

Pupil premium strategy statement Newton Poppleford Primary School 2024/2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	26
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	December 2002-2025
Date this statement was published	02/12/2024
Date on which it will be reviewed	02/12/2025
Statement authorised by	Ant Pope
Pupil premium lead	Ant Pope
Governor / Trustee lead	Linda Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33640

Part A: Pupil premium strategy plan

Statement of intent

We focus our pupil premium strategy on the factors that are most important to the children in our setting. We are a context driven and increasingly, research engaged school. We seek to develop evidence-based practice for the benefit of all children. We believe education is critical to enabling social mobility and identify and implement strategies to reduce the attainment gap between the most and least disadvantaged pupils. We recognise that children need the social and emotional skills to enable them to regulate and engage in positive learning behaviours. We feel this is vital for disadvantaged children to overcome barriers they may face and enable them to take opportunities given.

We have placed a strong emphasis on the centrality of reading to accessing the curriculum and believe disadvantaged pupils require most support in the key areas of English and Maths – *we see these as the cornerstones of the curriculum*. Furthermore, we believe that strong literacy and numeracy are crucial for preparing children for life beyond school. Despite challenges faced, we believe disadvantaged pupils should make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers.

We will consider the individual challenges faced by all vulnerable pupils, such as those who have a social worker, young carers and pupils who have experienced or are experiencing life in care. We also target those pupils who require support and education recovery following the COVID-19 pandemic, through a variety of other strategies.

A focus on Quality First Teaching and continuous improvement is integral to our approach and has the highest benefit to all. We have placed an emphasis on staff development and constantly work towards improving practice. We ensure that the progress and attainment of disadvantaged pupils is sustained and improved alongside their peers. Early identification and analysis of barriers, combined with robust and clear diagnostic assessment allow us to respond to individual needs and challenges. We recognise that these are nuanced and complex however we believe a robust system of targeted support and intervention combined with strong pastoral care and parental engagement allow us to meet these needs.

We have utilised the information available from:

- The EEF reports on supporting children with maximum impact.
- Internal and National assessment data and benchmarks
- Current research and evidence base in the wider educational community.

From these sources we have identified the following priority areas for spending:

High quality professional development and ring-fenced development time; a relentless focus on improving teaching; Evidence based numeracy interventions and strategies: such as mastering number, journaling in maths and small group fluency practice; Evidence based literacy interventions such as FFT phonics, Tutoring with the lightning squad, comprehension strategies, reading programmes; Small group and/or individual intervention groups across the curriculum; Pastoral approaches that focus on SEL and well-being.

To ensure they are effective we will:

Ensure progression for disadvantaged pupils through appropriate challenge.

Act early to intervene at the point of school entry and throughout their school journey.

Ensure that disadvantaged children have a high profile and status in our school.

Ensure an appropriate climate and learning culture for our disadvantaged pupils.

Ensure early, targeted and immediate support for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Diagnostic assessment, observation and discussion identifies weak Language and Communication skills (often identified in partnership with pre-school). Some children are working below age related expectations. We have found that many have underdeveloped oral language and vocabulary gaps. These are prevalent amongst our disadvantaged pupils and they do not have the breadth of vocabulary of their peers. In KS1 and KS2, children are unlikely to utilise the talk routines to identify and respond to learning as coherently as their peers. A
2	Attainment: due to a number of factors disadvantaged pupils do not always achieve in line with their peers. For example: in 2023 the percentage of pupils achieving the combined values and the age-related standard in at KS2 showed a gap in attainment to their peers (Statistical outcomes for disadvantaged vary dependent on cohort and uneven distribution across the school). The pandemic has impacted on children's writing, fluency in mathematics, spelling and reading.

