

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newton Bluecoat CE Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	31/189 = 16%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Liz Robinson – Head Teacher
Pupil premium lead	Jill Mansfield
Governor / Trustee lead	Tim Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,880.00
Recovery premium funding allocation this academic year	£3,480.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,360

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to children from disadvantaged backgrounds in realising their potential. Newton Bluecoat CE Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Challenges

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

Challenge number	Detail of challenge
1	PP children historically and nationally make less progress than non PP
2	PP children have reduced literacy experiences than non PP children.
3	PP attendance can be more erratic than non PP children.
4	PP families are less likely to be able to afford uniform and food products limiting PP children`s capability to engage effectively with day to day schooling – thus affecting their social and emotional needs
5	PP families are less likely to be able to support costs associated with extra- curricular and off site activities therefore limiting enrichment experiences
6	Some children eligible for PP have special educational needs
7	19% of our PP children are now EAL

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
All children eligible for PP with SEN/D will make expected progress in reading, writing and maths	Quality first teaching and targeted interventions as well as an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and termly SEN meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO
More able children eligible for pupil premium will make better than expected progress in reading, writing and maths.	Increase understanding of how best to meet the needs of more able children will enhance provision within Quality First Teaching. Lesson plans outlining additional opportunities to enhance learning and raise aspiration will ensure children experience a range of opportunities designed to maximise their potential.
All Children eligible for pupil premium will attain expected levels in the Y1 phonic screening – June 2023 All Children in Y2 eligible for pupil premium will attain expected levels in the phonic screening – June 2023	New Phonic Scheme / whole class phonics approach Parental involvement in new Phonics Reading scheme –to include fully decodable and phonetically based reading material Early intervention strategies and parental engagement using the early literacy strategy course will support children to make expected progress in reading and phonics ensuring

	that there is no gap for disadvantaged children. Targeted interventions in EYFS and Year 1 will support all children, particularly those who are at risk of falling behind.
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate.	A whole school approach to emotion coaching led by FLM will be established and used alongside a range of targeted therapeutic approaches including play therapy and art therapy. This will increase the wellbeing and engagement of all children creating a purposeful learning environment. Fewer behavioural or welfare issues are recorded for these pupils on the school system. 1:1 FLM support as required daily
The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.	More families will engage with school at an early intervention in order to improve parenting capacity through 1:1 work with the family learning mentor. Through effective and efficient partnership with parents and other agencies, families will be supported.
Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves following monitoring by FLM
All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will experience residential trips and educational visits. There will be a focus on enhancing cultural opportunities eg visits to places of worship All of the children will learn an instrument in Year 3. Children will be encouraged to participate in a range of extra-curricular activities. Breakfast and After School Club made available. Additional help financially with the purchase of school uniform.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
More able children eligible for pupil premium will make better than expected progress in reading ,writing and maths.	Additional teaching and learning opportunities including: use of independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching assessment before and after interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	1 , 2
All staff to know PP and their needs and support them effectively in their lessons.	PP report sheets kept on each child weekly. PP report sheets monitored every half term.	1, 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To accelerate progress and close the gap in attainment for pupils eligible for PP with a particular focus on SEND PP pupils by employing additional adult support. Pupils undertake identified, targeted and measured intervention programmes.	To allocate teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations. To continue to ensure that, through our SENDCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored. Increase targeted support from TA's for phonics, reading and speaking. Specialist 1:1 teaching for children experiencing significant difficulties in learning such as Educational Psychologists and other professionals eg SALT and specialist teachers. We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.	6
To provide additional support for our EAL PP children	FLM to produce EAL resources for Class Teacher and TA's to use to support learning of English Language	7
All Children eligible for pupil premium will attain expected levels in the Y1 phonic screening.	TA intervention support to deliver high quality phonics intervention weekly additional to normal teaching. Assessments before and after intervention to ensure effectiveness. Planned with class teacher using a structured programme. High percentage of pupils pass Year One Phonics screening.	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare and social needs are met through support from additional adults in school and the school learning mentor. Bespoke work with individual children and families.	Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with the school family learning mentor. Children to have access to therapeutic interventions, art therapy and play therapy We will continue to track and monitor the data of PP children including achievement and welfare concerns. Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life. Positive behaviour enhanced across school. Monthly Food Parcels available from a local charity to vulnerable / PP families. Food hampers and Xmas toys given at Xmas.	4
The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.	Utilise the FLM in a role to support families in an early intervention by providing parenting advice. Inclusion Manager to establish and maintain effective relationships with all families requiring additional support. – research shows that positive home school partnerships enhance the quality of learning for all children. FLM and Inclusion Manager will monitor and evaluate outcome of interventions	3

<p>Increase attendance rates for pupils eligible for Pupil Premium.</p>	<p>Regular meetings with families about attendance where it is a concern. Procedures will be followed if necessary to support our PP children- using EBSA guidance.</p>	<p>3</p>
<p>All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding for eligible children in Year 6 to attend residential trips in order to develop team work and bonding and to allow all children who wish to participate to do so – outdoor learning has been shown to build self-esteem and health. Also to participate in enrichment activities at school including sports activities, music tuition and theatre trips.</p>	<p>5</p>

Total budgeted cost: £ 37,360

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Year 6 SATs results 2022 :

(5 PP children inc 1 child with EHCP)

Maths = 60% of PP Expected Standard

Reading = 80% of PP Expected Standard and 20% of PP at Greater Depth Standard

GPS = 80 % of PP Expected Standard and 20% of PP at Greater Depth Standard

EVALUATION OF IMPACT 2021-2022

- **The work of the FLM had positive influence on several children and their families.**
- **Regular Intervention support provided by TAs**
- **Our Pupil Premium children had access to individual TA support and records kept of this support.**
- **Families supplied with food packages, food hampers and Xmas gifts**