

Pupil premium strategy statement – Newhall Community Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|------------------|
| Number of pupils in school | 283 |
| Proportion (%) of pupil premium eligible pupils | 45% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | January 2025 |
| Statement authorised by | C Weaver |
| Pupil premium lead | J Smith |
| Governor / Trustee lead | Hannah Rose Soul |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £193,890 |
| Pupil premium funding carried over from previous years | £35,027 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £228,917 |

Part A: Pupil premium strategy plan

Statement of intent

We believe our pupils, irrespective of their background, deserve a world class education and should make good progress in all subject areas. Our learners should all be given opportunities to achieve the key skills and knowledge they need to succeed in their next stage of education enabling them to become life-long learners and be given the opportunity to develop their full potential whatever their need. Our vision includes:

- pupils having rich experiences to build on **Culture Capital** throughout the wider curriculum and embed new knowledge;
- children being fluent, confident **readers** who have skills to infer meaning;
- children who are happy, well-rounded individuals who are self-aware about their **wellbeing** and health promoted by 6Rs (Character Strengths) in school;
- pupils being articulate **communicators** who are expressive and language rich;
- pupils being knowledgeable and armed with **skills to solve problems**;
- a curriculum that supports **self-regulated learners**. Guided by **meta-cognition**, children should be encouraged to activate prior knowledge so they are motivated to approach tasks, whilst successfully monitoring and evaluating their own learning.



Positive relationships and high-quality teaching of a broad and balanced curriculum are key to our approach, with our intent focusing on what our disadvantaged pupils require the most. Our curriculum is underpinned by research-based pedagogy which has been proven to positively impact on the progress of disadvantage learners and at the same time greatly benefit the non-disadvantaged pupils in our school. By using a tiered approach, the intention is that non-disadvantage pupils' attainment will be sustained and improved alongside raising outcomes for our disadvantaged pupils.

Our strategy will be driven by common challenges and individual needs, using robust diagnostic and formative assessment to inform future planning. It is key that we act early to intervene at the point need is identified. We want pupils to develop belief in themselves through experiencing success in the classroom whilst ensuring all staff have high expectations of our pupils, irrespective of background or barriers to learning. For our strategy to be successful, it will be a golden thread within the SDP and part of a whole school approach in which all stakeholders take responsibility for disadvantaged pupils' outcomes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Academic Attainment</p> <p>Year 6 PP combined outcomes fell further in 2024 to 27%. This is below National. This cohort would have been in Year 2 and 3 during the pandemic. This impacted on the transition between Infant to Junior School: forming relationships with new staff and differing expectations for home learning.</p> |
| 2 | <p>Meeting needs of SEND pupils</p> <p>Ensure pupils receive effective support for their learning from the start and provision meets their needs. We know this needs to be done swiftly when they join us in Y3 – 27% of Y3 last year needed a neurodiverse assessment (SPOA). Adaptions for pupils with SEND needs to be a focus when monitoring the curriculum as 11% achieved combined at the end of KS2 in 2024.</p> |
| 3 | <p>Oral Language Skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from our discussions with KS1 staff/Y3 Baselines, through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This negatively impacts their development as readers and writers (vocabulary).</p> |
| 4 | <p>Phonics Skills</p> <p>Assessments, observations, and transition work with KS1 suggests disadvantaged pupils generally have greater difficulties with their phonics than their peers (47.5% of Y3 PP chn required additional phonics in Sept '24) This negatively impacts their development as readers (fluency) and writers (spellings).</p> |
| 5 | <p>Writing</p> <p>Moderations, observations and discussions with teachers indicate progress needs to accelerate in writing throughout school. Pupils building metacognitive skills is key to develop writing stamina and resilience, independence and editing skills.</p> |
| 6 | <p>Social and Emotional Needs</p> <p>A higher proportion of children from disadvantaged background require support with social and emotional skills, which has grown following an increase in social deprivation. This has influenced a range of outcomes for pupils including poorer mental health, lower academic attainment and attendance.</p> |
| 7 | <p>Attendance</p> <p>Our attendance data over the last year indicates that absence among disadvantaged pupils has been between 5.34 – 9.51% lower than for non-disadvantaged pupils (3.60%-5.39%), however, both whole school and PP attendance is in line with national average figures.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and families need additional support to secure/sustain better punctuality and attendance.</p> |

