

Pupil premium strategy statement – Newton Regis

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Regis CE Primary
Number of pupils in school (not inc Nursery)	89
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	By 31/12/2024
Statement authorised by	Sara Eley
Pupil premium lead	Meg Griffiths
Governor / Trustee lead	Lesa Nield / Sam Cosgrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,735
Recovery premium funding allocation this academic year	£ 2465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,200

Part A: Pupil premium strategy plan

Statement of intent

The primary aim of the school is to ensure that all pupils are able to access all aspects of the school's provision academically, socially and emotionally in order to achieve the highest standards of achievement and are able to "live life in all its fullness". We review current research to inform the decisions on deployment of pupil premium funding and are aware that not all children who are socially disadvantaged are eligible for pupil premium and so are mindful to provide support as widely as possible. The following strategies have been successful at Newton Regis.

- Small group interventions in the core subjects
- speech and language intervention
- nurture groups to enable children to be emotionally ready to learn and make progress.
- Forest Schools has a very positive impact in helping children to engage in learning across the curriculum and raise self-esteem.
- Enrichment opportunities (before and after school clubs), music lessons, educational visits and residential trip in Y6
- Free uniform
- Subscriptions for homework activities

Challenges

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

Challenge number	Detail of challenge
1	<i>Consistency of excellent teaching across the school is not embedded</i>
2	<i>Low self-esteem</i>
3	<i>Poor resilience</i>
4	<i>Speech and Language development</i>
5	<i>Lack of parental engagement</i>

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
Maintain the % of pupils reaching the expected standard in the Y1 phonics screening by embedding the Little Wandle Phonics scheme	Y1 Phonics data % will remain above national (86% 12/14 pupils in June 23)
Narrow the gap in attainment between the disadvantaged and their peers.	KS2 data will show this has narrowed with a focus on progress
Excellent teaching is more consistently embedded across the school.	Lesson observations by SLT and the central team will show a higher proportion of excellent teaching
Parents feel more empowered to support their children at home and be engaged in their child's learning.	Parents evening will continue to be well attended. Parents' contribution to the development of learning passports (SEN). Will continue to increase. Homework will be completed, and home school diaries will show increased parental engagement.
Improved levels of self esteem	Pupil attitude to School and Self survey completed with disadvantaged children and strategies put in place after analysis. Survey repeated at the end of the year to show improvements
Speech and language development	Pupils' speech and language targets will be achieved
Children to feel a sense of belonging to the school/community	Parents will feel supported and will accept help/communicate more with the school. All educational visits and residential will be attended by disadvantaged pupils. Enrichment clubs will be well attended.

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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality phonics teaching as well as keep up in R/Y1 and catch-up in Y2-Y6 as appropriate	<ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. 	1

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

Budgeted cost: £18,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Intervention	Nessy learning is inclusive because it is individualised. Methods are based on Structured Literacy, and are guided by the Science of Reading.	2,4
Small group intervention	EEF COVID-19 support guide for schools <i>"There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy."</i>	2,3

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

Budgeted cost: £8685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	<p>Education Endowment Foundation (EEF) – “Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved”</p>	2, 3
Enrichment opportunities	<p>Enabling disadvantaged children to “live life in all its fullness” by gaining new skills and experiences</p>	2,3
Uniform	<p>Children feel a sense of belonging to the school</p>	5

Total budgeted cost: £27,200

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 2022 to 2023 academic year.

Using ELG, phonics, NFER assessments and NFER assessments

Year 6 – 3 disadvantaged

- 67% achieved ARE in reading, 67% in writing. 67% GPS and 67% Maths

GLD in reception – 4 disadvantaged 50%

Y1 Phonics – 4 disadvantaged 50%

Year 2 – 2 disadvantaged

- Reading 100%, Writing 100%, Maths 100%

Little Wandle subscription and resources – The English Hub stated that phonics teaching and deployment of staff was strong. 86% of Y1 passed the phonics screening compared to provisional national of 79.5%.

The teacher completed her NPQSL and will be leading EYFS next year as well as mentoring an ECT in Reception. She was able to talk articulately and confidently to Ofsted during a deep dive in Geography.

Nessy - Children that have been enrolled have made at least good progress in reading and spelling ages as well as the majority passing phonics screening

Forest School - Children were emotionally ready to learn so made more progress across the curriculum. Pupil and parent voice was extremely positive.

Enrichment opportunities - Both PP pupils attended the residential and as we had joined with Y6 pupils from two other small schools, they knew more pupils who would be attending their high school and felt more confident on this transition. All PP pupils attended 2 or 3 educational visits to enhance the curriculum and were able to talk about their learning confidently to Ofsted

Uniform - PP Children wore the same uniform as non-PP children including in year admissions

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy	Nessy
Collins Big Cat	Collins
TT Rockstars	TT Rockstars
Spelling Shed	Literacy Shed
White Rose Maths	White Rose Maths
Letter – join	Letter-join
Picture News	Picture News
Purple Mash	Purple Mash
SumDog	SumDog

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A