

Pupil premium strategy statement-Newdigate Primary

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Newdigate Primary and Nursery School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	40.71%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Geraldine Marshall
Pupil premium lead	Rebecca Grove
Governor / Trustee lead	Joy Nicholson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,210
Recovery premium funding allocation this academic year	£19,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£213, 350

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.

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.

Challenges

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

Challenge number	Detail of challenge
1	Low academic starting points including high needs in speech and language and limited vocabulary across the school.
2	Attainment is below national average in ELG's, Phonics, Reading, Writing and Maths.
3	Low attendance and punctuality that impacts on progress and attainment.
4	Limited access to wider life experiences and this impacts on their aspirations and ability to bring wider knowledge and experience to the curriculum.

5	Lack of parental confidence and skills to support learning. High social deprivation/vulnerability factors-parenting skills, parental engagement, prior academic achievement, separation and alcohol and drug misuse.
6	High percentage of pupils presenting with social, emotional and mental health issues impacting on learning behaviours. Increased number of pupils with complex needs including social communication difficulties, poor working memory, attention difficulties, motor skills and poor retention of key knowledge and skills.

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
Improve speech and language skills for all children and create opportunities to develop vocabulary across the school.	-Decrease in number of PP children requiring speech and language support from SaLT. -Consistent progress and attainment of PP children in language screening.
Attainment will be broadly in line with national data for ELG's phonics, Reading and Writing and Maths.	-Attainment gap between PP children and non-PP children will close in ELG's, Phonics screening check, Reading, Writing and Maths. -PP children make rapid progress to meet all key milestones.
Attendance increases and punctuality improves.	-The number of persistent absentees is reduced for all PP children. -The large majority of PP children are punctual. -At the end of each term, the gap will diminish between PP and non-PP children.
Pupils have access to wider life experiences and this impacts on their aspirations and ability to bring wider knowledge and experience to the curriculum.	-Each year children experience a range of trips, visits and visitors which builds upon their knowledge and provides access to experiences outside the scope of their current situation. -Parents are supported, financially, to enable their children to participate in school activities e.g. Trips, residential trips etc.
Parental confidence and skills to support learning which leads to increased parental engagement.	-Parents indicate there are strong links between home and school. -100% attendance at Parent's evening for PP children -Parents supported through training and workshops in school to increase their confidence and skills to support their children at home.

	-Signposting to additional services and support networks allow parents to access appropriate support independently and confidently. -Early Help is used as a driving tool to support families and impact on the outcomes of children.
Decrease in pupils presenting with social, emotional and mental health issues that impact on learning behaviours.	-PP children will be confident, driven, aspirational and have good well-being. -PP children will be actively engaged with their learning. -PP children will achieve in line with their non-PP peers. -Staff identify barriers to learning to ensure that appropriate support and interventions are used to improve pupil outcomes.

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: £106, 675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for all teaching staff -External consultants -Subject leaders -National college webinars -Gateway alliance CPD -Consortium -Research and reading -Staff meetings -Oracy – external consultant 3-year plan 2022-2025	Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development, but the supply of high-quality training is limited. (<i>EEF- Closing the Attainment Gap: Key lessons learned in the EEF's first 6 years 2017</i>) Coaching teachers in teaching strategies significantly raises outcomes for children living in poverty. (<i>Closing the gap in educational achievement for children and young people living in poverty – C4EO 2011</i>) Quality first teaching and high aspirations for all are common factors of school success with PP pupils. (NFER, 2015)	1,2,3
Whole school focus on phonics, Reading and vocabulary. -Purchase an approved SSP. Resources, fully decodable texts and eBooks -Develop a school library -Use the Reading framework to audit and support staff development -External consultants -Deep dive training to support subject leads -Purchase NFER assessments -Develop staff knowledge around tiered vocabulary to improve pupils use of language across the curriculum -Oracy 3-year plan	Reading Framework (DfE, 2021) A focus on developing oral language skills, through purposeful speaking and listening, is especially important for the development of reading and writing. (<i>EEF – Preparing for Literacy report 2018; EEF – Improving Literacy in KS1 and KS2 2017</i>) <i>Bringing Words to Life</i> (Isabel Beck 2013) identifies Tier 2 and Tier 3 vocabulary as ways in which to deepen and enhance the repertoire of pupil's vocabulary. 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>) Fluent readers can read quickly, accurately and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed	1, 2, 4, 5, 6

