

## 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	New Pastures Primary School
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	70 (24.6%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	1.11.21
Date on which it will be reviewed	July 2022
Statement authorised by	P. Belnavis
Pupil premium lead	A. Eager
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£9,570
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	£103,720

# Part A: Pupil premium strategy plan

## Statement of intent

### ***Demography and School Context***

New Pastures was formed in January 2016 following the amalgamation of Pitt Street Infant School and Doncaster Road Junior School and then became part of Venn Academy Trust in September 2021. Currently, five classes contain mixed-age groups (Years 1, 2, 3, 4 and 5), with pure age classes for EYFS and Year 6. The school sits in an area that is ranked as amongst one of the 20% most deprived areas in the country and serves a community which reflects some extreme social and economic challenges. There is evidence of limited life experiences which can limit the progress of children in school, specifically in their use of language, vocabulary, reading, writing and maths. There are currently 275 pupils on roll. The proportion of pupils eligible for pupil premium is nearly 25%. There are a variety of family groupings including one parent families the majority of which are white British. 11.3% of pupils are identified with SEND and a significant further proportion are also identified as `vulnerable`; these pupils are well supported by our Inclusion Team. We currently have 8.9% pupils with EAL. Attendance figures for the end of year 20/21 dropped to 93.8% due to the global pandemic.

The staff work hard, they are dedicated and committed. The school is committed to inclusion and takes steps to ensure that every pupil does as well as possible.

During 2019/20 and 2020/2021, the education for children at New Pastures was significantly disrupted due to the impact of Covid19. Whilst the school remained open during lockdown for key workers and vulnerable pupils, and remote blended learning was established, many children did not access full time education for many months. Pupils in key stage 2 engaged more with remote learning than those in KS1. This had a detrimental impact on their learning. Whilst quality teaching ensured pupils made good progress, the full impact of this pandemic, and potential ongoing disruption, is still unknown.

### ***Ultimate Objectives***

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To improve the life chances of disadvantaged pupils to allow them to communicate with their peers on an equal basis.
- To remove poor attendance, punctuality and behaviour as a barrier to learning for all disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to EYFS in all areas. For some pupils a lack of support from home has meant early reading is not a priority.
2	Language and communication skills are low on entry, which impacts on attainment and progress across the curriculum.
3	Disadvantaged Boys have been less engaged in learning, particularly in writing and this has impacted on progress made:
4	The impact of Covid- 19, loss of direct teaching and isolation of pupils has resulted in poor social, emotional and mental health which can result in negative behaviour and disrupt learning, impacting on education..
5	Limited life experiences beyond the local area can limit academic and educational aspirations.
6	Poor attendance and punctuality levels.

## 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
Accelerated progress for EYFS pupils and an increase in the percentage of pupils passing Year 1 phonic screening check,	Increased percentage of disadvantaged children achieving GLD by the end of EYFS and pupils in Year 1 achieving national average in the phonic screening test.
Children will use a wider vocabulary and improve comprehension skills. This will impact on reading writing and maths.	There will be a positive impact on attainment with increased % achieving CLL. Extended vocabulary and comprehension will be seen throughout school
Disadvantaged boys to make accelerated progress in order to achieve the same level in writing as non-disadvantaged boys at the end of KS2.	% of disadvantaged boys to be in line with non-disadvantaged boys, at the end of KS2.
Improve the SEMH of pupils in order to remove the barrier to leaning and diminish the difference in reading writing maths attainment by the end of KS2	Strategies and interventions will be used effectively along with collaboration with available external agencies to ensure pupils demonstrate a good attitude to learning. The difference between disadvantaged and non-disadvantaged will be reduced with an increase in pupils achieving expected and greater depth standards

Provide increased enrichment opportunities to improve engagement in school	100% of disadvantaged pupils take part in enrichment opportunities during the school year, including educational visits, breakfast club and after school clubs.
Increase attendance for disadvantaged pupils to close the gap to non-disadvantaged pupils.	Increase the attendance of disadvantaged pupils aiming for at least 96%, in line with local and national expectations for non-disadvantaged pupils.

