

Pupil premium strategy statement – Newdigate Primary and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	43.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Geraldine Marshall
Pupil premium lead	Rebecca Grove
Governor / Trustee lead	Phillip Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 185, 310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£185,310

Part A: Pupil premium strategy plan

Statement of intent

Our school aim is for ALL children to make progress and achieve well. We want all children to reach their full potential in all subject areas, irrespective of any barriers to learning. Our Pupil Premium strategy sets out our aims in order to ensure that disadvantaged pupils achieve in line with non-disadvantaged pupils.

We take into consideration a vast range of barriers to learning that impact on a large proportion of our pupils. Quality first teaching is a priority to ensure each and every child gets the support required, and by skilling staff in knowing the best support for disadvantaged pupils allows for gaps between disadvantaged and non-disadvantaged pupils to be narrowed or closed.

It is our intention that progress and attainment for all pupils will continue to increase or be sustained over time, but that disadvantaged pupils will continue to be in line with their non-disadvantaged peers. We have just been part of a RADY (Raising attainment of disadvantaged youngsters) project and we will be using that research and learning to continue to drive improvements for our disadvantaged pupils in an ever-changing climate.

We aim to be proactive in identifying next steps and securing the best support in order to achieve those outcomes. We often use in school expertise to drive improvements but we also work with consultants or other professionals in order to work collaboratively. We make useful links with other schools in our consortium and explore further afield but recognise the importance of making it suitable for what our children need and ensure we are continually reflecting on the needs of our community.

Staff have knowledge of the range of barriers to learning and use this effectively to identify pupils, or groups of pupils, who need additional support through interventions or additional strategies, to support with accessing the school day. In addition to this, an intensive pastoral support team work with pupils and parents to improve attendance, punctuality or their general well-being, to enable them to be ready for learning.

Our school aim is for all pupils to be offered a wide range of enrichment experiences through our curriculum and extra-curricular activities, which will positively impact on their academic achievement and overall well-being. We want all of our pupils to feel safe, secure and to enjoy their learning journey through Newdigate Primary School and Nursery.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance impacts on progress and attainment. Schooling is not always valued and recognised as an influential and essential part of children's lives.
2	High percentage of pupils presenting with social, emotional and mental health (SEMH) issues impacting on learning behaviours. This is potentially linked to higher numbers of SEND and a high proportion of children on the SEND register and in receipt of PP funding.
3	Multi-factor disadvantage is impacting children (often referred to as persistent disadvantage). This comes from high deprivation, low attendance, additional needs, lack of parental confidence and skills to support, long-term FSM entitlement and/or social care support or early help needs.
4	Increasingly high needs in speech and language and children with limited vocabulary across the school. An increase in more complex needs in our Early Years provision requiring more specialist support.
5	Low aspirations and limited access to wider life experiences that impacts on their ability to bring wider knowledge and experience to the curriculum. This further impacts on mental health and well-being and children's levels of enjoyment and excitement.
6	Attainment in all areas is variable due to cohort specific needs. Therefore, this remains a priority against national data but the gap in attainment between PP and non-PP children is a high priority and this needs to be more consistent over time.

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
Attendance will be improved for all pupils with a focus on increasing overall attendance and continually reducing persistent absence.	-Attendance tracked and support offered termly through letters, early identification and meetings offered. -Support in place for those with attendance issues e.g. Early Support, WAS, nurture group, breakfast club. -Persistent absence of all children will be reduced -Persistent absence of PP children will be reduced -Overall attendance will be improved over time -Overall attendance will be improved over time for PP children -Reduction in parents taking holidays during term time -Fines for those with poor attendance to reduce the long-term impact on education
SEMH awareness will be improved in staff, children and parents and an increased awareness of how SEMH can impact on behaviour, learning behaviours and attainment and progress. Training will provide support to reduce the impact SEMH has on the academic achievement and behaviour of all pupils.	-MHST-MHST referrals will be timely and support will be in place for children in school. -RISE referrals will be timely to ensure specialist support is in place -Neurodevelopment referrals will be completed to ensure that needs are identified and the correct support is in place -SEMH audit with the Local authority to review current provision and create an action plan to work on any identified areas. -School environment audit to ensure that all spaces and areas are fully utilised to meet the needs of all learners -Inclusion meetings will ensure that all children who need additional support are being planned for using EHCP targets, STS or EP recommendations and that progress is monitored -SEND needs and resources are appropriate and staff have the skills they need to support all learners through high quality CPD.
Multi-factor disadvantage will be tracked and monitored in school to allow a more in-depth analysis of disadvantaged pupils and to impact our most vulnerable individuals or families.	-Continue tracking data to look at barriers to learning and begin to identify those who have multi-factor disadvantage and to ensure that all barriers are addressed with priority given to those factors that have the biggest impact on attainment and progress e.g. attendance or SEND needs. -Proportionate representation is used across the whole school to ensure that all disadvantaged pupils have the same opportunities as their non-disadvantaged peers. -All staff are aware of those pupils who have multi-factor disadvantage and are on the SEND register and in receipt of PP funding due to increasing numbers across the school -Attendance will be key in improving outcomes for all pupils but particularly disadvantaged pupils so support will be timely, parents will be informed and fines will be implemented. Attendance tracking, monitoring and support will be a key priority for school.

