

Pupil premium strategy and review statement – New Pastures Primary School

This statement details our school's use of pupil premium (and recovery 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 (2023 – 2024) and outcomes for disadvantaged pupils last academic year (2022 – 2023).

School overview

Detail	Data
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	27% (72 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Tom Purdy, Headteacher
Pupil premium lead	Mrs Ann Eager, Assistant Headteacher
Governor / Trustee lead	Sarah Chappell, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£10,295
Pupil premium (and recovery premium) funding carried forward from previous years	NIL
Total budget for this academic year	£104,475

Part A: Pupil premium strategy plan

Statement of intent

Demography and School Context

New Pastures Primary School was formed in January 2016 following the amalgamation of Pitt Street Infant and Doncaster Road Junior schools. We then became part of Venn Academy Trust in September 2021. As of September 2023, we have a mixture of class arrangements. Three classes contain mixed-age groups (Year 1 and 2, Year 3 and 4, Year 5 and 6). With pure age classes for Nursery, Reception, Year 1, Year 2, Year 3, Year 4, and Year 6.

The school sits in an area that is ranked as amongst one of the 20% more 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 266 children on roll. The proportion of pupils eligible for pupil premium is 27% (72 pupils). There are a variety of family groupings, including one parent families, the majority of which are White British.

The staff work hard, they are dedicated and committed to improving the life chances of our pupils. The school is committed to inclusion and takes steps to ensure that every pupil does as well as possible. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our 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
- ensure disadvantaged pupils are challenged in the work that they're set
- 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 had 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 the non-disadvantaged boys, at the end of KS2.
Improve the SEMH of pupils in order to remove the barrier to learning and diminish the difference in reading, writing and 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 pupils 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 to 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: **£62,000**

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</p> <p>CPD:</p> <ul style="list-style-type: none"> • Quality first teaching • Phonics/EYFS reforms • Metacognition • Use of Thrive/nurture • NLP • Team Teach • Reading – fluency • Quality questioning/inference • Comprehension training 	<p>EEF toolkit: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning1-high-quality-teaching</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.</p> <p>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</p> <p>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 interventions.</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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£22,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated TA time to implement NELI</p> <p>Improve listening narrative and vocabulary skills.</p>	<p>‘Pupils beginning intervention in Nursery and continuing in Reception made 4 months additional progress in language skills.’</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Fidelity to a scheme for the teaching of phonics.</p> <p>Use of Little Wandle phonic resources for early reading to close specific gaps for identified pupils.</p>	<p>‘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 phonic skills lead to better literacy outcomes than programmes without these components.’</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Purchase phonically decodable texts to link with Little Wandle/Big Cat phonics, in order to accelerate reading.</p>	<p>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 in early reading.</p> <p>Average impact is an additional four months progress (EEF 2018)</p>	<p>1,2</p>

	An audit of books has been carried out and investment in new resources was undertaken to support EEF research	
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 practicing recall of times tables.	Maths rapid recall used each day to develop fluency (Ensure that pupils develop fluent recall of facts (EEF 2020) Pupils in school respond well to the use of technology and exploring mathematics through different context (EEF 2020)	3,4

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

Budgeted cost: **£19,975**

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 subsidized 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 Dojo points (behaviour policy) They are encouraged to save up rewards and use them to purchase good quality items. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5,6
Further resources to be purchased to support SEMH needs	Social and emotional learning (EEF 2021)	4,5,6

<p>Books Sensory equipment for use in the units on the lower and upper sites Lego therapy Music PSE games</p>	<p>Social and emotional approaches have on average, an additional impact of 4 months in academic outcomes over the course of the year.</p>	
<p>Subsidize the cost of staffing for breakfast club to enable more pupils to access the support. Places at Breakfast Clubs will be given as a priority to disadvantaged pupils in order to improve behaviour and attendance.</p>	<p>EEF 2019 – improving behaviour in schools recommends attendance at Breakfast Clubs, working with parents and greeting children at the door, all support good behaviour.</p>	<p>5,6</p>

