

## Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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 (2022-2023) and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Newland St John's CE Academy
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 to 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Neil Kenningham Head of School
Pupil premium lead	Neil Kenningham Head of School
Governor / Trustee lead	Fred Owen Interim Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,109
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,359

## Part A: Pupil premium strategy plan

### Statement of intent

Newland St John's CE Academy is an average size primary school in an area of average deprivation, with 18.9% pupil premium. 32.5% of children have English as an additional language, with many children arriving in school new to the UK and with little or no English. There is also a high number of children with SEND (20.47%), with 4.5% having an EHCP. Reception AOE is well below ARE. We have 48% girls and 52% boys.

Reacting to the socio-economic needs of the local area and the challenges this creates for the pupils at the school, the key principles of our strategy plan follow our vision that all pupils have the confidence to succeed and realise their full potential in all aspects of their lives.

Our intention is that all pupils:

- attain in line at least with national expectations
- develop as well-rounded individuals
- Have positive mental health and high self-esteem
- have access to high quality teaching and learning
- experience a broad and balanced curriculum including enrichment activities by visitors and visits.

The focus of our pupil premium strategy is:

- Ensuring a well-trained, skilled and effectively deployed staff to deliver a high-quality curriculum
- Ensure quality provision of phonics and early reading
- Ensure a good start to the school day by providing a breakfast for all pupils
- Provide emotional wellbeing support for vulnerable pupils

Our strategy is also integral to our wider school plans for education recovery, using outside agencies to enhance the tiers of support in school. A key part of this plan is to deliver targeted academic sessions through deployment of staff to support pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure we are effective we will:

- adopt a whole school approach in which all staff understand their accountability for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- closely monitor the implementation of the strategy plan and be able to react early to intervene at the point that need is identified.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many pupils, including disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics and early reading</b> than their peers. This negatively impacts their development as readers and their access all aspects of the curriculum
3	Internal and external (where available) assessments indicate that progress in <b>mathematics</b> for disadvantaged pupils is below that of non-disadvantaged pupils, and attainment in maths is below national for all pupils.
4	Assessments show that disadvantaged pupils are less confident at <b>writing</b> and as a result perform lower than their non-disadvantaged peers.
5	Our assessments and observations indicate that the <b>education and wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps in all subject areas, leading to pupils falling further behind age-related expectations, across a range of curriculum subjects.
6	Our assessments, observations and discussions with pupils and families have identified <b>social and emotional issues</b> and a general decline in mental health for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data shows that <b>attendance</b> across the school is in line with national average, however the rate of persistent absence is higher for disadvantaged pupils. Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
1. Improved oral language skills and vocabulary	Assessment and observations indicate significantly improved oral language among all pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutinies and ongoing formative assessment.
2. Improved phonic and reading skills among disadvantaged pupils	Phonic screening checks and end of key stage assessments show an increasing trend of disadvantaged pupils meeting the expecting standard in reading
3. Maths progress and attainment improved	Assessments and end of key stage outcomes will show an increasing trend of disadvantaged pupils meeting the expected standard.
4. Improved attainment in writing	Assessments show that disadvantaged pupils are more confident in <b>writing</b> and as a result perform in line with their non-disadvantaged peers.
5. Attainment gap is closed for all groups of pupils	Assessments and end of key stage outcomes show an increasing trend of disadvantaged pupils meeting the expected standard.
6. Social and emotional wellbeing needs are being addressed	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Data from pupil voice, pupil and parent questionnaires and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
7. Children are attending well	Sustained high attendance demonstrated by <ul style="list-style-type: none"> <li>• ensuring improved attendance for all pupils including those who are disadvantaged.</li> <li>• ensuring a reduction in persistent absences for all pupils, with a particular focus on reducing this for disadvantaged pupils.</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Read Write Inc. programme to secure phonics teaching for all pupils.</p> <p>Training for staff to ensure programme is delivered correctly</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4
<p>Training provided for EYFS practitioners to ensure skilled staff employed who understand and deliver the new EYFS framework with a focus on the quality of social and emotional learning</p>	<p>There is evidence that supports the link between childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 5, 6
<p>Purchase of high quality engaging texts for engaging highly diverse pupil groups to improve reading attainment</p>	<p>Evidence supports that the careful selection of texts, in terms of theme, genre and level of challenge, promotes higher engagement in reading and improves reading comprehension</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2,5
<p>Purchase of programme and related training to improve outcomes in writing</p>	<p>Evidence suggests that writing approaches that include quality modelling and guided practice improve writing outcomes. Evidence also suggests that extensive practice improves attainment in writing.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1671050624">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1671050624</a></p>	4