3	Reading and the impact on children's vocabulary and literacy standards. (As well as associated speech and language development in the Early Years and beyond).
4	SEMH and Mental well-being. Some of our disadvantaged pupils require mental well-being and social and emotional support that is impacting on their positive learning experience in school.
External	
5	A minority of disadvantaged children in the school are persistently absent. Our attendance data indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils.
6	Many disadvantaged children do not receive the same opportunity as their non-disadvantaged peers

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
Progress in children's early language development and improved language and communication skills.	<ul style="list-style-type: none"> All pupils who are eligible for pupil premium make rapid progress and receive targeted intervention where speech and language needs are identified. Support will be put in place across the early years led by the SENDCO and pre-school leader. Notice and focus children's provision will focus on enriching children's understanding of and use of language. The Early years provision will be a language enabling environment
Progress in the development of good speaking and listening. Utilising talk routines and use of higher level language in their sentence and word level vocabulary use.	<ul style="list-style-type: none"> In KS1 and KS2, children are utilising talk routines to identify and respond to learning as coherently as their peers. Assessment against speech and language descriptors and the schools oracy framework will show a clear progression.

	<ul style="list-style-type: none"> • Children will display an improved breadth of vocabulary.
<p>There will be high-quality teaching provision across the school in all ages and stages. These will result in accelerated progress for many pupils and ensure that more pupils achieve age related expectations and at greater depth.</p>	<ul style="list-style-type: none"> • Use of research-based PD programmes and coaching strategies will elevate pedagogy across the curriculum. • Shared development opportunity, joint planning and best practice will improve teaching practice. • Leaders will coach and mentor across the school and improve consistency. • Pupil attainment and progress data will be indicative of progress and attainment in line with non-disadvantaged peers. • Robust assessment will result in targeted intervention.
<p>Achieve National Average attainment for all disadvantaged pupils at the end of Key stage 2.</p>	<ul style="list-style-type: none"> • Disadvantaged students will achieve the national average attainment score for all pupils. This will be in line with their non-disadvantaged peers.
<p>Staff's increased subject knowledge and professional competencies will lead to the implementation of the school curriculum that effectively responds to the needs of pupils through accurate and productive assessment.</p>	<ul style="list-style-type: none"> • Curriculum development and enhancement will be a feature of school endeavour in 2023. • Disadvantaged Children's engagement in learning will be higher. • Teaching will enable pupils to know more, do more and remember more through targeted teaching to gaps in knowledge, spacing and retrieval. • Diagnostic assessment will be robust and reveal gaps in pupil knowledge and responsive practice will result in targeted teaching. • Greater collaboration and communication with parents.
<p>Reading across the school will be prioritised and intertwined with the curriculum. Effective measures and diagnostic assessment will be in place to enable targeted intervention. Pupil premium children will display a love of reading.</p> <p>Early reading intervention will result in accelerated progress.</p>	<ul style="list-style-type: none"> • Reading fluency interventions will take place based on the lightning squad. • Teachers ensure support for readers who are in the bottom 20% of school attainment through targeted practice. • School systems will enable targeted intervention based on immediate tracking and ongoing assessments. • Targeted phonics intervention will support individual groups of children. • Year 1 phonics outcomes will be in line with National outcomes. • This who did not pass the phonics assessment will receive targeted intervention and be tracked throughout their school journey. • All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading. • 100% of parents of PP pupils will read with their children at home 5 times a week. PP pupils will make expected progress in reading and will achieve in line or above ARE.

