

Pupil premium strategy statement – Newton Poppleford Primary School 2023/2024

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	21 (3 service children) Total = 12%
Academic year/years that our current pupil premium strategy plan covers	December 2002-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
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	£40,740
Recovery premium funding allocation this academic year	£1005
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year	£40,070
<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>	

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. 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 the National Tutoring Programme and 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 teacher development time; 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.

Our ultimate objectives are to:

Ensure progression for disadvantaged pupils through appropriate challenge.

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
------------------	---------------------

Internal – in-school barriers	
1	Attainment: due to the Covid pandemic and other 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. Disadvantaged pupils do not always achieve in line with their peers.
2	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).
3	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	
4	A minority of disadvantaged children in the school are persistently absent.
5	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.

Challenge number	Intended outcome	Success criteria
1.	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.	<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.

1.	<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.
2.	<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.</p> <p>Early reading intervention will result in accelerated progress.</p>	<ul style="list-style-type: none"> • Consistent approaches to reading will be developed across the school. • 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. • Resources to enable readers to engage in intervention will be purchased and book stock replenished. • 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.
2.	<p>Progress in children's early language development.</p>	<ul style="list-style-type: none"> • Children's needs will be identified through Blank scale tool. • 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

3.	To ensure pupils are supported to develop healthy life choices and positive mindsets. To prioritise well-being and encourage self-worth.	<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. • Teaching and school wide endeavour will focus on inclusion and diversity.
4.	To improve the attendance of disadvantaged children across the school and effective measures put in place for those with persistent absence.	<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.
5.	To offer experience and opportunities through a holistic curriculum offer	<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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focus on Quality first teaching and improving practice of teaching staff.</i>	<p>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</p> <ul style="list-style-type: none"> • 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. <p>Our school-based approach and curriculum design follows the mastery learning principles that the EEF have found to have a +5 months learning impact.</p>	1,2,3
<i>A focus on staff developing strategies associated with diagnostic assessment and retrieval practice.</i>	Staff will receive training and development in retrieval diagnostic assessment practices and implement these in the classroom. Staff work together to ensure consistent approaches.	1, 2, 3

	<ul style="list-style-type: none"> • Pupils are taught declarative knowledge and assessed to ensure learning. • Staff use spaced learning practice and a variety of retrieval techniques and tasks. • Teaching strategies enable pupils to identify and work towards targeted knowledge • Retrieval practices is a common and embedded practice <p>EEF studies are currently being carried out according to the meta-analysis from Adesope et al, 2017, the effect sizes is estimated at .67 for classroom impact.</p>	
Curriculum Development	<p>Staff are developing and designing a curriculum that is unique to the setting. The endeavour behind our design is a curriculum that allows pupils to know more, do more and remember more.</p> <ul style="list-style-type: none"> • Curriculum leaders and subject leaders are supported in coaching conversations by leaders. • Teacher development time is given to allow subject leaders time to develop their curriculum area. • Subject specific professional development is provided for staff to develop and discuss competencies. <p>The evidence-based education's Great Teaching Toolkit has formed (amongst other sources) an accessible basis for much of our work and summarises the teacher's work in designing the curriculum.</p>	1, 2, 3, 4, 5

Phonics training and resourcing	<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
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</p>	1, 2, 3,

	teaching techniques, and embeds practice as well as being aligned with the school's context.	
--	--	--

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

Budgeted cost: **£13,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme	Small group targeted intervention based on robust and effective diagnostic assessment has a positive impact on attainment in schools. The use of targeted and effective tutoring for groups of pupils in the school to close the attainment GAP and help them make progress to ensure they catch up on lost learning as a result of the pandemic.	1, 2, 3
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	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	1, 2, 3

	<p>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>	
<p>Specific and targeted reading intervention – school based volunteers/teacher led and TA led small group intervention.</p>	<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>	<p>1, 2, 3</p>
<p>Small group interventions to support children who have fallen behind in maths.</p>	<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. Counting to calculate and success in arithmetic are delivered by trained HLTA teaching assistants.</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	<p>1, 2, 3</p>

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: £ 7,000

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>	4
SEL and supporting pupil needs.	The school will embed social and emotional learning (SEL) provision and interventions led by PHSE lead, SENDCO and forest school lead and seek to improve	1, 2, 3, 4, 5

	<p>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>	
<p>Learning mentor and well-being approaches</p>	<p>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>This year staff will attend attachment based mentoring training, lego therapy training and the foundation qualification from Place 2 Be for all teaching assistants and teaching staff.</p> <p>https://www.place2be.org.uk/our-services/services-in-schools/mental-health-champions-foundation-programme/</p>	<p>1, 2, 3, 4, 5</p>
<p>Curriculum enrichment through after school club, school trips subsidies</p>	<p>All children, including Pupil Premium children encouraged to take part in activities to support life skills and those that increase children's experience of culture and life enhancing knowledge. Arts participation has been found by the EEF to have a strong impact at relatively low cost. The school offers a large range of after school clubs and subsidised school trips and residential for all pupils. This increases all pupil's sense of belonging and engagement in education. Shows and productions will give all children an opportunity for educational experience and will increase children's want to attend school. This will in turn impact positively on attendance and attainment data.</p>	<p>5</p>

--	--	--

Total budgeted cost: £ 39,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2022/23 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. They are targeted to move forward and make a difference to our under resourced pupils. They have included improvements in teaching and learning that ensure all pupils have access to high quality teaching. To develop targeted academic support that enables pupils to make accelerated progress and wider strategies that remove non-academic barriers. We have recognised 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.

The cohort of pupils taking the KS2 national assessments in 2022/23 had a much higher proportion of pupil premium pupils when compared with the other cohorts in the school at 38% compared to 17.4% for the whole school. The proportion of pupil premium pupils attending the school has dropped significantly now this cohort has moved to Secondary.

Attendance:

Whole school attendance was above national average.

Newton Poppleford Primary School: 94.5% National: 92.3% (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 2022/23, only one PPG pupil was suspended/excluded.

Pupil A: Fixed-term exclusion (2 days).

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 resulting in our 22/2023 flexible classrooms approach. 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”**

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. Pupils in the EYFS outperformed their Devon counterparts in the prime goals including communication.

Similarly, standards, expectations and pupil outcomes in year have been appraised as improving. The funding grant was used to support dedicated leadership and curriculum time (teacher development time) this has resulted in the higher expectations and positive impact of the curriculum needs and requirements of under-resourced pupils as laid out above.

A new approach to diagnostic assessment both summative and formative has resulted in a more targeted and robust approach to meeting the needs of under resourced pupils. Across the school diagnostic checks were undertaken and the necessary interventions, resources or staff were deployed effectively to accelerate progress. 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 through fluency projects. Targeted support with arithmetic and number work. Additional phonics and early reading support. 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: bi-weekly therapeutic visits to The Donkey Sanctuary for children who have suffered bereavement. This has resulted in high levels of pupil Wellbeing. 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 grant allowed disadvantaged support of the costings of swimming for pupils from multiple year groups as well as numerous trips and visits such as Escot House, RAMM museum, The Sidmouth Toy museum, Cobbaton Combat Collection, Exeter Cathedral and others. It also funded storyteller visits, theatre group performances and artist visit. The year 6 residential was heavily subsidised to allow all pupils to experience a week 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

Externally provided programmes

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

Programme	Provider
Standardised assessment materials	PIRA, PUMA, GAPS Rising Stars