

### Pupil Premium Strategy Statement 2023- 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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.

#### School Overview

Detail	Data
School name	Newton Road School
Number of Pupils in school	236
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year or years that our current pupil premium strategy covers	2023-2024
Date this statement was published	05 September 2023
Date on which it will be reviewed	01 July 2024
Statement authorised by	Kerry Mills (Principal)
Pupil premium leads	Kerry Mills (Principal)
Local Committee lead	TBC

#### Funding Overview

Detail	Amount
<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>£148,800.00</b>

## Statement of Intent

### Dream. Believe. Achieve.

Our school Mission encompasses our ultimate objective for all of our children, and none more so than our most disadvantaged. We want to *ensure our children and community are given the opportunities to **DREAM** of a bright future, **BELIEVE** in themselves, and **ACHIEVE** their highest potential in school and throughout their life so that they can truly make a difference wherever they go.*

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. When making decisions about Pupil Premium funding, we have considered the context of the school and the subsequent challenges that the school faces. We have also considered research by the Education Endowment Fund.

We recognise that there are a range of complex challenges faced by vulnerable pupils, such as those pupils, whose family have an EHA, those pupils, who are under social care or those pupils, who are young carers, and because of this we ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the situation within school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school, as well. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils, including through staff training and development
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

The contextual demographic at Newton Road (higher than average SEND and mobility) indicates that the disadvantaged pupil group at Newton Road School has a number of significant barriers and are therefore complex in need. 63% of the children identified with SEND are also disadvantaged. Of the SEN and PP cohort, 3 children have an EHCP and 3 children are in assessment for an EHCP and 1 is in receipt of locality funding.

Our approach will be responsive to common challenges and individual needs, embedded with robust, multi-faceted and diagnostic assessment. To ensure they are effective, we will:

- intervene early when need has been identified
- ensure disadvantaged pupils are challenged in the work that they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged
- target pupils' outcomes and raise expectations of what they can achieve through identifying barriers to learning.

Our current strategy aims to meet these objectives using a tiered approach:

1. Teaching – we will ensure that there is an effective teacher leading every class, and that every teacher is supported to keep improving.
2. Targeted academic support – we will ensure that we have a skilled, effective team of support staff who lead and deliver structured one-to-one or small group intervention to classroom teaching.
3. Wider strategies – we will ensure that non-academic barriers are also removed by providing attendance support and behaviour/social and emotional support

## Challenges

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

Challenge number	Detail of Challenge
1	Low attainment on entry to school
2	Rates of progress across KS2
3	Broad and breadth of experiences can often be limited.
4	Punctuality and attendance are often lower than national average
5	Social, emotional and mental health impacts on readiness to learn.
<b>Added in 2022 - 2023</b>	
6	Weak language and communication skills
7	Children joining us in KS1 or KS2 with complex needs or who have significant gaps in their learning
<b>Added in 2023 - 2024</b>	
8	Reading Outcomes in KS2 significantly below National

## Intended Outcomes

This explained the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether the have achieved.

Intended Outcome	Success Criteria
Improved attainment and progress in Reading	<ul style="list-style-type: none"> <li>• Achieve and exceed national average progress scores in KS2 Reading</li> <li>• Attainment to be in line with National Average in KS1 and KS2</li> <li>• Achieve and exceed national average expected standard in PSC (a minimum of 80%)</li> </ul>
Improved attainment and progress in Writing	<ul style="list-style-type: none"> <li>• Achieve and exceed national average progress scores in KS2 Writing</li> <li>• Attainment to be in line with National Average in KS1 and KS2</li> </ul>
Improved attainment and progress in Mathematics	<ul style="list-style-type: none"> <li>• Achieve and exceed national average progress scores in KS2 Mathematics</li> <li>• Attainment to be in line with National Average in KS1 and KS2</li> </ul>

Attendance for PP children is in line with national data	<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils to exceed national and LA average (95.8%)</li> <li>Percentage of persistent absenteeism among pupils eligible for PP to be 8% or less</li> </ul>
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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)