<p>To ensure pupils are supported to develop healthy life choices and positive mindsets. To prioritise well-being and encourage self-worth.</p>	<ul style="list-style-type: none"> • Pastoral intervention will support pupils emotional and social skills. Practitioners will be trained in attachment-based mentoring and therapy based practice as well as relational approaches. • Lego therapy will be provided. • Newton Poppleford stars will be embedded and used as a vehicle for school endeavour. • Whole school approaches will encourage positive sense of self and well-being. • SEL skills will be modelled in everyday teaching. • Children will display self-awareness and self-management skills related to SEL and a healthy diet. • Families will feel well informed about what an appropriate healthy diet looks like. • PP will be able to identify what is/isn't a healthy diet. • Teaching and school wide endeavour will focus on inclusion and diversity.
<p>To improve the attendance of disadvantaged children across the school and effective measures put in place for those with persistent absence.</p>	<ul style="list-style-type: none"> • To achieve an attendance target in excess of national expectations. • The school's systems will be personalised, targeted and supportive in nature. • Disadvantaged pupils will be broadly in line with non-disadvantaged • Attendance will be incentivised. • Where attendance falls below expectation the school will implement procedures in line with new guidelines. The school will take advice from and work with the local authority and national initiatives. • Reduce the number of persistent absentees among pupils eligible for PP and continue to work closely with families.
<p>To offer experience and opportunities through a holistic curriculum offer. They will acquire the skills and experience to build social capital and improve life aspiration.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will have the same opportunities for trips as their non – disadvantaged peers. • Disadvantaged pupils will have opportunity to experience a range of enrichment activities and extra-curricular activities in line with their non-disadvantaged peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Focus on Quality first teaching and improving practice of teaching staff.</i></p>	<ul style="list-style-type: none"> • Dedicated teacher development time is given above and beyond PPA time to develop staff competencies. This can take many forms but is directed and supported by senior leadership • The school pedagogy follows a consistent approach. • The entire staff team work collaboratively on the core teaching elements to refine their teaching. • The curriculum is being designed to ensure pupils develop core foundational knowledge that is gradually built upon. • Our school-based approach and curriculum design follows the mastery learning principles that the EEF have found to have a +5 months learning impact. • We have utilised the the EEF publication ‘Using your Pupil Premium Effectively’ when considering this activity. • https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium 	<p>1,2,3,4</p>
<p><i>A focus on staff developing strategies associated with Oracy and improving the quality and use of vocabulary.</i></p>	<ul style="list-style-type: none"> • Talk tactics and the use of exploratory talk is an embedded feature of practice across all classrooms. • Spoken language and verbal interaction in the classroom are of a very high standard. Skilled practitioners use a range of dialogic activities to encourage higher standards. • Oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. This leads to a greater understanding of subjects taught and comprehension of the key aspects of learning. 	<p>1,2,3,4</p>

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<i>Phonics training and resourcing</i>	<p>The teaching of phonics in the school must be explicit and systematic and all staff are expected to be phonics teachers.</p> <ul style="list-style-type: none"> • Teachers must be trained in order to deliver it successfully. • All support staff must be aware of the use of phonic strategies and implement them consistently. <p>The EEF has found that phonics has a very high impact for low cost based on “extensive evidence” +5 months additional progress and is recognised as an essential component of early reading.</p>	1, 2, 3,4
<i>Reading comprehension across the school</i>	<p>Successful reading</p> <p>The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies.</p>	
Mentoring and coaching from senior leaders to deliver improved teaching and learning outcomes.	<p>Staff are developing their competencies collaboratively. Staff work in shared planning under action research questions in their own classrooms.</p> <ul style="list-style-type: none"> • All senior leaders are trained in coaching. • All staff engage in coaching with other professionals. • Specialist middle leaders work with other teachers to develop practice. • The headteacher is undertaking ILM level 5 training in coaching and supported by an experienced school improvement mentor, • School based systems and processes enable coaching and mentoring to occur through leadership release and dedicated teacher development time. <p>Professional development is designed in line with the EEF recommendations and is designed to be high challenge but low-threat. We ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice as well as being aligned with the school’s context.</p>	.