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 |
|--|---|
| Improved combined outcomes for Y6 disadvantaged pupils | KS2 combined outcomes are in line with NA |
| Disadvantaged SEND pupils are identified early and provision meets their needs. | When sources of evidence are triangulated progress is evident. Evaluations show that support for disadvantaged pupils with SEND needs are effective and adapted if necessary. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessments. AR Star Tests show an increase in oral fluency and reading age. Pupils meet their SALT targets. |
| Continue to improve reading attainment among disadvantaged pupils. | Pupils have finished Little Wandle by the end of Y3 and are able to move on to Reading Detectives. Reading outcomes in 2024/25 show that more than 70% of disadvantage pupils met the expected standard. AR Star Tests show an increase in oral fluency and reading age. |
| Improve writing attainment for disadvantage pupils. | KS2 writing outcomes in 2024/25 show that more than 58% of disadvantaged pupils met the expected standard (in line with National). This is an ambitious target |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Class Thrive and Reparative Thrive outcomes gradually improve over the academic year. 6Rs embedded |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Protocols adhered to. Persistent absenteeism is identified early & improves.</p> <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. The percentage of all pupils who are persistently absent being below 17% |

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| | and the gap between disadvantaged pupils and their non-disadvantaged peers is reduced |
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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: £ 118,376

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Two additional teachers to reduce class sizes in Y3 and Y5. | <p>Reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Allows teachers to teach differently – for example, having higher quality interactions with pupils. Can improve quality and quantity of feedback the pupils receive. Provides more opportunity to respond to need with small group tuition within the year group.</p> <p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> | 1, 2, 3 and 5 |
| We will fund subject leader release time to embed key elements of guidance and to access Hub resources and CPD. This also involves coaching from senior leaders & external advisors/directors from LHT to support action planning and develop leadership | <p>Continued professional learning is well designed and uses evidence-based approaches/mechanisms. Professional development aligns with school priorities and effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. School priorities are identified and are built in to the appraisal process.</p> <p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of,</p> | 1, 2, 3, 4 and 5 |

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| skills in school. This links to SDP, particularly implementing changes/CPL for the new writing curriculum. | school. Specific training to support PP and SEND | |
| Cultural Capital is integrated through the wider curriculum. Year groups given funding to enrich experiences in lessons. | Varied life-experiences, activates prior knowledge and language acquisition ' Fluency in the English language is an essential foundation for success in all subjects ' Textual references to concepts and objects, and knowledge drawn from experience, including cultural experience affect text complexity and therefore comprehension. | 1, 2, 4 and 5 |
| Homework. Children given access to TTRS and Spelling Shed at home, with clear expectations. | Digital technology to improve learning. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. | 1, 5 |
| Additional training for all staff, in particular LSAs and teachers, in the delivery of Little Wandle. CPD for staff to support subject leadership and strengthen Middle Leaders | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) Recognising and developing talent in school to: retain aspirations leaders ; reach school development goals; develop staff skills and QFT in school | 1,4 |

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

Budgeted cost: £ 54,712

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Daily Little Wandle phonics lessons for pupils who did not pass the phonics screening. 26 SEND children required | Children need direct instruction in phonics . This is especially the case for those from lower socio-economic status backgrounds and those who are having difficulties reading Little Wandle is on the DFE's List of | 2, 4 |

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| <p>additional phonic support in Sept 2024.</p> | <p>validated systematic synthetic phonics (SSP) programmes. We changed schemes from RWI to Little Wandle as this is the scheme most of the children learnt in their Infant schools. There is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> | |
| <p>Provision of Speech and Language Therapy (SALT) There are currently 18 children receiving SALT interventions in school.</p> | <p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression. EEF research shows that there can be an impact of +7 months</p> | <p>2, 3</p> |
| <p>All pupils to access high quality books through Accelerated Reader to increase reading for pleasure. For disadvantaged pupils identified to be falling behind, reading 1:1.</p> | <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Children given guidance in their reading pathways become more likely lifetime readers.</p> | <p>1,2,3 and 4</p> |
| <p>Extra teacher to run & assess interventions in English/Maths. Small groups to teach gaps and pre-teach. This includes handwriting interventions to support fluency so it is no longer a barrier.</p> | <p>Evidence-based strategies to support high quality teacher –Pre-teaching enables children to have a “practice run at the skills required for the lesson”. Miller, 2006), which children can build knowledge upon further during the lesson. Provides more opportunity to respond to need with small group tuition within the year group.</p> | <p>1,2 and 5</p> |
| <p>Character Awards</p> | <p>Shain, F (2016) Succeeding against the odds: Can schools ‘compensate for society’? Education 3–13</p> | <p>3, 6</p> |