Total budgeted cost: £104,475

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,860

Activity	Challenge number(s) addressed	Impact
<p>Identify and provide quality staff CPD for all teaching 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> <p>Quality first teaching</p> <p>Phonics/EYFS reforms</p> <p>Metacognition</p> <p>Use of Thrive/nurture</p> <p>NLP</p> <p>Team Teach</p> <p>Reading – fluency</p> <p>Quality questioning/inference/</p> <p>Comprehension training</p>	1, 2, 3, 4	<p>All teaching and support staff attended identified listed CPD.</p> <p>Two TAs completed HLTA training and now support in school to release staff for CPD or Subject Leadership time</p> <p>Additional training for behaviour management – team teach – was given for TAs. This is now practised across the school.</p> <p>Teachers are to receive further Team Teach training in the 2023-24 academic year</p> <p>Thrive practices are used across school by all staff, supported by staff training through Venn Academy.</p> <p>Elaine Barnes from Behavioural Outreach Support Services will be leading Trauma Informed Training on the INSET day in September 2023.</p>
<p>HLTA/TA employed to support EYFS/KS1/KS2 – used to lead interventions and support Inclusion/SEN lead</p>	1, 2, 3, 4	<p>1 permanent HLTA was employed and used effectively to support interventions in KS2</p> <p>2 additional HLTAs provided support across school.</p>
<p>Provide additional teaching – booster classes after school</p>	1,2,3	<p>Booster classes were moved to before school, rather than after school this year. A breakfast was provided for all pupils attending. This increased attendance as the sessions. PP children all attended.</p>

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

Budgeted cost: £9,030

Activity	Challenge number(s) addressed	Impact
Dedicated TA time to implement NELI Improve listening, narrative and vocabulary skills.	1,2	This was used well which improved literacy skills across EYFS/KS1.
Fidelity to a scheme for the teaching of phonics. Use of Little Wandle intervention for Reading to close specific gaps for identified pupils	1,2	Phonic scheme (Little Wandle) Implemented effectively, ensuring fidelity. Specific groups identified for phonic intervention
Purchase phonically decodable texts to link with Little Wandle/Big Cat phonics in order to accelerate reading	1, 2	Additional books were purchased in 2022-23, which were used to support KS1 children and children in Year 3 who hadn't passed their Year 2 phonics resit.
TA to work with identified pupils	1, 2	Intervention used effectively to support pupils – TA timetabled A tutor was employed to provide interventions across school – with a focus on Year 6 (RWM); Year 4 (Times tables) and Y1 (Phonics)
Use TT Rockstars to provide method of practising recall of times tables	3, 4	TTRockstars used in KS1 and 2 in 2022-23, with timetabled sessions – rewards given. Teaching multiplication was a priority on SDP in 22-23. A tutor was employed to work with Year 4 pupils, this helped to increase the score on the MTC from 35% in 2022, to 65% in 2023. This intervention will continue in 2023-24, with an aim for at least 80% pass rate in June 2024.

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

Budgeted cost: £9,030

Activity	Challenge number(s) addressed	Impact
<p>Educational visits, experiences, hooks to learning and visitors to enrich and enhance the curriculum.</p> <p>School visits are subsidised to ensure that all children have access to educational experiences, regardless of their ability to pay.</p>	2, 3, 4, 5	<p>Residential visit – Y6 – all PP pupils had a reduced cost. Subsidised costs for other wider visits.</p> <p>All other educational visits were subsidised, where needed.</p> <p>This target will be increased in 2023-24, to enhance Cultural Capital, enabling children to access more visits and visitors.</p>
<p>Further incentives to promote positive behaviour and attendance.</p> <p>Resources to be bought to enable Golden Shop to be in place (lower and upper school)</p> <p>Attendance prizes</p>	4,5,6	<p>Golden Shop prizes were bought and given to children in exchange for Dojo points in KS2. This needs to be further developed in KS1 and EYFS in 2023-24.</p> <p>Attendance prizes were bought to encourage improvements. At the end of the school year, Amazon vouchers were given for 100%, 95% or 90% attendance – this will be a focus for 23-24.</p> <p>An additional TA was employed to support with behaviour management (for 2 children with specific demands). This helped with managing their needs without affecting other pupils.</p>
<p>Further resources to be purchased to support SEMH needs</p> <p>Book Sensory equipment for use in units</p> <p>Lego Therapy, Music, PSHE games</p>	4,5,6	<p>Lego Therapy, Music Therapy and PHSE games were replaced due to loss or breakage.</p> <p>Fidget toys and fidget cushions were bought to support specific children. These helped increase their concentration and reduce incidences of dysregulation.</p> <p>A laptop was bought to support a child with visual impairment.</p>
<p>Subsidise cost of staffing for breakfast club to enable more pupils to access the support.</p> <p>Places at Breakfast Clubs will be given as a priority to disadvantaged pupils in order to improve attendance and focus.</p>	5,6	<p>Staff organised and ran the breakfast club, ensuring all children who wanted to, received a meal before the start of school.</p> <p>This supported working parents and encouraged social skills among these children.</p> <p>Disadvantaged pupils were given priority places to support families.</p>

