

## Pupil Premium Statement 2024-2027

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Newfield Park Primary Academy
Number of pupils in school	468
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2027
Statement authorised by	S Payne
Pupil premium lead	S Payne
Governor / Trustee lead	J Stone

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,440
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 78,440</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When creating our PP strategy, we recognise the importance of considering the context of our school, the individual child and the subsequent challenges. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies alongside our internal strategies and data to inform decisions.

Common barriers to learning for disadvantaged pupils in our school include: poor language and communication skills, lack of confidence, lack of wider-world knowledge and low levels of reading. We recognise that each child is an individual and there may be varying and complex situations that prevent each child from flourishing.

The key principles of our strategy are:

- Promote an ethos of **attainment/achievement for all**
- **High quality teaching** for all pupils
- An **individualised approach** to addressing barriers
- Decisions **based upon data, evidence and pupil voice**
- **Clear, responsive leadership** - setting **high aspirations** and **responsibility** for raising attainment to all staff

We understand that many elements of our strategy will overlap and that the balance of our approach will vary, and we will regularly review strategies put in place as children's priorities change. We will also ensure that to make the biggest difference we will focus on a small number of key strategies.

Our ultimate objectives are:

- To **narrow the attainment gap** between disadvantaged and non-disadvantaged children
- For all disadvantaged children to **make or exceed nationally expected progress**
- To provide opportunities to **engage** disadvantaged children in the wider curriculum
- To provide language rich environments to allow PP children to **develop their literacy skills**
- For all disadvantaged children to have **attendance** that meets the national average

## Challenges

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

Challenge number	Detail of challenge
1	The progress of pupil premium children is lower than that of non-pupil premium
2	Reading age of PP children
3	Lack of cultural experience and engagement in wider-curricular opportunities
4	Consistently high quality first teaching in all classrooms
5	Low self-esteem and self-confidence of PP children
6	Individualised approach to learning and support for PP children
7	Cohesive whole school leadership approach to narrow the gap

## 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 of PP children improves in all year groups	<ul style="list-style-type: none"> <li>Progress data shows a narrowing attainment gap</li> <li>Learning attitudes of PP children improves</li> <li>Self-confidence and engagement of PP children improves</li> <li>Catch up programmes accessed by PP children</li> </ul>
Reading age of PP children increases	<ul style="list-style-type: none"> <li>Data shows reading age of PP children has increased</li> <li>Increased access to age-appropriate texts</li> <li>Progress in book bands</li> <li>Phonics used regularly in class</li> <li>Increased phonic testing scores</li> <li>Movement through phonics phases</li> </ul>
Increased awareness of PP children by all teachers with regular professional dialogues taking place with students and parents	<ul style="list-style-type: none"> <li>All staff aware of PP children</li> <li>Regular contact to be made between home and school</li> <li>PP is a regular item in phase meetings, staff meetings and SLT meetings</li> <li>PP and vulnerable leads to regularly liaise with staff</li> </ul>

	<ul style="list-style-type: none"> <li>· PP profiles generated by vulnerable group and updated regularly</li> <li>· Provision maps used and updated regularly</li> <li>· High engagement of PP parents at school for parents evening and other events</li> </ul>
PP children to take part in a wide range of enrichment activities offered	<ul style="list-style-type: none"> <li>· All PP children offered a place in catch up clubs</li> <li>· Breakfast/after school clubs used to tackle attendance issues – wraparound care</li> <li>· Breakfast/after school clubs offered to enrich school experience – activities provided</li> <li>· Enrichment activities to take place regularly in classes</li> <li>· Enrichment visits to take place regularly out of school</li> <li>· Music lessons</li> <li>· Providing technology for children to use at home</li> </ul>
Quality first teaching taking place in all classrooms	<ul style="list-style-type: none"> <li>· High quality planning</li> <li>· AFL used to adapt learning as necessary</li> <li>· Split teaching</li> <li>· Intervention marking used to address misconceptions and move learning on</li> <li>· Pre-teaching used</li> <li>· Focus on vocabulary in all lessons – use of knowledge organisers and displays</li> <li>· Mastery approach in maths</li> </ul>
Increased self-esteem of PP children	<ul style="list-style-type: none"> <li>· Opportunities for PP children to have a leadership role in school (all KS2 and develop in KS1)</li> <li>· PP children to have work displayed around school</li> <li>· PP children to be regularly involved in class discussion</li> <li>· Use of nurture/ELSA programme in school</li> <li>· Celebrate successes in school and with parents</li> <li>· Family support workers/ CAHMS used</li> </ul>
An individualised approach to addressing barriers taking place for all PP children	<ul style="list-style-type: none"> <li>· Class provision maps identify individual needs of PP children and strategies used</li> <li>· PP children to have resources available to them in class to scaffold/challenge their learning</li> </ul>

