

# Pupil premium strategy statement – Newsham 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	433
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	April 2021
Date on which it will be reviewed	Annually
Statement authorised by	Mr Neil Jones
Pupil premium lead	Mrs Cathryn Watson, School Business Leader
Governor lead	Fr Ian Flintoft, Chair and linked governor for Disadvantaged Pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,215.00
Recovery premium funding allocation this academic year	£5,184
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>	£0.00
<b>Total budget for this academic year</b>  <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>	£215,399.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Newsham Primary School, we believe in preparing every member of our school community for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success, irrespective of their background or the challenges life may make them face.

We aim to:

- Provide equal opportunities for all pupils.
- Provide teaching and learning of the highest quality.
- Differentiate learning to take account of the needs of each individual.
- Support pupils' physical, mental, social, moral, spiritual and cultural needs.
- Keep all pupils safe from physical and emotional harm.
- Provide a broad, balanced and rich curriculum that prepares pupils for modern life.
- Enrich pupils' learning through visits and experiences.
- Embrace the community and make parents part of the school's success.
- Create a friendly, happy atmosphere where good behaviour is the norm and attitudes to learning are positive.
- Achieve the best outcomes for all.

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify our priorities and needs of our school community.

We believe it is important to allow everyone the chance to contribute ideas to achieve our aims. We ask parents, staff, governors and pupils to share their ideas through a variety of media forms.

Staff work closely with our more vulnerable pupils, for example those who have social workers, our pupil premium statement is intended to support this group of pupils and their needs, regardless of whether they are disadvantaged or not.

Current school staff give targeted support to disadvantaged pupils through the National Tutoring Programme, this programme aims to support those pupils whose education was most affected during the covid-19 pandemic, however, some of the pupils receiving tutoring will also be non-disadvantaged pupils.

Teaching staff have the skills, knowledge, resources and understanding to deliver improvements to reading, writing and mathematical outcomes across school, ensuring progress from all starting points for disadvantaged pupils. Teaching staff understand that closing the attainment gap for these pupils is a golden thread that underpins the wider curriculum and that sustained progress will improve outcomes for all.

## Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils require regular, short, targeted academic or pastoral interventions in order to support them in keeping up with their peers both in the long and short term.
2	A significant proportion of pupils join our school with delays in speech, language and communication. Pupils' self-help skills and ability to work proactively or independently is hampering learning behaviours and performance.
3	The behaviour and attendance of children suffering from a range of health, social and emotional difficulties can limit learning. It is difficult to rapidly access support from relevant services to address these issues.
4	Limited access to support for pupils at home including regular reading with an adult, for homework, access to IT equipment or a suitable space to work.
5	Many of our pupils, in the long and short term, can face challenging situations that limit their learning. These may include bereavement, family issues and relationship issues and barriers to education due to family attitudes (ACES)
6	Low prior attainment on entry, including specific gaps in basic numeracy and literacy;
7	Raising the awareness of the importance of good physical health through quality diet, sleep, exercise and well-being strategies.

## 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
Progress in reading – disadvantaged pupils achieve progress in line with other pupils	School assessment information will show that targeted children make progress that is at least the same as other children.
Progress in writing - disadvantaged pupils achieve progress in line with other pupils	School assessment information will show that targeted children make progress that is at least the same as other children.
Progress in maths - disadvantaged pupils achieve progress in line with other pupils	School assessment information will show that targeted children make progress that is at least the same as other children.

Pupils disadvantaged by not having support, opportunities or resources to complete homework at home will have equal opportunity to complete it, with support at school.	All pupils complete homework on a regular basis. All pupils will read regularly with an adult. All pupils have access to an appropriate device to complete homework.
Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning.	Improved attendance or continued good attendance of targeted pupils. Incidents and issues at home have limited impact on the children's learning.
Disadvantaged pupils participate in broader curriculum activities in similar proportions to other pupils.	All children experience a range of additional experiences to enhance the curriculum.
The learning of all children will be enhanced by the use of visits and visitors. Visits and visitors will still go ahead if voluntary contributions are inadequate.	All children experience a range of additional experiences to enhance the curriculum. This will be reflected through pupils' responses in subject monitoring.
Disadvantaged pupils have access to high quality resources for diet, exercise and well-being.	All children will be given access to hardship relief when necessary and high-quality education in health enrichment.
Year 5/6 pupils will be invited to attend a 3-day residential visit. Children's self-awareness and sense of independence are developed, articulated and celebrated in school. Participation contributes to our commitment to ensuring that children are well prepared, both socially and emotionally to make the transition from primary education to secondary education environment, and the academic challenges some will face.	Funding is available to those who wish to attend.
Phonics - disadvantaged pupils achieve progress in line with other pupils	School assessment information will show that targeted children make progress that is at least the same as other children.

