

# Newland St John's Church of England Primary School

## Pupil premium strategy statement

### School overview

Detail	Data
School name	Newland St John's Church of England Academy
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	Half-termly
Statement authorised by	Lisa Brett Headteacher
Pupil premium lead	Lisa Brett
Governor / Trustee lead	Naomi Bellis LGC lead/ Philippa Gowland Trustee lead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£62,565.00</b>
Recovery premium funding allocation this academic year	<b>£6670</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£69,235</b>

# 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. The pupil base deprivation is above average although the school itself is considered to be located in the second quartile of least deprived areas in the local authority. The percentage of pupils eligible for Pupil Premium Funding (Disadvantaged) is 19% which is below the local and national average. 37% of children have English as an additional language, with many children arriving in school new to the UK and with little or no English. Over 27 different languages are spoken

The total incidence of Special Educational Needs is higher than both the LA and England averages. The predominant needs of SEN pupils in the school are speech and language and communication, and social, emotional and mental health needs, with 16% categorised as needing SEN support, with 4.8% of the school population having an EHC Plan. Attendance is historically above national average.

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
- 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.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

## 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 oral language skills and vocabulary gaps 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 phonics and early reading than their peers. This negatively impacts their development as readers and their access all aspects of the curriculum
3.	Internal and external assessments indicate that progress in mathematics for disadvantaged pupils is below that of non-disadvantaged pupils, and attainment in maths is just below national for all pupils.
4.	The academy and the community which it serves is extremely diverse: for over 37% of children, English is an additional language (this is well above national average), and many of the children who arrive in school are new to the UK and speak little or no English. The children come from a wide range of different parts of the world including Africa, Western and Eastern Europe, China, Indonesia. Many of the families of our children do not not speak English. There are over 27 different languages spoken and we have a small number of children who are refugees. 59% pupils are identified as white British with 16% white (other than British and 9% Black (British/ African) (National 7%). Due to Covid-19, the majority of EAL pupils struggled to access online learning and therefore the learning gap has been exacerbated.
5.	There is a high level of mobility with 77% stability which is below national average, which disrupts pupil progress.
6.	Our assessments, observations and discussions with pupils and families have identified social and emotional issues and a general decline in mental health for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7.	Observations show that a significant number of pupils do not have the opportunity to experience a wide variety of enrichment and cultural capital opportunities, to further enhance the learning experience and contribute to their personal development.

## 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 teacher subject knowledge will enable teachers to facilitate rapid pupil progress for disadvantaged pupils	Staff will demonstrate strong subject knowledge and pedagogical content knowledge across the curriculum Staff will have engaged with internal CPD wider Trust development and external CPD
Improved oral language skills and vocabulary among disadvantaged pupils.	All pupils will have a significantly improved vocabulary which will be apparent in both their speech and writing. This will be demonstrated through internal quality assurance, GLD and writing outcomes at KS1/ KS2
Improved reading progress among disadvantaged pupils.	All pupils pass the phonics screening test in Y1. All pupils who did not pass their phonics test in Y1 will pass in Y2. Reading speed and fluency will increase so that the majority of children are at age related expectations and there is no gap between disadvantaged pupils and the rest of the cohort. End of KS1 and KS2 reading outcomes in 2024/25 show that all disadvantaged pupils meet the expected standard.
Improved maths progress among disadvantaged pupils further narrowing the gap between FSM6 and non FSM.	The percentage of disadvantaged children passing the multiplication tables check is in line with non disadvantaged. 2024/25 Internal formative and summative assessments demonstrate FSM6 pupils attaining in line with their peers. End of KS1 and KS2 maths outcomes in 2024/25 show that all disadvantaged pupils meet the expected standard.
To ensure the school is a place of hospitality and welcome for all pupils seeking sanctuary, including refugees and those seeking asylum	Successful application to become a School of Sanctuary to become a place of welcome and hospitality for all. All members of the community report on surveys that they feel valued and welcome.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To enable all pupils and in particular our disadvantaged pupils to experience cultural capital and wider enrichment opportunities	All pupils participate in a minimum of one enrichment activity each term. All pupils have the opportunity to participate in cultural capital opportunities.

## 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: £24,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the NSJ Learning Cycle based on Rosenshine's Principles of Instruction and cognitive science is rolled out in every curriculum area	Principles include 'spacing' learning out over time, providing worked examples or 'scaffolds' to support problem-solving, and presenting information both verbally and visually. The applied evidence does provide support for many of the principles of learning implied by basic cognitive sciences. Cognitive science principles were significant factors affecting rates of learning and retention of information in the classroom. <a href="#">EEF Review of Cognitive Science Approaches in the Classroom</a>	1
Coaching using high-quality development materials occurs regularly to support teacher development	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <a href="#">EEF: Effective Professional Development Guidance Report</a>	1 and 2
Implementation of Reading Plus to support fluency development	Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. <a href="#">Improving Literacy at KS2</a>	1 and 2
Provision of release time and purchase of high-quality resources to support development of curriculum intent	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful	1

