# 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?*
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## 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.



## 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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