

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 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	New Marston Primary
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	51 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
Date on which it will be reviewed	July 2023
Statement authorised by	Rachel Vlachonikolis
Pupil premium lead	Kerry Minion
Governor / Trustee lead	Steph Best

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,215
Recovery premium funding allocation this academic year	£7,937
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	£79,152

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 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: £17,903

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>

<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>3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,885

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	For children to achieve ARE in reading, writing and maths.	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 oral	1, 4

	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: £44,256

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, including offering breakfast club.	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.	1, 4, 7

	If parents understand the strategies children are using, they are more likely to help at home.	
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Total budgeted cost: £81,044

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 2021- 2022 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.

Whilst attendance is not 96% (due to the pandemic), the gap between PP pupils and all pupils is smaller at NMPS than nationally (using FFT). PP attendance is 89.9% for 21-22 which is -0.6% below national.

No PP pupils have received repeat FTEs since Jan 22. Individual case studies show the impact of increased nurture support. Progress for these pupils has been good (4 case studies - 3 pupils met the ARE out of 4, with 1 now working at GD)

Parental attendance has increased as the year has progressed, with more than 50% of Y1/2 parents attending their assembly and the vast majority of Y6 parents attending the end of year show. We have utilised online platforms to support learning rather than in person events due to COVID.

Data stories show that 100% of pupils in EYFS, 57% in Year 2 and 45% of Y6 pupils are working at ARE in writing.

Data stories show that 100% of PP pupils in EYFS, 50% in Year 2 and 55% in Year 6 are working at ARE. The gap has increased during lockdown between PP and non PP pupils.

In some non statutory assessed year groups attainment is 75%+ (Y4) or progress has been good (Y5) with pupils not yet achieving in line with ARE but working at a much higher standardised score. Few PP pupils are working at GD yet. Y1 and Y3 remain year groups to focus on with high levels of SEN and PP.

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)
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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 22-23.