	<p>use of assessment. This could include the selection of high quality curriculum materials.</p> <p><a href="#">‘Menu of approaches’: evidence brief and supporting resources High quality teaching</a></p>	
<p>Release time for subject leaders to model and coach colleagues to ensure effective curriculum implementation in all areas</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p><a href="#">EEF: Effective Professional Development Guidance Report</a></p>	1, 2
<p>Purchase of Read Write Inc. programme to secure systematic synthetic phonics teaching for all pupils. This includes initial and ongoing training for staff to ensure the programme is delivered with fidelity.</p>	<p>This is a DfE validated systematic synthetic phonics programme.</p> <p>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:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Fund teacher release time to develop teacher expertise in maths teaching and curriculum planning, in line with DfE and EEF guidance.</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="#">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="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 3

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

Budgeted cost: £17,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy support staff to deliver targeted interventions including speech and language programmes, reading fluency development, and mathematics	<p>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: Oral language interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/media/1022621/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf">TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p><a href="http://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 3, 4
Fast Track Tutoring. Directly linked to RWInc, this provides additional phonics sessions for pupils who are not meeting age-related expectations or who are at risk of falling behind.	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
Use of diagnostics assessments and implementation of targeted interventions for pupils with SEND	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Interventions should be carefully targeted through identification and assessment of need. Accurate assessments mean that interventions can be delivered effectively</p> <p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools">EEF Special Educational Needs in Mainstream Schools</a></p>	2,3,4,5

## Wider strategies (for example, related to attendance, behaviour, wellbeing) Jigsaw / Education Welfare Officer

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a behaviour system that clearly codifies expectations and incentivises excellent behaviour	Both targeted interventions and universal approaches can have positive overall effects. <a href="#">Behaviour interventions   EEF</a>	All
Bespoke behaviour systems for pupils who require additional support	Both targeted interventions and universal approaches can have positive overall effects. <a href="#">Behaviour interventions   EEF</a>	All
Interventions delivered to improve social, emotional and mental health which have been identified as barriers to attendance <ul style="list-style-type: none"> <li>● Drawing and talking</li> <li>● Lego Therapy</li> <li>● Soft Landings</li> <li>● Lunchtime Club</li> <li>● ELSA</li> </ul>	<a href="#">EEF Improving Social and Emotional Learning in Schools</a>	All
Enrichment activities to develop cultural capital	DfE Character Education Framework	All

**Total budgeted cost: £69,235**



## 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 2022/23 academic year.

- *Our internal assessments during 2022/23 suggested that implementation of the school pupil premium strategy has had the following impact.*

#### Year 1 Phonics Screening: June 2023

All	Pupil Premium
90%	83.4%

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

Subject	Reading		Writing		Maths		RWM	
	All	PP	All	PP	All	PP	All	PP
<b>ARE</b>	<b>61%</b>	<b>42%</b>	<b>55%</b>	<b>42%</b>	<b>61%</b>	<b>28%</b>	<b>48%</b>	<b>28%</b>
<b>GD</b>	<b>18%</b>	<b>14%</b>	<b>9%</b>	<b>14%</b>	<b>6%</b>	<b>0</b>	<b>6%</b>	<b>0</b>

#### Y6 - Age Related Expectations (ARE) and Greater Depth Standard (GD) May 2023

Subject	Reading		Writing		Maths		RWM	
	All	PP	All	PP	All	PP	All	PP
<b>ARE</b>	<b>65%</b>	<b>50%</b>	<b>74%</b>	<b>57%</b>	<b>67%</b>	<b>57%</b>	<b>52%</b>	<b>36%</b>
<b>GD</b>	<b>28%</b>	<b>7%</b>	<b>13%</b>	<b>7%</b>	<b>26%</b>	<b>7%</b>	<b>7%</b>	<b>0%</b>

\*The number of PP children is much smaller than the cohort and this may have an impact on the percentages.

Our assessments during 2022/23 suggested that the performance of disadvantaged pupils was below that of their non-disadvantaged peers in reading and writing and maths in Key Stage 2. Less disadvantaged pupils achieved a good level of development (GLD) in EYFS and a slightly lower percentage 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 2022/23 was lower than in the preceding years, it was still higher than national figures, at 94.4%. Attendance of disadvantaged pupils at a similar level (93.6%) and this again was higher than national due to the pastoral support in place. However, persistent absence is higher for disadvantaged

*We used pupil premium funding to continue to provide high quality EAL and wellbeing support for all pupils, and targeted interventions where required. Our evaluation demonstrated that English language acquisition, wellbeing and mental health were significantly impacted last year, primarily due to the long-term impact of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We will therefore continue this as a key focus under wider strategies, in our new plan for 2023/24*

## Externally provided programmes

Programme	Provider
Read, Write Inc	Ruth Miskin Training
Reading Plus	Dreambox Reading

## Service pupil premium funding (optional)

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

## Further information (optional)

### **Additional activity**

#### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, learning walks, book scrutiny, conversations with parents/carers, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.