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NESSY	<p>Targeted support for children diagnosed with and showing signs of dyslexia. The school uses approaches universally and is a dyslexia friendly school. Nessy is used a further intervention to and target those children who face challenge with spelling and oracy skills</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3
Language Link – Reception children	<p>Ongoing evidence from school baseline and national data is that disadvantaged children have a limited vocabulary in comparison to their non-disadvantaged peers. The DFE’s plan to unlock talent and fulfil potential states: “We know that vocabulary at age five is a key predictor of whether a child from a disadvantaged background is likely to ‘buck the trend’, succeed at school and become socially mobile in later life”</p> <p>Children have not experienced the same language as their peers through the pandemic and so we focus on improving language in the early years.</p>	1, 2, 3
Specific and targeted reading intervention – school based volunteers/teacher led and TA led small group intervention.	<p>School delivers KS1 phonic intervention sessions to those not on track to reach phonic outcomes at KS1 and year 2 children who did not pass phonic tests.</p> <p>Reading champion and volunteer readers listen to all pupils who are assessed as not on track on a 1-1 basis weekly.</p> <p>Tutoring with the lightening squad, is delivered by trained HLTA teaching assistants</p> <p>In class high quality teaching intervention takes place in whole class teaching delivering guided reading sessions to target groups.</p>	1, 2, 3

Small group interventions to support children who have fallen behind in maths.	<p>Targeted support and intervention delivered by trained teaching assistants and targeted support following the seven recommendations identified as best use of TA's by the EEF. Pupils are targeted to provide catch up and direct intervention in key areas related to the NVCETM ready to progress criteria and underlying number concepts.</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3
Small group interventions to support children who have fallen behind in English	<p>Targeted support and intervention delivered by trained teaching assistants and targeted support following the seven recommendations identified as best use of TA's by the EEF</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and tracking based on weekly data.	<p>School leaders will establish and embed routines that support parents of persistently absent pupils. Weekly attendance meetings and dedicated time for office staff. Incentivised approaches to combat persistent absentees and improve attendance.</p> <p>Implementation of the DFE's advice on Working together to improve pupil attendance.</p>	5
SEL and supporting pupil needs.	The school will embed social and emotional learning (SEL) provision and interventions led by PHSE lead,	1, 2, 3, 4, 5

	<p>SENDCO and forest school lead and seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	
Learning mentor and well-being approaches	<p>We will increase the protective factors around our vulnerable pupils using intervention from trusted adults</p> <p>The school has implemented a college approach to mental health and well-being and is one of the key areas in the strategic plan to ensure pupils enjoy school and schooling.</p> <p>Trained Staff will deliver a variety of interventions including lego therapy, Attachment based mentoring approaches as well as bespoke curriculum activities.</p> <p>The Amazing ME group will use a targeted approach and 'time to talk' based on boxall profiling to achieve tangible progress for pupils.</p>	1, 2, 3, 4, 5
Parent support and engagement	<p>The school employs a Parent support advisor to work collaboratively with multi agencies to benefit vulnerable families and those in need.</p> <p>Parents are offered drop in clinics bi-weekly in our 'care café' to help support and advise.</p> <p>Parent academic workshops and initiatives such as 'rock up and read' help us to support families and give access to their child's education</p>	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 34,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2023/24 academic year the school took decisive action to robustly identify and intervene to ensure the needs of under resourced pupils were more readily met. The school's approach has focused on meeting the needs of pupils through a number of different approaches. These are targeted to move forward and make a difference to under resourced pupils.

Under-resourced pupils hold very high status in our school and teaching/monitoring and professional dialogue focuses on this group.

We have implemented improvements in teaching and learning that ensure all pupils have access to high quality teaching. We have developed targeted academic support that enables pupils to make accelerated progress and wider strategies that remove non-academic barriers. We also recognise that individual pupil and family circumstances are different and ensure we identify barriers and celebrate achievements on a child by child basis. As a slightly smaller than average primary school, with lower than the national average levels of under resourced pupils we also recognise that we should and must have a targeted and effective approach for our most deserving pupils.

EYFS (2 pupils)

50% of pupils achieved GLD

1 child was held back due to early number knowledge

Phonics

Year 1

66% of pupils passed in a cohort of 3

Year 2

100% passed the retest in a cohort of 1

KS2 – Cohort of 25 pupils (4 under resourced)

KS2 2024 headline data				
	Reading	Writing	GAPs	Maths
EXP+	76%	52%	48%	52%
GDS	32%	16%	28%	24%
Disadvantaged (under resourced pupils)	75%	50%	25%	50%
Disadvantaged (under resourced pupils) GDS	25%	0%	0%	0%

The cohort of disadvantaged pupils taking the KS2 national assessments in 2023/24 was 4 and 16%. The proportion of pupil premium pupils attending the school was also 16% at the time of the test.

