



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

Detail	Data
School name	Newtown Linford Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	L Proudman/K Kennedy
Pupil premium lead	K Kennedy
Governor / Trustee lead	H Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8880
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£9695

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

At Newtown Linford Primary we believe that all pupils should have the opportunity to find and follow their passions and interests that drive them. It is vital to us, as a school, that we are able to offer as many varied experiences as we can to support pupils with this.

The following provision includes provision for our children who receive funding through the Local Authority. A separate internal document tracks the spending for these individual children.

Education Endowment Foundation & The Sutton Trust

At Newtown Linford Primary we recognise that evidence-based provision and interventions, ensure that we make the best decisions for spending.

Challenges

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

Challenge number	Detail of challenge
1	For some pupils Special Educational Needs and Social emotional difficulties e.g. ADHD and communication difficulties
2	Regular opportunities to rehearse and secure learning.
3	Reduced access to enrichment experiences.
4	Complex personal circumstances resulting in emotional and social difficulties.

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
<p>To ensure all staff have received training on the mastery approach to teaching.</p> <p>To ensure that all children receive high quality teaching based on the mastery approach.</p>	<p>Children within this class make good or better progress across the academic year in reading, writing and maths.</p>
<p>To manage emotional needs of PP children and raise self-esteem.</p> <p>To offer emotional support on a needs basis</p>	<p>PP children having ELSA have improved scores on the Boxall profile.</p> <p>PP children having additional therapy an improved score is seen on Strengths and Difficulties Questionnaire Improvement seen in the classroom in relation to pupil learning.</p> <p>All PP children accessing interventions make good or better progress across the year.</p>
<p>All PP children regularly have access to extra-curricular provision.</p>	<p>Children are able to develop the skills of mindfulness in order to support their emotional wellbeing.</p> <p>Attendance is in line with national averages for PP children.</p>
<p>PP children receive timely, formative feedback in which progress against targets is regularly monitored.</p> <p>All PP children read with daily and develop reading comprehension strategies.</p>	<p>PP achieve age related expectations or above.</p> <p>The percentage of children achieving ARE in writing increases.</p> <p>All PP children achieve at least ARE in reading.</p>

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: £1000, £695

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Mastery Teaching	Mastery Learning (+5 months)	To ensure all staff have received training on the mastery approach to teaching. To ensure that all children receive high quality teaching based on the mastery approach.
Split Teaching – Upper Key Stage 2	Teaching Assistants (+1 month)	Due to 70% of the cohort being within the Upper Key Stage 2 the use of split teaching will support the delivery of targeted teaching. Children within this class make good or better progress across the academic year. Learning walks demonstrate high quality teaching within this classroom.
ELSA Training	Meta-cognition and self-regulation strategies	To manage emotional needs of PP children

	(+8 months)	<p>and raise self-esteem.</p> <p>To prevent emotional barriers to learning.</p> <p>To provide emotional and social support to PP children where this is needed.</p> <p>PP children having ELSA have improved scores on the Boxall profile.</p> <p>PP children having additional therapy an improved score is seen on Strengths and Difficulties Questionnaire</p> <p>Improvement seen in the classroom in relation to pupil learning.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5132, £1343, £1343

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Delivery by Qualified Teacher	<p>Phonics (+4 months)</p> <p>To deliver individual interventions in writing and mathematics.</p>	<p>All PP children accessing interventions make good or better progress across the year.</p> <p>The percentage of children achieving ARE in writing increases.</p>

Targeted Interventions	Small group tuition and Individualised instruction (+4 months)	<p>All PP children accessing interventions make good or better progress across the year.</p> <p>To develop bespoke support for children based on individual need.</p> <p>PP achieve age related expectations or above.</p>
Daily Reading for all PP children –	Reading Comprehension Strategies (+6 months)	<p>All PP children achieve at least ARE in reading.</p> <p>All PP children read with daily and develop reading comprehension strategies.</p> <p>All PP children achieve at least ARE in reading, with a proportion achieving greater depth.</p>

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

Budgeted cost: £100, £100, £175

Activity	Evidence that supports this approach	Challenge number(s) addressed
		<p>To prevent emotional barriers to learning.</p> <p>To provide emotional and social support to PP</p>

		children where this is needed.
Extra-Curricular	Sport Participation (+3 months)	<p>To ensure PP children do not have barriers to extra-curricular provision.</p> <p>All PP children regularly have access to extra-curricular provision.</p> <p>All PP children attend school residential and trips.</p>
Uniform	School Uniform (Insufficient evidence for impact)	All PP children have access to school uniform
Cool Milk	Children receive milk.	Those who would like receive daily milk entitlement.
Attendance and Welfare Officer support	Parental Involvement (+3 months)	<p>To ensure attendance is good for PP children.</p> <p>Attendance is in line with national averages for PP children.</p>

Total budgeted cost: £ 9888

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.

- All learning support staff confident in delivering 1-1 enhanced feedback sessions in which next steps are identified.
- Feedback on mathematics teaching from mastery specialist and BEP review of virtual teaching positive.
- All classes delivering the mastery approach.
- Feedback ensured misconceptions were addressed and PP children are able to articulate their next steps in learning.
- Cover supervisors in particular have a strong understanding of individual strengths and areas of development.
- The majority of PP children have made at least expected progress this academic year in reading and mathematics.
- ELSA support showed a positive impact on children's well-being through improved Boxall scores
- All children had opportunity to take part in sporting competitions

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

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?	Ensuring they were able to access extra-curricular opportunities, such as sports clubs before and after school

What was the impact of that spending on service pupil premium eligible pupils?	Developed confidence and enjoyment in school
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.