

Pupil premium strategy statement 2023-2024

Newall Green Primary 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	671
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	July 2023
Date on which it will be reviewed	annually
Statement authorised by	S Rudd
Pupil premium lead	K McKenzie
Governor / Trustee lead	L Yardley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 580,545
Recovery premium funding allocation this academic year	£ 60,043
National Tutoring Programme funding allocation this academic year	£25,680
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£640,588 (PP and Recovery) £666,268 (PP, Recovery and NTP)

Part A: Pupil Premium Strategy Plan

Statement of intent

At Newall Green Primary, our intention is for all children to come to school and feel happy and safe so that they are able to learn.

Using the five key skills for life (identified in the school Mission Statement), our aim is for all pupils to make good progress in all areas of the curriculum, regardless of their background or the challenges they face.

The factors affecting all children, including disadvantaged children are more prevalent than ever and our disadvantaged pupils do often need extra support. Whether this is help with coming to school, support with learning or accessing extra curricula activities, our ultimate aim is for disadvantaged children to have the same access to a full school life as those children who are not disadvantaged. We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and to accelerate progress for all disadvantaged pupils in order for them to reach Age Related Expectations at the end of Year 6.

Our long-term plan for the Pupil Premium Funding is to respond to the challenges within the community that may impede learning. We believe that supporting our families first is imperative to giving all pupils equal opportunities. We support families to ensure that each child can come to school feeling happy and safe, communicate effectively and engage with learning. Therefore, a lot of our Pupil Premium spending is used to improve attendance, develop parental engagement, improve behaviour and give social and emotional support.

Within our recovery funding, we aim to use our catch-up funding to support children with communication difficulties and social and emotional difficulties that may be impacting upon their learning. Tutor-led funding is used to deliver carefully planned, targeted academic support in one-to-one or small group sessions, with the aim of giving all children equal opportunities to engage and progress with the curriculum.

To ensure our strategies and interventions have maximum effect and impact, our governing body routinely examine data and the impact of this additional funding upon the progress made over time by our PP learners. Through scrutiny, governors are able to challenge in regards to the impact this further funding provides, determine clear routes of accountability for the additional funds received and support the rationale behind the allocation of PP funding.

Challenges

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

Challenge number	Detail of challenge
1	Social deprivation within the community is a challenge and we have a high percentage of children who are eligible for Pupil Premium funding.
2	Communication and language difficulties are significant amongst our pupils. We have a low baseline for the prime areas when children enter our Nursery.
3	Attendance is an ongoing challenge and continues to be below National average.
4	Parental Engagement is an area of challenge within our school.
5	Mastery of skills is an area for development due to missed learning during Covid lockdowns and low baselines.

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 access strong teaching and learning as social and economic barriers diminish.	<ul style="list-style-type: none"> Children have full time Nursery provision from 3 years of age Early Help Opportunities support parents to overcome social and economic impact. Quality First Teaching and carefully structured interventions improve progress and attainment.
Children's language acquisition developed so that age related expectations are met.	<ul style="list-style-type: none"> Language opportunities developed through Wellcomm in EYFS, Drawing Club in Reception, school SALT input with children and training, creating communication friendly environments throughout school.
Attendance of disadvantaged children as a group improves.	<ul style="list-style-type: none"> The gap between disadvantaged children and all children will have narrowed.
Parents engage with activities to support their child's learning.	<ul style="list-style-type: none"> The number of opportunities for parental engagement will increase.

	<ul style="list-style-type: none"> • Maths parental engagement programme implemented. • Parent workshops will have developed parental skills for reading with their children. • Wellbeing courses for parents will have run and positive feedback will have been obtained.. • Regular activity mornings, stay and play mornings to incorporate target setting will have engaged more parents. • Support with early language through activities set on Tapestry and school SALT, Wellcomm team support.
Pedagogy of learning developed by ECTs to narrow the attainment gap of disadvantaged pupils.	<ul style="list-style-type: none"> • Mastery pedagogy used with disadvantaged groups of children to improve skill acquisition and knowledge retention. • Attainment gap between disadvantaged children and non-disadvantaged pupils will have narrowed.

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: £169,960.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting ECT's and students to ensure Quality First Teaching	Ensuring quality first teaching and ensuring that each teacher is supported and has the opportunity to develop is a priority. Ensuring that all children achieve academic success and any gaps are diminished. We work closely with Bright Futures and have a number of teachers and members of SLT acting as Mentors and Induction Tutors. We also have an Assistant Headteacher overseeing all ECT's and students. £55,712	2,5
Retention of staff	Retention of experienced, qualified staff to support ECT's £55,242	1

