

Pupil Premium Strategy Statement 2021- 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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.

School Overview

Detail	Data
School name	Newton Road School
Number of Pupils in school	254
Proportion (%) of pupil premium eligible pupils	97 (38%)
Academic year or years that our current pupil premium strategy covers	2021-2022
Date this statement was published	01 September 2021
Date on which it will be reviewed	01 July 2022
Statement authorised by	Kerry Mills (Principal)
Pupil premium leads	Kerry Mills (Principal)
Governor lead	David Harrison

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,295
Recovery premium funding allocation this academic year	£12,760
Tutoring Funding	£15,552 (£3888 from school fund)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£150,607

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Statement of Intent

Dream. Believe. Achieve.

Our school vision encompasses our ultimate objective for all of our children, and none more so than our most disadvantaged. We want to *ensure our children are given the opportunities to **DREAM** of a bright future, **BELIEVE** in themselves, and **ACHIEVE** their highest potential in school and throughout their life so that they can truly make a difference wherever they go.*

Our current strategy aims to meet these objectives using a tiered approach:

1. Teaching – we will ensure that there is an effective teacher leading every class, and that every teacher is supported to keep improving.
2. Targeted academic support – we will ensure that we have a skilled, effective team of teaching assistants who lead and deliver structured one-to-one or small group intervention to classroom teaching.
3. Wider strategies – we will ensure that non-academic barriers are also removed by providing attendance support and behaviour/social and emotional support.

Challenges

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

Challenge number	Detail of Challenge
1	Low attainment on entry to school
2	Rates of progress across KS2
3	Broad and breadth of experiences can often be limited.
4	Punctuality and attendance are often lower than national average
5	Social, emotional and mental health impacts on readiness to learn.

Intended Outcomes

This explained the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether the have achieved.

Intended Outcome	Success Criteria
Improved attainment and progress in Reading	<ul style="list-style-type: none"> • Achieve and exceed national average progress scores in KS2 Reading • Attainment to be in line with National Average in KS1 and KS2 • Achieve and exceed national average expected standard in PSC (a minimum of 80%)
Improved attainment and progress in Writing	<ul style="list-style-type: none"> • Achieve and exceed national average progress scores in KS2 Writing • Attainment to be in line with National Average in KS1 and KS2
Improved attainment and progress in Mathematics	<ul style="list-style-type: none"> • Achieve and exceed national average progress scores in KS2 Mathematics • Attainment to be in line with National Average in KS1 and KS2
Attendance for PP children is in line with national data	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils to exceed national and LA average (95.8%) • Percentage of persistent absenteeism among pupils eligible for PP to be 8% or less

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)

Total budgeted cost: £18782

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refine and further improve the quality of teaching across the curriculum via research-based practice and instructional coaching.</p> <ul style="list-style-type: none"> • Reading is prioritised to enable all vulnerable groups, particularly PP children, to access the full curriculum offer. All novice teachers will improve their subject knowledge of reading through CPD, coaching, workshops and modelling of expert teachers to enable them to teach reading effectively. • A bespoke instructional coaching support programme of support will be in place for each all teachers and early career teachers will receive support vi via their mentor and ECT framework programme. • CPD provided by subject leaders will ensure knowledge is secure across all domains of the curriculum through audits, staff voice and learning walks. • Subject Leaders to refine 'how we teach documents' and therefore practice based on research and ensure intent (what we teach when) is mapped and all staff are aware. Subject Leaders are given release time to focus on monitoring the teaching provision and ensure focused professional development and training. 	<p>DFE – 'Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015' – successful school strategies – "Focus on improving the quality of classroom teaching" EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable</p>	<p>1, 2</p>
<p>Ensure all relevant staff (including new staff) have received high-quality training to deliver the phonics scheme effectively</p> <ul style="list-style-type: none"> • CPD via videos and bespoke actions plans and classes in place for all phonics teachers to attend 	<p>EEF toolkit states that phonics work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children. DfE- 'Supporting the attainment of disadvantaged pupils: articulating success</p>	<p>1, 2</p>