Total budgeted cost: £10200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Refine and further improve the quality of teaching across the curriculum via research-based practice</b> <ul style="list-style-type: none"> <li>Reading continues to be prioritised to enable all vulnerable groups, particularly PP children, to access the full curriculum offer. All novice teachers will improve their subject knowledge of reading through CPD, coaching, and modelling of expert teachers to enable them to teach reading effectively.</li> <li>A bespoke instructional coaching support programme of support will be in place for each all teachers and early career teachers will receive support via their mentor and ECT framework programme.</li> <li>CPD provided by subject leaders will ensure knowledge is secure across all domains of the curriculum through audits, staff voice, appreciative enquiries and learning walks.</li> <li>Subject Leaders to refine curriculum documentation and ensure practice based on research and ensure intent (what we teach when) is mapped and all staff are aware. Subject Leaders are given release time to focus on monitoring the teaching provision and ensure focused professional development and training.</li> <li>Challenge in lessons and evidence of challenge in lessons for higher attainers is evident in data, books, pupil voice and other monitoring activities.</li> <li>Evidence of models and effective scaffolds used in teaching, linked to</li> </ul>	<p>DFE – ‘Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015’ – successful school strategies – “Focus on improving the quality of classroom teaching”</p> <p>EEF says ‘great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable</p>	1, 2, 8

<p>cognitive load and Rosenshine's research-based practice, to support pupils' in moving from guided to independent practice and obtain a high success rate during lessons.</p>		
<p><b>Ensure all relevant staff (including new staff) have received high-quality training to deliver the phonics scheme effectively</b></p> <ul style="list-style-type: none"> <li>• CPD via videos and bespoke actions plans and classes in place for all phonics teachers to attend</li> <li>• X1 development days for phonics teachers to participate in with a national trainer for RWI</li> <li>• Release for phonics lead to engage in reading hub and RWI Development days</li> <li>• Robust and rigorous termly assessments for all pupils who participate the phonics scheme and assessments shared with phonics teachers to identify gaps and adapt teaching to meet the needs of the pupils.</li> <li>• Phonics teachers identified to provide 1:1 tuition for pupils who need intensive phonic support, based on assessments.</li> <li>• Ensure enough book bag and targeted phonics books are available to take home.</li> </ul>	<p>EEF toolkit states that phonics work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children.</p> <p>DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – "Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all'"</p>	<p>1, 2</p>
<p><b>Ensure high quality texts are available to all pupils for reading in school to develop comprehension and for reading for pleasure and reading at home – to ensure they are matched to age and stage</b></p> <ul style="list-style-type: none"> <li>• Reading lead and phonics lead to review books available and review mapping for entire curriculum</li> <li>• Clear set of texts are mapped – ensuring breadth of genre, diversity etc and teach the children about the world we live in.</li> <li>• Reading lead to monitor pupil voice and reading (especially PP) to look at coverage and attitudes to reading and to ensure texts are relevant to age and stage</li> <li>• Production of videos to share with parents about reading at home with children so they are clear of expectations.</li> </ul>	<p>EEF toolkit states Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Mastery learning approaches that include collaborative learning can be effective.</p>	<p>1, 2, 3, 8</p>
<p><b>Identifying, targeting and bridging gaps in learning rapidly and effectively</b></p>	<p>EEF says 'there is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-</p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> <li>• PiXL subscription purchased for the school so all staff have full access to this</li> <li>• PiXL is a resource that is designed to be used in schools to provide therapies for precision teaching and to diminish gaps in learning.</li> <li>• PiXL will be delivered to small groups of children who have been identified and who are grouped based on their area of development, with a focus on PP children.</li> <li>• PiXL leaders will receive and deliver CPD to ensure that the intervention is delivered effectively</li> <li>• Teacher or support staff to deliver high-quality bespoke intervention support for targeted children.</li> <li>• Targeted pupil progress reviews during tri-weekly pupil progress meetings for identified PP children who are not on track meet their end of year targets – from October 2021.</li> <li>• Smaller class sizes utilised in Y1 to support progress and ensure learning is rapid and effective. The development of the use of continuous provision supports the development of independence and learning behaviours.</li> </ul>	<p>up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.' EEF toolkit states that small group work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children. DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – "Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all"</p> <p>EEF States here is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p>	
<p><b>Improve speaking, listening, and understanding skills for pupils eligible for PP in Y1 and Reception classes.</b></p> <ul style="list-style-type: none"> <li>• Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident. Subject leaders ensure this is evident in their subject area</li> <li>• Classroom environments are rich in vocabulary.</li> <li>• Reading for Pleasure to occur daily to broad the children's repertoire of vocabulary.</li> <li>• Write Stuff is used as a methodology for teaching writing which focuses on the internalisation of vocabulary and language patterns and structures through lenses</li> <li>• Planning details activities which extend pupils' expressive and receptive vocabulary which relate to current topics, alongside opportunities to practise using new vocabulary.</li> <li>• The knowledge rich curriculum will teach specific, clear information to everyone which explicitly identifies new vocabulary in order to give our</li> </ul>	<p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children's spoken language.</p> <p>EEF toolkit states that Early Years Intervention has an effect of +5 months, particularly for low income families. The focus of the interventions needs to be on developing attitudes and learning behaviours so that the intervention has a lasting impact.</p> <p>EEF Toolkit states – 'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions,</p>	<p>1, 2</p>



