

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	New Marston Primary
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	41 pupils (18%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (Year 2 of 3)
Date this statement was published	October 2021 Reviewed Sept 2022 Reviewed Sept 2023 (3 year plan)
Date on which it will be reviewed	Dec 2023 March 2024 June 2024
Statement authorised by	Rachel Vlachonikolis
Pupil premium lead	Rachel Vlachonikolis
Governor / Trustee lead	Steph Best

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66, 634
Recovery premium funding allocation this academic year	£6, 090
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	72, 724

Part A: Pupil premium strategy plan

Statement of intent

Our aim at New Marston is for all pupils, including those who are disadvantaged to receive high-quality teaching and make good progress. Our aim is that disadvantaged pupils attend and attain in line with 'all' pupils nationally and the gap is closed.

In line with our school vision, we want all pupils to access a rich, challenging and ambitious curriculum. We want to prepare our children to contribute actively and positively to their wider world.

Challenges

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

Challenge number	Detail of challenge
1	<i>Word gap – pupils need support with tier 2 and 3 vocabulary to be able to engage in lesson, understand content and make progress.</i>
2	<i>Attendance – PP attendance is lower than non PP attendance</i>
3	<i>Reading – pupils do not read widely and regularly</i>
4	<i>Attainment – PP pupils achieve less well than non PP pupils in most year groups.</i>
5	<i>Emotional regulation – Some pupils lack emotional regulation, particularly in social situations. This is for a variety of reasons including Adverse Childhood experiences or SEND needs.</i>
6	<i>Low self esteem is seen in many pupils and this has been impacted further by lockdown learning for some.</i>
7	<i>Supporting pupils with their learning at home can be a challenge for parents, as fed back in surveys. Parents would like an understanding how to support their children with current strategies and initiatives.</i>

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
Pupils will have the necessary vocabulary to be able to understand their teacher input, content of lessons and questions or tasks.	Pupils will use a wide range of vocabulary in their spoken language and written work. 75% of PP pupils will be working at ARE in writing.

Pupil premium pupils' attendance will improve	96%+ attendance for PP as a group
Pupil premium pupils will read regularly and engage widely with texts	75% of PP pupils will be working at ARE in reading.
Pupil premium pupils will make accelerated progress in reading, writing and maths	75% of PP pupils will be working at ARE in reading, writing and maths. Standardised scores will improve by +5 for all PP pupils in reading and maths (unless a score of 110+ is gained on baseline) 20% of PP pupils will be working at GD in reading, writing and maths.
Pupil premium pupils will be well supported to develop their emotional regulation over time. They will have strategies to use.	PP pupils will not receive repeated FTEs as provision will support their social and emotional needs.
Pupils will develop their confidence and have a 'can do', growth mindset	Standardised scores will improve by +5 for all PP pupils in reading and maths (unless a score of 110+ is gained on baseline)
Parents will engage with a range of activities within school to develop their understanding of teaching and learning at New Marston	Parental attendance at events and for surveys will increase (+10%) from a baseline.

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: £17,000 (8, 000 spent)

Activity	Evidence that supports this approach	December update	March update	May update
<p>CpLD sessions for all staff</p> <ul style="list-style-type: none"> - RWI and Fresh Start training (courses and coaching) so that phonics lessons are of a high quality for all. - TA training (invitation to teacher meetings) to ensure all staff receive the same level of training and develop their skills in teaching and learning. - Senior leader release time for instructional coaching with a focus on reading in the first instance and/or creating an attentive classroom. 	<p>The £5 billion per year asset of teaching assistants can be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children’s learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress.</p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending (EEF)</p> <p>Instructional coaching has been effective in our school in order to bring about lasting changes in practice.</p>	<p>All staff delivering RWI sessions are fully trained and access coaching as needed.</p> <p>TAs have received training in maths or reading, plus behaviour and SEND</p> <p>Instructional coaching has been used in Y5 and began in Y3.</p>	<p>An additional RWI teaching assistant has been employed for afternoons to provide catch up sessions for those pupils with gaps.</p> <p>All staff are trained, including apprentices, to ensure good subject knowledge for all staff.</p> <p>Spring term TA training has been delivered.</p> <p>Governors have received training from our english lead on our strategy for reading.</p>	<p>All lessons have been judged as good or better when observed for reading and maths.</p> <p>Instructional coaching has continued and all staff in KS2 have now had support with English.</p>
<p>IRIS technology - to be used as part of</p>	<p>Given opportunities to observe and articulate connections</p>	<p>Not yet used - to do.</p>	<p>Not used</p>	<p>Not used</p>

