

## 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	Newcastle CE Primary School.
Number of pupils in school	22
Proportion (%) of pupil premium eligible pupils	4.55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to end of 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023 April 2023 September 2023
Statement authorised by	Anna Cook
Pupil premium lead	Anna Cook
Governor / Trustee lead	Andrew Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,410
Recovery premium funding allocation this academic year	£80
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,490

# 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the 1-1 tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	To develop vocabulary acquisition and oral language skills for our most disadvantaged pupils.
2	<i>To improve phonics and reading attainment among disadvantaged pupils.</i>
3	<i>To improve standards in writing for disadvantaged pupils.</i>

4	<i>Improved maths attainment for disadvantaged pupils at the end of the Key Stages,</i>
5	<i>To promote aspiration through the deepening of cultural capital.</i>
6	<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</i>

## 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
<i>Improved writing attainment among disadvantaged pupils</i>	<p>Pupil voice will evidence enjoyment of writing and a secure understanding of the writing process.</p> <ul style="list-style-type: none"> <li>• Lesson observations,</li> <li>• Planning</li> <li>• Work scrutiny</li> </ul> <p>will evidence secure teacher subject knowledge and clear planned sequence of teaching.</p> <p>Targeted Intervention to support reading and basic skills-measured through NFER assessments and Salford and Schonel tests.</p>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<p><i>Pupils falling behind will be quickly identified and targeted intervention put in place.</i></p> <p><i>Pupil voice will evidence a secure understanding of mathematical concepts.</i></p> <p><i>Teachers will confidently plan and teach high quality maths sessions embedded in the principles of maths mastery.</i></p> <p><i>Teaching Assistants will confidently support the teacher by supporting individual children or groups.</i></p>

## 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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff Development sessions to support the integration of a structured Oral Language approach into curriculum planning and delivery.</i></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: <u><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1 3</p>
<p><i>To improve writing attainment for disadvantaged pupils at the end of KS2</i> <i>Purchase Literacy Tree resources.</i></p> <ul style="list-style-type: none"> <li>• <i>Provide training for staff in implementation</i></li> <li>• <i>Release time to plan with colleagues.</i></li> <li>• <i>Release time to view implementation in other settings</i></li> <li>• <i>Release time for monitoring activities.</i></li> </ul>	<p><i>An integrated approach which supports the teaching of spelling and grammar as part of the writing process. High quality texts model high quality language and writing as well as developing comprehension skills.</i></p>	<p>1 2 3</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed key elements of guidance</i></p>	<p><i>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:</i> <u><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></u></p>	<p>4</p>

<p><i>in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p> <p><b><u>To support this we will also:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Purchase Power Maths Scheme.</i></li> <li>• <i>Provide training for the implementation of power maths.</i></li> </ul> <p><i>Release staff to visit other settings.</i></p> <p><i>Release of staff to undertake training.</i></p> <p><i>Purchase resources to support the implementation of the scheme.</i></p> <p><i>Monitoring release</i></p> <p><i>Work scrutiny</i></p> <p><i>Data classroom practice</i></p>	<p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>And in small groups:</i></p> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional reading support for pupils making poor progress in in reading including more able.</i></p> <p><i>Trained TA to provide additional support in KS 1 and 2</i></p> <p><i>Tutor to provide additional support with regards to comprehension in KS2</i></p>	<p><b>Teach reading comprehension strategies through modelling and supported practice</b></p> <p>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>• prediction (based on text content and context);</li> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising; and</li> <li>• activating prior knowledge.</li> </ul>	<p>1 2 3</p>

	<p>Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.</p> <p>Texts should be carefully selected to support the teaching of these strategies.</p> <p><i>Education Endowment Fund report</i></p>	
<p><b>Targeted Maths Support TA Intervention</b></p> <p><i>Trained TA to provide intervention</i></p> <p><i>Trained Tutor to provide intervention.</i></p>	<p><i>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:</i></p> <p><a href="#"><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></a></p> <p><i>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:</i></p> <p><a href="#"><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><i>And in small groups:</i></p> <p><a href="#"><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	4

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensuring that pupils have access to high quality curriculum and extra-curriculum activities to enhance cultural capital and aspiration</i></p> <p><i>This will be achieved through activities and experiences such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Visits-to museums/art galleries/theatre etc</i></li> <li>• <i>Out -door adventures</i></li> <li>• <i>Contrasting areas</i></li> <li>• <i>Curriculum visits</i></li> <li>• <i>Residential</i></li> </ul>	<p>Opportunities to develop cultural capital play an essential role in:</p> <ul style="list-style-type: none"> <li>• developing pupils' sense of identity</li> <li>• enhancing problem solving skills</li> <li>• encouraging a love of learning</li> <li>• building social and communication skills</li> <li>• encouraging teamwork and cooperation</li> <li>• developing leadership skills</li> <li>• enhancing critical thinking.</li> </ul> <p>“offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.</p>	5

<ul style="list-style-type: none"> <li>• <i>Visiting experts in school</i></li> <li>• <i>Working with visiting experts in the wider community.</i></li> <li>• <i>Extra -Curricular clubs</i></li> </ul>	<p>Disadvantaged pupils will be encouraged and supported to participate” DfE</p>	
<p><i>Support for pupils in developing Health life styles.</i></p> <p><i>Breakfast club</i></p> <ul style="list-style-type: none"> <li>• <i>Staffing</i></li> <li>• <i>Resources</i></li> </ul>	<p><i>Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers. The food provided in breakfast clubs is still expected to follow the healthy food policies which schools follow throughout the day.</i></p> <p><i>The club also offers a range of activities and games or opportunities to work on school work.</i></p>	6
<p><i>Developing the role of Mental Health Lead.</i></p>	<p><i>utilising a <a href="#">DfE grant to train a senior mental health lead</a>. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</i></p>	6

**Total budgeted cost: £ 2,500**

## 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 2021-2022 academic year.

Additional reading sessions have had a positive impact on pupils' progress. Allowing pupils falling behind to close the gap, this is particularly for those from disadvantaged backgrounds.

Pupil progress in mathematics remains a focus for the school. We have sought advice on this issue and provided cover time to support additional training of teaching and support staff. We recognise the importance of training staff and purchasing appropriate resources to implement a mastery approach to the teaching of maths to ensure even and secure progress across the year groups.

Pupils have access to a skilled Teaching Assistant who provides targeted intervention to support pupils to access classroom learning. Assessment results show that this targeted support impacting upon pupil achievement-see NFER results/writing assessments and Salford Reading and Schonell Spelling data.

Children have had access to a range of enrichment and extension activities to develop cultural capital. This is especially important in our rural environment where access to cultural activities is limited. Pupil voice supports our belief that offering a wide range of high-quality extracurricular activities is important to wellbeing, behaviour, attendance, and aspiration. Activities have focused on building life skills such as confidence, resilience, and socialising. No child has been disenfranchised from any activity due to economic constraints.

Pupils in receipt of Pupil Premium have had access to a wide range of clubs and activities. These are targeted to the needs of the pupils. These clubs support learning and engage the children in a wider range of activities. We target clubs to address pupil need and to widen experience and aspiration. Now need to ensure that Pupils in receipt of Pupil Premium are closely monitored to ensure good take up of additional curriculum activities offered.

To support pupils at risk social and emotional isolation and to support families finding it difficult to manage, the school has put a great amount of time into working with Early Help and associated agencies to improve outcomes for both pupils and their families.