

# Pupil Premium Strategy Statement



This statement details our Newchurch Community Primary School's use of pupil premium (and recovery premium for the 2023 to 2024 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	Newchurch Community Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Vicky Beddall
Pupil premium lead	John Duckett
Governor lead	Jean Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,475
Recovery premium funding allocation this academic year	£3,118
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,425
<b>Total budget for this academic year</b>	<b>£71,960</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*It is our aim to raise attainment of all disadvantaged pupils and ensure that they receive a rich and varied curriculum, which provides them with a flying start across all areas of learning, raises aspirations and supports them in making a positive contribution to society.*

*Our plan identifies whole school challenges which affect all disadvantaged pupils along with identifying their individual needs – socially, emotionally and academically. Using analysis of key data, we have identified vocabulary and oracy as key areas to develop in order to provide our children with the best start in their education to lead to future success. We also recognise the importance of attendance amongst our disadvantaged pupils and the impact this can have on their attainment.*

*The key principles for supporting our disadvantaged pupils revolve around our core values as a school and build on our mission statement of valuing every child and giving them the best opportunity to succeed beyond the primary phase.*

### Challenges

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

Challenge number	Detail of challenge
1	Lower attainment of some disadvantaged pupils compared with all pupils
2	Low writing skills across Key Stage One and Key Stage Two
3	Low attendance of disadvantaged pupils compared with all pupils (EHCP and PP)
4	Enrichment opportunities to increase aspirations and develop cultural capital
5	Social, Emotional and Mental Health (SEMH) of some disadvantaged pupils

### 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
Raise attainment of disadvantaged pupils	<ul style="list-style-type: none"><li>• Baseline assessments to establish starting points.</li></ul>

	<ul style="list-style-type: none"> <li>• Question Level Analysis to identify gaps in learning.</li> <li>• Progress points at key stages throughout the school year show that age-standardised scores are improving.</li> <li>• Teacher assessment across all areas of the curriculum is robust and shows improvement for all disadvantaged pupils.</li> <li>• Disadvantaged pupils in Key Stage 1 achieve the phonics screening check standard.</li> <li>• Spelling and Reading Ages are in line or above their chronological age.</li> <li>• Disadvantaged pupils reach a good level of development by the end of Early Years.</li> <li>• Disadvantaged pupils achieve at least the expected standard by the end of Key Stages 1 and 2.</li> </ul>
Improve writing skills in Early Years	<ul style="list-style-type: none"> <li>• Children achieve Early Learning Goals in communication and language.</li> <li>• Continuous provision has a high focus within the learning environment and enables pupils to develop their vocabulary and oracy.</li> <li>• Higher communication skills linked to effective phonics teaching leads to improvement in writing outcomes.</li> </ul>
Improve attendance of disadvantaged pupils in line with school target of 95%	<ul style="list-style-type: none"> <li>• Regular meetings with Local Authority identify persistent and low attendees amongst disadvantaged pupils and address issues before they develop.</li> <li>• Low attendance addressed through communication and meetings with parents and carers.</li> <li>• Disadvantaged pupils receive 97%+ and 100% termly attendance certificates on a regular basis.</li> </ul>
Ensure that enrichment opportunities are in place to increase aspirations and develop cultural capital	<ul style="list-style-type: none"> <li>• Trips for disadvantaged pupils will be subsidised by school to ensure curriculum enrichment.</li> <li>• All children to experience learning beyond the classroom opportunities throughout the year.</li> <li>• Enterprise activities in place for all cohorts to ensure that disadvantaged pupils develop their cultural capital.</li> <li>• Dreams and aspirations week takes into account the interests and needs of disadvantaged pupils.</li> </ul>
Ensure that provision is in place to support children's Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> <li>• All disadvantaged children with SEMH needs identified and provision in place to support them.</li> <li>• Therapeutic intervention established.</li> <li>• Strengths and Difficulties Questionnaire (SDQ) baseline and regular assessment shows improvement in score.</li> <li>• Pastoral mentor in place to support children's needs.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant to facilitate pastoral provision across school in order to address the increase in pupils with SEMH needs.</p> <ul style="list-style-type: none"> <li>• Drawing and talking therapy</li> <li>• Nurture group</li> <li>• Social skills groups</li> <li>• Forest Schools training</li> <li>• Trauma/Attachment training</li> </ul> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>• ELSA put in place to expand pastoral provision</li> <li>• Develop SEND team to include pastoral lead</li> <li>• Integration of trainee play therapist into pastoral offer</li> </ul>	<p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>• Motivate learners and instil resilience in their learning and boosting confidence</li> <li>• Enabling pupils to regulate their emotions and behaviour.</li> </ul>	2, 5
<p>Staff training on the development of collaborative learning strategies across the curriculum leads to increased engagement in learning and improved outcomes in addition to improved learning behaviours.</p> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>• Establishing of KAGAN and collaborative learning approaches within teaching and learning across all areas of learning</li> </ul>	<p>EEF – Peer-tutoring (+5 months)</p> <ul style="list-style-type: none"> <li>• Greater confidence in subjects and more positive attitudes towards learning.</li> <li>• Improved self-esteem.</li> <li>• Improved social interaction and classroom behaviour.</li> </ul> <p>EEF – Collaborative learning (+5 months)</p> <ul style="list-style-type: none"> <li>• Improved behaviour and motivation.</li> </ul>	1, 2, 5
<p>Review of feedback and marking policy and procedures to ensure greater emphasis on immediate and personalised responses to children's needs leading to greater understanding and challenge across all subjects.</p> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>• Specifically look at editing and proof reading as part of the writing process</li> </ul>	<p>EEF – Effective feedback for learning (+8 months)</p> <ul style="list-style-type: none"> <li>• Boost the confidence of pupils and their belief that they can succeed; pupils must overcome perceived threats to take leaps in learning.</li> <li>• Builds a climate of trust in the classroom through which greater challenge can be provided.</li> </ul>	1, 5

