li> <li>• Children will be explicit taught problem solving and decision-making skills.</li> </ul>

4.	To improve the attendance of disadvantaged children across the school and effective measures put in place for those with persistent absence.	<ul style="list-style-type: none"> <li>• To achieve an attendance target at least in line with national.</li> <li>• The school's systems will be personalised, targeted and supportive in nature.</li> <li>• Disadvantaged pupils will be broadly in line with non-disadvantaged</li> <li>• Where attendance falls below expectation the school will implement procedures in line with new guidelines. The school will take advice from and work with the EWO to improve attendance.</li> </ul>
5.	To offer experience and opportunities through a holistic curriculum offer	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will have the same opportunities for trips as their non – disadvantaged peers.</li> <li>• Disadvantaged pupils will have opportunity to experience a range of enrichment activities and extra-curricular activities in line with their non-disadvantaged peers,</li> </ul>

## 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: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality first teaching and retention of teaching staff.	Dedicated teacher development time is given above and beyond PPA time to develop staff competencies. This can	1,2,3

	<p>take many forms but is directed and supported by senior leadership</p> <ul style="list-style-type: none"> <li>• The school pedagogy follows a consistent approach.</li> <li>• The entire staff team work collaboratively on the core teaching elements to refine their teaching.</li> <li>• The curriculum is being designed to ensure pupils develop core foundational knowledge that is gradually built upon.</li> </ul> <p>Our school-based approach and curriculum design follows the mastery learning principles that the EEF have found to have a +5 months learning impact.</p>	
A focus on staff developing strategies associated with metacognition and self-related learning.	<p>Staff have received training and development in metacognition and have implemented these in the classroom. Staff work together to ensure consistent approaches.</p> <ul style="list-style-type: none"> <li>• Pupils are taught self-regulation strategies.</li> <li>• Staff model metacognitive thinking.</li> <li>• Teaching strategies and scaffold pupils to plan, monitor and evaluate their learning.</li> <li>• Staff increasingly model and scaffold metacognitive talk in the classroom.</li> </ul> <p>EEF studies have showed effective use of these strategies can result in +7 months additional progress over an academic year</p>	1, 2, 3
Curriculum Development	Staff are developing and designing a curriculum that is unique to the setting. The endeavour behind our design is	1, 2, 3, 4, 5

	<p>a curriculum that allows pupils to know more, do more and remember more.</p> <ul style="list-style-type: none"> <li>• Curriculum leaders and subject leaders are supported in coaching conversations by leaders.</li> <li>• Teacher development time is given to allow subject leaders time to develop their curriculum area.</li> <li>• Subject specific professional development is provided for staff to develop and discuss competencies.</li> </ul> <p>The evidence-based education's Great Teaching Toolkit has formed (amongst other sources) an accessible basis for much of our work and summarises the teacher's work in designing the curriculum .</p>	
Phonics training and resourcing	<p>The teaching of phonics in the school must be explicit and systematic and all staff are expected to be phonics teachers.</p> <ul style="list-style-type: none"> <li>• Teachers must be trained in order to deliver it successfully.</li> <li>• All support staff must be aware of the use of phonic strategies and implement them consistently.</li> </ul> <p>The EEF has found that phonics has a very high impact for low cost based on "extensive evidence" +5 months additional progress and is recognised as an essential component of early reading.</p>	1, 2, 3
Mentoring and coaching in professional triads	<p>Staff are developing their competencies collaboratively. Staff work in shared planning triads under action research questions in their own classrooms.</p> <ul style="list-style-type: none"> <li>• All senior leaders are trained in coaching.</li> </ul>	1, 2, 3,



	<ul style="list-style-type: none"> <li>• All staff engage in coaching triads.</li> <li>• The headteacher is undertaking ILM level 5 training in coaching.</li> <li>• School based systems and processes enable coaching through release and dedicated teacher development time.</li> </ul> <p>Professional development is designed in line with the EEF recommendations and is designed to be high challenge but low-threat. We ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice as well as being aligned with the school's context.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme	Small group targeted intervention based on robust and effective diagnostic assessment has a positive impact on attainment in schools. The use of targeted and effective tutoring for groups of pupils in the school to close the attainment GAP and help them make progress to ensure they catch up on lost learning as a result of the pandemic.	1, 2, 3
NESSY	Targeted support for children diagnosed with and showing signs of dyslexia. The school uses approaches universally and is a dyslexia friendly school. Nessy is used a further	1, 2, 3

