

## New Hall Primary Pupil Premium Strategy Statement 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	New Hall Primary
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1.12.2021
Date on which it will be reviewed	1.12.2022
Statement authorised by	Mrs Beverley Hanks
Pupil premium lead	Mrs Kate Hemming
Governor / Trustee lead	Mr Roy Roberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,475
Recovery premium funding allocation this academic year	£22,765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,675
<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	£264,915

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use research evidence to inform spending, including the [guide published by the Education Endowment Foundation \(EEF\)](#) to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Consult with our pupils, staff, governors and parents and carers to ensure we understand the wide range of needs of our pupils and the barriers they face to provide the best learning opportunities for our children.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and OFSTED are fully aware of how this additional resource has been used to make a difference.
- Learn from what works in our school to inform our decisions on pupil premium spending whilst being committed to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills on entry to Reception
2	Below average attainment on entry to Reception, especially in Literacy and Mathematics
3	Reduced opportunities for sharing a range of reading materials at home and weak comprehension skills
4	Poor language acquisition which can negatively impact on ideas and vocabulary when writing
5	Gaps in mathematical knowledge of key concepts and application due to reduced engagement during Home Learning

6	Reduced regular attendance (parental anxiety and confusion regarding Government guidance, increased low-level illness) and punctuality issues since returning to full reopening
7	Increased pupil and family mental health concerns and chaotic family/home situations requiring increased Early Help Assessments and signposting and working with professional from other agencies to support needs
8	Progression of PP pupils to be on track for Greater Depth achievement

## 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
Improve reading skills and outcomes (including phonic knowledge) across the school by developing the love of reading and providing quality CPD for staff and different opportunities, environments and engaging and appropriately matched reading materials to meet the needs of all learners.	Achieve national average outcomes in Reading at the end of KS2 Achieve national average outcomes in the Phonics Check at the end of Years 1 and 2
Sound knowledge of basic skills and concepts which can be applied to all areas of mathematics	Achieve national average outcome in Mathematics at the end of KS2
Attentive listeners and confident speakers who can articulate their learning to others	Increased involvement in lessons and improved outcomes in Maths, English and Foundation subjects (in line with SIP targets)
Regular attendance and pupils arriving on time every day ready to learn.	Attendance for pupils will be in line with national average
Successful relationships between all stakeholders	Pupils will attend school regularly and outcomes will be in line with national average outcomes by the end of KS2

## 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: £106,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to provide focus Maths and English small group support to	Percentage of pupil achieving at least expected standard in Maths at the end of KS1 fell by 4% since 2019 and by 6% at GD since 2020. Percentage of	5,8

<p>close gaps in basic skills and concepts and provide more opportunities for GD skills and knowledge to be embedded.</p>	<p>pupils achieving at least expected standard at the end of KS2 in Maths fell by 7% since 2020 and by 12% at GD since 2020.</p> <p>Specific gaps in mathematical knowledge identified through gap analysis of summative tests at the end of the summer due to pandemic. Ready to progress documents used to 'catch up'</p> <p>Percentage of pupils achieving GD at the end of KS1 8% below national standards in Writing and 6% below national standards in Reading.</p> <p>Percentage of pupils achieving at least the expected standard in Reading at the end of KS2 fell by 7% since 2020 and GD fell by 11% since 2020.</p> <p>(Evidence – whole school data, EEF small group tuition)</p>	
<p>TA to support Focused Guided Reading sessions in KS1 and KS2</p>	<p>Percentage of pupils achieving Greater Depth in Reading in 2021 at the end of KS1 fell by 7%.</p> <p>Percentage of pupils achieving at least expected standard at the end of KS2 in Reading in 2021 fell by 7% and fell by 11% for those achieving Greater Depth.</p> <p>Smaller class sizes enable great discussion, using texts which are appropriately matched to the needs of the pupils.</p> <p>Opportunity for a variety of comprehension strategies to be used (VIPERS/in the moment reading strategies)</p> <p>Poor decoding skills supported by TAs with specific, whole-school based phonic training.</p> <p>(Evidence whole school data, EEF - Reducing class sizes/ reading comprehension strategies and phonics support)</p>	<p>3, 4, 8</p>
<p>Additional teacher to support focused Guided Reading sessions in KS2</p>	<p>Percentage of pupils achieving at least expected standard at the end of KS2 in Reading in 2021 fell by 8% and fell by 11% for those achieving Greater Depth.</p> <p>Smaller teacher led guided reading groups enable great discussion using appropriately matched texts.</p> <p>Opportunity for a variety of comprehension strategies to be used (VIPERS/in the moment reading strategies)</p> <p>(Evidence – whole school data, EEF - Reading comprehension strategies, small group tuition)</p>	<p>3, 4, 8</p>
<p>TA daily 9 O'clock Clubs to support basic skills in Reading, Writing and Maths</p>	<p>Pupils identified through summative and formative assessments throughout the year. Focus specific objectives taught to close gaps in learning and catch up as identified and give immediate feedback on daily teaching. Focus of group changes according to needs of pupils.</p> <p>(Evidence – whole school data, EEF Feedback, Teaching Assistant Interventions)</p>	<p>1, 2, 3, 4, 5</p>
<p>TA support across EYFS, KS1 and 2 to provide a daily intervention team within each age phase</p>	<p>Gaps in learning identified in summative and formative assessments through EY profile and MARK analysis. TAs to work daily in classroom to close gaps due to pandemic and lost learning through 1:1 and small group support and regular feedback of previous teaching. Pre-tutoring to take place as identified by class teacher.</p> <p>(Evidence – whole school data, EEF – Feedback, individualised instruction, teaching assistant interventions)</p>	<p>1</p>

