



# New Town Primary Pupil Premium Strategy Statement

## Reviewed December 2022

This statement details our school's use of pupil 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	New Town Primary
Number of pupils in school	367 Dec 22 - 411
Proportion (%) of pupil premium eligible pupils	28% (103 pupils) Dec 22 - 26% (106)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	08/11/21
Date on which it will be reviewed	01/12/22
Statement authorised by	Miss P. Cornish, Headteacher
Pupil premium lead	Mrs K. Hawkins, Deputy Headteacher
Governor / Trustee lead	Mr T. Freeney, Governor

## Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£145,425
Recovery premium funding allocation this academic year	£0
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	£145,425

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at New Town Primary School is that all pupils, irrespective of their background or the challenges they face, are nurtured and supported so that they are able to make good or better progress across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including ensuring that those who are already high attainers also make good progress from their starting points.

As part of this strategy, we consider the challenges faced by our most vulnerable pupils, such as those who have a social worker or who act as young carers. The actions we describe in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, as we recognise that our teaching staff know our pupils best. Within this, we have a specific focus on the areas in which our disadvantaged pupils require the most support. This has been 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. The intended outcomes detailed below, should be read with the understanding that it 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, including 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 are set
- act early to intervene at the point need is identified so pupils “keep up, not catch up”
- 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	<p>Assessments, observations and discussions with pupils and their families indicate that disadvantaged pupils <b>struggle more with their mental well-being</b> and the ability to cope with the challenges that life present them with, this includes difficulties brought on by covid.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 103 pupils are currently receiving pastoral support each week of which 51% are Pupil Premium.</p> <p>Dec 22 - 141 pupils are currently receiving pastoral support each week of which 42% (59 pupils) are Pupil Premium.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have <b>greater difficulties with phonics</b> than their peers. This negatively impacts their development as readers.</p> <p>Dec 22 - 63 pupils are receiving 1:1 RWI tutoring daily, of these, 33% (21 pupils) receive Pupil Premium.</p>
3	<p>Assessments, observations and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary gaps</b> 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.</p>
4	<p>Observations noted that pupils were demonstrating <b>passive learning behaviours</b> within lessons which caused a barrier to effective learning.</p>
5	<p><b>Attendance</b> – attendance of pupil premium eligible pupils is around 3% lower than the school cohort as a whole and persistent absentees are significantly higher (13% higher) within this group. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Dec 22 – attendance of pupil premium eligible pupils is now around 0.8% lower than the school cohort as a whole (down from 3%).</p> <p>Persistent absentees are 10% higher within this group (down from 13%).</p>

## 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
To meet the emotional needs of our pupils and respond to difficulties posed by covid	Pastoral team perform regular check-ins to PP pupils

	<p>Rainbow club is offered daily at lunchtimes to support pupil well-being and weekly after-school</p> <p>Pastoral team and teaching staff liaise with parents to discuss pupils' needs</p> <p>Pupils with high-end behavioural needs are provided with significant support from senior leaders, the pastoral team, through work with other professionals and alternative provision</p>
To provide daily RWI tutoring to pupils who are making slower progress	<p>Pupils make good progress through the RWI programme</p> <p>Those who are making slower progress are quickly identified and daily 1:1 tutoring is introduced</p> <p>Y1 Phonics Screening Check scores increase</p> <p>Pupils take part in additional RWI sessions in the afternoon to increase progress</p>
To narrow the vocabulary gap between disadvantaged pupils and those who have English as an Additional Language (EAL) with the wider cohort	<p>EAL pupils use Flash Academy to develop their spoken English – now moving towards more tailored approaches within school alongside Racing to English. These include the use of pre-teaching and increased scaffolds.</p> <p>The Jane Considine Write Stuff approach to writing is embedded throughout FS2/KS1/2 to develop pupils' use of vocabulary and the quality of their writing</p>
To increase pupil engagement and reduce passivity in learning behaviours	<p>Whole school “no hands up” approach is adopted throughout the curriculum</p> <p>Monitoring shows pupils have higher levels of engagement</p> <p>Pupils make increased progress</p> <p>Teachers use “principles of instruction” to deepen understanding and further learning</p> <p>Feedback policy is re-written and monitored within teaching to ensure pupils receive useful timely feedback</p>
To narrow the gap between the attendance of PP pupils and the school cohort as a whole.	<p>Attendance officer is vigilant in addressing absenteeism in liaison with the EWO.</p> <p>Attendance officer makes daily calls to the families of all pupils who are absent that day.</p> <p><del>Pastoral team</del> All staff work with families regarding the importance of good attendance.</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: £17,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training on Jane Considine	Rosenshine's Principles of Instruction - 2. Present new material in small steps with student practice - Cognitive Load Theory explains how our working memory has a limited capacity. As a result, this principle suggests that information should be presented in small steps. This can be done by removing any irrelevant material from your lesson plan and just focusing on what your students need to know.	3 4
Teacher training on continuing to improve engagement in passive learners and embedding approaches	Doug Lemov – Teach Like a Champion - If I was working with a group of teachers and had to help them make the greatest possible improvements in the rigor, ratio and levels of expectations in their classroom with one technique, it might well be Cold Call. Tom Sherrington – Walk Thrus - Based on my experience working with hundreds of teachers in numerous contexts, one of the strategies with the biggest impact on the overall effectiveness of lessons is the routine use of cold-call questioning. Every teacher should use cold calling as their default questioning mode.	4
Staff training on how to teach the RWI phonics programme with fidelity	EEF T+L Toolkit - Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. EEF - For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are	2