## 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: £ 51,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify and provide quality CPD for all teaching and support staff (Further development of staff expertise, skills, knowledge and understanding)</p> <p>Additional training for TAs and enrolment for TA to HLTA training CPD</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Phonics/EYFS reforms</li> <li>• Metacognition</li> <li>• Use of thrive/nurture</li> <li>• NLP</li> <li>• team teach</li> <li>• reading- fluency</li> <li>• quality question- ing /inference/</li> <li>• comprehension training</li> </ul>	<p>EEF toolkit- <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning1-high-quality-teaching</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment’</p> <p>Maths and writing attainment showed a big decline in the proportion of pupils achieving age related expectations. Staff to have release time to attend CPD, subject leader networks and engagement with English and maths hubs.</p> <p>Staff need to be upskilled EEF document- Making best use of teaching assistants (2018)</p>	<p>1, 2, 3, 4</p>
<p>HLTA /TA employed to support EYFS/KS1/KS2 - used to lead interventions and support inclusion/SEN lead</p>	<p>On entry to our school there is a high proportion of pupils with low language and communication skills. Pupils lack the breadth of vocabulary, knowledge and skills required and are unlikely to use talk to connect ideas and explain things coherently. Additional staff are needed to provide intervention</p>	<p>1,2,3,4</p>
<p>Provide additional teaching – booster classes after school</p>	<p>Pupils need additional focussed support in order to diminish the difference. Pupils build good relationships up with staff in school and work well with them</p>	<p>1,2,3</p>

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

Budgeted cost: £ 9,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TA time to implement NELI Improve listening narrative and vocabulary skills.	EEF- `Pupils beginning intervention in nursery and continuing in reception made 4 months additional progress in language skills`	1,2
Fidelity to a scheme for the teaching of phonics. Use of Little Wandle phonic resources for early reading to close specific gaps for identified pupils	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. There is evidence to suggest that early literacy programmes that include activities linked to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components (EEF 2018).	1, 2
Purchase phonically decodable texts to link with Little Wandle/Big cat phonics in order to accelerate reading	A consistent and cohesive approach needs to be in place for teaching phonics Effective teaching of phonics is more effective on average than other approaches to early reading. Average impact is an additional four months progress (EEF 2018) An audit of books has been carried out and investment in new resources was undertaken to support EEF research	1, 2
TA to work with identified pupils	Children who have difficulties self-regulating have poor cognitive thinking skills and demonstrate negative learning behaviours Metacognition and self regulation (EEF teacher toolkit) Potential impact of 7 months additional progress	3,4
Use TT Rockstars to provide method of	Maths rapid recall used each day to develop fluency. (Ensure that pupils develop fluent recall of facts (EEF,	3, 4

practising recall of times tables	2020). Pupils in school respond well to use of technology and exploring mathematics through different contexts. (EEF, 2020).	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits, experiences, hooks to learning and visitors to enrich and enhance the curriculum School visits are subsidised to ensure that all children have access to educational experiences, regardless of their ability to pay.	Pupils are more engaged in their learning when hooks are used at the beginning of new themes.	2, 3, 4, 5
Further incentives to promote positive behaviour and attendance . Resources to be bought to enable golden shops to be in place (lower and upper school) Attendance prizes	Pupils respond well to receiving dojos. (behaviour policy) They are encouraged to save up rewards and use them to purchase quality items.	4,5,6
Further resources to be purchased to support SEMH needs Books Sensory equipment for use in units lego therapy Music PSE games	Social and emotional learning (EEF 2021) Social and emotional approaches have on average an additional impact of 4 months in academic outcomes over the course of the year	4,5,6
Subsidise cost of staffing for breakfast club to enable more pupils able to access the support Places at Breakfast Clubs will be given as a priority to	EEF 2019- improving behaviour in schools recommends attendance at Breakfast Clubs, working with parents and greeting children at the door all support good behaviour.	5,6

disadvantaged pupils in order to improve.		
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**Total budgeted cost: £103,720**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

The impact of Pupil premium spending is published in further detail on the Pupil Premium Strategy Statement (20-21- summer review of progress) This includes teacher assessment for all cohorts of pupils and the impact of strategies used. Despite lockdown and the closure of school the majority of pupil premium pupils made better than expected progress throughout the year and were broadly in line with non- pupil premium pupils.

### 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?	