<ul style="list-style-type: none"> <li>Revisit and review techniques: short term, medium term and long term</li> <li>Success criteria</li> <li>Move to feed forward rather than feedback</li> </ul>		
<p>Review of Quality First Teaching across all subject areas based on lesson visits, learning walks and monitoring of children's books as well as professional dialogue with teachers during progress meetings.</p> <ul style="list-style-type: none"> <li>Maths Hub links and support – staff CPD, lesson visits</li> <li>Phonics training</li> <li>Behaviour management training</li> <li>Trauma/Attachment training</li> </ul> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>Development of a Pedagogy Poster with staff and pupils with a focus on the EEF Five A Day approach</li> <li>Increase CPD for staff with regards to provision for SEND children</li> <li>Sharing of good practice between staff to become more consistent</li> </ul>	<p>EEF – Improving classroom teaching (+4 months)</p> <ul style="list-style-type: none"> <li>Improve child outcomes including independent thinking, self-esteem, confidence and problem solving skills.</li> </ul> <p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>Motivate learners and instil resilience in their learning and boosting confidence</li> <li>Enabling pupils to regulate their emotions and behaviour.</li> </ul> <p>EEF – Mastery learning</p> <ul style="list-style-type: none"> <li>Builds growth mindset.</li> <li>All learners succeed in key curriculum objectives.</li> </ul>	1, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase reading fluency for all pupils in Key Stage Two leading to improved outcomes in reading and greater confidence in reading comprehension through the purchase of Reading Plus for 3 years.</p> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>Introduction of reading fluency programme</li> <li>Purchase of books which support engagement in reading: high interest low ability as well as chapter books</li> <li>Development of interventions purely</li> </ul>	<p>EEF – Understanding texts – Teaching reading comprehension strategies (+6 months)</p> <ul style="list-style-type: none"> <li>Improves confidence in reading.</li> <li>Provides access to the wider curriculum.</li> <li>Develops vocabulary.</li> </ul>	1