Data (end of Summer 2023 assessments)

	School
Whole school (NOR)	286
Girls	148 (52%)
Boys	138 (48%)
Attendance:	92%

Attendance

Attendance	School
Whole school	92%
Pupil Premium pupils' attendance:	91%
Non-Pupil Premium pupils' attendance:	93%

Pupil Premium – whole school

	Total		Girls		Boys	
Whole school	286		148/286	52%	138/286	48%
Pupil Premium	82	29%	48/82	59%	34/82	41%
Non-Pupil Premium	204	71%	100/204	49%	104/204	51%

EYFS

FS2 - On Track for GLD

63% of FS2 children are On Track for GLD (26/41)

63% of Pupil Premium children (5/8) are On Track for GLD;

64% of Non-Pupil Premium children (21/33) are On Track for GLD

Phonics

Year 1 Phonics

40 Year 1 pupils sat the Phonics test. 30/40 pupils passed (75%)

7 Pupil Premium students sat the test. 44% passed (4/7) compared to 79% of Non-Pupil Premium students. (26/33)

Year 2 Phonic Re-sits

14 Year 2 pupils sat the Phonics re-sit. 12/14 pupils passed (86%)

3 Pupil Premium students sat the test. 100% passed (3/3) compared to 67% of Non-Pupil Premium students. (4/6)

Results at the end of Key Stage 1 for 2022/23:

Reading:

Achievement: 69% ARE (27/39 pupils) PP: 40% (4/10) Non-PP 79% (23/29)
Points Progress: Whole Class: 6.8 points; PP: 6.2 points; Non-PP: 7.0 points

Writing:

Achievement: 59% ARE (21/39 pupils) PP: 40% (4/10) Non-PP: 59% (17/29)
Points Progress: Whole Class: 5.3 points; PP: 4.0 points; Non-PP: 5.8 points

Maths:

Achievement: 69% ARE (27/39 pupils) PP: 40% (4/10) Non-PP: 79% (23/29)
Points Progress: Whole Class: 5.1 points; PP: 3.9; Non-PP: 5.5 Points

Overall, fewer Pupil Premium students achieved ARE than Non-PP students. Also, PP students made less progress than Non-PP children.

Year 4 Multiplication Tables Check – June 2023:

29 children took the MTC test.

7/29 achieved 25/25 (24%) - 2/13 PP children (15%) 5/16 Non-PP (31%)
19/29 achieved 20+ (66%) - 7/13 PP children (54%) 12/16 Non-PP (75%)

Results at the end of Key Stage 2 for 2022/23:

Reading:

Achievement: 65% ARE (26/40 pupils) PP: 46% (6/13) Non-PP: 74% (20/27)
Points Progress: Whole Class: 5.5 points; PP: 4.9 points; Non-PP 6.1 points

Writing:

Achievement: 55% ARE (22/40 pupils) PP: 31% (4/13) Non-PP: 67% (18/27)
Points Progress: Whole Class: 6.1 points; PP: 6.1 points; Non-PP: 6.1 points

Mathematics:

Achievement: 55% ARE (22/40 pupils) PP: 38% (5/13) Non-PP 63% (17/27)
Points Progress: Whole Class: 5.4 points; PP: 5.1 points; Non-PP: 5.5 points

Overall, fewer Pupil Premium students achieved ARE than Non-PP students.

PP children made less points progress than Non-PP in Reading and Maths, but the same amount in Writing.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A