<p>pupils access to more words and quality words.</p> <ul style="list-style-type: none"> <li>• SL lead to ensure cued articulation is introduced into EYFS, alongside RWI, to support speech and language development.</li> <li>• Staff Training on cued articulation</li> </ul>	<p>over a finite period, and link learning to classroom teaching.'</p>	
<p><b>Increase higher rates of progress, particularly across KS2 for pupils eligible for PP.</b></p> <ul style="list-style-type: none"> <li>• Teaching, which is matched to the needs of the learners will ensure that there is a relentless drive on ambition for all pupils in all lessons. Subject Leaders to monitor the impact.</li> <li>• CPD and support will be offered to staff to ensure high levels of challenge are present within lessons.</li> <li>• Data reflects an increase in % of ARE and GDS combined so that it is at least in line with national.</li> <li>• Providing mentoring for teaching staff and support staff to understand and be able to deliver mastery approaches to learning (particularly in Maths), as well as metacognition and supporting learners to understand how they best learn.</li> <li>• Ensuring 1:1 coaching of teaching staff is highly effective and is aligned to research based practice</li> </ul>	<p>DFE – 'Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015' – successful school strategies – "Focus on improving the quality of classroom teaching" EEF Toolkit shows that teaching reading comprehension strategies has an impact of +6 months. The focus of the reading comprehension strand would be vocabulary within the knowledge rich curriculum. EEF toolkit states that small group work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children.</p> <p>EEF toolkit states 'Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months)'.</p> <p>EEF toolkit states that 'Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p> <p>Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.'</p>	<p>1, 2, 3</p>
<p>Increase rates of academic progress in Key Stage One through the use of non-mixed classes for maths and writing. Year One taught as single cohort and Y2 in smaller groups to improve rates of progress.</p> <ul style="list-style-type: none"> <li>• Teacher child ratio is 1:18 in Year Two— clear focus on Year group objectives.</li> </ul>	<p>EEF States here is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p>	<p>1, 2, 3</p>

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

Total budgeted cost: £79600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improve speaking, listening, and understanding skills for pupils eligible for PP in Y1 and Reception classes.</b></p> <ul style="list-style-type: none"> <li>1:1 intervention with a TA who is trained in SALT to improve oracy in school for those children identified.</li> <li>Small group intervention evident and Wellcomm used to support in EYFS and KS1.</li> </ul>	<p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children's spoken language.</p> <p>EEF toolkit states that Early Years Intervention has an effect of +5 months, particularly for low income families. The focus of the interventions needs to be on developing attitudes and learning behaviours so that the intervention has a lasting impact.</p>	1
<p><b>Identifying, targeting and bridging gaps in learning rapidly and effectively</b></p> <ul style="list-style-type: none"> <li>Phonics teachers identified to provide 1:1 tuition for pupils who need intensive phonic support, based on assessments.</li> <li>Cost of RWI inc intervention lead practitioner</li> <li>Continue to use Fresh Start as a phonic interventions for PP pupils who require additional phonic teaching to improve their reading.</li> <li>Use of NESSY for bespoke programmes of support where progress has been limited.</li> <li>School designed focus on bridging gaps in times tables across y3/4. Additional adults deployed to support.</li> </ul>	<p>EEF toolkit states that phonics work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children.</p> <p>DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – "Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all'"</p>	1, 2, 8
<p><b>Identifying, targeting and bridging gaps in learning rapidly and effectively in Reading and Increase higher rates of progress, particularly across KS2 for pupils eligible for PP.</b></p> <ul style="list-style-type: none"> <li>Reading Plus Intervention purchased for 40 Y5/6 children.</li> <li>Teacher to complete Arithmetic Intervention for Y6.</li> <li>Coram Beanstalk Reading Volunteers utilised in Y3/4</li> </ul>	<p>EEF says 'there is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.' EEF toolkit states that small group work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children. DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – "Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all'"</p>	2, 8