	-Social care involvement and referrals will be tracked and monitored to ensure that support is in place for all families and those with social care involvement who are in receipt of PP funding will be on the multi-factor risk to ensure that the most appropriate support is in place. -Early help will be essential for families and food bank support will be utilised for families who need it. Links with Citizens advice support will be in place to address the financial burden some of our families face and a multi-disciplinary approach will ensure the right support is in place. -Providing breakfast and access to healthy snacks will remain a priority to ensure no pupils attend school hungry.
SALT needs and complex needs will be identified early and the correct support will be in place for those pupils using a multi-agency approach where necessary.	-All children in the Early Years will be assessed using the WellComm tool and referrals will be timely where specialist support is required. -SALT interventions will be monitored in school and staff will continue to work with the SALT team to deliver high-quality interventions -STS and the EP service will be utilised to ensure recommendations are in place to support all learners.
Low aspirations will be challenged through the curriculum and knowledge of the world and wider experiences will be planned for to ensure that children have enjoyment and high engagement in their learning journey.	-Experience days planned for in advance taking into consideration costs, families with more than one child and costs over the year. -Residential trip to PGL to have proportionate representation where possible and adjustments to be made to support those wanting to attend to ensure any barriers are removed. -Additional learning experiences in the local area to continue to be planned and visits, visitors and experiences to be mapped out and monitored in all year groups. -Ongoing experiences for all pupils to continue e.g. gymnastics from Reception to Year 6, variety of clubs available during and after school, sports events during and after school and monitoring to ensure proportionate representation where possible.
Attainment and progress for all pupils to be in line with national data and to close the gap between disadvantaged and non-disadvantaged pupils.	-All school data will be tracked and monitored to look at trends in data, progress, attainment and this will include the breakdown of groups – specifically focusing on the progress and attainment of SEND pupils and disadvantaged pupils. This will be tracked and monitored in pupil progress meetings -PP data will be tracked to measure how well school is closing the gap between disadvantaged and non-disadvantaged pupils with an aim to reduce the gap over time. -Interventions will be planned for in order to close the gap and Identified disadvantaged pupils (RADY pupils will be a focus) -Data will be broadly in line with national data in all areas and school will strive to close any gaps in specific subject areas.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £92, 655

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND training for Inclusion lead, SENDCO and all staff	Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities-being inclusive by design. This approach to pupils with SEND should be reinforced in the language, activities, routines, and strategies across the classroom as well as whole school settings. "Closing the disadvantage gap means finding better ways to support pupils with SEND" <i>Special educational needs in mainstream schools (EEF, 2021).</i>	1, 2, 3, 4, 6
SEMH audit through the local authority to support pupil well-being and to developed readiness to learn	Any primary school teacher will tell you that, alongside the 'core business' of teaching literacy and numeracy, a large and often unrecognised part of their job involves addressing children's emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups. However, many schools feel that there's little time for developing such skills or that social and emotional learning is 'what we do already'. This is a missed opportunity because, when carefully implemented, social and emotional learning can improve children's outcomes in later life, including physical and mental health, school readiness, employment, and income. <i>(Sir Kevan Collins, EEF chief executive)</i> Half of all mental health conditions are established before the age of fourteen and early intervention could prevent problems escalating and have major societal benefits. We also know that schools can, and do, play a vital role in identifying mental health needs at an early stage, referring young people to specialist support and working with others to support young people experiencing problems. <i>(Government Green Paper 2017)</i>	1, 2, 3