	<p>intervention to and target those children who face challenge with spelling and oracy skills</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	
Language Link – Reception children	<p>Ongoing evidence from school baseline and national data is that disadvantaged children have a limited vocabulary in comparison to their non-disadvantaged peers. The DFE’s plan to unlock talent and fulfil potential states: “We know that vocabulary at age five is a key predictor of whether a child from a disadvantaged background is likely to ‘buck the trend’, succeed at school and become socially mobile in later life”</p> <p>Children have not experienced the same language as their peers through the pandemic and so we focus on improving language in the early years.</p>	1, 2, 3
Specific and targeted reading intervention – school based volunteers/teacher led and TA led small group intervention.	<p>School participation in reading fluency intervention programme led by Herts for learning. Teachers engaged in various strategies and release time provided to teachers for intervention work with pupils.</p> <p>According to data from YARC test - % making 6 months+ progress: 84% - KS2/3 % making 12 months+ progress: 72% - KS2/3</p>	1, 2, 3

	<p>School delivers KS1 phonic intervention sessions to those not on track to reach phonic outcomes at KS1 and year 2 children who did not pass phonic tests.</p> <p>Reading champion and volunteer readers listen to all pupils who are assessed as not on track on a 1-1 basis weekly.</p>	
Small group interventions to support children who have fallen behind in maths.	<p>Targeted support and intervention delivered by trained teaching assistants and targeted support following the seven recommendations identified as best use of TA's by the EEF</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3
Small group interventions to support children who have fallen behind in English	<p>Targeted support and intervention delivered by trained teaching assistants and targeted support following the seven recommendations identified as best use of TA's by the EEF</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and tracking based on weekly data.	<p>School leaders will establish and embed routines that support parents of persistently absent pupils. Weekly attendance meetings and dedicated time for office staff. Incentivised approaches to combat persistent absentees and improve attendance.</p> <p>Implementation of the DFE's advice on Working together to improve pupil attendance.</p>	4
SEL and supporting pupil needs.	<p>The school will embed social and emotional learning (SEL) interventions led by PHSE, well-being champion and forest school lead and seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	1, 2, 3, 4, 5
Learning mentor and well-being champion	<p>School has implemented a college approach to mental health and well-being and is one of the key areas in the SDP. Pupils will be supported in a variety of ways and we look to the measurement of impact found in the child outcomes research consortium as well as other evidence bases that show the positive impact of well-being approaches.</p> <p><a href="https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/">https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/</a></p>	1, 2, 3, 4, 5

Curriculum enrichment through after school club, school trips subsidies	All children, including Pupil Premium children encouraged to take part in activities to support life skills and those that increase children's experience of culture and life enhancing knowledge. Arts participation has been found by the EEF to have a strong impact at relatively low cost. The school offers a large range of after school clubs and subsidised school trips and residential for all pupils. This increases all pupil's sense of belonging and engagement in education. Shows and productions will give all children an opportunity for educational experience and will increase children's want to attend school. This will in turn impact positively on attendance and attainment data.	5
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**Total budgeted cost: £ 39,750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><i>Improved outcomes in RWM Combined</i></p> <p><i>Improved outcomes in Reading</i></p> <p><i>Improved outcomes in Writing</i></p> <p><i>Improved outcomes in the Year 1 Phonics Screening Test</i></p> <p><i>Improved outcomes in EYFS</i></p>	<p>Attainment targets at National assessments in 2022 led to mixed results and separate cohorts performance against National and local benchmarks were markedly different.</p> <p>Current baseline assessments and internal assessments show that attainment targets are an area of focus for the school and for disadvantaged pupil's attainment in particular. In almost all cohorts, attainment targets for disadvantaged pupils are a priority. The school has a very mixed demographic with heavier weighting of disadvantaged pupils in different classes.</p>
<p><i>Social and emotional needs are met</i></p> <p><i>The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development. Increased opportunities leading to increased cultural capital. All disadvantaged pupils will access the wider curriculum in school e.g. clubs, visits and residential</i></p>	<p>Development of and investment in the well-being champion has resulted in targeted and effective intervention on pupil's well-being.</p> <p>Heavy investment in extra-curricular activities have allowed more children to access these events. Particularly, the school's residential and other trips and visits offered.</p>

## 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
Standardised assessment materials	PIRA, PUMA, GAPS Rising Stars

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

As in previous year, increased staffing.

**The impact of that spending on service pupil premium eligible pupils**

As in previous year – greater opportunities to offer small group support and specific intervention support