	experienced, well-trained and supported – for example, delivering a structured intervention.	
Teacher training on delivering effective feedback in line with “Principles of Instruction” and new feedback guidance	EEF- Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.	4
Teacher release time to access Maths Hub resources and CPD (inc Teaching for Mastery training) and to embed key elements within school.	The DfE non-statutory guidance has been produced with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches.	3 4
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	EEF- Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2 3

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

Budgeted cost: £57,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. tutoring targeted to specific pupils to enable them to “keep up not catch up”	The EEF states that small group tuition is effective in addition to greater feedback from the teacher, closely matching learners’ needs to the activity taught.  The EEF - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking	2

	<p>structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>EEF - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF - For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	
<p>Nuffield Education Language Intervention</p> <p>EAL interventions and Racing to English programme</p>	<p>EEF T+L Toolkit - The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	3
ABC to Read	<p>ABC to Read - Of the pupils taking part in the national scheme, the following improvements were noted - 99% of children improved in their attitude to reading, 98% in reading accuracy, 96% in comprehension, 93% of children's general self-confidence and self-esteem increased and 85% showed an increase in the children's reading levels.</p>	1 3
Nessy intervention	<p>EEF - The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	2

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

Budgeted cost: £70,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Workers' time	Family challenges, the lasting effects of COVID-19 and pupils who have had Adverse Childhood Experiences have an impact on personal and social well-	1



	being – demonstrated through behavioural or emotional challenges which must be addressed to allow academic access and progression.	
Admin assistant - works on improving attendance	Research has found that poor attendance is linked to poor academic attainment across all stages - Balfanz & Byrnes, 2012	5
ELSA coaching and support	ELSA Network - ELSAs are effective in reintegrating children and young people into the mainstream classroom and reducing barriers to learning.	1

**Total budgeted cost: £145,528**

## 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 to 2022 academic year.

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.

Data from tests and assessments during 2021-22 suggested that the performance of disadvantaged pupils was markedly lower than that of other pupils in all subjects – this was consistent across all year groups. Our assessment of the reasons for these outcomes points primarily to the ongoing impact of Covid-19, which disrupted all our subject areas to varying degrees, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, for example, Flash Academy.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Overall attendance in 2021-22 was down on previous years at 92.5%, of this, pupil premium attendance was 88.7%. Persistent absentees made up 28% of the whole cohort and 39% of pupil premium pupils. Initial attendance statistics for this year (September 2022-December 22) are looking more promising with attendance of pupil premium eligible pupils now around only 0.8% lower than the school cohort as a whole. Persistent absentees are 10% higher within this group (down from 11%). Attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to ongoing Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide significant wellbeing support for all pupils and targeted interventions where required.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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*

<b>Programme</b>	<b>Provider</b>
Flash Academy	Flash Academy