working on decoding and prosody to support fluency.		
<p>Increase communication and language opportunities e.g. role play and small world play both indoors and outdoors for Early Years and Year One leading to increased outcomes in communication and language and oracy skills.</p> <ul style="list-style-type: none"> <li>• Role play and small world purchased</li> <li>• Training provided for staff</li> <li>• Speech and language programmes delivered</li> </ul> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>• Establish Speech and Language Care Plan delivery programme</li> <li>• Welkom training</li> <li>• Development of the Year 1 curriculum and continuous provision</li> </ul>	<p>EEF – Speaking and listening skills (+5 months)</p> <ul style="list-style-type: none"> <li>• Improved behaviour and social outcomes.</li> <li>• Increased learner confidence.</li> </ul>	1, 2, 5
<p>School led tutoring provision established for identified children working below age related expectations in reading, writing and mathematics.</p> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>• Support and intervention for children who are not making expected progress</li> </ul>	<p>EEF – One-to-one/two tuition (+5 months)</p> <ul style="list-style-type: none"> <li>• Can build confidence.</li> </ul>	1
<p>Phonics interventions delivered to children in Early Years, Year One and Year Two.</p> <ul style="list-style-type: none"> <li>• Synthetic phonics programme purchased</li> <li>• Staff CPD in the implementation of phonics programme</li> <li>• Phonics books purchased</li> </ul> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>• Further CPD for all staff in Little Wandle</li> <li>• Purchase of Little Wandle Stretch and Challenge books for more able children in Year 1</li> <li>• Continue to monitor fidelity to the model</li> </ul>	<p>EEF – Phonics (+4 months)</p> <ul style="list-style-type: none"> <li>• Improves fluency and decoding.</li> <li>• Builds skills necessary for comprehension.</li> <li>• Can build self-confidence in the learner's capability.</li> </ul>	1, 2
<p>Forest Schools provision for target children across school including disadvantaged pupils.</p> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>• Extension of Forest School beyond</li> </ul>	<p>EEF – Sports for health and wider outcomes (+2 months)</p> <ul style="list-style-type: none"> <li>• Better physical and mental health.</li> <li>• Reduced obesity.</li> <li>• Improved social skills</li> </ul>	3, 4, 5

<p>Reception to support particular cohorts and individual children with their needs.</p>	<ul style="list-style-type: none"> <li>Improved attendance.</li> </ul> <p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>Motivate learners and instil resilience in their learning and boosting confidence</li> <li>Enabling pupils to regulate their emotions and behaviour.</li> </ul> <p>EEF – Speaking and listening skills (+5 months)</p> <ul style="list-style-type: none"> <li>Improved behaviour and social outcomes.</li> <li>Increased learner confidence.</li> </ul>	
<p>Individualised learning programme created for specific EHCP children enabling greater access to the whole curriculum whilst developing skills in reading, writing and mathematics.</p> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>Development of technology to support independent learning and support SEND children with sharing their learning across the curriculum</li> <li>Subject coordinators to look at ways in which children with additional needs could share their learning across the curriculum</li> </ul>	<p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> <li>Motivate learners and instil resilience in their learning and boosting confidence</li> <li>Enabling pupils to regulate their emotions and behaviour.</li> </ul> <p>EEF – Individualised learning (+3 months)</p> <ul style="list-style-type: none"> <li>Develops independence and personal responsibility.</li> </ul>	1, 5
<p>Reading, writing and mathematics interventions are in place following pupil progress meetings and are clearly linked to Question Level Analysis (QLA)</p> <p>2023-2024 focus:</p> <ul style="list-style-type: none"> <li>Termly review of interventions (with mid-term reviews) to continue</li> </ul>	<p>EEF – Understanding texts – Teaching reading comprehension strategies (+6 months)</p> <ul style="list-style-type: none"> <li>Improves confidence in reading.</li> <li>Provides access to the wider curriculum.</li> <li>Develops vocabulary.</li> </ul> <p>EEF – Small group tuition (+4 months)</p> <ul style="list-style-type: none"> <li>Higher engagement.</li> <li>Increase in personalised learning opportunities.</li> </ul>	1, 2, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed								
School visits and uniform subsidised to reduce financial burden on parents enabling all disadvantaged pupils to have appropriate uniform and enrichment activities.  2023-2024 focus: <ul style="list-style-type: none"><li>Consultation with parents and review of provision</li></ul>	EEF – Sports for health and wider outcomes (+2 months) <ul style="list-style-type: none"><li>Better physical and mental health.</li><li>Reduced obesity.</li><li>Improved social skills</li><li>Improved attendance.</li></ul>	3, 4, 5								
Initiatives to increase attendance of disadvantaged pupils particularly EHCP pupils.  2023-2024 focus: <ul style="list-style-type: none"><li>Continue to work on attendance of PP and SEND</li><li>Look at punctuality of disadvantaged pupils</li></ul>	EEF – Parental engagement (+4 months) <ul style="list-style-type: none"><li>Increased engagement in learning from parents.</li><li>Increased attendance</li><li>Pupil premium and children with EHCP attendance is lower than that of all pupils.</li></ul> <table><tr><th colspan="2">2020-21 Attendance Data</th></tr><tr><td>Pupil Premium</td><td>93.4%</td></tr><tr><td>EHCP</td><td>88.4%</td></tr><tr><td>All Pupils</td><td>96.7%</td></tr></table>	2020-21 Attendance Data		Pupil Premium	93.4%	EHCP	88.4%	All Pupils	96.7%	3
2020-21 Attendance Data										
Pupil Premium	93.4%									
EHCP	88.4%									
All Pupils	96.7%									