Attendance:

Whole school attendance was above national average.

Newton Poppleford Primary School: 95.4% National: 94.3% (FFT figures).

FSM 94% National: 91.8% (FFT figures).

The school has invested in and delivered a robust system of identification and support for attendance of PPG pupils. In all individual year groups across the school and in whole school attendance figures, children attended Newton Poppleford Primary School more when compared against their National peer group.

Exclusions:

The Exclusion/suspension rate for our PPG pupils was very low. Over the course of 2023/24, No PPG pupils were suspended or excluded.

Additional Help and targeted support

The schools focus on professional development has resulted in an improved teaching and learning offering. The school has implemented research based professional development activity and pedagogy frameworks. All practitioners have a greater understanding of and application of the school's expectations and external scrutiny has appraised and recognised improvements in the school's approach. School improvement partner has commented that the *"school's improvements should be commended"*. Another recent report commented: *Leaders are knowledgeable and have high expectations."*

In the Early Years, the school has focused on the importance of speech and language as well as early identification of pupils. This identification occurs in the adjoined pre-school 'Little Popples' wherever possible and the resource invested in an excellent transition programme enables

parental engagement and support as early as possible. This enables children to achieve ‘*a flying start*’ OFSTED 2020.

Diagnostic and summative assessment has been embedded across the school and we refine and develop these approaches to ensure the most accurate and immediate understanding of pupil gaps that enables teachers to adapt provision according to need and accelerate progression.

The school has implemented and can demonstrate positive impact on pupil achievement through effective targeted intervention that identifies barriers and a wide range of approaches including – reading intervention, tutoring and mentoring, targeted support with arithmetic and number work and additional phonics and early reading support. Wider strategies that incorporate therapeutic and relational approaches as well as opportunities beyond the curriculum for key pupils have also been impactful and beneficial for pupils in need of support. For example:

Of 17 pupils in KS2, 7 pupils were identified through diagnostic assessment (RAP) as requiring additional intervention. These pupils received targeted support through reading intervention and made accelerated progress (unless an identified SEND need).

The behaviour at the school is good. Pupils enjoy attending the school and feel supported. The school’s behaviour is appraised as being good and pupils are observed following the school’s Positive Behaviour Management Policy during learning walks. Under resourced pupils are not disproportionately represented in the school’s behaviour incident review data. Interventions provided for well-being by the school’s pastoral champion were positively received by parents and pupil voice is indicative of high levels of well-being and enjoyment of school. A recent evaluative visit from the school’s improvement partner commented **“Newton Poppleford children are polite and articulate. They demonstrate happiness at school and a real desire to learn.”**

The PPG grant allowed disadvantaged support for pupils from multiple year groups as well as numerous trips and visits such as Escot House, RAMM museum, Exeter Cathedral and others. It also funded storyteller visits, theatre group performances and artist visits. The year 6 residential was subsidised to allow all pupils to experience a number of nights away from home. Support was given with music lessons subsidised by the school for a number of children. Under resourced pupils received half termly enrichment such as the above and all pupils are given this opportunity. The school’s extra-curricular offering has provided extensive enrichment including STEM, wider curriculum and a range of sports and physical activity that have been taken up by our under-resourced pupils

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Widgit	Widgit Software Ltd

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Last year the pupil premium funding was apportioned to help fund the Amazing Me sessions. These sessions supported pupils in their social, emotional and mental health. They provided a 'safe space' and enrichment opportunities for trusted adults. They also provided the children with opportunity to be supported in their academic and learning challenges through discussion with mentors.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Children were more able to access the wider curriculum and be supported in their learning through better relationships. More focused approaches and improved social, emotional and mental health.</p>