## 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

Budgeted cost: £84,000.00

High Quality Teaching	
A1.	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

A2.	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
A3.	Mentoring and coaching
A4.	Recruitment and retention of teaching staff
A5.	Technology and other resources focussed on supporting high quality teaching and learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS increase those achieving a good level of development in English by 3% and ensure that the disadvantaged gap is closing. Improve the pass rate in Phonics screening while ensuring that the disadvantaged gap is closing.	Remodelling of assessment statements from new curriculum to monitor journey to GLD.  Implementation of Little Wandle phonics program.	1
Teaching staff have the skills and Knowledge and resources (including Interventions) they need to deliver improvements to reading, writing and mathematics outcomes across the school.	Implementation of Spelling program in KS2  Improve the quality and effectiveness of marking and feedback to ensure it has a direct impact on outcomes for pupils and reduces teachers' workload.  Implement curriculum assessment and monitoring changes throughout Foundation Subjects and STEM.  High quality Interventions happening through the school (including National Tutoring Program) with focus on Disadvantaged provision	1
Introduction and recruitment of five ECTs to team teach across school with senior leaders will increase the skills and expertise available to pupils.	Ensure high quality support for those with new responsibility  Robust, high quality monitoring systems developed in new structure to ensure that provision in all areas is high quality.	3 4

Retention of existing Deputy Headteacher to part time role will ensure leadership expertise carries on throughout academic year 2023/24.	Increased management time to ensure impact and progression for disadvantaged groups.  To lead safeguarding, inclusion and family support.	
Parent Learning classes and EAL hub.	A member of the senior leadership team has responsibility for communicating with and support parents, running afternoon sessions to enhance English and maths skills to help parents support their children with homework, life skills etc. This will also be an EAL parent meeting hub, for translation, signposting support and community engagement. Some of these sessions are practical and involve cooking. All resources are provided by school.	3
Purchase of IT equipment across school to support high quality teaching and learning and benefit home learning.	Robust cycle of procurement to ensure equipment is up to date and of adequate use for pupils both in school and at home.	5

## Targeted academic support

Budgeted cost: £72,472.00

Targeted Academic Support	
B1.	Interventions to support language development, literacy, and numeracy
B2.	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
B3.	Teaching assistant deployment and interventions
B4.	One to one and small group tuition
B5.	Peer tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Little Wandle phonics program	Phonics outcomes improve to pre-pandemic levels 2023	1

Implementation of Spelling program in KS2 (Sounds and Syllables)	Spelling outcomes are improved for all learners.  Little Wandle includes intensive directed Intervention package for lowest performing 20% to 'catch up'. Training has been delivered, staffing planned and budgeted for and resources purchased.	
Introduction of specialist support bases, UPR teachers and SEND HLTA to oversee provision for pupils. 80% of pupils in this group Disadvantaged.	New teaching role and TA support built in to budget to work with group of around 20/25 pupils. Monitor success for pupils including external review half termly for SEND and disadvantaged pupils.	2
NPS employs a substantial team of Teaching Assistants deployed to support both disadvantaged and non-disadvantaged pupils in school delivering a wide variety of intervention programmes.	This will help pupil outcomes return towards pre-pandemic levels.	3
3 teachers engaged to deliver School Led Tutoring (SLT) across school to small groups of 3. Covering 15 pupils each day.	This small group tuition is aimed to close the gap for disadvantaged pupils. The school will target 75% disadvantaged pupils in tutoring program.	4

## Wider strategies

Budgeted cost: £56,500.00

Wider Strategies	
C1.	Supporting pupils' social, emotional and behavioural needs
C2.	Supporting attendance
C3.	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
C4.	Extended school time, including summer schools
C5.	Breakfast clubs and meal provision
C6.	Communicating with and supporting parents



