

Pupil premium strategy statement

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	Newton's Walk
Number of pupils in school	11
Proportion (%) of pupil premium eligible pupils	100%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 to 2024-2025
Date this statement was published	July 2022
Date on which it will be reviewed	June 2023
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,000
Recovery premium funding allocation this academic year	£ 3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,480

Part A: Pupil premium strategy plan

Statement of intent

The aims for our pupil premium pupils is to use the allocated funding to maintain and improve positive outcomes for our most disadvantaged pupils. Our pupils face many challenges as a result of being permanently excluded included those resulting from socio-economic disadvantage which has been further heightened by the current cost of living crisis.

In school data suggests that the variance of outcomes for our disadvantaged pupils is less good compared to their peers in terms of:

- Social opportunities
- Academic attainment
- In year suspensions

Quality first teaching is at the heart of our approach with the aim to target the most effective support based on diagnostic assessment outcomes to allow pupils to access a broad and balanced curriculum.

As there are only 2 pupils not in receipt of pupil premium funding; this strategy will benefit all pupils in school through an inclusive approach to ensure better than expected progression for all.

We will also provide our disadvantaged pupils with opportunities beyond the classroom to enhance their cultural, sporting and academic experiences.

Our strategy intends to meet the needs of every pupil based on formal and informal assessments alongside pupil and parent voice without assumptions or labels. Therefore, we aim to ensure that we enhance skills, knowledge and experiences to prepare them for life in the modern world.

We have used recovery funding to ensure appropriate catch up for individual children has been put in place ensuring we fill gaps in knowledge that would have been taught through the COVID period.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that all children have not achieved essential phonics standards in their previous school and are then struggling to make reading progress.
2	Disengagement from traditional learning due to permanent exclusion from school
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	The majority of pupils arrive at Newton's Walk with significant gaps in their curriculum learning due to previous attendance issues and prolonged disengagement.
5	Pupils arrive at Newton's Walk displaying challenging and dysregulated behaviour affecting their emotional, social and mental wellbeing including behaviour for learning.

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 progress and attainment in reading.	All pupils show expected or better than expected progress in reading and phonics progression Phonics assessment tracker for all to inform planning. Pupil voice indicates an enjoyment in group reading and for pleasure.
Disadvantaged pupils re-engage with learning and the school environment.	Behaviour data will show a reduction in persistently disruptive behaviours. Attendance data will show improvement in both individual and whole school attendance.
Children to be able to self-regulate with positive engagement in learning.	Pupil voice and intervention impact evidence will correlate with improved attendance and reduced behaviour incidents.

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: £ 2000 for the SSP programme, intervention, assessment and training

£ 3600 per term for a trained support staff member to deliver phonics intervention sessions(5 x am session)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DfE validated systematic synthetic phonics (SSP) programme to include assessment and tracking system and intervention books.</p> <p>Training for staff to ensure high quality of phonics delivery with confidence and fidelity.</p>	<p>Direct, quality phonic teaching underpins the phonics programme ensuring all children learn to read and write. A whole-school approach to teaching early reading and writing. It teaches children to read accurately, fluently and with understanding to spell, and to write their own compositions.</p> <p>Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3
<p>Ensure that intervention staff have protected time for daily phonic intervention</p>	<p>Previous school evidence has shown that if time is 'protected' then intervention impact is also protected.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3
<p>Ensure quality first teaching and the building of cultural capital in the pupils.</p>	<p>Ensure every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	2,3,4

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

Budgeted cost: £9,480 (to supply agency – 1.0)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a 1:1 to provide a high quality personalised learning programme for pupils with gaps in their learning.	<p>1:1 targeted at specific needs and knowledge gaps identified in Newton's Walk passports. At each data capture any gaps to be identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	2,4,5
Bespoke English intervention to increase confidence in writing	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 5

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

Budgeted cost:

- £4000 enrichment opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group music tuition	<p>Learning a musical instrument equips pupils with important life skills. Music stimulates brain function and can improve memory, organisational skills and creative thinking. It fosters self-expression and relieves stress. Music can offer an important outlet and allow them to shine when they may be struggling in other areas of school life.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	3, 5

A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a one-to-one basis.	To ensure all children have positive engagement in their learning and are positive about themselves as a learner. Mentoring EEF (educationendowmentfoundation.org.uk)	2,5
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set aside a small amount of funding aside to respond quickly to needs that have not yet been identified.	
To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.	All pupils are able to access residential trip and school visits. All children will have daily access to breakfast. All pupil have equal access to enrichment opportunities. The daily experience of PP pupils will be enhanced through the provision of uniform, taxis ... https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3,5

Total budgeted cost: £15,000

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 2021 to 2022 academic year.

Aim	Evidence of impact	Actual IMPACT
Higher rates of progress in reading, writing and maths	Assessment data will show all PP children making expected or more than progress.	90% of PP children are making expected or exceeding expected progress in reading, writing and maths.
To improve levels of self-esteem and well-being.	Increased engagement in learning. Pupils will be more content and settled in learning opportunities available to them. More positive engagement with the curriculum. PP will make expected progress or more fewer incidents reported on SIMs Increase of numbers of children on full time timetables.	90% of PP children are making expected or exceeding expected progress in reading, writing and maths. 26% reduction in Serious incidents 67 % reduction in all behaviour incidents 85% pupils on a full time timetable Attendance 90%
Pupils to recognise their emotions and develop strategies to self-regulate.	Pupils will be able to self-regulate and talk about their feelings in a safe manner. Decrease in incidents recorded on SIMs.	26% reduction in Serious incidents 67 % reduction in all behaviour incidents 85% pupils on a full time timetable Attendance 90%
To experience a variety of enhanced learning opportunities, visits to inspire pupils and increase motivation and increased awareness of the world around them.	Maintained and increased access and participation in wider curriculum opportunities. Learning will show that children are using language and vocabulary across the curriculum.	39 off site visits completed to 11 different locations 4 whole school (off site) outward bound (Lea Green) visits
To provide enrichment activities for learning they would not normally experience including local trips, theatre, residential trips.	Maintained and increased access and participation in wider curriculum opportunities. Learning will show that children are using language and vocabulary across the curriculum.	39 off site visits completed to 11 different locations 4 whole school (off site) outward bound (Lea Green) visits

<p>Classroom coverage of the curriculum reflects the intent to increase cultural capital.</p>	<p>Maintained and increased access and participation in wider curriculum opportunities.</p> <p>Learning will show that children are using language and vocabulary across the curriculum.</p>	<p>Further professional music offer to all pupils</p> <p>SATs week enrichment (to include cooked breakfast for all)</p> <p>Further visitors in school – no cost needed</p> <p>39 off site visits completed to 11 different locations</p> <p>4 whole school (off site) outward bound (Lea Green) visits</p>
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