<p>instructional coaching</p>	<p>between theory and practice teachers can be encouraged to develop more evidence-based reflection. (Harford, MacRuaric, & McCartan, 2010)</p> <p><i>“The overwhelming majority of teachers believed that the intervention was a good use of time and had improved their teaching. There was also strong evidence that the programme changed teachers’ thinking and classroom practice.” (EEF)</i></p>			
<p>Non core texts to be purchased and used so that reading (fluency and comprehension) is developed across the curriculum.</p>	<p>Clements (2021) in <i>Developing An Innovative Approach To Reading Non-Fiction Texts</i> suggests a rigorous approach to reading non fiction texts, which can be used effectively to close the attainment gap.</p>	<p>A wide range of texts have been ordered for the humanities to support reading across the curriculum. We have a wishlist for science too.</p>	<p>No update - library in progress.</p>	<p>The library has been revamped and relaunched for the summer 2 term.</p>
<p>Pupil premium pupils to be an appraisal target focus and children to be discussed as part of pupil progress meetings</p>	<p>Research shows that good teaching the classroom disproportionately benefits disadvantaged pupils, rather than any interventions. Being aware of the current research and of their PP children will ensure staff are maximising the strategies and techniques which are of most benefits to pupils in the classroom. It will also encourage high aspirations for all pupils.</p>	<p>PPM have discussed all pupils data is analysing PP pupils at each point.</p>	<p>Updated pupil progress meetings have happened. All SEND pupils have been tracked via a reading age test and all new arrivals on entry have a standardised reading test.</p> <p>Reading has been an appraisal target for all.</p>	<p>PP pupils are attaining in line with their peers for reading in most year groups now. Y3 are a focus for this going forward.</p>

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

Budgeted cost: £14,000 (£5000 spent)

Activity	Evidence that supports this approach	December update	March update	May update
ArCH reading volunteers	Good role models inspire children to read. Additional support can build confidence and a growth mindset.	Arch readers continue and visit pupils regularly.	Arch readers continue and visit pupils regularly.	PP pupils attain in line with peers in most year groups (Focus on Y3 next)
Fresh Start intervention	EEF reported that pupils confidence in reading and writing improved as a result of the FS intervention. In school tracking showed accelerated progress on standardised testing which transferred onto Target Tracker.	Fresh Start intervention has been completed for 1 round. 4/7 pupils are now working at age related expectations.	Pupils who attended fresh start cont to be targeted to pass their end of KS2 SATS	Not used
'Catch up' interventions focusing on Y3 and Y5	For children to achieve ARE in reading, writing and maths.	Y3 data is showing a slight upward trajectory which is good. Y5 continue to be a focus (English group currently) with EAL group, maths group and fresh start having taken place.	Y5 pupils who had an intense intervention made on average 7.5 months progress in 3 months. The focus is now on embedding their new skills so they can access learning in the classroom.	Pupils are working within the classrooms. Lesson observation show greater engagement and reading out loud with their peers.
Tutoring (1:1) focusing on Y6	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 (EEF)	Tutoring of 3 pupils - 1 has caught up. 2 cont but have made good progress.	Tutoring of pupils should mean that 2 out of 3 pupils pass their SATS	Data to follow
RWI 1:1 support focusing on YR, 1 and 2	The <i>Teaching and Learning Innovation Fund</i> and the DfE funded Ruth Miskin's RWI programme to drive social mobility after the positive impact of the programme in EEF trials.	RWI 1:1 has not been as effective in the autumn term. We now have 3 afternoons	90%+ of pupils are on track to pass the Y2 phonics screening check.	RWI tutoring in place for Y1 to support pupils to secure their phonics knowledge.

		timetabled for this so all pupils will have the session in these afternoons.	RWI tutoring in place for Y1 to support pupils to secure their phonics knowledge. Aim is 75%	Aim is 75% of all pupils and 75%+ of PP pupils.
Oral language interventions EYFS/Y1	<u>Oral language interventions</u> which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing. (EEF)	We do not have anyone trained on the NELI programme so are trialling the Talk Boost programme in KS1 and will prioritise this in the latter half of the year.	Wellcomms are being prioritised in EYFS this term.	Wellcomms are being completed in EYFS. Whole setting language rich environments were a strength in the lesson observations.

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

Budgeted cost: £42,000 (£15,000 spent)

Activity	Evidence that supports this approach	December update	March update	May Update
Enrichment – ensuring that pupils personal development is well planned, implemented and monitored through trips, visitors and events.	Enrichment which reflects the school community, supports the whole curriculum and engages pupils in deeper thinking. Experiences will enrich the vocabulary used purposefully. All children need a broad experience. We aim to expand the life experience of children who may need it as in general, these children do not visit places which might enrich the work they do in school.	Trips have been organised and are back to pre covid levels. Those entitled to PP have funding available. We have planned trips and shared the cost so parents/carers can spread this.	Feedback from parents favoured the approach to managing the cost of trips. PP families can (and have) requested support with the cost. Pupils in Y4/Y6 have attended a residential	Next step: How many PP pupils attended residential vs non PP?
Enrichment – ensuring all pupils access clubs and extra curricular activities	Building self esteem and confidence as well as ensuring that school is an enjoyable place for all pupils where their	Electives continue and all pupils access these. Clubs have	Electives continue to be a strength of the school - all pupils access	Electives continue to be a strength of the school - all pupils access