Activity	Evidence that supports this approach	Challenge number(s) addressed
Many pupils, at NPS, in the long and short term, can face challenging situations that limit their ability to access learning. Situations may include serious family issues, relationship issues and bereavement.	NPS provides access to emotional support from a qualified LSA and SLT. Children can check in daily with a designated member of staff. Historically, 73% of pupils requiring emotional support have been classed as Disadvantaged.	1
Improve attendance and reduce the number of those classed as persistent absentees as well as increasing home engagement with school.	<p>School engagement in outstanding practice of attendance improvement through attendance network meetings.</p> <p>Identified link staff for PA risk families, with particular focus on 'Disadvantaged' groups</p> <p>Increased access to enrichment and family support (clubs/ breakfast club/ ASC).</p> <p>Improved awareness and engagement of parents through increased curriculum meetings.</p> <p>Revised program of home learning rewards and monitoring and increased access to home-based IT.</p> <p>Disadvantaged pupils have 2% lower attendance at Newsham Primary than non disadvantaged.</p>	2
Additional contributions to educational visits are likely to cause an additional financial burden to families, however, without voluntary contributions NPS would not be able to plan such visits or experiences for pupils. Pupils from disadvantaged backgrounds are less likely to have access to these experience out of school.	Within NPS's charging policy we will subsidise the cost of all visits and experiences in school. Pupils will not miss out on any offered visit or visitor due to financial disadvantage.	3
Contribution towards annual residentials in Y5/6 is likely to cause financial	We plan to subsidise the cost of our Y5 and Y6 residential visits to ensure all families can afford to send their child,	3



hardship to many families, especially those who are disadvantaged. The cost of these visits would not be manageable within the school budget without contribution.	should they wish to. Families of disadvantaged pupils will be asked to make a subsidised contribution towards the cost of the visit. Pupils will not miss out on any offered visit or visitor due to financial disadvantage.	
Additional contributions to school activities such as swimming are likely to cause a financial burden to families. Without these contributions the school would not be able to provide the regular sessions.	NPS will subsidise weekly swimming sessions. All pupils' lessons are paid for but an affordable contribution is requested from families. Pupils will not miss out on any offered visit or visitor due to financial disadvantage.	3
Additional clubs have been added to provision after school, sports clubs and singing, extending the school day.	These clubs are free to pupils who wish to join. There is no financial burden to families due to cost and all equipment is provided. They encourage attendance and well-being. Support staff are paid overtime to help facilitate these sessions. Pupils will not miss out on any offered visit or visitor due to financial disadvantage.	4
Payments for pupils to attend Breakfast Club, may not be manageable for disadvantaged families.	NPS will offer free Breakfast Club for those disadvantaged families, in order to ensure pupils a given the chance to receive a breakfast at the start of the day, should families want to take advantage of it. Pupils will not miss out on any offered visit or visitor due to financial disadvantage.	5

**Total budgeted cost: £212,972**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2023, 65% of Disadvantaged Pupils achieved the expected standard in Phonics which was 14% lower than non- disadvantaged.

Nationally, 67% of disadvantaged year 1 pupils met the standard compared to 83% of their wealthier peers – a gap of 16%.

In KS1 at Newsham, in Reading there was a 18% gap, in writing 28% and in maths 21%

In KS1 Nationally, in Reading there was a 16% gap, 18% writing and 17% maths

In Key Stage 2

Reading	2023					
	Cohort	At Least Expected	% At Least Expected	Above	% Above	Average Point Score
All	59	41	69%	11	19%	104
National			73%			
Boys	31	20	65%	6	19%	104
Girls	28	21	75%	5	18%	104
Difference with 'all'			-4%		0%	0
Disadvantaged	26	14	54%	4	15%	101
Non-Disadvantaged	33	27	85%	7	21%	105
Difference with 'all'			-15%		-4%	-4

Writing	2023					
	Cohort	At Least Expected	% At Least Expected	Above	% Above	Average Point Score
All	60	37	62%	1	2%	N/A
National			71%			
Boys	31	20	65%	0	0%	N/A
Girls	29	17	59%	1	3%	N/A
Difference with 'all'			3%		-2%	
Disadvantaged	27	15	56%	1	4%	N/A
Non-Disadvantaged	33	22	67%	0	0%	N/A
Difference with 'all'			-6%		2%	

Maths	2023					
	Cohort	At Least Expected	% At Least Expected	Above	% Above	Average Point Score
All	59	34	58%	8	14%	101
National			73%			
Boys	31	19	61%	7	23%	103
Girls	28	15	54%	1	4%	99
Difference with 'all'			3%		9%	4
Disadvantaged	26	14	54%	2	8%	100
Non-Disadvantaged	33	20	61%	6	18%	102
Difference with 'all'			-4%		-6%	-2

## Externally provided programmes

### Little Wandle

Little Wandle Letters and Sounds Revised reflects the latest evidence-based understanding of how children learn. Little Wandle Letters and Sounds Revised provides all the planning, resources and support needed. The pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background.

