

Pupil premium strategy statement

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	New Chapter Primary School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	John Billing, Headteacher
Pupil premium lead	John Billing, Headteacher
Governor / Trustee lead	Ali Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,145
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£190,400

Part A: Pupil premium strategy plan

Statement of intent

At New Chapter Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A significant proportion of children receiving interventions or projects funded by the pupil premium will be made up of learners identified as disadvantaged. At New Chapter we are committed to ensuring that all children reach their full potential.

High quality teaching based around our creative curriculum topics, with high quality texts and first-hand experiences at the core, is at the heart of our approach. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children within our school.

Our strategy will also include the use of wider school plans for education recovery, including targeted support using internal interventions, the national tutoring programme and school-led tuition for children whose education has been the worst affected, including non-disadvantaged children. 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. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all children;
- ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Difficulties with phonics and early literacy skills
3	Low attainment on entry to Early Years Foundation Stage, in all areas
4	Attendance and punctuality issues
5	Chaotic family lives and external agency involvement
6	Mobility of children, including the variations in attainment of leavers and new admissions

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonics screening outcomes at the end of Year 1 are at least in line with the national average	PP children achieve in line with national expectations
Phonics screening outcomes at the end of Year 2 are at least in line with the national average	PP children achieve in line with national expectations
Whilst maintaining standards for all students, ensure there is no statistically significant gap for disadvantaged Reading progress	PP children achieve between -1 and 0.
Whilst maintaining standards for all students, ensure there is no statistically significant gap for disadvantaged Writing progress	PP children achieve between -1 and 0.
Whilst maintaining standards for all students, ensure there is no statistically significant gap for disadvantaged Maths progress	PP children achieve between -1 and 0.

Attendance is in line with national expectations	PP attendance is greater than 95%
Disadvantaged pupils participate in extra-curricular activities.	At least 46% of club participation is from PP cohort

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Diagnostic guidance can be used to help teachers identify and plan how best to address any knowledge gaps, and to improve learning outcomes for pupils. It can identify a stumbling block that, if corrected, allows an entire class to progress their learning.</p> <p>NFER Standardised Tests Research</p>	2,3,6
<p>Additional resources to support the delivery of the RWI phonics programme.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF- Phonics Research</p>	1,2,6

<p>Power Maths resources support the mastery learning of maths throughout the school. Learning is broken down into units with clearly specified objectives which are pursued until they are achieved. Quality resources are purchased including online activities and videos, text books and exercise books. These resources support quality first teaching throughout the school.</p> <p>We will fund middle leader release time to develop the quality of maths teaching across the school.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>EEF- Mastery Learning Research</p>	3,6
<p>The year five cohort, which has a significant number of disadvantaged children and has been impacted heavily by the national lockdowns, has been separated into two small classes to enable children to receive additional support to close gaps in their learning.</p>	<p>The average impact for reducing class size is around 2 months additional progress over the course of an academic year.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>EEF- Reducing Class Size Research</p>	1,2,3,6
<p>Training for staff on metacognition and self-regulation</p>	<p>The potential impact of metacognition and self-regulation approaches is high.</p> <p>EEF- Metacognition and Self-regulation</p>	1,2,3

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

Budgeted cost: £ 82,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF- Small Group Tuition Research	1,2,3
<p>All Key stage one classes have access to a full time learning support assistant. All year groups in key stage two have access to a full time learning support assistant. The learning support assistants support groups of children during core subjects and offer tailored interventions to meet the needs of individuals and groups during early work, assembly and core and afternoon sessions.</p> <p>Teaching assistants run after school targeted interventions to support children to catch up on core subject skills and knowledge.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>EEF- Learning Support Interventions Research</p>	1,2,3

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have access to and support from a pastoral lead and two pastoral assistants. This emotional and social support may be in the form of weekly sessions or in a more informal way e.g. having a chance to talk to a member of the team when it is felt necessary. The pastoral team also offer extensive support to the families of children throughout the school as well as working alongside external agencies to challenge and support where required. The work carried out by this team has a significant impact on attendance and the engagement of families in school life.	Both targeted interventions and universal approaches can have positive overall effects: EEF - Behaviour Interventions Research 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. EEF - Social and Emotional learning interventions	4,5,6
Additional, external providers will provide intervention for disadvantaged children where a need has been identified. This supports children socially and emotionally. (e.g. Ride High, NSF Engage)	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. EEF - Social and Emotional learning interventions	4,5

Total budgeted cost: £190,400

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 2022 to 2023 academic year.

Whole school oracy training and actions have been implemented which alongside the use of the Neli programme in EYFS, Magic words speech and language sessions and support staff interventions across the school have had an impact on oral language skills. The implementation of CLPE in English sessions alongside the whole class reading sessions (taught in Key Stage Two) has also led to a significant focus on vocabulary use.

The use of RWI programme and the whole staff training/resources purchased led to a significant rise in standards within Key stage One phonics. This saw a 54% increase in phonic screening outcomes for disadvantaged children (end of year one) for 22/23 and 82% of disadvantaged children (year two) who had not passed the previous reaching the expected standard in the phonics screening test.

Both internal and external assessments for Key Stage two children during 2022/23 suggested that the performance of all children, particularly disadvantaged pupils, was significantly lower than pre-covid in key areas of the curriculum. As evidenced in schools across the country, school closures from previous years were most detrimental to our disadvantaged children. This is why a high proportion of the pupil premium spend this year was focussed on small group targeted support to help children overcome gaps in their learning.

Attendance across the school for disadvantaged children was 92% for the academic year 2022-23 (93% for the whole school, 92.5% National average).

Our assessments and observations indicated that pupil attendance, behaviour, wellbeing and mental health remain a concern so our funding targets support in these areas as well as academic impact. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

A wide range of after-school clubs were offered free of charge to children throughout the school with disadvantaged children making up between 25-80% of the children attending.

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
Jigsaw- PSHE curriculum	Jan Lever Group
Times Tables Rockstars	TT Rockstars
MyMaths	Oxford University Press
National Tutoring Programme	Teaching Personnel
School Led Tuition	Teaching Personnel