**Total budgeted cost: £71,960 plus £2,902 from school budget**



## 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.

Following an internal pupil premium review in July 2023, the following strengths and areas for development were identified:

#### Overall Attainment 2022-2023:

##### Good Level of Development (4 disadvantaged pupils)

2023 School Non-PP	2023 School PP	2023 School Gap	2023 National PP	2023 National Gap
75%	75%	*	52%	17.9%

The above data shows that the % of PP children achieving a Good Level of Development (GLD) is equal to that of their non-PP peers and also above the national average. In addition to this, the attainment gap between PP and non-PP children is 17.9% lower than the national average. Compared to 2022, this is a strong outcome as only 40% of disadvantaged pupils achieved a Good Level of Development with a gap of 32.7% between them and their non-disadvantaged peers.

##### Phonics Screening Check (9 disadvantaged pupils)

2023 School Non-PP	2023 School PP	2023 School Gap	2023 National PP	2023 National Gap
94.7%	87.5%	7.2%	66.5%	15.9%

The above data shows that the % of disadvantaged children achieving the Phonics Screening Check (PSC) is just below that of their non-disadvantaged peers but is significantly above the national average. In addition to this, the attainment gap between disadvantaged and non-disadvantaged children is 8.7% lower than the national average.

End of 2022 phonics data showed a gap of 17.5% between disadvantaged and non-disadvantaged children and was above the national average (only 44.4% of disadvantaged

pupils achieved the PSC compared to 61.9% of their non-disadvantaged peers).

The impact of the introduction of the Little Wandle Phonics Programme can be clearly seen in these outcomes but the school is hoping to close the gap further in 2023-2024.

### Key Stage One Outcomes (9 disadvantaged pupils)

		2022 School PP	2023 School Non-PP	2023 School PP	2023 School Gap	National Gap
<b>Reading</b>	EXS+	33.3%	76.2%	66.7%	9.5%	18.8%
<b>Writing</b>	EXS+	*	71.4%	66.7%	4.7%	20.5%
<b>Maths</b>	EXS+	33.3%	76.2%	66.7%	9.5%	19.2%
<b>Combined</b>	EXS+	*	71.4%	55.6%	15.8%	

The above data shows that the focus on this cohort with regards to their phonics, following a very poor year the year before in terms of PSC, that outcomes for disadvantaged children have improved significantly. In all cases, the gap between non-disadvantaged and disadvantaged children is lower than the national average, and higher than the previous cohort.

The cohort from 2022, continues to be a cohort of focus as the % of disadvantaged children in this cohort has increased since the end of KS1. It can be seen though that the % of disadvantaged pupils achieving the expected standard has risen since 2022.

In 2022, all areas were below the local authority average and the national average. In 2023, all areas are above the local average for the disadvantaged pupils.