<ul style="list-style-type: none"> • x2 development days for phonics teachers to participate in with a national trainer for RWI • x3 leadership development days provided for the phonics lead to work with national trainers for RWI to refine 	<p>and good practice – Nov 2015 – “Meeting individuals learning needs; differentiated responses for individuals versus ‘one size fits all”</p>	
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<p>and improve the leadership of phonics at school</p> <ul style="list-style-type: none"> • Release for phonics lead to engage in reading hub and RWI Development days • Robust and rigorous termly assessments for all pupils who participate the phonics scheme and assessments shared with phonics teachers to identify gaps and adapt teaching to meet the needs of the pupils. • Ensure enough book bag and targeted phonics books are available to take home. 		
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<p>Ensure high quality texts are available to all pupils for reading in school to develop comprehension and for reading for pleasure and reading at home – to ensure they are matched to age and stage</p> <ul style="list-style-type: none"> • Reading lead and phonics lead to review books available and review mapping for entire curriculum • Clear Book Talk, reading for pleasure and teacher model texts are mapped – ensuring breadth of genre, diversity etc and teach the children about the world we live in. • Introduce an online reading journal for all 	<p>EEF toolkit states Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Mastery learning approaches that include collaborative learning can be effective.</p>	<p>1, 2, 3</p>
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<ul style="list-style-type: none"> • Introduce an online reading journal for all children, which is accessible as an app on phones to ensure children read widely and staff are able to proactively engage with parents. • Reading lead to monitor pupil voice and reading (especially PP) to look at coverage and attitudes to reading and to ensure texts are relevant to age and stage • Production of videos to share with parents about reading at home with children so they are clear of expectations. 		
<p>Transition from a recovery to a full curriculum through identifying, targeting and bridging gaps in learning rapidly and effectively</p> <ul style="list-style-type: none"> • PiXL subscription purchased for the school so all staff have full access to this • PiXL is a resource that is designed to be used in schools to provide therapies for precision teaching and to diminish gaps in learning. • PiXL will be delivered to small groups of children who have been identified and who are grouped based on their area of development, with a focus on PP 	<p>EEF says 'there is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.' EEF toolkit states that small group work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children. DfE-</p>	<p>1, 2, 3</p>

<p>children.</p> <ul style="list-style-type: none"> • PiXL leaders will receive and deliver CPD to ensure that the intervention is delivered effectively • Teacher or support staff to deliver high-quality bespoke intervention support for targeted children. 	<p>'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – "Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all"</p> <p>EEF States here is some evidence for</p>	
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<ul style="list-style-type: none"> Targeted pupil progress reviews during tri-weekly pupil progress meetings for identified PP children who are not on track meet their end of year targets – from October 2021. Smaller class sizes utilised in Y1 to support progress and ensure learning is rapid and effective. The development of the use of continuous provision supports the development of independence and learning behaviours. 	<p>additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p>	
<p>Improve speaking, listening, and understanding skills for pupils eligible for PP in Y1 and Reception classes.</p> <ul style="list-style-type: none"> Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident. Subject leaders ensure this is evident in their subject area Classroom environments are rich in vocabulary. Story time to occur daily to broad the children’s repertoire of vocabulary. Write Stuff is used as a methodology for teaching writing which focuses on the internalisation of vocabulary and language patterns and structures through lenses Planning details activities which extend pupils’ expressive and receptive vocabulary which relate to current topics, alongside opportunities to practise using new vocabulary. The knowledge rich curriculum will teach specific, clear information to everyone which explicitly identifies new vocabulary in order to give our pupils access to more words and quality words. SL lead to ensure cued articulation is introduced into EYFS, alongside RWI, to support speech and language development. Staff Training on cued articulation 	<p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children’s spoken language. EEF toolkit states that Early Years Intervention has an effect of +5 months, particularly for low income families. The focus of the interventions needs to be on developing attitudes and learning behaviours so that the intervention has a lasting impact.</p>	1, 2
<p>Increase higher rates of progress, particularly across KS2 for pupils eligible for PP.</p> <ul style="list-style-type: none"> Precision teaching, which is matched to the needs of the learners will ensure that 	<p>DFE – ‘Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015’ – successful school strategies – “Focus on improving the</p>	1, 2, 3

<p>there is a relentless drive on ambition for all pupils in all lessons. Subject Leaders to monitor the impact.</p> <ul style="list-style-type: none"> • CPD and support will be offered to staff to ensure high levels of challenge are present within lessons. • Data reflects an increase in % of ARE and GDS combined so that it is at least in line with national. 	<p>quality of classroom teaching" EEF Toolkit shows that teaching reading comprehension strategies has an impact of +6 months. The focus of the reading comprehension strand would be vocabulary within the knowledge rich curriculum. EEF toolkit states that small group work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children.</p>	
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Targeted academic support (for example, tutoring, one to one support structured interventions)

