



## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	114
Proportion (%) of pupil premium eligible pupils	On roll 2023-2024 8 children (5 children remained to complete the full academic year)  Currently on roll 4% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	K Kennedy
Pupil premium lead	K Kennedy
Governor / Trustee lead	C Rowe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£10,080</b>
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£10,080</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The ultimate goal for all disadvantaged pupils at Newtown Linford Primary School is to develop aspirational life-long learners who will thrive, leading to greater successes in the future.

The Newtown Linford School Pupil Premium Plan endeavours to promote a secure reading ability for all, identify gaps in English writing and maths as early as possible, implement structured support to bridge the gaps identified and build success and confidence, to establish pupils with resilience to allow them to learn and thus flourish.

Our approach will be responsive to common challenges and individual needs. To ensure we are effective, we will maintain our high expectations for all pupils and we will put in place early support and intervention as necessary to accelerate their attainment

At Newtown Linford Primary we believe that a child needs to feel secure and happy to be able to learn. We will ensure 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.

## 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, complex personal circumstances, Special Educational Needs and Social emotional difficulties e.g. ADHD and communication difficulties has impacted pupil performance
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Across the school 50% of disadvantaged pupils meet age related expectations compared to 75% of other pupils.
3	Internal and external assessments indicate that English attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with differences greater in areas of above expected standards. In writing 50% met age related expectations compared to 68.4% of other pupils.
4	Reduced access to enrichment experiences.

5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 40% of disadvantaged pupils were 'persistently absent' compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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## 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
Maths attainment for disadvantaged pupils to be in line with their peers.	<ul style="list-style-type: none"> <li>• Teachers know gaps to be addressed from previous years</li> <li>• To ensure that all children receive high quality mathematics teaching based on the mastery approach.</li> <li>• Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back to age related expectations.</li> <li>• Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.</li> <li>• Number of disadvantaged pupils reaching age related expectations in line with peers 2024/2025.</li> </ul>
Areas of need are identified early in English reading, writing and maths and effective quality first teaching is used to close the gaps in learning.	<ul style="list-style-type: none"> <li>• Baseline assessments identify target groups.</li> <li>• Whole class teaching addresses key starting points.</li> <li>• Targeted groups and individuals have appropriate support planned and in place.</li> <li>• Number of disadvantaged pupils reaching age related expectations in English reading and writing in line with peers 2024/2025.</li> </ul>

	<ul style="list-style-type: none"> <li>• Number of disadvantaged pupils reaching above age related expectations in English reading and writing in line with peers 2025/2026.</li> </ul>
<p>To manage emotional needs of PP children and raise self-esteem.</p> <p>To offer emotional support on a needs basis</p>	<ul style="list-style-type: none"> <li>•PP children having ELSA have improved scores on the Boxall profile.</li> <li>•PP children access 'Relax Kids'</li> <li>•PP children having additional therapy an improved score is seen on Strengths and Difficulties Questionnaire</li> <li>•Improvement seen in the classroom in relation to pupil learning.</li> <li>•All PP children accessing interventions make good or better progress across the year.</li> </ul>
All PP children regularly have access to extra-curricular provision.	<ul style="list-style-type: none"> <li>• All PP children take part in at least one extra curricular activity in the academic year.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high attendance by 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• Sustained high attendance by 2025/26 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0%.</li> </ul>

## 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: £2000 (Educational Resources), £767 (ELSA contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Baseline</u></b></p> <p>Use standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Conduct baseline assessments to identify target groups at the start of the academic year.</p> <p>Whole class teaching addresses key starting points - ensure staff keep up to date with whole class strategies of support for all</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p> <p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>EEF – Mastery approach to learning is a promising strategy for lower attaining pupils. (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,2,3

(staff meetings, CPD)		
<p><b>Staff Development</b></p> <p>Developing Quality first Teaching for all staff through staff training, CPD sessions.</p> <p>Curriculum and knowledge development through attending BEP development sessions.</p> <p>Teacher release time to embed key elements of guidance in school and to access BEP resources and CPD</p> <p>Use standardised diagnostic assessments to ensure pupils are on the correct reading book for their level.</p>	<p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>OFSTED have provided documents to support the teaching of many foundations subjects that should be implemented. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support and they are on the right level of book for their needs.</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1,2,3
PP children having ELSA have improved	Meta-cognition and self-regulation strategies (+8 months)	1

<p>scores on the Boxall profile. PP children having additional therapy an improved score is seen on Strengths and Difficulties Questionnaire</p> <p>To manage emotional needs of PP children and raise self-esteem.</p> <p>To prevent emotional barriers to learning. 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: £2000 (Teacher contribution), £3066 (LSA contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English Established small group support for eligible disadvantaged pupils	EEF – Pixl diagnoses development areas from the outset, provides small group tuition.	1,2,3

with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back to or close to age-related expectations.  Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	
Daily Reading for PP children	Reading Comprehension Strategies (+6 months)	1,3
In class support	EEF Direct instructional role to add value to the teaching (+4 months)	1,3

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

Budgeted cost: £900 (Trips/Residential), £1900 (Relax Kids Sports/Music), £100 (Milk)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PP children have access to extracurricular and curriculum enhancing experiences (residential, after school clubs, and ELSA support if needed)	Sport Participation (+3 months)  Based on a 6 year research project 'Learning Away'–  <b>Improving students' knowledge, skills and understanding</b>  In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.  <b>Improving students' resilience, self-confidence and wellbeing</b>	1,4



	<p>78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.</p> <p><b>Boosting cohesion and a sense of belonging</b></p> <p>82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
Emotional Wellbeing - Relax Kids Classes	Meta-cognition and self-regulation strategies (+8 months)	1,5
School Uniform		1,5
Cool Milk	Children receive milk.	
<p>Attendance and Welfare Officer support</p> <p>Attendance is in line with national averages for PP children.</p>	Parental Involvement (+3 months)	5

**Total budgeted cost: £ 10,700**

## 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 2023 to 2024 academic year.

For those children we have progress data for last academic year the outcomes are as follows -

Reading - 100% made expected+, 66% made accelerated progress

Writing - 100% made expected progress

Maths - 66% made expected progress 33% made less than expected

All learning support staff confident in delivering 1-1 enhanced feedback sessions, in which small steps are identified, weekly targets set and children praised.

All classes delivering the mastery approach.

There has been a reduction in persistent absenteeism between August 2024 to the publication of this report (October 2024) compared to last academic year, 66.7% to 40%. Of the four children we have comparison data for we are already seeing an improvement on last years attendance data for 75% of children, with two children currently at 100% attendance at the publication of this report. For those children eligible for PP who we have data for comparing 22/23 to 22/24 55% increased their attendance. However, there was 55% movement mid-year in this group which may distort results.

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	