	form focusing on word recognition and can be redirected towards comprehending the text. Reading comprehension can be improved by teaching specific strategies that they can apply. (EEF – Improving Literacy in KS2 2017) Quality first teaching and high aspirations for all are common factors of school success with PP pupils. (NFER, 2015)	
Whole school focus on writing -Purchase a spelling scheme -External consultants -Deep dive training to support subject leads -Planning surgeries to increase staff knowledge and skills in developing build up and writing outcomes -Develop staff knowledge around tiered vocabulary to improve pupils use of language across the curriculum -Develop a consistent approach to handwriting across the school	Children must develop fluency in handwriting and spelling so that they become automatic. If they have to concentrate on these aspects they will be less able to think about the content of their writing. (EEF – Improving Literacy in KS1 2017) A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling and sentence construction. (EEF – Improving Literacy in KS2 2017) Quality first teaching and high aspirations for all are common factors of school success with PP pupils. (NFER, 2015)	1, 2, 5, 6
Whole school focus on Maths -Deep dive training to support subject leads -Planning surgeries to increase staff knowledge and skills in developing knowledge of times tables, engagement and enjoyment of learning and building on prior learning and ensuring gaps are closed -Develop children's use of mathematical vocabulary -Purchase NFER assessments	Manipulatives need to be used purposefully and appropriately, acting as a scaffold that can be removed once independence is achieved. Pupils need to draw on problem-solving strategies to make sense of the unfamiliar situation. There are many connections between mathematical facts, procedure and concepts. Pupils need to be able to develop fluent recall of facts and understand procedures.(EEF Improving Mathematics in KS2 & 3 – 2017) Quality first teaching and high aspirations for all are common factors of school success with PP pupils. (NFER, 2015)	1, 2, 5, 6
Coaching for teaching staff with external consultant, subject leaders and SLT -Video reflections with SLT -Co-teaching with external consultant -Peer to peer observation within teams, phases and with subject leaders	Quality first teaching and high aspirations for all are common factors of school success with PP pupils. (NFER, 2015) 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.	1, 2, 6

Raising the Attainment of Disadvantaged Youngsters (RADY) -School have signed up as a 1-year pilot to RADY. -Individuals targeted to close the gap between disadvantaged and non-disadvantage learners.	Raising the Attainment of Disadvantaged Youngsters (RADY) begins in schools with the RADY catalyst. RADY is a long-term hearts and minds approach, helping schools to become equitable in all aspects of the education they provide and making sure that those learners who need it most get the extra that helps them to get there. (Challenging education, 2023).	1, 2, 3, 4, 5
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.	1, 3, 4, 6

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

Budgeted cost: £32, 325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Targeted/structured interventions</u> - WellComm and Neli in Early years - Speech and Language targeted support - OT interventions - Accelerated reading skills - Number stacks	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. Schools should use structured interventions with reliable evidence of effectiveness. (EEF-Making best use of Teaching assistants, 2018) 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. (EEF-Special Educational needs in mainstream schools, 2021)	1, 2, 5, 6
<u>Interventions</u> - Big maths sessions - Number stacks interventions - Little Wandle catch up - Additional group or 1:1 phonics/reading for the lowest 20%	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 (EEF-Improving mathematics in Key stages 2 and 3, 2017) Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for	1, 2, 5, 6

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

Budgeted cost: £74, 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>SEMH interventions</u> • Boomerang • Early nurture group • Lego therapy • Social skills • RISE - MHST • Relate • Art Therapy	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. (Government Green Paper 2017) 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. (EEF Improving Social and Emotional Learning in Primary Schools – 2019) 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 (Egeland & Hiester, 1995; van Ijzendoorn, Sagi & Lambermon, 1992). Attachment disorganisation and insecurity has been proven to be a risk factor for later development. Ensure identified individuals through the RADY process are offered enrichment activities to ensure proportionate representation.	1, 2, 3, 4, 6
<u>Pupils access to wider experiences</u> • Financial contributions towards residential visits	The evidence suggests that the impact is greater for more vulnerable students...(EEF – Outdoor adventure learning - 2018)	2, 3, 4, 6

• Opportunity to learn an instrument	<i>Additional support and a focus on disadvantaged pupils through the RADY process.</i>	
<u>Attendance and punctuality</u> • <i>Monitoring pupils with poor attendance</i> • <i>Meetings with parents for children who fall below 90% attendance</i> • <i>Support services identified-Early help intervention, Family information service, signposting</i> • <i>Daily phone calls if pupils not in school. Support offered.</i>	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> <i>Additional support and a focus on disadvantaged pupils through the RADY process.</i>	2, 3, 5
<u>Support for parents</u> • Workshops to support skills and knowledge e.g. dummies, bottles, toileting etc • Workshops to support academic achievement e.g. phonics workshops, reading support • Early Help	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> <i>Additional support and a focus on disadvantaged pupils through the RADY process.</i>	1, 2, 3, 5,6
<u>Breakfast for all</u> • Bagels for all children in school	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. <i>(DfE, Breakfast club programme 2021-2023).</i>	2, 3, 6

Total budgeted cost: £213, 350