	<ul style="list-style-type: none"> <li>Regular conversations with parents to identify barriers to learning at home and ensure they have all the support they need</li> <li>Targets sent home to parents</li> </ul>
Leadership of PP is consistent and rigorous	<ul style="list-style-type: none"> <li>Regular monitoring of progress of PP children</li> <li>Vulnerable working group set up to monitor progress of PP</li> <li>Pupil progress meetings and phase meetings</li> </ul>

## 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: £ 26, 681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Y2 teacher development</i>	The Education Endowment Foundation (EEF) identifies that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' Strategies will be used to ensure that all teaching at Newfield Park is of a high standard.	1 4 5
<i>All teachers - Staff training on provision mapping to ensure quality first teaching addresses all groups</i>	The Education Endowment Foundation (EEF) identifies that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'	1 4 5
<i>Phase Leaders - Training for Phase Leaders to lead other staff on key action points relating to vulnerable pupils</i>	The Education Endowment Foundation (EEF) identifies that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'	1 4 5 7

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

Budgeted cost: £ 35, 816

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch up groups</i>	EEF evidence of small group teaching impacting on increased pupil progress	1 4 5
<i>Additional teachers in Year 1 and Year 2 – supporting the teaching of Phonics and Writing</i>	EEF evidence of small group teaching impacting on increased pupil progress	1 4 5 6
<i>1:1 reading and Phonics support in Reception</i>	EEF evidence of small group teaching impacting on increased pupil progress ‘Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background.’ - The Reading Framework DfE 2021	2 5 6
<i>Curriculum enrichment – targeted in-school visitors and visits</i>	‘The breadth of extra-curricular activities ... are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live.’ – Social Mobility Commission	1 3 4

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

Budgeted cost: £ 13, 942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture Project – individual and group support</i>	Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments.	3 5
<i>Technology support – hardware and software support for pupils</i>	‘Technology can increase the quality and quantity of pupil practice’ - EEF	3 5
<i>Music tuition – individual lessons</i>	‘Music opportunities should be inclusive and accessible for all children’ – DfE study 2020.	3 5
<i>Attendance strategy – targeted support</i>	Children need to be in school to learn.	3 5
<i>Extra-curricular activities – targeted at vulnerable groups</i>	‘The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered	3 5



	valuable life experiences that should be open to all young people, regardless of background or where they happen to live.' – Social Mobility Commission	
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**Total budgeted cost: £ 78, 440**

## 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 2023 to 2024 academic year.

#### **Quality first teaching**

Gaps in children's learning have been regularly identified through the use of AFL in lessons. Half termly pupil progress meetings took place to monitor and address individual needs. Class teachers have identified gaps in learning and provided work individualised to the child. Half termly individualised targets were set and displayed in books and sent home to parents. High quality questioning was used to consolidate and move on learning. Marking has been used to address gaps and interventional marking will continue to be an area of priority during next year, This has been evident in book and lesson drop ins. During online learning, separate work was sent for PP children and regular phone calls with parents ensured any issues were addressed.

#### **Literacy support**

Talk for writing has been regularly used in KS1 and KS2 classrooms. Knowledge organisers have been used in all classrooms for curriculum lessons, shared with parents and discussed at the start of every lesson. Teachers have found that this has developed the use of vocabulary in lessons This has been evident in books and during lesson drop ins. During pupil interviews in y5 and y6, children commented that knowledge organisers 'helped them understand the words better'. A tiered approach to vocabulary has been used in classrooms and children can confidently talk through the words on display and the difference between tier 1, 2 and 3 vocabulary.

Reading has been a priority across school and evidence of this can be seen through the regular use of reading corners, increased use of reading records to develop home/school reading relationships and regular reading intervention programmes across year groups.

#### **Curriculum enrichment**

Off site visits for PP children have been funded (y6 residential). Due to Covid restrictions, there has been a limited range of enrichment visits that children have been able to go on. Families were signposted to family-based activities and days out to increase cultural capital.

Knowledge organisers were used regularly in curriculum lessons to pre-teach key vocabulary and facts.

This is an area that will continue to be developed next year, as restrictions ease.

#### **Targeted support**

Half termly pupil progress meetings took place to allow discussion of individual needs. Class provision maps have been used to identify the individual needs of PP children and to identify how to address these issues. Small group tuition has been used to address gaps. Small group work in KS1 has been used to identify and increase language acquisition. Pastoral/ nurture support has been used to address infidel



issues and contact between parents and school has been maintained during lockdown. PP children were offered places during lockdown.

## 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*

<b>Programme</b>	<b>Provider</b>
Individual Mentoring	Phase Trust
Family Mentoring	Phase Trust
Music Tuition	Dudley Performing Arts
Nurture Project	Dudley Local Authority