

New Hall Primary Pupil Premium Strategy Statement 2022

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
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 and 2024-2025
Date this statement was published	1.12.2022
Date on which it will be reviewed	1.12.2023
Statement authorised by	Mrs Kate Hemming, Acting Headteacher
Pupil premium lead	Mrs Kirstie McElroy-Stringer, Assistant Headteacher
Governor / Trustee lead	Sally Nissen, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,512
Recovery premium funding allocation this academic year	£13,800
School led tutoring funding allocation this academic year	£23,098
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£55,497.51
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	£278,907.51

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

New Hall Primary 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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	<p>Poor communication and underdeveloped oral language skills on entry to Reception - based on in school assessments, observations and transition data from nursery providers.</p> <p>Children achieving communication and language expected standard since 2018 has dropped by 3.2%</p>
2	<p>Below average attainment on entry to Reception, especially in Literacy and Mathematics - based on in school assessments, observations and transition data from nursery providers.</p>
3	<p>Reduced opportunities for sharing a range of reading materials at home and weak comprehension skills.</p> <p>Assessments, observations, and discussions with pupils and their families suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Poor language acquisition which can negatively impact on ideas and vocabulary when writing.</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in the significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Gaps in mathematical knowledge of key concepts and application due to reduced engagement during Home Learning throughout the pandemic.</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in the significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Reduced regular attendance (parental anxiety and confusion regarding Government guidance, increased low-level illness) and punctuality issues since returning to full reopening.</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been around 2% lower than for non-disadvantaged pupils. 8.2% of disadvantaged pupils have been 'persistently absent' during the past year.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil's progress.</p>
7	<p>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.</p> <p>Following discussions with families and pupils difficult home situations negatively impact upon readiness for school, attendance and pupils falling behind their peers.</p>

8	Progression of PP pupils to be on track for Greater Depth achievement. Our assessments, observations and data suggest that disadvantaged students do to achieve the same greater depth levels in Maths and English compared to their peers at the end of KS1 and 2 assessments.
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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 in 2024/2025 Achieve national average outcomes in the Phonics Check at the end of Years 1 and 2 in 2024/25.
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 in 2024/25.
Improve writing skills and outcomes by providing more writing opportunities across the curriculum and providing quality CPD for staff.	Achieve national average outcome in Writing at the end of KS2 in 2024/25.
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) in 2022/2023.
Provide opportunities to support pupil wellbeing to ensure regular attendance and pupils arriving on time every day ready to learn.	Attendance for pupils will be in line with national average in 2024/25.
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 in 2024/25.

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: £69,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher time to provide focus Maths and English small group support	In 2022, the percentage of disadvantaged pupils achieving expected standard in Reading and Writing	5, 8 (£2,910)

to close gaps in basic skills and concepts and provide more opportunities for GD skills and knowledge to be embedded.	<p>compared to non-disadvantaged pupils was 11% lower at the end of KS2. In Writing they were 1% below national. In Maths disadvantaged pupils were 16% below their non-disadvantaged pupils and they were 8% below national.</p> <p>At the end of KS1 in 2022, non-disadvantaged pupils achieved higher in expected and greater depth than non-disadvantaged in Reading.</p> <p>Specific gaps in mathematical knowledge identified through gap analysis of summative tests at the end of the summer. Ready to progress documents used to 'catch up'</p> <p>In 2022, the percentage of disadvantaged pupils achieving GD at the end of KS1 0% in Writing compared to 20% of non-disadvantaged pupils and 7.7% in Maths compared to 26.7% of non-disadvantaged pupils achieving GD.</p> <p>Disadvantaged pupils performed better at expected standards in Reading, Writing and Maths compared to their non-disadvantaged peers in 2022 at end of KS1.</p> <p>Percentage of disadvantaged pupils achieving GD at the end of KS2 in Maths and Reading was 14% and 0% in Writing. This was significantly below their non-disadvantaged peers.</p> <p>(Evidence – whole school data, EEF small group tuition)</p>	
TA to support Focused Guided Reading sessions in KS1 and KS2	<p>Percentage of disadvantaged pupils achieving at least expected standard at the end of KS2 in Reading in 2022 was 11% lower than non-disadvantaged pupils this was 15% lower 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>	3, 4, (£15,363)
Additional teacher to support focused Guided Reading sessions in KS1	<p>Phonics data in KS1 has declined since 2018, however it is still in line with national. (2 children were absent for the whole period of assessment and 2 children were disapplied due to new to country).</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>	3, 4, 8 (£16,002)
TA daily 9 O'clock Clubs to support basic skills in Reading, Writing and Maths	<p>Pupils identified through summative and formative assessments throughout the year. Focus specific objectives taught to close gaps in learning and keep 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>	1, 2, 3, 4, 5 (£11,905)

TA support across EYFS, KS1 and 2 to provide a daily intervention team within each age phase	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. (Evidence – whole school data, EEF – Feedback, individualised instruction, teaching assistant interventions)	1 (£21,402)
Quality CPD within school to strengthen learning opportunities for pupils (Subject leaders receiving support and CPD and disseminate to staff)	Continual monitoring by Subject Leaders through timetabled release time during 2022-2023 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	18 pupils new to country since September 2022 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. In total the school has 85 children with English as an additional language which is 26%. A number of these children also have difficulties in English and although some have attended a different British school before New Hall they have still only entered the country recently. (Evidence EEF – Mentoring, oral language interventions, social and emotional learning, Teacher Assistant interventions)	4 (£1,774)

