# Pupil Premium Strategy Statement 23-24

## School overview

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| Detail | 22-23 | 23-24 | 24-25 |
| School name | Newport CE Junior School |
| Number of pupils in school  | 325 | 325 |  |
| Proportion (%) of pupil premium eligible pupils | 22% Pupil Premium – 71 children16% Free School Meals – 53 children3% Service children – 9 children | 25% Pupil Premium – 83 children21% Free School Meals – 68 children2% Service children – 7 children |  |
| Academic year/years that our current pupil premium strategy plan covers  | 2022-23 | 2023-2024 |  |
| Date this statement was published | 30.11.2022 | 18.10.2023 |  |
| Date on which it will be reviewed | 09.2023 | 10.2024 |  |
| Statement authorised by | Governing Body November 2022 | Governing BodyOctober 2023 |  |
| Pupil premium lead | Nicola Moody | Nicola Moody |  |
| Governor  | Mark Yates | Mark Yates |  |

**Funding overview**

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| **Detail** | **22-23** | **23-24** | **24-25** |
| Pupil premium funding allocation this academic year | £98,405 | £120,985 |  |
| Recovery premium funding allocation this academic year | £9,860 | £2,900 |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £0 |  |
| **Total budget for this academic year** | £108,265 | £123,735 |  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Newport CE Junior School our vision is for all children to reach their full potential. We aim to be inclusive and inspiring in order to achieve this. The community work together to ensure that children are fully engaged in a broad and balanced curriculum. Our curriculum is hugely enriched with extra curricular opportunity which all pupils are enabled to access. |

## 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 above National. |
| 2 | Maintaining high % of parental engagement. |
| 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.

Key; Red: not achieved, Yellow: progress made, Green: fully achieved.

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| Intended outcome | Success criteria | 22-23 | 23-24 | 24-25 |
| 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. | \*Attendance gap does not exceed 2%\*Pupil attendance is above 95%\*Persistent absentees are reduced to below 40 | \*Attendance gap does not exceed 1.5%\*Pupil attendance is above 96%\*Persistent absentees are reduced to below 30. | \*Attendance gap does not exceed 1%.\*Pupil attendance is above 97%\*Persistent absentees are reduced to below 20. |
| The engagement of disadvantaged parents remains 90%+. | \*90%+ of disadvantaged parents engage with the school to support their child through the academic year.\*100% of parental feedback is positive about the impact of engagement with school staff. | \*85%+ of disadvantaged parents engage with the school.\*85%+ of parental feedback is positive. | \*90%+ of disadvantaged parents engage with the school.\*90%+ of parental feedback is positive. | \*95%+ of disadvantaged parents engage with the school.\*95%+ of parental feedback is positive. |
| 100% of disadvantaged pupils engage with the enriched broad and balanced curriculum. | \*80% of disadvantaged pupils attend at least one club.\*100% of disadvantaged pupils attend at least one visit.\*90% disadvantaged attend a residential visit. | \*60% of disadvantaged pupils attend at least one club.\*100% of disadvantaged pupils attend at least one visit.\*90% disadvantaged attend a residential. | \*70% of disadvantaged pupils attend at least one club.\*100% of disadvantaged pupils attend at least one visit.\*93% disadvantaged attend a residential. | \*80% of disadvantaged pupils attend at least one club.\*100% of disadvantaged pupils attend at least one visit.\*97% disadvantaged attend a residential. |
| 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. | \*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. | \*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. | \*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 2021-22.\*Disadvantaged pupils make accelerated progress. | \*Decrease in the attainment gap in Reading from 21-22.\*Decrease in the attainment gap in Writing from 21-22.\*Decrease in the attainment gap in Maths from 21-22. | \*Decrease in the attainment gap in Reading from 22-23.\*Decrease in the attainment gap in Writing from 23-23.\*Decrease in the attainment gap in Maths from 22-23. | \*Decrease in the attainment gap in Reading from 23-24.\*Decrease in the attainment gap in Writing from 23-24.\*Decrease in the attainment gap in Maths from 23-24. |

## 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 as discussed in this article: <https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf>  | 325 |
| CPD for teachers and support staff. | Focus on supporting quality first teaching as discussed in this article: <https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf> | 325 |

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

Budgeted cost: £41,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All disadvantaged children allocated with a school mentor | The impact on emotional health and school attendance: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  | 71 |
| Pupils identified for intervention to close gaps and accelerate progress. | The impact of small group work to close gaps:<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  | 53 |

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

Budgeted cost: £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focus on pupil attendance: EWO | Children need to be in school in order to make social and academic progress. | 325 |
| Focus on supporting the family and wider needs: Family Support Worker | Ensuring that our families are engaged with professionals: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  | 11 |
| Subsidised educational visits | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> and <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>  | 71 |
| Outdoor learning opportunity embedded into the curriculum: Beech’s Base | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  | 325+targeted 16 |

**Total budgeted cost: £123,000**

# 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 2021 to 2022 academic year.**

\*Attendance for all groups was well above National: All Pupils 94.04% Pupil Premium 92.28% School proactively used the EWO and staff CPD to raise attainment of pupils.

\*Attainment data not compatible to 2019 due to the pandemic. Pupil Premium attainment:

Reading 71% EXS 29% GDS

Writing 48% EXS 0% GDS

Maths 48% EXS 14% GDS

Internal intervention tracking demonstrates that the strategy had impact on this attainment data.

\*All interventions have been tracked and internal data monitored and reviewed on a termly basis. This information has been shared with parents/carers.

\*All pupils complete baseline phonics assessment on entry. At the start of 21-22 24 Pupil Premium Pupils were receiving phonic intervention, this had dropped to 7 by the end of the academic year.

\*Teachers and support staff have engaged in the RADY programme particularly focusing on the Equity Model.

\*All Pupil Premium Pupils had access to subsidy for any school visits or residentials.

\*All Pupil Premium Pupils had the opportunity to attend free school clubs led by Newport CE Junior School staff. Attendance of Pupil Premium children was 74%.

\*Newport CE Junior School developed it’s own outdoor learning provision: Beech’s Base. This saw significant impact on pupil wellbeing and engagement. The provision is used for all pupils but also to target specific pupils in need of nurture.

\*All Pupil Premium pupils had an allocated mentor in school to support their pastoral needs.

**This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.**

\*Attendance for all pupil groups was above National. For Pupil Premium attendance was 92.95% (National 88.6%) and all pupils 95.07% (National 94%).

\*Attainment gap (between All Pupils and Pupil Premium) closed by 2% in Maths. The attainment gap rose in Writing and maintained in Reading.

\*Improved attainment for Pupil Premium pupils in Reading, Writing and Maths:

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| --- | --- | --- | --- | --- |
| Pupil Premium | Summer 22 EXS | Summer 23 EXS | Summer 22 GDS | Summer 23 GDS |
| Reading | 71% | 81% | 29% | 29% |
| Writing | 48% | 57% | 0% | 0% |
| Maths | 48% | 76% | 14% | 9% |

\*76% of children involved in internal interventions made good progress. For example in September 2022 50 children were involved in Read, Write, Inc phonics intervention and by July 2023 this had reduced to 15 children.

\*All pupil premium children have had access to a subsidy for trips and residentials.

\*All pupil premium children had access to a free club.

\*100% of pupil premium children had a named mentor.

\*If required Pupil Premium children have access to a range of wellbeing and mental health interventions: Art Therapy, Six Bricks, Lego League, Mental Health First Aider

\*Over 85% of parents attended parents meetings consistently.