



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 -2026 academic years) 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	Newlaithes Junior School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	41/238 17.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	November 2025
Statement authorised by	R Clark
Pupil premium lead	R Clark
Governor lead	G Corbishley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56240

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all children are offered an ambitious, inclusive and progressive curriculum thus enabling them to make excellent progress from their unique starting points and equip them with the skills and knowledge for future learning.

In order to do this, the key principles of our Pupil Premium Strategy are:

- To provide a broad and balanced curriculum with quality first teaching which meets the needs of all our pupils.
- All staff within school are committed and responsible for meeting the social, emotional and academic needs of all our pupils.
- To work closely with families to offer support and raise expectations. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, this funding is used to support any pupil or groups of pupils the school has identified as needing additional support to close the gap.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that maths, writing and reading attainment is below that of non-disadvantaged pupils.
2	From school assessments and records, disadvantaged pupils can have barriers to learning due to social & emotional difficulties, including medical and mental health issues
3	Attendance data indicates that among disadvantaged pupils some individuals have low attendance
4	Broaden the horizons and experiences of disadvantages pupils.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between disadvantaged and non - disadvantaged pupils
An increased number of disadvantaged pupils reach the expected standard for reading, writing and maths.	Gap will close in attainment between disadvantaged and non-disadvantaged pupils
Achieve and sustain improved attendance for all disadvantaged pupils.	95% or above attendance
Pupils access a wide range of enrichment experiences both in and out of school.	<ul style="list-style-type: none"> • Pupil voice to reflect enjoyment in school and improved attitudes to learning. • Social skills, independence, perseverance and team work to be developed.
To improve the retention of knowledge /working memory of our disadvantaged pupils.	<ul style="list-style-type: none"> • Greater knowledge and understanding demonstrated when interviewing pupils about learning.
To ensure that all children access visits pertaining to their respective year groups	<ul style="list-style-type: none"> • Carefully planned programme of visits for all year groups which builds cultural capital • No disadvantaged children missing visits or residential due to cost

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: £19500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our reading/phonics teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>All staff will attend reading training / INSET</p>	<p>The EEF guidance is based on a range of the best available evidence +5 mths: ‘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>	1
<p>Embed the teaching of phonics across all year groups.</p>	<p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’</p>	1 and 5
<p>Embed the use of CUSP curriculum materials in all year groups for history, geography and science.</p>	<p>EEF Metacognition & Self-regulation Very High impact for low cost (+7)</p> <p><i>Metacognition and self-regulation strategies are most effective when embedded in a school’s curriculum and a specific subject lesson.</i></p>	2 and 5

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

Budgeted cost: £ 26200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of staff to ensure high staff to pupil ratios plus 1:1 and small group work for disadvantaged pupils.</p>	<p>EEF evidence finds that - <i>Small group tuition has an average impact of four months' additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions</i></p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Quality first teaching for all pupils.</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Year 3 and 4)</p> <p>All staff attend phonics training.</p>	<p>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:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost £10540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Policy updated and shared with parents regularly.</p> <p>SLT proactive in speaking to parents when child's attendance starts to decrease.</p> <p>Termly letters to all parents – RAG rated linked to policy.</p> <p>Awards and celebration for high attendance.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p><i>The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2</i></p> <p><i>Pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GDS or above, than pupils that missed 10-15% of all sessions.</i></p>	3
<p>Increased opportunities for outdoor adventure learning, residentials and trips.</p> <p>Pupils given opportunities to attend after-school sports clubs, sporting events and intra-house competitions and STEM clubs.</p> <p>Carlisle schools Mental Health Support</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><i>The EEF do state that through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>PP money will not be used to fully fund these costs but cover up to 20% of the individual cost.</i></p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £56240

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.

Our aims within our previous Pupil Premium Strategy Plan were focused on ensuring ongoing provision for disadvantaged pupils, providing individual and group support with specific focus on Mathematics. Our data showed a greater percentage of pupils meeting the National expectations for Maths at the end of KS2.

Using funding to provide residential experiences that otherwise would not have attended had some of the greatest impact for those families involved.

Our ongoing monitoring and evaluation and internal data analysis tells us that the pandemic continues to have a disproportionately negative impact on our disadvantaged pupils. This Strategy Plan therefore ensures quality first teaching alongside focused group work and wider support of pupils social and emotional needs as our priority for 2024 and beyond.

The aims and outcomes of the current plan will be reviewed termly, and reported and published here annually.

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
White Rose Maths	White Rose Maths
Times Table Rock Stars	Maths Circle
ITrack	LCP
Primary Maths Resources	Third space learning
CUSP Curriculum	CUSP

SPaG	Spag.com
Phonics.play	PhonicsPlay Ltd
Testbase	Doublestruck Ltd,
Nessy spelling	Nessy Learning