Educational Psychologist	Referrals ensure appropriate support and provision is in place to help teachers to meet the needs of children with additional needs. £15,000	1
Purchase of standardised diagnostic assessments	Teachers will be able to quickly identify gaps in children's learning and use diagnostic tests to set outcomes for them. These will include: NFER £5,895 B-Squared Connecting Steps V5 £795 Boxhall Salford Reading Test £3,244	5
Memberships and subscriptions	We subscribe to a number of different online and paper resources to support the delivery of the broad and balanced curriculum. These include: Charanga £295 Lexia £616 Times Table Rockstars £131 White Rose Workbooks £5,390 Purple Mash £2900	5
RWI Support including resources and ongoing QA and CPD from RWI and The English Hub	Termly visits to quality assure RWI teaching. Online subscriptions to RWI Spelling and Phonics and purchase of books and workbooks. £5,840	2,5
Data Analysis Support	Data analysis support from the School Data Company to identify gaps in children's learning so that precision teaching can take place. £3500	2
Quality Assurance of the curriculum	Regular quality assurance visits from specialists such as Ruth Levy, Ian Hart and Alan Torr. £4900	5
Choir sessions with Music Specialist	Our music specialist works for one term in KS1, one in Lower KS2 and one in Upper KS2 supporting all children with woodwind and string lessons. Singing assemblies and choir sessions are also provided. £10,500	1

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

Budgeted cost: £493,977.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI catch up tutoring and Freshstart in addition to programme	<p>RWI aims for 100% of Year 1 children to reach the expected standard of the Phonics screening check and give teachers the skills to teach the most struggling readers. Children develop reading fluency so they can read with comprehension and also develop the co-operative behaviour necessary for them to articulate their ideas and understanding.</p> <p>https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/</p> <p>£55 000</p>	1,5
Speech and Language Provision	<p>Advice and training from our school SALT. Our SALT provision includes assessments, reports and programmes for pupils to target their specific areas of need. Provision also includes training of TAs and group, 1:1 therapy delivered by the Speech and Language Therapist. According to the EEF, oral language interventions have an average impact of +5months – they have a moderate impact for low cost.</p> <p>Wellcomm screening providing early identification of speech and language needs. Children are screened and placed into groups according to their language levels. The aim is to bridge the gap and reduce any barriers to future learning.</p> <p>https://www.gle-education.com/assessments/products/wellcomm/</p> <p>Speech and Language Assessments and Interventions £15 000</p> <p>Delivery of SALT recommendations by TA/Wellcomm groups delivered by TA and cost of staff training £30 000</p> <p>Purchase of Widget software to complement a communication friendly environment £295</p>	1,2,5
Individual or small group precision teaching /boosting interventions Year 1-6	<p>Research for the Education Endowment Foundation shows that small groups can have a big impact on learning and progression. Experienced teachers and Teaching Assistants delivering bespoke lessons and targeting learning to ensure all children, including PP children reach expected standard. The children will be carefully and rigorously monitored to ensure progression. Last year 38% of children met expected standard in RWM at the end of KS2. We aim to target children for small group and 1:1 support to increase the percentage of children gaining expected in RWM.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make</p>	2,5

	accelerated progress. Staff will know who they are; their barriers to learning and any strategies needed to meet their educational and emotional needs. £61,643	
The Acorn Provision Rooms	Targeted Learning Support for children with more complex learning needs. Small group teaching with a high adult to child ratio. These rooms are funded by Top-up funding and Pupil Premium. Here are the Pupil Premium costings: EYFS/KS1-£61,635 KS2-£2100	1,2,5
The Hive Provision Rooms	Manchester City Council fund 6 places within our Alternative Provision. This is a learning base where pupils are educated in a Nurture Provision. The cost funded by Pupil Premium Funds is £168,478 as £60,000 is provided by Manchester City Council.	1,2,4,5
Nursery Places	Early Year's intervention whereby children can start Nursery just after they turn 3, our Nursery 1 children. The EEF shows 6 months average impact when children have early years intervention. We also subsidise nursery places so that every child can attend Nursery for 30 hours a week. £99,826	1

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

Budgeted cost: £289,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding Team	<p>Parental Engagement-Pupil voice/ Parent voice tells us that parents like to be involved in their child's learning and pupils like their achievements to be celebrated with parents.</p> <p>ACES (Adverse Childhood Experiences)- Use of a trauma- informed approach helps to break down potential barriers and encourage parents to work with us.</p> <p>https://www.cnwl.nhs.uk/services/mental-health-services/cnwl-trauma-informed-approaches-tia</p> <p>Use of social media to communicate with parents and promote class learning. Parental voice is captured through Parent's Evening Questionnaires and is sought individually for one-page profiles.</p>	1,3,4