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

Budgeted cost: £61,190

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, 8 (£4,128)

Trained TA to deliver Speech and language intervention in Reception class and KS1	In the EYFS 2022 Autumn Baseline poor Communication and Language (C&L) skills were identified. High percentage of children (30% listening, attention and understanding and 38% for speaking) are working below age related expectation for C&L. 6 (15%) identified from screening to undertake NELI programme, 14 (35%) referred to S & L professional working with school, currently having or awaiting assessments in reception and a further 7 from Year 1. 4 children are EAL with one of those new to country. (Evidence - EYFS data, Nursery transition documents and transition forms, EEF – Oral language interventions)	1, 2 (£8,581)
Beanstalk readers (Years 1-6) Story Starter (EYFS)	Reading record book scrutiny identified that some pupils were not getting the opportunity to read regularly at home which was impacting negatively 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)	2, 3, 4 (£1,650)
Whole school SEND support for SEN/PP 1:1/small focus groups, objective specific	Pupils with SEND have targets to close gaps in learning. Observations by SENCO identify that focus 1:1 interventions and small group opportunities enable pupils to close gaps in specific objectives and make progress. (Evidence – TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions)	1, 2, 3 (£16,365)
EYFS phonic and Numicon play bags sessions for PP pupils and their parents – replenish resources	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, (£500)
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, (£7,320)
Speech and Language Therapist to assess and provide training and support for staff to deliver SALT targets for identified children	Pupils identified as needing assessment by Class Teacher screened by TAs and referred to SALT Therapist as needed to assess and review children 1 to 1 and in groups. Supports TAs and CTs to deliver support and liaise with parents to improve children's communication and language skills. Deliver CPD to staff.	1, 2, 4 (£1,503)

	(Evidence – whole school data, EEF small group tuition, SEND, TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions)	
Lowest 20% readers across the school identified and supported to develop fluency and comprehension skills	Pupils identified as the lowest 20% readers in each year group have regular reading with a teacher in addition to guided reading and whole class reading. (Evidence – whole school data, EEF small group, 1 to 1, tuition, SEND, Reading Record Monitoring, SENCO observations, TPT analysis) (Evidence – whole school data, EEF small group tuition, SEND, 1:1 intervention, TPT analysis, SENCO observations)	3,4 (£6,960)
Tutoring for SEND children 1 hour a week to support their learning targets, increase learning engagement within class and self esteem	2 days a week over 15 weeks across the academic year for SEND children in groups of 3. (Evidence – whole school data, EEF small group tuition, SEND)	3,4,5 (£14,183)

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

Budgeted cost: £81,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing groups to support behaviour and social skills delivered by LC	Pupils identified during well-being survey as struggling with following routines and social interactions and friendships. (Evidence – Pupil well-being survey 2022, EEF – Behaviour interventions, mentoring, social and emotional learning)	7 (£10,960)
Pastoral Manager – to support pupils and families	Following Increased needs following COVID restrictions Pastoral Manager 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 and point of contact with professionals, sign posting to support and referrals as needed (Evidence – Pupil well-being survey 2022, EEF – Behaviour interventions, mentoring, social and emotional learning)	7 (£30,212)
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 (£6,480)

Mentor support 1:1 – Our Place	Continued issues for some pupils with difficulties following routines and interacting socially. Increased need for referrals to Early Help and BCT following. Evidence – Pupil well-being survey, CAR meeting discussions)	7 (£3,960)
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 previous national lockdowns where many families were 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 and supports behaviour and resilience at dealing with fallouts with peers. (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, 7 (£600)
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 2022, EEF – Arts participation, Parental engagement.)	1, 2,4,6,7, (£10,000)
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 (£14,167)
Support for children and families around behaviour including delivering CPD through Beacon School Support	A linked professional to deliver CPD in school for staff, observe and assess children, providing advice and guidance for staff and families to support the graduated approach for children with additional needs and/or times of difficulty to support their wellbeing. (Evidence – pupil well-being survey 2022, reduced behaviour logs in classrooms and on CPOMs, EEF – SEND, Behaviour interventions, mentoring, social and emotional learning)	6, 7, 1 £960
Stay Active Lunchtime sessions with a qualified Sports Coach	Children across the school access organised sports sessions during lunchtimes to support their fitness, wellbeing, skills and teamwork. (Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- self-regulation, social and emotional learning)	6, 7, 1 £3,900

Total budgeted cost: £211, 785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less of an impact for non-disadvantaged pupils.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. In particular the number of disadvantaged pupils achieving greater depth in Reading Writing and Maths at the end of KS2 has widened. KS1 phonics data has also dropped and this is a key focus to improve linked to our new Phonics scheme and Reading focus. Our Phonics data was in line with national, however due to 2 children being new to country who needed to be disapplied and 2 children on holiday for the whole of the assessment period who would have passed this has affected the data overall.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22 and persistent absence was 8.2%. We recognise this gap is increasing which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
1 to 1 mentoring and skills groups	Our Place
Behaviour Support	Beacon School Support
Attendance Support	CSAWS
Speech and Language Therapy	West Midlands Speech and Language Service
Reading 1 to 1	Beanstalk
Sports Lunchtime Sessions	Premier Education Group
Philosophy for Children	Entrench Philosophy for Schools
Music Tuition	Services for Education
Speech and Language Programme	NELI
Reading Support Programme	Lightning Squad
Reading Support Programme	Reciprocal Reading