

# Pupil premium strategy statement 2024-2025

## New Road Primary and Nursery School

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	New Road Primary and Nursery School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	77 pupils - 46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 2 of 3 2024-2025
Date this statement was published	4.09.2024
Date on which it will be reviewed	15th July 2024
Statement authorised by	Rob Litten
Pupil premium lead	Rachel Bains
Governor / Trustee lead	Jo Sayer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,000

# Part A: Pupil premium strategy plan

## Statement of intent

### Key Principles 2023- 2026: A Three-Year Strategy

The key principles **driving our use** of our pupil premium and recovery funding are addressing **individual needs** and **equality of opportunity**.

### Ultimate Objectives

All pupils to **read well**, enjoy reading and to learn and remember the knowledge they need to fully understand and benefit from the school's curriculum.

To leave New Road with the skills and knowledge to go on and **achieve excellent GCSE** results in a wide range of subjects.

### How does our pupil premium strategy plan work towards achieving these objectives?

Our strategy is to provide highly trained staff to deliver sustained, high-quality **early reading** teaching to all children until they can read very well. We use excellent resources and ensure that our children have access to a well-stocked library.

Similarly, in other priority curriculum areas such as mathematics, we ensure that our staff are trained to support all children to become confident and successful.

## Challenges

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

Challenge number	Detail of challenge
1	Lower than average attendance
2	Slower to acquire reading skills and knowledge
3	Higher levels of illness, mental health concerns and SEND
4	Knowing and remembering important information learnt at school

## 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
<p>Ensure that PP pupils make consistently strong progress from their starting points and baseline measures in reading,</p>	<ul style="list-style-type: none"> <li>• Teaching staff know the starting points for all pupils; these will be varied within a class. Once these points are known, teachers plan lessons and activities to begin to ‘fill the gaps’ both for individuals and groups.</li> <li>• All pupils will have greater opportunity to revisit aspects of their learning and make additions/improvements in a timely intervention.</li> <li>• Additional adult support will be deployed across school and used to provide short bursts of intervention/support to identified pupils → Increased proportions of Pupil Premium pupils will reach ARE in reading,</li> <li>• 75%+ of pupils pass the phonics screening check in Year 1</li> <li>• All pupils pass the Phonics Screening Check by the end of Year 2.</li> <li>• 60%+ of all pupils acquire the age related skills for reading, writing and mathematics.</li> </ul>
<p>All disadvantaged pupils know, remember, and can apply age related mathematical skills and knowledge</p>	<p>70%+ of pupils in all year groups acquire or exceed the age-related skills.</p>
<p>All disadvantaged pupils fulfil their potential and are guided to excel in mathematics and English</p>	<p>The percentage of disadvantaged pupils exceeding the expected standard in English and Maths is in line with their non-disadvantaged peers.</p>
<p>All disadvantaged pupils know, remember, and can apply the core knowledge for each subject area of the national curriculum.</p>	<p>70%+ of disadvantaged pupils know, remember, and can apply the core knowledge for each of the national curriculum subjects.</p> <p>Enabling them to fully engage with the curriculum of their chosen secondary chose and to go on and achieve well at GCSE level.</p>

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: £ 100,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that there are enough trained support staff to deliver the phonics programme to small groups of pupils with a similar ability level.</p> <p>(£44,478)</p>	<p>EEF Guidance Report for KS1: Systematic Phonics</p>	<p>2 and 4</p>
<p>Appoint an HLTA and TA to target groups of pupils in Key Stage 2 so that they rapidly acquire the skills and knowledge to meet age-related expectations.</p> <p>(£56,241)</p>	<p>EEF Guidance Report for KS2</p> <p>HLTA £25,054</p> <p>TA's £29, 949</p>	<p>2 and 4</p>

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

Budgeted cost: £ 12,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensuring that all staff and the Phonics lead receive excellent training from a RWI consultant 6 times a year</i></p> <p>£5000 (inc leader release)</p>	EEF Guidance Report for KS1: Systematic Phonics	2 and 4
<p><i>Ensuring that all pupils have the 'take home' version of the RWI book they are working on in school</i></p> <p>£5000</p>	EEF Guidance Report for KS1: Systematic Phonics	2 and 4
<p><i>One to one TA led phonics teaching for pupils who are not making expected progress</i></p> <p>£2335</p>	EEF Guidance Report for KS1: Systematic Phonics EEF Tool Kit - moderate cost: High Impact	2 and 4

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the school's successful 'free' breakfast club</p> <p>(£7000)</p>	EEF Multiple Reference points - moderate cost: moderate impact	1

Emergency Hardship Fund  (£1500)	EEF Multiple Reference points - moderate cost: moderate impact	1
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**Total budgeted cost: £120,054**

## 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.

The proportion of pupils 'passing' the Phonics Screening Check in Year 1 was 73%. This was achieved by prioritising the teaching of phonics as part of the school's catch-up activities - targeting individual pupils. 69% of pupils entitled to pupil premium achieved a score of 32 or higher.

The school's use of catch-up tutors and the a 'strategically narrowed' curriculum resulted the following proportions of pupils meeting the expected standard.

- Good Level of Development 67% (33% pupil premium pupils)
- Phonics Screening Check 69% (40% pupil premium pupils)
  
- Year 2 Reading 87% (46% pupil premium pupils)
- Year 2 Mathematics 90 % (82% pupil premium pupils)
- Year 2 Writing 70 % (46% pupil premium pupils)
  
- Year 6 Reading 31% (13% pupil premium pupils)
- Year 6 Mathematics 21% (20% pupil premium pupils)
- Year 6 Writing 38% (20% pupil premium pupils)

## Further information

The school is investing heavily in a school led/written curriculum offer for its pupils. The curriculum is ambitious and will result in pupils acquiring the knowledge and skills to begin secondary school with the aptitude to achieve excellent GCSE results.

We recognise that excellent GCSE results will enable social mobility and allow our pupils to be less disadvantaged than their parents.