	talents and skills are recognised and developed.	been shared and open to all. PP funding available.	an enrichment activity.	an enrichment activity.
Attendance and HSLW officer to monitor and support parents/school to remove any barriers, including offering breakfast club.	Attendance is intrinsically linked to outcomes and improved relationships with families will help support this.	PP attendance is slightly below all pupils and continues to be a focus for our HSLW who meets with the HT monthly and is in a network within the trust too.	PP attendance continues to be a barrier for pupils. HSLW is now attending a monthly attendance network.	PP attendance has increased slightly and the gap has closed.
Play therapist/mentor to be employed	In order for children to be ready to learn they need to feel safe and secure. "The child works at his own pace toward his own solutions, gaining mastery of fears and resolution of hurts and worries. He makes gains in self-confidence and achieves a healthier self-esteem....the child ... can concentrate on his work" (Rye, Journal of Family Health, 2011). Giblin 2015 said that Brain development is relationship dependent and experience dependent.	Conts - Fridays	Continues to be in place. 0 PP pupils have received a suspension this year. 0 PP pupils are on a PT timetable or accessing alternative provision.	Continues to be in place. 0 PP pupils have received a suspension this year. 0 PP pupils are on a PT timetable or accessing alternative provision.
Art therapy to be offered to those who need it		Conts - Mon/Tues	Conts Mon/Tues	Cont Mon/Tues
Zones of regulation to be offered to LKS2 as a whole class and individuals as needed		Planned for later in the year - visuals on display and chn have been taught the colours in 22/23.	Planned for T5 in KS2. Taught in Y2 this term.	Taught in Y3 and 4 this term, with a recap in Y5.
Parental engagement role developed within school	A better understanding of pupil learning is crucial for parents to be able to support their child at home. Parents need a chance to ask questions and to feel comfortable doing this.	LPPA award gained		
Programme of events led by subject leaders and class teachers to support parents		Learn with me afternoons have continued to be successful	Learn with me morning this term.	Scheduled T6.

		and we have at least 20% PP attendance		
Class dojo videos as a pre teach and support for parents in maths.	For children to achieve ARE in maths, calculation strategies must be understood and applied. If parents understand the strategies children are using, they are more likely to help at home.	To do A book at bedtime is planned for early T3 to model reading stories.	Book at bedtime with stories for PP pupils shared. Words in the woods was also well attended by parents (sold out!)	Maths videos to do.

Total budgeted cost: 73, 000

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 2022-23 academic year.

Whilst attendance is not 96% (national is now 94%) , the gap between PP pupils and all pupils is smaller at NMPS than nationally (using FFT). PP attendance was 89.9% for 21-22 which was -0.6% below national and had risen to 91.3% in 22-23 which was above national. The gap between PP pupils and all pupils is less than that nationally. Our continued aim is to bring the PP attendance in line with all pupils to 94%+.

Parental attendance has increased as the year has progressed, with more than 70% of Y1/2 parents attending their assembly in the summer term and the vast majority of Y6 parents attending the end of year show. More parents than ever answered our end of year survey (50%+) and we have had well attended 'learn with us', 'dine with us' and PTA events.

In Reception Year 2022-23, the cohort are on track to meet our goals. Currently 71% of PP pupils are working at a GLD in July 2023 in reading and writing. 86% are working at a GLD in maths.

In Year 1, all PP pupils passed the phonics screening check. We are on track to meet our goal of 75%+ meeting age related expectations in their statutory assessments at the end of KS1 in reading, writing and maths.

In Year 2, 40% of pupils are working at ARE in reading, writing and maths. This is an increase of 20% from EYFS. All non SEND pupils are working at ARE. Pupils with SEND/PP are a focus here and their progress is being tracked carefully.

In Year 3, our goal to have 75% of pupils on track by the end of KS2 is achievable for non EHCP pupils with between 60-80% on track.

In Year 4, less than 50% of PP pupils are on track to reach ARE in Key Stage 2 and this cohort are a major focus for us for PP pupils, new arrivals and in general.

In Year 5, our goal to have 75%+ pupils on track is achievable with 100% currently in English and 50% in maths.

*In our end of KS2 statutory assessments (Year 6 cohort), 58% of PP pupils met the ARE in reading, 71% in writing and 71% in maths *non EHCP.*

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
Zones of regulation	Zones of Regulation

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?	Play therapy, art therapy and emotional support
What was the impact of that spending on service pupil premium eligible pupils?	Improved social and emotional scores (QCA) Improved attendance

Further information

In addition to the recovery premium, school led tutoring funding will be used to fund a 6-8 week intensive intervention led by a teacher in 23-24 to pupils in Y5/6.