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| | 44(1):8–18. (Effectiveness of ‘enrichment’ activities offering ‘middle class’ experiences to children who can’t access them through home) Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31. | |
| | | |

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

Budgeted cost: £ 55,829

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Pastoral Manager to monitor attendance and coordinate a breakfast club | To improve attainment for children, they need to be attending school. NfER briefing for school leaders identifies addressing attendance as a key step and the Attendance Matters document explains how absence increases the chance of pupils falling behind in their learning and progress made. | 7 |
| Continue to engage with The Greggs Foundation to offer free breakfast to all pupils. | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their attendance and attainment by preparing them for a day of learning. | 1-7 |
| Thrive sessions support pupils’ wellbeing and trained staff provide CLP for staff to further develop whole school approach along with time to screen pupils | Thrive approach – Meet social and emotional needs of vulnerable children so they are well placed to learn. SEL is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. | 6 |
| Whole school approach to | All children are involved in a competition to raise the expectation | 7 |

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| increasing attendance in school. | of attending school. Children are rewarded by class. Families will attendance issues are supported by our Pastoral Lead. | |
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Total budgeted cost: £228,917

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria | Review |
|---|---|---|
| Improved combined outcomes for Y6 disadvantaged pupils | KS2 combined outcomes in 2023/24 show more than 53% of disadvantage achieve at least expected standard in English and maths. With this rising to 60% in 2024/25 | <p>Results from the 2023/2024 SATS results showed:</p> <p>11/41 (27%) PP children achieved expected in RWM compared to 17/35 (49%) in 2022/2023</p> <p>20/41 (49%) PP children achieved expected or above in Reading compared to 27/35 (77%) in 2022/2023</p> <p>17/41 (41%) PP children achieved expected or above in Maths compared to 19/35 (54%) in 2022/2023</p> <p>21/41 (51%) PP children achieved expected or above in GPS compared to 21/35 (60%) in 2022/2023</p> <p>16/41 (39%) PP children achieved expected or above in writing compared to 17/35 (49%) in 2022/2023</p> |
| Disadvantaged SEND pupils are identified early and provision meets their needs. | When sources of evidence are triangulated progress is evident. Evaluations show that support for disadvantaged pupils with SEND needs are effective and adapted if necessary. | <p>SENDCo is completing observations of Year 3 children in Autumn one to support staff identify any needs. Parents/Carers will be informed if any support or referrals are required.</p> <p>SLT have discussions with staff about QFT.</p> |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessment and observations indicate significantly improved oral language among disadvantaged pupils. | Average of 8.75 months reading age growth per class. |

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| | This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessments. AR Star Tests show an increase in oral fluency and reading age | |
| Continue to improved reading attainment among disadvantaged pupils. | Pupils have finished RWI by the end of Y3 and are able to move on to Reading Detectives. Reading outcomes in 2023/24 show that more than 80% of disadvantage pupils met the expected standard. AR Star Tests show an increase in oral fluency and reading age. | New Phonic scheme has been purchased, which is inline with the Infant school to help support the children in phonics. All children in Year 3 and Year 4 have been baselined and grouped according to the results. |
| Improve writing attainment for disadvantage pupils. | KS2 writing outcomes in 2023/24 show that more than 56% of disadvantaged pupils met the expected standard. | 16/41 PP children (39%) meet EXS+ in the 2023/2024 SATS |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Class Thrive and Reparative Thrive outcomes gradually improve over the academic year. | The Lead Thrive Practitioner and SLT Thrive Lead meet regularly to support children across the school and to discuss the children on Thrive. DATA is monitored and children are added and removed accordingly. Lego Therapy has been introduced as another intervention to support wellbeing for a select few children. Currently 4 out of the 6 children are PP. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Protocols adhered to. Persistent absenteeism is identified early and improves | |