

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	New Marston Primary
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Rachel Vlachonikolis
Pupil premium lead	Rachel Vlachonikolis/Kerry Minion
Governor / Trustee lead	Clare Rowntree

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75, 240
Recovery premium funding allocation this academic year	£7, 934
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	£83, 174

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 lack 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 at home</i>
4	<i>Attainment – PP pupils achieve less well than non PP pupils in most year groups. Some pupils accessed less learning during lockdown than their non PP peers and have lost learning or have gaps in their knowledge.</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>Parental engagement and therefore understanding how to support children is a barrier to overcome at NMPS.</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 be 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: £22, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CpLD sessions for all staff</p> <ul style="list-style-type: none"> - RWI 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. - Restorative training - ECT mentor (coaching, training and team teaching) 	<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>1, 4, 5</p>
<p>IRIS technology</p>	<p>Given opportunities to observe and articulate connections between theory and practice teachers can be encouraged to develop more evidence-based reflection. (Harford, MacRuairc, & 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>4</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>3</p>

Pupil premium pupils to be an appraisal target focus and children to be discussed as part of pupil progress meetings	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.	3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ArCH reading volunteers	Good role models inspire children to read. Additional support can build confidence and a growth mindset.	1, 3
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.	3, 4
'Catch up' interventions maths (Teacher led groups)	For children to achieve ARE in maths, calculation strategies must be understood and applied.	3, 4, 6
Tutoring (1:1)	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)	3, 4, 6
RWI 1:1 support	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.	3, 4, 6
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	1, 4

	oral language skills will have benefits for both reading and writing. (EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1, 4, 6
Enrichment – ensuring all pupils access clubs and extra curricular activities	Build self esteem and confidence	2, 4, 6
Attendance and HSLW officer to monitor and support parents/school to remove any barriers	Attendance is intrinsically linked to outcomes and improved relationships with families will help support this.	2
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.	2, 5, 6
Art therapy to be offered to those who need it		2, 5, 6
Zones of regulation to be offered to LKS2 as a whole class and individuals as needed		5
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.	7
Programme of events led by subject leaders and class teachers to support parents		4, 7
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.	1, 4, 7

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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our aim for 75% of PP pupils was achieved in some year groups in 20/21, based on teacher assessments. In year groups where this wasn't achieved, some accelerated progress was seen. For example, in Y2 from 0% of PP pupils working in line with ARE to 50% of PP pupils working in line with ARE in reading and Y5 from 0% to 50% in maths. There remain year groups to target in 21/22 to

Overall figure - 65% in Maths and 55% in Reading.

Attendance figures were n/a due to COVID.

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 and emotional support Text books
What was the impact of that spending on service pupil premium eligible pupils?	Improved social and emotional scores (QCA)

Further information

In addition to the plan here, we continue to have a COVID remote learning policy that supports all pupils so no child is disadvantaged if they need to isolate. This includes academic expectations for the school and wellbeing provisions.

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 Term 3.