Total budgeted cost: £69,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve speaking, listening, and understanding skills for pupils eligible for PP in Y1 and Reception classes.</p> <ul style="list-style-type: none"> • 1:1 intervention with a TA who is trained in SALT to improve oracy in school for those children identified. • Small group intervention evident and NELI used to support in EYFS and KS1. 	<p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children's spoken language. EEF toolkit states that Early Years Intervention has an effect of +5 months, particularly for low income families. The focus of the interventions needs to be on developing attitudes and learning behaviours so that the intervention has a lasting impact.</p>	1
<p>Transition from a recovery to a full curriculum through identifying, targeting and bridging gaps in learning rapidly and effectively</p> <ul style="list-style-type: none"> • Phonics teachers identified to provide 1:1 tuition for pupils who need intensive 	<p>EEF toolkit states that phonics work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children.</p>	1, 2

<p>phonic support, based on assessments.</p> <ul style="list-style-type: none"> • Cost of RWI inc intervention lead practitioner • Continue to use Fresh Start as a phonic interventions for PP pupils who require additional phonic teaching to improve their reading. 	<p>DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – "Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all'"</p>	
<p>Transition from a recovery to a full curriculum through identifying, targeting and bridging gaps in learning rapidly and effectively and</p> <p>Increase higher rates of progress, particularly across KS2 for pupils eligible for PP.</p> <ul style="list-style-type: none"> • Focused tutor for Y4/5 Maths from January 2021 in place through School Led Tutoring – 56 pupils 	<p>DFE – 'Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015' – successful school strategies – "Focus on improving the quality of classroom teaching" EEF Toolkit shows that teaching reading comprehension strategies has an impact of +6 months. The focus of the reading comprehension strand would be vocabulary within the knowledge rich curriculum. EEF toolkit states that small group work can have an impact of +4</p>	2

	<p>months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children.</p>	
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Wider strategies for current academic year

Total budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations</p>	<p>EEF Toolkit: Arts Participation +3 months EEF Toolkit: Sports Participation +3 months</p>	3, 5

<p>are limited and to support personal development</p> <ul style="list-style-type: none"> • The school offers a varied selection of clubs, which the children can attend for free. Through the enacted curriculum cultural capital will be increased to widen their cultural reference. • Children to have the opportunity to participate events such a poetry recital, performing, debate, live music and visitors (subject to COVID-19 guidance and regulations). • All pupils to have the opportunity to play a musical instrument, during music lessons. • Strategically planned enrichment opportunities to enhance the curriculum. 		
<p><i>Pastoral and inclusion support needed to support pupils with an identified need relating to wellbeing</i></p> <ul style="list-style-type: none"> • The Pastoral Team will arrange and deliver bespoke interventions to support pupils, which will include a range of 1:1, small group and whole class support. • Work with external agencies to support vulnerable pupils based on their individual needs • Support pupils in class develop positive learning attitudes and effectively access the curriculum • Clear exit and entry data of all interventions and the core offer of SEMH interventions mapped and impact monitored by PP and Inclusion lead. 	<p>Sutton Trust – EEF research states – “...interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.” (EEF – 2019)</p>	<p>4, 5</p>
<p><i>Reduce the number of persistent absentees</i></p>	<p>National Statistics data from the DFE in Autumn⁴</p>	

<p>among pupils eligible for PP from 12.2% to 8% or fewer. Overall PP attendance improves to be in line with all pupils, narrowing the gap with national attendance data</p> <ul style="list-style-type: none"> • PP attendance rates will continue to improve and will be above national. • PP Persistent Absence will continue to be below national. • PP late record will continue to improve. • Attendance lead will support families who require support, when appropriate 	<p>2019 shows: Overall absent rate: • pupils known to be eligible for and claiming FSM had an overall absence rate of 7.6%, compared to 4.3% for non-FSM pupils. Persistent absence rate: • pupils known to be eligible for and claiming FSM had a persistent absence rate of 23.8% - more than double the rate of non-FSM pupils at 10.5%.</p>	
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Part B: Review of outcomes in the previous academic year

Please see the document on the school website entitled Pupil Premium review 2020-2021 for the full report

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Multiplication Times Tables Drawing	TT Rockstars
Social And Emotional Support Sessions	Liberty Learning