### Key Stage Two Outcomes (7 disadvantaged pupils)

		2022 School PP	2023 School Non-PP	2023 School PP	2023 School Gap	National Gap
<b>Reading</b>	EXS+	66.7%	89.3%	57.1%	32.2%	17.6%
<b>Writing</b>	EXS+	50%	82.1%	57.1%	25.0%	18.9%
<b>Maths</b>	EXS+	50%	78.6%	42.9%	35.7%	19.9%
<b>Combined</b>	EXS+	50%	28.6%	75.0%	46.4%	21.8%
<b>SPAG</b>	EXS+	50%	78.6%	85.7%	7.1% above	18.9%

With the exception of SPAG, non-disadvantaged pupils outperform their disadvantaged peers. Since 2022, the % of disadvantaged pupils achieving the expected standard in SPAG and writing has improved. It needs to be noted that three disadvantaged pupils joined this cohort in KS2 (two at the end of Y4 and one in Y6). 42.9% of disadvantaged pupils in this cohort are

also on the special needs register.

The progress and attainment of some of the school's disadvantaged pupils in 2022-2023 was below our expectations and remains a focus, particularly through KS2. The school has a case study to support the attainment and progress of this cohort as it had exceptional support in Year 2. The school feels that this, plus the ongoing impact of COVID-19, has resulted in the less favourable outcomes in 2022-2023.

It can be seen from the data coming through from KS1, that the focus on early reading, phonics and communication and language is having an impact on diminishing the gap between non-disadvantaged and disadvantaged children in each cohort. The school aims to build a legacy of improvement as these children progress through the school, further diminishing the gap as they reach the end of KS2.

### Improve writing skills in Early Years

Academic Year	School Average %	National Average %	Difference +/-
Writing Outcomes 2021-2022	66.7%	68.0%	-1.3%
Writing Outcomes 2022-2023	75.0%	71.1%	+3.9%
Difference +/-	+8.3%	+3.1	+5.2%

As a result of the focus on communication and language and also writing across the areas of continuous provision, the writing in the early years is an improving picture. It is hoped that outcomes in 2023-2024 will be higher as a result of the increased confidence in the teaching of Little Wandle and an understanding of the expectation to achieve Phonic Phase 4.

### Improve attendance of disadvantaged pupils in line with school target of 95%

Group	National Summer 2023	Newchurch Summer 2023
Whole school	94.0%	95.7%
Boys	93.9%	95.7%
Girls	94.2%	95.8%
EHCP	89.9%	95.1%
SEND	92.1%	95.5%
LAC	*	96.0%
Pupil Premium	91.6%	94.8%
EAL	93.7%	96.8%
Traveller	*	67.6%
Non-traveller	*	95.9%
Free School Meals	91.6%	94.6%

Outcomes for disadvantaged pupils is above the national average at the end of the academic year 2022-2023 but just short of the school target of 95% by 0.2%.

Next steps:

- Identify disadvantaged pupils who need to raise their attendance and engage with parents more robustly and in a more timely fashion in order to provide support.

**Ensure that enrichment opportunities are in place to increase aspirations and develop cultural capital**

Disadvantaged pupils (alongside their non-disadvantaged peers) have experienced class trips to enhance their curriculum learning. Residential visits have successfully taken place:

- Year 2 – Burwardsley Outdoor Education Centre - <https://conwaycentres.co.uk/>
- Year 4 – Kingwood Outdoor Education Centre - <https://www.kingswood.co.uk/>
- Year 6 – Arete Outdoor Education Centre - <https://www.aretecentre.co.uk/>

Visitors engage with the school to support assemblies and the curriculum, showcasing their roles. The school was not able to ensure Dreams and Aspirations Week took place this academic year but aims to make this a priority for 2023-2024.

**Ensure that provision is in place to support children's Social, Emotional and Mental Health (SEMH)**

The school boasts a very strong pastoral provision which is impacting on the outcomes of the children. As a result of the deployment of the pastoral teaching assistant in Early Years, self-regulation outcomes were 91.7% which is above the national average of 83.3%. The school looks forward to making full use of the member of staff being trained as an Emotional Literacy Assistant in order to support the children across the school with their pastoral needs. The school hopes also that there is a more consistent approach to the delivery of Forest School.

## 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
Mathletics	Mathletics
Reading Plus	Reading Plus
NFER assessments for reading, mathematics, spelling and grammar, plus NFER tracking materials	NFER

Loom	Loom
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A