

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	Newington CE Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tara Deevoy
Pupil premium lead	Simon Krafft
Governor / Trustee lead	Amanda Boyne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,665
Recovery premium funding allocation this academic year	£8,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92, 165

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, mobile cohorts 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 use of the recovery grant 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	<p>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.</p>
2	<p>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.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 4 years, between 36 -89% of our disadvantaged pupils arrive below age-related expectations compared to 7 – 55% of other pupils. This gap narrows slightly by the end of KS2.</p>
4	<p>The bottom 20% of readers have been disproportionately affected by lockdown, but all readers have experienced a slowing of vocabulary acquisition.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teachers referrals for support have markedly increased during the pandemic. 13 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Our attendance data shows that 24% of disadvantaged pupils have been 'persistently absent' compared to 24% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This is particularly the case for our traveler community who have a persistent absence rate of 41%.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language & vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including EYFS profile, engagement in lessons, book scrutiny and formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils meet the expected standard and 100% make at least expected progress across the key stage.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard and 100% make at least expected progress across the key stage.
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: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils is no more than 3.5% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced to 1% • the percentage of all pupils who are persistently absent is below 10% • the persistent absence figure for disadvantaged pupils is within 5% of their peers • the persistent absence rate in our traveller community is reduced to less than 20%

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 (CPD, recruitment and retention)

Budgeted cost: £ 12 465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing staff training via instructional coaching and include release time.</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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Little Wandle) and associated materials & training.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund maths leader release time to coach less</p>	<p>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:</p>	3

experienced staff and provide CPD (including Teaching for Mastery training).	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. Implement elements of the HeartSmart PSHE SoW focused on social and emotional regulation.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£54,351**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in NELI in YR and Y1 to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills. Pre-teaching vocabulary in Y2-6	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Provide 1:1 SALT support for those disadvantaged pupils with the most significant need to enable them to communicate with peers and access learning in class.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Little Wandle boosters</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Use Lexplore with targeted pupils to diagnose specific reading barriers and create bespoke interventions to overcome these.</p>	<p>Digital technology can be used to enhance pupils' attainment via the use of diagnostic tools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2012</p>	<p>4</p>
<p>Implement the use of App OneBillion with support from EEF via the EEffective Kent Project to improve understanding of number for pupils who have gaps in their understanding and a lack of automaticity.</p> <p>Resources, training and delivery</p>	<p>Using teaching assistants to deliver highly structured time limited interventions to address learning deficit has a strong evidence base. Targeted Number sessions have been shown to be effective when delivered regularly over 10 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>3</p>
<p>Engage with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Employ a full time specialist intervention teacher to deliver high quality, personalized, well targeted interventions to enable the lowest attaining disadvantaged pupils to access the national curriculum & make accelerated progress. £27,600</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: **£25,288**

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.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Provide support for well-being across the school via the use of a Family Liaison Officer and ELSA, who can supplement tier one support provided by class TAs and liaise with agencies to secure tier 3 support for those disadvantaged pupils with the greatest mental health needs.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	5
Roll out heartsmart PSHE SoW focused on improving metacognition and resilience.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation	5
Provision for engagement of disadvantaged pupils in wider opportunities linked to Sustainable Development Goals and Global Council (6 hrs a week)	This forms part of a wider strategy to provide pupils with vocabulary development and opportunities for oral discourse at a higher level	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £92, 104

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 2020 to 2021 academic year.

Priorities 20 - 21	Outcomes
To ensure quality first teaching is evident in every classroom ensuring that the teacher is meeting the needs of all groups, including disadvantaged pupils, so that they make progress by meeting (or exceeding) age related national expectations.	Unable to measure due to no access to a national data set. Internal assessment shows those who consistently attended school and took part in remote learning made progress in line with their non-disadvantaged peers.
To maintain the high profile of reading, handwriting and number fluency in order that all groups, including disadvantaged pupils make at least expected progress by meeting (or exceeding) age related national expectations.	Unable to measure due to no access to national data set. Internal assessment shows those who consistently attended school and took part in remote learning made progress in line with their non-disadvantaged peers.
To improve children's social and emotional development so that disadvantaged children make measurable progress which will impact on outcomes for learning.	Met (for those who attended school)
91% disadvantaged pupils will meet national expectations for attendance and punctuality.	Not Met (Covid)

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). 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.
- 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. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and what interventions had been successful in securing accelerated progress.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We engaged in evidence based training with the EEF via the [EEFfective Kent project](#) and had a coach who worked with key staff to develop our thinking about evidence based practice.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.