### Sounds and Syllables

Sounds & Syllables is a primary spelling programme that teaches all children in a simple but logical way how English spelling works. It was designed with three simple principles in mind: that it would be universal, simple and logical. It works with spellers of all abilities, from those who might find spelling consistently a challenge to those who are confident, sophisticated spellers. The Sounds & Syllables spelling approach helps children to spell any word in the English Language.

### The Write Stuff

"The Write Stuff" by Jane Considine brings clarity to the mechanics of writing. 'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. This approach makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities. Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing.

## Further information

Disadvantaged backgrounds remain one of the biggest barriers to improving outcomes for young people in the UK today. There are too many children missing out on a decent childhood and the number of children living in poverty is forecast to increase over the coming years as a result of the economic climate and cuts to welfare and services.

During the pandemic, senior leaders at Newsham Primary identified and supported many families, who were struggling, in a host of ways. Following lockdown, we recognised the desperate need for support from an increased number of families and the community role in school escalated. Many families were supported and in April 2022 Newsham Primary applied to be part a trial, initiated by the Government, to consider ways to prevent childhood poverty.

Over 25% of children in the North of Tyne combined Authority (NTCA) live in poverty. More than half of those children are in working households and are families without the financial resilience to cope with economic crisis. The NTCA funded initiative is aimed at helping to break the cycle of living in poverty; in turn this should reduce the need for much of the support we use so frequently at Newsham. The programme builds on the established work of Local Authorities by extending good practice & enabling additional activity, which would otherwise not occur.

Following the pandemic, Newsham Primary School identified School Community Support as being critical to enhance the life chances for so many of our pupils and families. We are very fortunate to have a senior leader who is available to work with North of Tyne Combined Authority on a government trial. A bid for funding to help towards the cost of this facility and staffing it in school was successful and financial support received. Although premises are not yet fit for purpose, this has not deterred the work and we have already established the following:

**Family Learning** - Basic English and maths sessions for adults, leading to a nationally recognised qualification; this will support adults in seeking employment and supporting their children with homework.

**Links with charities and Foodbanks** – We work with church, charity and voluntary groups to provide emergency support for families as well as providing food during school holidays and support at Christmas with gifts for all household members and food parcels.

**Cooking from Scratch sessions** - Cookery sessions, including budgeting, to help adults learn to make cost effective, healthy nutritious meals.

**Eco-Uniform Scheme** - Presenting the recycling of school uniform has reduced the stigma associated with second hand clothes. It is hugely successful and is now run by a parent.

**Citizen's Advice** - We work with Citizens Advice 'Frontline referrals' to be able to provide immediate advice, support and signposting for families. We also offer face to face welfare/housing/benefits/ employment advice on a regular basis.

**Community Allotment and Garden** - Launch of the community garden and community allotment; this allows families to experience first-hand the benefits of growing their own produce. It promotes a healthy lifestyle through exercise, which results in improved mental health, and also the outcome of more tasty vegetables at a fraction of the cost. This is now promoted by social prescribers from two GP practices in Blyth.

**Local Councillors** – Local councillors hold their surgeries in the Hub.

**Partnership working** - Volunteers and the hub are working with local councillors on an initiative to improve the local area.

**Blyth Family Hub** - Discussions have commenced to explore the Lighthouse Community Hub becoming a satellite for Blyth Family Hub (previously SureStart), providing youth clubs together with a range of parenting groups.

**Social Prescribers** -Social practitioners from local GP surgeries have approached us with a view to running groups from the hub.

**EAL Sessions** - these sessions bring together a small group (for whom English is an additional language) to help them practise speaking English, understand what is available to them in the community and celebrate their traditions and cultures.

**Fundraising** – Successful RISE funding application to establish a toddler's group. This will allow school to influence children from a younger age. We have secured grant funding to allow commencement of structural alternations. Additionally, volunteers fundraise, which is giving these individuals a real sense of purpose and responsibility whilst developing skills that will aid them in future employment. School benefits from this fundraising through contributions to residentials and sponsorship.

Our success to date has been wonderful! From the group of 10 adults who have attended family learning sessions over the past year one has enrolled and is studying for a GCSE in maths and four have secured employment. Most importantly over half of the group we have worked with have improved the life chances for themselves and their families in the first year of this initiative. The community support role in school is crucial for improving the life chances of so many of our disadvantaged families and Newsham Primary aim to invest in this further over the next few years, seeking funding for this role from outside of the school budget.

Pupil Premium funding does not fund any of the community work we are doing at Newsham. However, the work impacts significantly on the lives of some of our most disadvantaged and vulnerable pupils together with their families. This community work is increasing the life chances for some of our most disadvantaged local families and it is our aim to break the cycle for these families, many of whom are now experiencing third generation unemployment and poverty.