Quality CPD within school from subject Leaders/specialist Visitors to strengthen learning opportunities for pupils	Continual monitoring by Subject Leaders through timetabled release time during 2020-2021 identified specific focus for CPD for this academic year. Training from quality external providers to continue to improve learning opportunities for pupils and increase professional development knowledge. (Evidence – Subject Leader monitoring feedback, EEF – Mastery learning, Teacher Professional Development Review)	2, 3, 4, 5, 8
TA to support specific EAL pupils with language acquisition, understanding and integration	15 pupils new to country since September 2021 with varied knowledge of English language and understanding of English culture. Regular, small group intervention will address language and cultural similarities, differences and barriers to learning and provide positive interactions for home language and English. (Evidence EEF – Mentoring, oral language interventions, social and emotional learning, Teacher Assistant interventions)	4

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

Budgeted cost: £57,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music tuition offered to all PP pupils in Year 4 and a group of talented year 5 pupils	PP figures consistently between 40-50% so providing opportunities for pupils to access activities that would not normally be available to them either due to cost or other barriers remains a priority for school. Research link between music appreciation and playing a musical instrument and development of mathematical knowledge and understanding. (Evidence – Exploration of the Relationship between Mathematics and Music, Salone Shah, 2010, The University of Manchester, EEF – Arts Participation)	6, 7
Trained TA to deliver Speech and language intervention in Reception class	Poor Communication and Language (C&L) skills identified in baseline assessments in Reception. High percentage of children (40%) are working below age related expectation for C&L. 1 child (2%) receives S&L support externally, 5 (11%) identified from screening to undertake NELI programme, 11 (24%) referred to S&L professional working with school, currently awaiting assessments. (Evidence - EYFS data, Nursery transition documents and transition forms, EEF – Oral language interventions)	1, 2
Beanstalk readers (Years 1-6)	Reading record book scrutiny identified that some pupils were not getting the opportunity to read regularly at home which was impacting negatively	2, 3, 4

Story Starter (EYFS)	on comprehension and vocabulary acquisition as well as failing to develop the 'love of reading' Providing the opportunity for pupils to read with a familiar, trained adult regularly supports these skills and aims to develop life-long readers. (Evidence – Reading Record Monitoring, EEF - Feedback, 1:1 tuition, Reading Comprehension Strategies)	
Whole school SEND support for SEN/PP 1:1/small focus groups, objective specific	Pupils with SEND have IEP targets to close gaps in learning. Observations by SENDCo identify that focus 1:1 interventions and small group opportunities enable pupils to close gaps in specific objectives and make progress. (Evidence – TPT analysis, SENDCo observations, EEF -1:1 intervention and TA interventions)	1, 2, 3
EYFS phonic and Numicon play bags sessions for PP pupils and their parents	Providing opportunities for parents to support learning at home for focus phonic and number skills through appropriate resources and teacher led video demonstrations, builds confidence and knowledge for children and parents. Parental engagement ultimately leads to improved outcomes for children. (Evidence – Parent evening and informal conversations with parents/carers, EY monitoring, EEF – Parental engagement)	1,2,3,4,5,8
Additional teacher to provide regular targeted academic support in Maths and English to enable pupils to catch-up and keep-up in basic skills and concepts due to lost learning from the pandemic	Specific gaps in knowledge and understanding identified through gap analysis of summative tests at the end of each term and through formative assessment every half term. Pupil monitored, impact measured and groups adjusted as needed to ensure the teaching meets the needs of individuals. (Evidence – whole school data, EEF small group tuition)	3,4,5,8

