# Pupil Premium Strategy Statement

## 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

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| Detail | Data |
| School name | Newport CE Junior |
| Number of pupils in school | 323 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 |
| Date this statement was published | 24.9.2021 |
| Date on which it will be reviewed | 23.9.2021 |
| Statement authorised by | Governing Body October 2021 |
| Pupil premium lead | Nicola Moody |
| Governor | Claire Bowen |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £104,910 |
| Recovery premium funding allocation this academic year | £11,745 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £116,655 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Maintaining high pupil attendance during the 21-22 academic year. |
| 2 | Maintaining high % of parental engagement during the 21-22 academic year. |
| 3 | Ensuring that 100% of disadvantaged pupils engage with the full broad and balanced curriculum. |
| 4 | Meeting Mental Health and Wellbeing needs of disadvantaged pupils. |
| 5 | Closing the attainment gap for disadvantaged pupils across the curriculum. |

## 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.

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| Intended outcome | Success criteria |
| Newport CE Junior School pupil attendance sustains at 97%+ | \*The attendance gap between all pupils and disadvantaged does not exceed 1%.  \*Pupil attendance is above 97%.  \*The number of persistent absentees is reduced. |
| The engagement of disadvantaged parents remains 90%+. | \*90%+ of disadvantaged parents engage with the school to support their child through the 21-22 academic year.  \*100% of parental feedback is positive about the impact of engagement with school staff. |
| 100% of disadvantaged pupils engage with the enriched broad and balanced curriculum. | \*100% of disadvantaged pupils attend at least one club.  \*100% of disadvantaged pupils attend at least one visit.  \*90% disadvantaged attend a residential visit. |
| All disadvantaged pupils have access to Mental Health and Wellbeing Support. | \*100% of disadvantaged pupils have a School Mentor.  \*100% of disadvantaged pupils can articulate how the schools supports their wellbeing and what they can do if they need help. |
| The attainment gap between disadvantaged pupils and their peers is closing across the curriculum. | \*The attainment gap has closed from 2020-21.  \*Disadvantaged pupils make accelerated progress. |

## 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: £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teacher, HLTA and supply cover to release senior and curriculum leaders. | Focus on supporting quality first teaching: <https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf> | 323 |
| CPD for teachers and support staff. | Focus on supporting quality first teaching: <https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf> | 323 |

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

Budgeted cost: £39,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All disadvantaged children allocated with a school mentor | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> | 78 |
| Pupils identified for intervention to close gaps and accelerate progress. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 48 |

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

Budgeted cost: £41,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focus on pupil attendance: EWO | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 323 |
| Focus on supporting the family and wider needs: Family Support Worker | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 12 |
| Subsidised educational visits | <https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf> | 78 |
| Outdoor learning opportunity embedded into the curriculum: Beech’s Base | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 323  +targeted 16 |

**Total budgeted cost: £120,000**

# 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 2020 to 2021 academic year.

Graphical user interface, application, Word

Description automatically generated

## 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*

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| Programme | Provider |
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