

Pupil premium strategy statement 2022/2023 – Newton Hill Community School

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 Hill Community School
Number of pupils in school	240 (R to Y6)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 & 2022/2023 & 2023/2024
Date this statement was published	Updated October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Headteacher/Governing Body
Pupil premium lead	Mrs Wheatley
Governor / Trustee lead	Mrs Doughty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,701
Recovery premium funding allocation this academic year	£5220.00
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	£52,921.00

Part A: Pupil premium strategy plan

Statement of intent

At Newton Hill Community School, we believe that all our children have an equal entitlement, and should have an equal opportunity to develop imagination and creativity, to be numerate and literate and to have a love of learning.

Our Vision

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We seek to 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
- needing intervention and support;
- Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals.

All our staff and governors are accountable for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision.

Reporting

It will be the responsibility of the Headteacher to report to the Governors on:

- the progress made towards narrowing the gap, for socially disadvantaged pupils;
- an outline of the provision
- an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

Challenges

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

Challenge number	Detail of challenge
1	Parental Home life
2	Attendance

3	Behaviour and attitudes to learning
4	SEN/EAL – children with additional needs
5	Being able to retain and apply skills independently
6	Providing experiences out of school

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
<p>Children to be in line with age related expectations and/or make good/accelerated progress.</p> <p>The gap closes for pupils eligible for Pupil Premium.</p> <p>How this will be measured: Termly assessments/Pupil Progress meetings.</p>	<p>Children will achieve ARE/GD.</p>
<p>Children show good application to their learning resulting in expected and accelerated progress.</p> <p>How this will be measured: Observations, monitoring of interventions.</p>	<p>Children show good behaviour for learning. Children make expected/accelerated progress.</p>
<p>Data is in line with national figures for attendance and persistent absence.</p> <p>Children attend regularly and are on time.</p> <p>How this will be measured: Attendance data, attendance reports.</p>	<p>Attendance is at least 96%</p> <p>PA reduces to be in line with national figures.</p>
<p>Children have experiences beyond the school day – children are VIPs for clubs, tournaments, residential visits and special events.</p> <p>How this will be measured: Reviews of clubs, feedback from children.</p>	<p>Children have the opportunity to experience a range of sporting events, visits and clubs.</p>

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training/Resources to support children with SEN	Resource recommended by SEN professionals.	3, 4, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved progress for all pupils: Small group and 1:1 intervention led by teachers and support staff in KS1 and KS2. Support staff working in school in KS1 and KS2 for morning sessions. SENCO Intervention Plan	EEF Toolkit Research: Suggests that high quality feedback is an effective way to improve attainment.	3, 4, 5
To close the gap in achievement between pupils eligible for PP and other pupils in reading. For PP children to achieve ARE in reading and for pupil premium children to make rates of progress comparative to other children from starting points.	EEF Toolkit Research: Suggests that high quality feedback is an effective way to improve attainment.	3, 4, 5

<p>To increase confidence and enjoyment in reading with PP children.</p> <p>Individual reading with adults and reading/comprehension/phonic activities to support reading.</p> <p>EYFS – 3 sessions per week</p> <p>KS1 – 4 sessions per week</p> <p>KS2 – 2 sessions per week</p> <p>Upper KS2 sessions will focus on comprehension activities.</p>		
<p>Children to achieve ARE in reading, writing and maths.</p> <p>Individual and small group focussed interventions with teachers, support staff and HLTA.</p> <p>Classroom support in all classes Y1to Y6.</p> <p>Additional support in EYFS during afternoon sessions.</p> <p>Specialist Maths teacher – KS2</p>	<p>Success from previous intervention organisation.</p> <p>The EEF Toolkit suggests that one to one and small group tuition can be effective.</p>	3, 4, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates for disadvantaged group.</p> <p>Full time learning mentor in school.</p> <p>First day response provisions.</p>	<p>Attendance data.</p> <p>Ensure children are at school and arrive on time to allow school for focus on raising attainment.</p>	1, 2, 3

<p>Links with parents and EWO.</p> <p>Attendance passports for all pupil premium children.</p> <p>Support with pastoral needs and the needs of parents.</p> <p>Daily contact for parents with learning mentor.</p>		
<p>Improve behaviour for learning. Raising aspirations.</p> <p>The learning mentor will lead behaviour and mindfulness interventions – weekly with groups and 1:1. Adapt strategies from restorative practice to use during interventions.</p> <p>Learning mentor will work to support and communicate with parents regarding pastoral needs, behaviour support and attendance.</p> <p>Subsidising Breakfast and After School Club, milk, visits and Y6 Residential visits.</p>	<p>EEF Research – Social and Emotional Learning.</p> <p>Bespoke interventions for children led by the learning mentor with a focus on developing positive behaviour for learning, resilience, self-esteem, positivity and mindfulness.</p>	2, 3
<p>Wider Experiences</p> <p>All PP children are VIPs at after school clubs,</p>	<p>To increase the wider experiences for children that they would not necessarily experience.</p>	6

children are selected for out of school tournaments e.g. sporting competitions, and wider out of school activities e.g. outdoor learning experiences out of school, forest schools and residential visits.		
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Total budgeted cost: £ 52,921.00

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 2021/2022 academic year.

Writing: Achieved ARE:

Year 6: (5 children)

Reading: 80% achieved ARE

0% GD

MATHS: Achieved ARE

Year 6: (5 children)

Reading: 80% achieved ARE

20% GD

READING: Achieved ARE

Year 6: (5 children)

Reading: 100% achieved ARE

0% GD

Successful interventions with behaviour support, pastoral support.

Children access and enjoy learning – developed a positive attitude to learning.

Attendance: 2021/2022: 93.95%

Externally provided programmes

Programme	Provider
N/A	

Further information

Pupil premium is additional funding, from the government, provided to schools for supporting more pupils from low-income families to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children