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

Budgeted cost: £71,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing groups to support behaviour and social skills	Pupils identified during well-being focus sessions upon return to full opening following pandemic as struggling with following routines and social interactions. (Evidence – Pupil well-being survey 2020, EEF – Behaviour interventions, mentoring, social and emotional learning)	7
Pastoral Manager – to support pupils and families	Following Increased needs due to COVID Pastoral Manager needed to provide additional opportunities for pupils and families to liaise more closely with school to support needs – daily interactions before and after school, attendance of professional meetings, liaison	7

	and point of contact with professionals, sign posting to support and referrals as needed (Evidence – Pupil well-being survey 2020, EEF – Behaviour interventions, mentoring, social and emotional learning)	
Forest School for Reception and Year 1 to create experiences and raise aspirations	Baseline assessment for EY pupils identified limited knowledge and understanding and high percentage of pupils working below the expected standard for the 'The World'. Poor communication and language skills (as identified previously) to be developed using 'real' environments and experiences outside the classroom. (Evidence – EYFS baseline assessment, EEF – Outdoor adventure learning)	1, 2, 4, 6, 7
Mentor support 1:1 – The Hub	Following large periods of time away from school due to COVID some pupils have struggled to return to school and follow routines and interact socially. Increased need for referrals to Early Help and BCT following. Evidence – Pupil well-being survey, CAR meeting discussions)	7
Entrench Philosophy for children (EET research) throughout the school, including training new staff	Providing pupils with the opportunity to share their thoughts and ideas with others whilst understanding that they may have a differing point of view to you is especially important following national lockdowns where many families have been isolated. P4C provides the children with this platform. It also promotes caring, collaborative, creative and critical thinking amongst the pupils whilst in the classroom to support learning, especially when articulating what they know and understand and when on the playground and dealing with indifference or conflict. (Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- metacognition and self-regulation)	1, 2, 3, 4, 5, 6, 6, 7, 8
Support the needs of parents to enable pupils to access fully all areas of the curriculum (e.g. uniform/trips/home resources)	Enabling pupils to access all areas of education, by removing barriers due to cost or access including trying first-hand experiences and visiting different places, which may not otherwise be available to them, ensures pupils are engaged, enthusiastic and motivated to do their best which in turn drives better outcomes. (Evidence – pupil well-being survey, EEF – Arts participation, Parental engagement.)	1, 2,4,6,7,8
Regular attendance monitoring (KH & AS), data shared with staff and children, daily phone calls for absence, letters, Fast-Track, CSAWS Golden Balls and activities/resources for rewards	Regular monitoring of attendance and punctuality identify individuals who struggle to attend school regularly and on time. Letters and formal and informal meetings positively impact on attendance. Through these actions attendance mostly remains in line with national standards for ALL pupils and PP and any pupils who fall below (including PA) are quickly identified and action taken. Regular attendance positively impacts on learning outcomes. (Evidence – whole school attendance monitoring and tracking, EEF – Parental engagement)	6, 8

**Total budgeted cost: £234,727**

## Part B: Review of outcomes in the previous academic year – 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Priority	Aim	Target	Outcomes
1	Lower and middle achieving disadvantaged pupils to make better than expected progress so more reach the expected standard in KS2	Achieve national average for attainment in all subjects at the end of KS2	<u>Reading</u> All – 79% PP – 79% <u>Writing</u> All – 75% PP – 76% <u>Maths</u> All – 85% PP -79%
2	Achieve higher figures of achievement of our PP pupils, with more achieving greater depth (in particular those with other recognised vulnerabilities in addition to the PP status) across both key stages.	Diminish the difference between PP and Non-PP pupils achieving Greater Depth at the end of KS1 and KS2	<u>Reading</u> All – 21% PP - 15% <u>Writing</u> All – 15% PP – 9% <u>Maths</u> All – 23% PP – 21%
3	Ensure all disadvantaged pupils are targeted so they are able to be successful in the Phonics screening check.	Achieve national average expected standard in Phonics	Percentage of pupils at pass mark of 32 - <u>Year 1 (not published)</u> All – 62% PP – 60% <u>Year 2</u> All – 96% PP – 90%
4	Teachers continue to increase their expertise to teach subject knowledge and concepts securely and that they have a good understanding of progression across all areas of the curriculum.	Increase and maintain pupil life experiences to improve cultural and social capital.	External CPD received for staff on focus curriculum areas e.g. Maths White Rose/NCETM Science P4C EY Computing (BGfL)
5	Pupil Premium punctuality and attendance to be in line with other pupils and to reduce the number of persistent absentees and lates	Improve attendance of disadvantaged pupils to be in line with current national figures (impact of COVID)	<u>Attendance for 2020-21</u> (1 <sup>st</sup> Sept 2020 to 14 <sup>th</sup> July 2021) All – 95.65% (90.15% 2019-20) PP – 93.75%



			(90.69% 2019-20) *PA All – 13% PA PP –19% Lates All - 0.39% Lates PP – 0.64% *Persistent Absence – pupils below 90% attendance
--	--	--	--