

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	Newbarns Primary and Nursery School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Gary Birkett
Pupil premium leads	Gary Birkett and Fiona Wilson
Governor / Trustee lead	Elaine Foylan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,40
Recovery premium funding allocation this academic year	£6,960
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	£79,000

Part A: Pupil premium strategy plan

The results of the 2013 cohort of children prompted a swift response and additional support is now used very effectively to enhance the quality of learning, progress and attainment of pupils.

The progress and attainment of Pupil Premium children is now tracked far more rigorously.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Effective deployment of trained staff has impacted positively on the well-being and emotional development of identified pupils. The success of our deployment of resources will be measured on the progress pupils make, feedback from them, their teachers and families on their emotional wellbeing.

Children's "readiness" to learn has been aided by the investment of the Pupil Premium funding in initiatives such as SERIS (Supporting Emotional Resilience in Schools), Kidsafe and Young Lives.

Children learning how to keep themselves safe and families improving relationships through intervention from Young Lives have helped overcome the barriers for learning experienced by our disadvantaged pupils.

Funding will be used to subsidise residential visits and trips, as well as providing extra-curricular clubs that are free of charge. This will result in all children who wish to take part in visits doing so and the overwhelming majority of children enjoying an after school activity of some sort. All of this will benefit their resilience and wellbeing, which are major barriers to educational achievement.

Challenges

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

Challenge number	Detail of challenge
1	The main barrier to educational achievement is the lack of emotional resilience in our children and their families, as well as some parents' difficulties with behaviour at home. This is ever more apparent this year as Covid-19 continues to affect all our lives. We work closely with agencies to address this through our provision.
2	Assessments, observations and discussions with staff indicates there is a decline in the social skills of our children. They are unable to play together amicably in some cases (due to time spent apart) and lack other skills such as table manners and toileting in our younger children.
3	Our assessments show a decline in language and communication skills in our younger children.
4	Our assessments (including the return to work survey) show that many of our families have been impacted by bereavement due to Covid 19.

5	Assessments have also concluded that, proportionately more of our disadvantaged pupils have suffered from a lack of enrichment activities such as clubs.
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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
Children are supported, along with their families, to become more resilient.	Children can verbalise their feelings and worries. Possible attendance issues are improved.
Children’s oral language skills are improved.	Children’s termly phonics results show improvements and children who have not passed the phonics screening check in Year 1, are given the extra support they need to improve. Additional STA support in Early Years has enhanced the language of children through more opportunities to engage in conversation with adults.
Children’s Behaviour for Learning is improved after being detrimentally affected during lockdowns.	Children are able to learn without distraction from outside events and therefore make the progress of which they are capable.

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: £ 43,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional teacher has been employed to teach a third class in Year 6	EEF "Using Your Pupil Premium Funding Effectively." The additional teacher means children are in classes fewer than 20 in this year group. This was particularly important for this year group who faced pastoral challenges greater than others when they were in Year 5. Evidence shows smaller class sizes improve relationships and academic progress. Behaviour for learning is enhanced with fewer conflicts between classmates.	1, 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional STA support for phonics teaching focusing on disadvantaged children reaching the expected phonics standard in Year 1 and those who didn't reach the required standard who are now in Years 2 3 and beyond.	EEF "Using Your Pupil Premium Funding Effectively." Additional one-to-one and small group tuition in phonics enables children to be taught the letters and sounds they need to know. This results in children knowing more and remembering more in phonics.	3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual families working with Young Lives to support them at home.	EEF “Using Your Pupil Premium Funding Effectively.” Behaviour for learning and attendance are improved through this specialist intervention working with children and their families.	4
SERIS (Supporting Emotional Resilience) workers are subsidised.	EEF “Using Your Pupil Premium Funding Effectively.” Children face and have faced many challenges already in their lives and our experienced workers allow them to discuss their feelings, enabling us to signpost and refer to specialist agencies if necessary.	4
After school clubs are subsidised.	EEF “Using Your Pupil Premium Funding Effectively.” Children are exposed to experiences – sports activities etc. that they would not normally have the opportunity to participate in. They form relationships and widen their circle of friends which can promote their resilience and wellbeing.	5

Total budgeted cost: £ 79,000

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 2020 to 2021 academic year.

Reading and maths - our assessment of end of Key Stage 2 attainment of disadvantaged pupils shows an increase, to being in line with non-disadvantaged pupils in school and those nationally as well. The progress these children made is almost in line with other children in school and above national results. (FFT Aspire report for disadvantaged pupils.) Progress in Writing - disadvantaged children’s writing results and progress continues to be above average. Phonics results see an upward trend for all pupils (including disadvantaged). See Whole School Phonics Report comparing school results to local and national results. There continues to be no difference in the attendance patterns of disadvantaged pupils compared to other groups in school, with all groups being above 96%. This is, in part, due to the ongoing work for individual pupils tackling the reasons behind their poor attendance.

Externally provided programmes

Programme	Provider
<p>Young Lives is a specialist consultancy working in partnership with schools and parents to provide flexible and bespoke support to young people on a wide range of health matters: -</p> <ul style="list-style-type: none"> • Family issues • Coping with anger, sadness, rejection, isolation, loss or anxiety and associated behavioural issues • Peer pressure and/or friendship issues • Healthy relationships • Personal identity • Improving confidence, self-esteem and emotional wellbeing • Improving communication with professional involved in their care 	<p>Young Lives https://young-lives.com/</p>

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?	There were 6 children eligible for this funding last year. They were provided with the same intervention strategies as detailed above.
What was the impact of that spending on service pupil premium eligible pupils?	Children achieved the progress they were capable of and their emotional resilience was enhanced.