

Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Newfield Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	51.5% (November 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Bolt
Pupil premium lead	Philippa Saving
Governor / Trustee lead	Laura Williams Kim Beat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,448
Recovery premium funding allocation this academic year	£15,225
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	£161,673

Part A: Pupil premium strategy plan

Statement of intent

At Newfield we aim to enable every child to fulfil their learning potential, with education that meets the needs of each child and to help every child to develop the skills, knowledge and personal qualities for life and work. The pupil premium funding is used to help support disadvantaged pupils, diminishing the attainment gap between them and their peers. At Newfield we use the pupil premium funding to improve the quality of teaching and outcomes for disadvantaged pupils. By doing this, we also benefit non-eligible pupils as well, including families which have no recourse to public funds or multiple levels of deprivation.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories that are aligned with the Education Endowment Foundation's pupil premium guide which include:

1. Teaching - Spending on improving teaching which includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.
2. Targeted academic support - providing targeted academic support for one-to-one or small group intervention to classroom teaching for disadvantaged pupils.
3. Wider strategies – identifying and supporting significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between disadvantaged pupils and their peers and ensure that they meet national expectations in all subjects.
2	Providing targeted academic support for pupils who are not making expected progress from their starting points.
3	Addressing non-academic barriers to attainment such as behaviour, mental health and wellbeing.
4	Investing in training and development to improve quality first teaching.
5	Improving parental engagement and children's readiness to learn, and their attendance and punctuality.

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
Disadvantaged pupils attain in line with their peers in all subjects. Disadvantaged pupils meet or exceed national expectations at the end of EYFS, KS1 and KS2.	<ul style="list-style-type: none"> Teachers and leaders use assessment well. Teachers use assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Internal and external assessment data indicates that pupils attain in line with their peers nationally. High standards of work evident in books across all subjects. There is high academic ambition for all pupils. Resources support home learning- ensuring no child is disadvantaged as a result of not having appropriate resources. The 2-year WLZ programme supports each child's unique strengths, needs and aspirations. Pupils academic development is significantly improved.
Disadvantaged pupils make accelerated progress from their starting points and attain at least in line with their peers.	<ul style="list-style-type: none"> Disadvantaged pupils know more, remember more and are able to do more from their starting point. High standards of work evident in books across all subjects. Internal and external assessment data indicates that pupils attain in line with, or above their peers nationally. Quality interventions are in place and regularly monitored for key pupils. Resources support home learning- ensuring no child is disadvantaged as a result of not having appropriate resources.
The school has a culture of positive mental wellbeing and pupil's mental health is a priority. All pupils are equipped with the knowledge, skills and tools to thrive in the modern world.	<ul style="list-style-type: none"> Pupils know who they can talk to when they need support. There is a consistent approach to mental Health and Well-being across the school. Staff support pupils to understand their emotions and respect the feelings of those around them. Key pupils attend the free Breakfast and After School Clubs which supports their mental health and well-being.

	<ul style="list-style-type: none"> • The 2-year WLZ programme supports each child's unique strengths, needs and aspirations. Pupils social and emotional development is significantly improved. • The school is awarded the Silver Award for myHappyMind.
Teachers' subject, pedagogical and pedagogical content and subject knowledge. Continue to improve professional development for teachers and staff is aligned with the curriculum, so that they are able to deliver better teaching for pupils.	<ul style="list-style-type: none"> • Quality first teaching ensures vast majority of pupils do not require any longer-term interventions in order to catch-up to diminish gap in learning • Teachers have an increased level of confidence in meeting the needs of their pupils and delivering content and subject knowledge. • CPD is effective and has a positive impact on pupils' outcomes. • RWInc training is implemented effectively in school and pupils make good progress in reading.
<ul style="list-style-type: none"> • There is demonstrable improvement in the attendance of pupils who have particular needs. 	<ul style="list-style-type: none"> • Attendance data indicates that attendance and punctuality is improving. • Every pupil reaches the school attendance target of 95% (The Government's target for attendance for Primary School Pupils is at least 95%.) • A "sharper focus" on tracking attendance • Pupils who may be disadvantaged or have additional needs or barriers to learning are identified. • Attendance policy is up-to-date and in place. • Attendance board and trophy re-established. • Disadvantaged pupils' attendance is in line with non-disadvantaged pupils nationally. These groups are tracked regularly and meetings are held with families alongside the Educational Welfare Officer to target poor attendance, persistent absence and poor punctuality.

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

Budgeted cost: £10,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Training for the whole school, including leadership development days.	<p>Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development (Education Endowment Fund).</p> <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (Education Endowment Fund).</p>	1,2 and 4
National Online Safety Training	<p>National Online Safety aim to make the internet a safer place for children. They achieve this through equipping school staff, parents and children with the knowledge they need to understand online dangers and how best to react should an incident arise.</p> <p>It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods (Education Endowment Fund)</p>	1,2,3 and 4

<p>CPD to improve the quality of teaching</p>	<p>We know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students.</p> <p>Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching. https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p>	<p>1,2,3 and 4</p>
<p>Coaching and Mentoring teachers, particularly ECTs</p>	<p>Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher (Induction for Early Careers Teachers March 2021).</p>	

Targeted academic support

Budgeted cost: £98,203.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Small group tuition has an average impact of four months' additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (Education Endowment Fund)</p>	1,2
Additional staffing	<p>Teaching assistant offer increase support in lessons and to deliver support through small-group interventions, particularly in literacy and numeracy. Recent research has suggested that teaching assistants have low or very low impact for high cost (The Sutton Trust). However, through effective and regular CPD teaching assistants are equipped with the skills and knowledge to support pupils well. Teaching assistants can provide a large positive impact on learner outcomes (Education Endowment Fund)</p>	1, 2, 4

Wider strategies

Budgeted cost: £54,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
West London Zone	West London Zone are a charity who help children and young people build the relationships and skills they need to get on track socially, emotionally and academically to thrive in adulthood. They do this by building trusted relationships, providing specialist support and joining up each child's support system, including families, schools and local organisations, to deliver a personalised 2-year support plan for each child. WLZ states that 92% of children tell them that they feel they can ask their Link Worker for support when needed and 83% of parents see an increase in their child's confidence during the programme. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (Education Endowment Fund))	1, 2, 3
MyHappyMind	MyHappyMind is taught across five modules and each introduces a new set of content and habits to help children build resilience, self-esteem and confidence. Similar approach to the case study from Springfield Junior School in EEF.	1, 2, 3
Additional SEND visits e.g. EP, dyslexia assessments	Similar to Limsfield Grange School (EEF guide) for pupils with special educational needs deprivation is part of the broader context for many of our school's families. Therefore, the Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage.	1,2,3,5
Free Breakfast Club and After School Club Places	Qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. (Department of Education and Institute for Policy Research, University of Bath - Unequal Playing the Field Report)	1,2,3
Attendance	Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 (DFE)	1,2, 5
Trips	Enrichment opportunities help develop social skills and a positive attitude to school. The EEF suggests that enrichment activities can have a positive impact on academic outcomes in other areas of	1,3

	the curriculum. These can enhance students' progress by an additional 3 months. In addition, the EEF found that wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. ((Education Endowment Fund)	
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Total budgeted cost: £162,944

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations in KS2. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. The progress and attainment of the school's disadvantaged pupils in 2021/22 was above non-disadvantaged pupils in English at KS1.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils in KS1 was 1.3% higher than their peers in 2021/22 and at KS2 was similar. We recognise this gap needs to close further which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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?	