<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase of training materials to improve the teaching of mathematics.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.gov.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> <p>White Rose Maths Impact</p> <p><a href="https://www.structural-learning.com/post/white-rose-maths-a-teachers-guide">https://www.structural-learning.com/post/white-rose-maths-a-teachers-guide</a></p>	<p>3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging the services of a professional Speech & Language therapist to improve listening, narrative and vocabulary skills for pupils who have low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Develop skilled Speech & Language practitioners to reinforce the programme developed by the professional therapist.  Deploy support staff to deliver targeted interventions including speech and language programmes, reading fluency development, and mathematics.	Oral language interventions can have a positive impact on pupils' language skills. Targeted intervention delivered as regular sessions over a fixed term period.  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  EEF Making Best Use of TAs  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2, 3, 5



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning.</p> <p>SEL approached will be embedded through sessions with a highly skilled Emotional Wellbeing Officer who also supports teachers with classroom practice and collaborates with outside agencies for support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example improved academic performance, attitudes, behaviour and relationship with peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	5, 6, 7
<p>Purchase of quality PSHE resources for delivery in all classes.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example improved academic performance, attitudes, behaviour and relationship with peers.</p> <p><a href="https://pshe-association.org.uk/our-vision/why-pshe-education-matters">https://pshe-association.org.uk/our-vision/why-pshe-education-matters</a></p> <p><a href="http://downloads2.dodsmonitoring.com/downloads/Misc_Files/Careersreview.pdf">http://downloads2.dodsmonitoring.com/downloads/Misc_Files/Careersreview.pdf</a></p>	5, 6
<p>Provide a Breakfast Club service that ensures pupils have a healthy breakfast and best start to the school day.</p>	<p>There is evidence to support the value of breakfast clubs and their impact on academic outcomes:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	2,3,4 5,6,7
<p>Provide disadvantaged pupils with an equal opportunity to take part in high quality educational visits, including residential to broaden their knowledge and experience.</p>	<p><a href="https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/">https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/</a></p>	5,6,7

**Total budgeted cost: £ 77291**

## 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 to 2022 academic year.

#### Pupil Premium Strategy Outcomes

##### EYFS - % Achieving Good Level of Development

All	PP
60%	50%

##### Y1 Phonics Screening - % Achieving Expected level

June 2022	
All	PP
66%	43%

##### Y2 - Age Related Expectations (ARE) and Greater Depth Standard (GD)

Subject	Reading		Writing		Maths		RWM	
Cohort	All	PP	All	PP	All	PP	All	PP
ARE	65%	70%	58%	40%	74%	40%	46%	40%
GD	17%	30%	10%	0%	20%	30%	10%	0%

## Y6 SATs – May 2022

	Reading		GPS		Writing – Teacher Assessment		Maths		RWM	
	All	PP	All	PP	All	PP	All	PP	All	PP
ARE	67%	50%	63%	60%	58%	50%	60%	60%	41%	40%
GD	21%	10%	23%	10%	10%	10%	18%	10%	8%	0%

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was below that of their non-disadvantaged peers in reading and writing in Key Stage 2. Less disadvantaged pupils achieved a good level of development (GLD) in EYFS and less achieved the standard to pass the phonic screening in Year 1.

Our assessment of the reasons for these outcomes points primarily to the long-lasting impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. They were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, despite our best efforts to mitigate this impact by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and virtual learning platforms. Therefore, we will be continuing to target this in the coming year as detailed in this plan.

Although overall attendance in 2021/22 was lower than in the preceding years, it was still high compared to national figures, at 95%. Attendance of disadvantaged pupils was higher than their peers (96%) due to the pastoral support in place. However, persistent absence is higher for disadvantaged.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the continuing long-term impact of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to develop this approach to improving pupil mental health and wellbeing.

## 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
National Tutoring Programme	Teaching Personnel