

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newstead Primary Academy
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	145/425 – 34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	01/09/2023
Date of last review	21/07/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Stocking, Executive Headteacher
Pupil premium lead	Suzanne Rawlings, Headteacher
Governor / Trustee lead	Pauline Smith, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,748
Recovery premium funding allocation this academic year	£20,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£241,483.00

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 and accelerated 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, removing any barrier to learning and provide an inclusive curriculum. As a school we keep a record of who these groups of learners are.

Quality first 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 National Tutoring Programme 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Children's lack of experience and exposure to real life experiences to enhance the curriculum. Learning opportunities for all children provided and diminish a gap between learners. All children to go on a half termly educational visit linked to their learning – both locally, and nationally. With reduced cost international visits.
4	Our assessments and observations indicate that children do not all have the same opportunities outside of the classroom through extra-curriculum activities. Some children are not part of teams/ clubs and don't experience the value of learning new skills outside of the national curriculum.
5	Interaction with families, children and safeguarding services, have identified social and emotional issues for many pupils, notably due to a lack of social interaction with other children and/or adults. These challenges particularly affect disadvantaged pupils, including their attainment. 9 children (7 families) are engaged in an Early Help plan 2 children (2 families) are engaged at Child Protection 2 child (2 family) are engaged in a Child in Need 7 children (4 families) are Looked after children 12 children (8 families) are in receipt of a Special guardianship order/ or Child arrangement order 38 children are on the school counsellor register
6	Children within school not gaining the same opportunities and a visible gap seen between groups of children without the correct school uniform. Children arriving without the full school uniform, no bag, no equipment etc. the visible gap between peers and their preparation to learning.

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 disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. Phonics screening demonstrates non-significant gap between PP and NPP (less than 10%)
Children gain real life experience to support and aid their learning.	All children gain real life experience of local, national and international locations, these all aid and support classroom learning as well as provide invaluable life experiences. Developing independence, resilience and aspiration. This information gained through pupil voice/ pupil interviews/ monitoring.
All children to access a range of extra-curricular activities and develop new skills.	• 33 weeks of the academic year, 2 extra curricula clubs to be available for all children (Nursery Summer term only) • Children gain new skills and aspiration of new hobbies and interests, developing personal skills • Golf, horse riding, sports clubs, peripatetic clubs available to all children. Evidence gained from statistics of the number of children engaging in extra-curricular clubs
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • reduction of children on the vulnerable list and school counsellor register
All children to arrive to school each day dressed in the full school uniform and	Attendance data shows that children want to come to school and are given all the necessary tools – 97% attendance (pre-covid enforced absence).

take part in PE lessons with a PE kit.	Children are given a tie, jumper and book bag/rucksack each year. Bi-annually children receive a full PE kit (hoodie, shorts, t-shirts) 100% of children engage in PE lessons. Children come to school ready to learn and with all the necessary equipment, removing any barriers or preparation to learning.
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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: **£50,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of All Aboard Phonics Intervention and resources Training for staff to ensure staff delivery and assessments are interpreted and administered correctly.	To use this resource as an intervention to all children to develop the basic skills, in language and reading to support skills in the lesson.	1, 2, 5
Purchase of a All Aboard Phonics and reading resources to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Provide coaching, mentoring and training to staff so that they can provide an enriched curriculum.	Training provided by a consultant, to develop curriculum areas and leadership of curriculum areas. The curriculum then provides learning opportunities for all children, where possible beyond the classroom.	3 4
Provide ongoing CPD for all staff. This is as a trust and also engaging with the SOT council	All staff have the opportunity to work as a trust to share good practise. All staff attend subject leader development training as well as refresher training.	1 2 3 5

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

Budgeted cost: **£102,600.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a school counsellor to be available to support all children	Children need extra support at certain times in their life and need to access counselling for a variety of reasons. All children can access this counsellor and it is used to support the family.	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Full time HLTA to support targeted groups of children	Provide individual and group tuition to children in Y1 – Y6. Delivering personalised intervention and quality first teaching.	All

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

Budgeted cost: **£195,547**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Use VIP as a consultancy to provide EWO service to the school	All
To provide opportunities for children to experience new hobbies/ interests and develop skills outside of the classroom, through extra curricular activities	Children to have the opportunity to take part in extra-curricular activities free of charge. These take place after school and run for 33 weeks of the year. These include: golf, horse-riding, skiing, art, science, farm club.	All
Provide opportunities for children to learn outside of the classroom.	Children to attend visits linked to their topics. These are both local and national and are provided free of charge to parents. International visits for KS2 children – Italy – skiing and Paris – Disneyland and central Paris.	3 5 6
Safeguarding Officer – 50% of the wage	To provide support to those families needing additional support and guidance. Make contact with external agencies and services, directing the families to support	5

Total budgeted cost: £348,647

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 2022 to 2023 academic year.

PUPIL PREMIUM IMPACT

The impact of this funding last year (2022/2023) Newstead Primary Academy

Key Stage 2 Attainment

- The percentage of disadvantaged pupils attaining at the expected level or above in reading was 93% which was above the national average
- The percentage of disadvantaged pupils attaining at the expected level or above in writing was 79% which was broadly in line with the national average
- The percentage of disadvantaged pupils attaining at the expected level or above in GPS was 89% which was above the national average
- The percentage of disadvantaged pupils attaining at the expected level or above in Maths was 89% which was above the national average
- The percentage of disadvantaged pupils attaining at the expected level or above combined was 75% which was broadly in line with the national average

Key Stage 1 Attainment

- The percentage of disadvantaged pupils attaining at the expected level or above in reading was 74% which was broadly in line with the national average
- The percentage of disadvantaged pupils attaining at the expected level or above in writing was 74% which was above the national average
- The percentage of disadvantaged pupils attaining at the expected level or above in maths was 74% which was above the national average

Year 1 Phonics Attainment

- The percentage of disadvantage pupils achieving is 87%.

EYFS Attainment

- The percentage of pupils with entitlement to FSM achieving a good level of development was above the national average at 81% compared with 52% nationally

Further information

This strategy is reviewed termly with the slt and the Link Governor for Pupil Premium. The Link governor presents a report to the Directors meeting 6 times a year.

Year	Pupils	Number of PP	Percentage
Nursery (EYPP)	39	13	33%
Reception (EYPP)	47	15	32%
Year 1	48	18	38%
Year 2	60	19	32%
Year 3	52	22	42%
Year 4	61	24	39%
Year 5	60	32	53%
Year 6	58	28	48%
Total	425	171	40%