Adaptive teaching strategies training for all staff	Quality first teaching and high aspirations for all are common factors of school success with PP pupils. (NFER, 2015) Having a full understanding of every child is extremely important in adaptive teaching. Time needs to be diverted to identifying reasons for learning struggles, not just the struggles themselves³. As such, pupils' physical, social, and emotional well-being, including their relationships with peers and trusted adults, are fundamental. Schools need systems that ensure regular communication between teachers, families and the young people themselves to understand barriers and to share effective strategies. (Assess, adjust and adapt blog EEF, 2021)	1, 2, 3, 5, 6
External consultants to support with areas identified on the SIP Reading, Writing, Maths, phonics and GLD will remain a priority. -Resources -CPD -Mastery number CPD -Little Wandle	Ensuring that teachers are provided with high quality Professional Development is therefore crucial in improving pupil outcomes. The more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. <i>RADY (Challenging education, 2023).</i>	5, 6

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

Budgeted cost: £37, 062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle phonics interventions	Both decoding and comprehension skills are necessary for confident and competent reading, but neither are sufficient on their own. <i>(EEF – Improving Literacy in KS1 2017)</i> High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. <i>(EEF-Special Educational needs in mainstream schools, 2021)</i> Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions. <i>(EEF-Making best use of Teaching assistants, 2018)</i>	2, 3, 5, 6

Number stacks interventions	Ensure that connections are made between intervention and whole-class instruction. Interventions are often quite separate from classroom activities. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them <i>(EEF-Improving mathematics in Key stages 2 and 3, 2017)</i>	2, 3, 5, 6
SEMH interventions e.g. Lego therapy, morning group, clubs, school leadership	Half of all mental health conditions are established before the age of fourteen and early intervention could prevent problems escalating and have major societal benefits. We also know that schools can, and do, play a vital role in identifying mental health needs at an early stage, referring young people to specialist support and working with others to support young people experiencing problems. <i>(Government Green Paper 2017)</i>	1, 2, 3, 5, 6
SALT support 1:1 and groups	Overall, studies of communication and language approaches consistently show benefits for young children's learning. This finding is based on multiple systematic reviews, meta-analyses and randomised controlled trials. These approaches can have a positive impact on various aspects of language and communication, including children's spoken language skills and comprehension. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development. <i>Approaches for supporting communication and language development (EEF, 2023)</i>	2, 3, 4
Continue to promote working relationship with parents -Sharing POAP at parents' evenings with targets -Workshops for phonics, multiplication check, SAT's -Coffee mornings	Parental engagement in children's learning and the quality of the home learning environment are associated with children's academic outcomes. <i>(EEF – Parental engagement in children's learning - 2018)</i>	1, 2, 3, 6

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

Budgeted cost: £55, 593

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL – Outdoor play and learning A not for profit company supporting schools to plan for and provide outstanding play every day.	Research shows that children's mental and physical health is getting worse and that great play can make it better. During seven years at primary school, children spend 1.4 years at play. We want every school to produce a plan to show how they will ensure that every child has at least one hour's outstanding outdoor play every school day. Opal.org.uk, 2023.	2, 3, 5
SEMH audit through the local authority	With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. (<i>EEF Improving Social and Emotional Learning in Primary Schools – 2019</i>) Research has shown that having a 'loving' primary caregiver and developing an 'organised and secure' attachment to a primary caregiver acts as a protective factor against social and emotional maladjustment for infants and children (<i>Egeland & Hiester, 1995; van Ijzendoorn, Sagi & Lambermon, 1992</i>). Attachment disorganisation and insecurity has been proven to be a risk factor for later development.	1, 2, 3
SEND review with external consultant	Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities—being inclusive by design. This approach to pupils with SEND should be reinforced in the language, activities, routines, and strategies across the classroom as well as whole school settings. "Closing the disadvantage gap means finding better ways to support pupils with SEND" <i>Special educational needs in mainstream schools</i> (EEF, 2021).	1, 2, 3, 4
Attendance challenged in order to offer effective support	As overall absence levels increase the average percentage of pupils achieving different levels of attainment at the end of KS2 and KS4 decreases. (<i>The link between absence and attainment at KS2 and KS4 – DfE 2016</i>)	1, 3, 6

Total budgeted cost: £185, 310