	£102,000	
Behaviour Support Team including School Counsellor Drawing and Talking	<p>Therapeutic intervention for children who cannot focus on their learning due to emotional stress or trauma (through being exposed to domestic violence/bereavement/incarceration of parent etc). If anxieties are managed and coping strategies taught, pupil can resume learning and disruption is minimised.</p> <p>Each year group have a term of yoga lessons with a yoga and mindfulness coach, so they learn strategies to self-regulate and relax.</p> <p>School Counsellor & Drawing and Talking interventions. . £27,780</p>	1,3,4
Attendance Team-daily home visits and transport to school One Ed SLA	<p>Poor attendance has a significant negative impact on pupils' achievement. PP are children identified and the team work closely with parents and families to improve attendance, doing home visits and transporting children into school when necessary. If additional support is needed, this is identified early using an Early Help Assessment.</p> <p>Attendance Officers from One Education work alongside us with our hardest to reach families.</p> <p>£63,415</p>	1,3
Team Teach Courses for staff (+re-accreditation of Team Teach Trainer)	<p>A rise in SEMH needs in school (with prevalence in PP pupils)has warranted training in de-escalation for teachers/teaching assistants/lunchtime organisers</p> <p>£600 (re-accreditation)</p> <p>Cost of cover for training days for 20 staff £7000</p>	1
After School Clubs are provided free or at subsidised rates (e.g. Sports all £1 per week) so are accessible to all and increase Cultural Capital	<p>Research by Bourdieu (and Marx before him) believed that Cultural Capital plays an important role in the development of society. Our aim is to equip all pupils with the skills, interests and experiences to be high-school ready and ultimately workforce-ready.</p> <p>£15,000</p>	1,4

<p>Subsidised Breakfast Club</p> <p>Free Breakfast Club</p>	<p>Breakfast is offered in our Breakfast Club. We also have a tuck shop at playtime and we provide cereal bars to children who have not eaten breakfast.</p> <p>Breakfast club is subsidised heavily at only £2 per child. (Average cost locally is £6-8) This makes it accessible to all our families and encourages children and parents to make a positive start to the day.</p> <p>£1800</p> <p>Sometimes, families access our breakfast club for free as a support measure:</p> <p>£7000</p>	<p>1,3,4</p>
<p>Provision Map to create profiles and targets for pupils and monitor the provision across our school</p>	<p>Provision Map is used to monitor and evaluate the impact of our provisions across school. We also create profiles and plans for children needing extra support. It can be used to set targets for pupils who have learning difficulties, social emotional difficulties and who are being monitored for their attendance. These plans are shared with parents and parents are encouraged to contribute to them.</p> <p>£5800</p>	<p>1,2,3,5</p>
<p>Online teaching for PP children who are homeless or have fled Domestic Violence or cannot attend school due to medical reasons</p>	<p>Use of Microsoft Teams for online lessons/ setting of independent tasks/feedback when pupil is still on school roll but cannot be in school due to the distance of their temporary accommodation from school.</p> <p>£9 000</p>	<p>1,3,5</p>
<p>Financial support for Residential trips and activities</p>	<p>Pupil Premium money enables us to make sure that no child misses out at Newall Green Primary. Our children need to have rich and varied learning experiences if they are going to achieve better academically and display the right behaviours for learning. Using Pupil Premium funding to subsidise some trips, we can now ensure that they get those first-hand experiences that they might have missed out on without our financial support and intend to continue to support disadvantaged children in this way.</p> <p>£50 000</p>	<p>1,3</p>

Total budgeted cost: £953,332

The pupil premium allocation has been exceeded by £287,064, which has been offset via other funding streams.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils for 2022-2023

The academic outcomes for the disadvantaged children from 2022-2023 can be found in the 'Funding Allocation' tab under the 'Pupil Premium' tab on our website. The file is named 'Pupil Premium Performance Data'.

The data shows that 38.4% of non-disadvantaged pupils achieved expected in RWM at the end of KS2 compared with 38.8% of disadvantaged pupils. This shows the gap between disadvantaged and non-disadvantaged pupils has been narrowed. 79.1% of this Year 6 cohort of pupils were disadvantaged and therefore received a high level of academic boosting and support for social and emotional or communication needs.

Pupil Premium funding was essential to tackle the attendance crisis that seems to be affecting many schools. Attendance of children who are disadvantaged remains lower than that of non-disadvantaged children. However, the Attendance Team at Newall Green Primary school have monitored, supported and developed strategies throughout school to tackle the difficulties families are facing.

The economic strain that families have experienced has also added to the mental health difficulties of adults within the family. Our knowledge of our children and their families indicated the impact on children's wellbeing, behaviour and mental health were significantly impacted last year. These families continue to be supported effectively by the Safeguarding Team within school. The intended outcomes for supporting families to meet their children's basic needs has been met and we will continue to work in this way. In addition, we have offered a number of different social and emotional interventions to pupils throughout school and evaluation shows that these interventions are having a positive impact on children's wellbeing and ability to access their learning.

We will continue to monitor the academic attainment of disadvantaged pupils so that we can continue to set high expectations for all children and provide them with the opportunities to develop their learning to the best of their ability.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
music	More 4 music

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Our pupil premium funding strategy will be supported by additional strategies in school that are not funded by pupil premium funding.

- Offering a wide range of extracurricular clubs to boost wellbeing (Cosmic Yoga) attendance and aspiration. (Robotics Club)
- A pastoral lead has been taken on in school to help with all children and their families.
- Purchasing of new reading books for all key stages and books that are linked to our PSHE curriculum and protected characteristics.
- Embedding more effective practice around feedback. The EEF demonstrates this has benefits for all pupils, including disadvantaged.