Wider strategies for current academic year

Total budgeted cost: £59000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited and to support personal development</i></b></p> <ul style="list-style-type: none"> <li>The school offers a varied selection of clubs, which the children can attend for free. Through the enacted curriculum cultural capital will be increased to widen their cultural reference –</li> <li>Children to have the opportunity to participate events such a poetry recital, performing, debate, live music and visitors</li> <li>Strategically planned enrichment opportunities to enhance the curriculum.</li> </ul>	<p>EEF Toolkit: Arts Participation +3 months EEF Toolkit: Sports Participation +3 months</p>	3, 5
<p><b><i>Pastoral and inclusion support needed to support pupils with an identified need relating to wellbeing</i></b></p> <ul style="list-style-type: none"> <li>The Pastoral Team will arrange and deliver bespoke interventions to support pupils, which will include a range of 1:1, small group and whole class support – clear provision map in place</li> <li>Work with external agencies to support vulnerable pupils based on their individual needs</li> <li>Support pupils in class to develop positive learning attitudes and effectively access the curriculum</li> <li>Clear exit and entry data of all interventions and the core offer of SEMH interventions mapped and impact monitored by PP and Inclusion lead.</li> <li>CPD to be provided termly for staff.</li> <li>Regular safeguarding updated provided in weekly briefings linked to local and national updates.</li> <li>EHAS in place to support families where external barriers are a factor to progress or attendance.</li> </ul>	<p>Sutton Trust – EEF research states – “...interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” (EEF – 2019)</p>	4, 5

<p><i>Reduce the number of persistent absentees among pupils eligible for PP from 12.2% to 8% or fewer. Overall PP attendance improves to be in line with all pupils, narrowing the gap with national attendance data</i></p> <ul style="list-style-type: none"> <li>• Reduction in the number of suspensions across the school, positively impacting on behaviour through the use of increased pastoral and support staff.</li> <li>• PP attendance rates will continue to improve and will be above national.</li> <li>• PP Persistent Absence will continue to be below national.</li> <li>• PP late record will continue to improve.</li> <li>• Attendance lead will support families who require support, when appropriate</li> <li>• Attendance Procedures approach to be reviewed and regularly communicated with parents. Threshold for notification to be higher than in previous years.</li> <li>• EBSA Support Plans developed</li> <li>• Breakfast club to be reintroduced to support parents where attendance is a barrier.</li> </ul>	<p>National Statistics data from the DFE in Autumn 2019 shows: Overall absent rate: • pupils known to be eligible for and claiming FSM had an overall absence rate of 7.6%, compared to 4.3% for non-FSM pupils. Persistent absence rate: • pupils known to be eligible for and claiming FSM had a persistent absence rate of 23.8% - more than double the rate of non-FSM pupils at 10.5%.</p> <p>EEF Research states 'Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective. There may be crossover with these approaches and the approaches used in English schools by attendance officers.'</p>	<p>4</p>
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## Part B: Review of outcomes in the previous academic year

### PP performance Headlines (attainment):

EYFS GLD: **50%** (nat. 49.1%) 6 chn  
 Y1 Phonics: **85.7%** (nat. 62%) 14chn  
 Y2 R: **73.3%** (nat. 51%) 15chn  
 Y2 W: **66.7%** (nat. 41%) 15chn  
 Y2 M: **80%** (nat. 52%) 15chn  
 Y6 R: **20%** (nat. 62%) 15chn  
 Y6 W: **33.3%** (nat. 55%) 15chn  
 Y6 M: **40%** (nat. 56%) 15chn

## Externally provided Programmes

Programme	Provider
Multiplication Times Tables	TT Rockstars
Wellcomm	GL assessment
NESSY	Nessy learning
PIXL	The PIXL Club
Read Write Inc Training Portal	Ruth Miskin
Reading Plus	