

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the progress and 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	Newnham Junior School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Neil Wilkey, Headteacher
Pupil premium lead	Jenny Lovelock, Assistant Headteacher
Governor lead	Schnow Cheraghi

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,885
Recovery premium funding allocation this academic year	£ Not yet known
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£60,885</b>

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

At Newnham Junior we aim for all pupils to make good or better progress and to achieve the highest attainment by the end of KS2. The pupil premium strategy provides important support to contribute to the attainment of all pupils from disadvantaged backgrounds. At Newnham we aim for the disadvantaged and vulnerable children to make accelerated progress through the use of the extra provision. We acknowledge that some may have lower starting points and it is therefore an unrealistic expectation for all children to attain at the same level. However, the extra progress they make will, over time, enable this catch up to happen, giving the children better life chances as they transition to secondary school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Further intervention is also given through tuition for identified pupils using the high quality teachers from our school. Research also points to the importance of positive learning attitudes to facilitate learning. For this reason funding sources are used to improve cultural capital for disadvantaged and vulnerable children alongside interventions to teach positive learning attitudes.

Our whole school strategy is based on these key principles:

- High quality class teaching
- High quality tutoring
- High quality pastoral care for children and families
- Ensure that all children have adequate resources to allow them to access home learning in the digital age
- Financial support for disadvantaged families to ensure equal access to cultural capital experiences

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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

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## Challenges

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

Challenge number	Detail of challenge
1	<p>Informal assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils which, exacerbated with a lack of home reading, is causing a barrier to writing.</p> <p>Internal data shows that while 93% of PP children are making good or better progress in reading compared to 90% of the whole school, only 43% are making progress in writing compared to 67% of the whole school. Attainment results show a similar pattern. PP - 81% Whole School - 80%</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>26% of PP children have not passed the phonics screener compared to 12% of children in the whole school.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>80% of PP children are making good or better progress in maths compared to 89% of the whole school. Attainment results show a similar pattern. PP 84%. School - 93%</p>
4	<p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils is lower than non disadvantaged children.</p> <p>63% of PP children very positive about learning compared to 70% of school</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>40% of parents of disadvantaged children attended the parents' information evening compared to 58% of the whole school</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2% to 3% lower than for non-disadvantaged pupils.</p> <p>95.58% of PP attendance this term compared to 97.34% attendance for the whole school.</p>

## 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.	Informal assessments and observations will indicate significantly improved oral language among disadvantaged pupils from 2025/26. This will be evident in engagement in lessons, book scrutiny, particularly writing and ongoing formative assessment.
Improved reading progress among disadvantaged pupils.	Internal data will show that progress from KS1 to KS2 reading outcomes will show that more than 90% of disadvantaged pupils will make the expected progress or more. This is using the FFT benchmarking for reading progress
Improved maths progress for disadvantaged pupils.	Internal data will show that progress from KS1 to KS2 maths outcomes will show that more than 90% of disadvantaged pupils will make the expected progress or more. This is using the FFT high benchmarking for maths progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• quantitative data shows increasing participation of parents/guardians of disadvantaged children</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"><li>• the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</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

Budgeted cost: **£53,020**

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>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Rising Stars PiRA, PUMA and GAPS tests to be used.</p>	<p>1, 2, 3</p>
<p>Dedicated daily 1:1 reading for disadvantaged children, particularly in Years 3 and 4.</p> <p>To allow more time for this to occur, we will fund an extra TA for lower KS1</p>	<p>There is a strong evidence base that suggests oral language interventions, particularly 1:1 reading, are inexpensive to implement with high impacts on progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p>We will fund an extra teacher in Y6 to allow for smaller groups, allowing disadvantaged children to have more attention</p>	<p>The evidence suggests that feedback is an essential part of improving the outcomes for all children. Employing an extra teacher allows this to happen through smaller group sizes in English and Maths</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>3</p>

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<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Ensure that disadvantaged children can access their homework in the digital age.</p> <p>We will ensure that all disadvantaged children have access to a chromebook to allow them access to their homework. We will support parents of disadvantaged children with financial support for programs such as conquer maths.</p>	<p>The evidence shows that effective homework has a positive impact on pupils and digital homework can be even more effective when used properly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,3</p>
<p>Improve parental engagement of parents/guardians disadvantaged children.</p> <p>We will improve parental engagement with both informal and formal meetings, asking parents, particularly those of disadvantaged children, what they would like these meetings to focus on.</p>	<p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: **TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving comprehension skills of disadvantaged children.	Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/reading-comprehension-strategies</a>	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Training from infant school on most effective delivery of this	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics</a>	2
Engaging with the National Tutoring Programme to provide school-led tutoring for children who are not making the required progress (FFT very high level for maths and high for reading)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5

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

Budgeted cost: **£7865**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Improve the capabilities of the disadvantaged to regulate and enable them to think about their own learning more explicitly.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4, 5, 6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Improve the quality of cultural capital for disadvantaged children.  We will support parents of disadvantaged children with financial support for breakfast club, after school clubs, residential trips and school trips.	There is extensive evidence that cultural capital experiences improves all aspects of learning (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 5, 6

**Total budgeted cost: £ TBC**

## Part B: Review of outcomes in previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2021/22 suggest that while the performance of disadvantaged pupils is still lower than in the previous years, there has been an improvement. Despite this, the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

The evidence shown in this document alongside historical data shows that while the attendance for disadvantaged children is lower, it is still above the national average. However, it still requires careful monitoring and work with parents and children.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues, and the impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, particularly focusing on improving the cultural capital of disadvantaged children. We continue to build on that approach with the activities detailed in this plan and through the school development plan.

### Externally provided programmes

Programme	Provider
National Tutoring Programme	FFT

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired a Learning Support Assistant dedicated to lower KS2 to improve reading, particularly phonics and comprehension.  We continued to employ an extra teacher in Y6 to allow for greater feedback in maths and English due to smaller group sizes.
What was the impact of that spending on service pupil premium eligible pupils?	The internal data has improved as illustrated by the table below

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2021 to 2022 attainment and progress of Pupil Premium (PP) children from Y3 - 6			
<b>Attainment</b> - Number of pupils working within expected standard or at greater depth			
<b>Progress</b> - Number of children on track to meet or exceed their FFT target			
	<b>All children at Newnham</b> (356 pupils)	<b>Disadvantaged children</b> (37 pupils)	<b>Notes</b>
Reading attainment	82% (292 pupils)	81% (30 pupils)	<b>Reading</b> - progress and attainment is high and Pupil Premium pupils are performing in line with all pupils.
Reading Progress (not including Y3 cohort) <i>Non PP = 269 pupils      PP = 30 pupils</i>	90% (243 pupils)	93% (28 pupils)	
Writing attainment	67% (240 pupils)	43% (16 pupils)	<b>Writing</b> - Pupil Premium pupils are not attaining or progressing as well as all pupils.
Writing progress (not including Y3 cohort) <i>Non PP = 269 pupils      PP = 30 pupils</i>	77% (207 pupils)	57% (17 pupils)	
Maths attainment	93% (330 pupils)	84% (31 pupils)	<b>Maths</b> - Pupil Premium pupils are not attaining or progressing as well as all pupils but the gap is narrower compared to in writing.
Maths progress (not including Y3 cohort) <i>Non PP = 269 pupils      PP = 30 pupils</i>	89% (239 pupils)	80% (24 pupils)	