

Newham Bridge Primary: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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: Newham Bridge Primary School

| Detail | Data |
|---|------------------------------|
| Number of pupils in school | 331 |
| Proportion (%) of pupil premium eligible pupils | 45% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 – 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | B Hewitt-Best Headteacher |
| Pupil premium lead | B Hewitt-Best Headteacher |
| Governor / Trustee lead | T Furness Governor |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £184,265 |
| Recovery premium funding allocation this academic year | - |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | - |
| 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 | - |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, as a school we have consciously reduced class size within and across Key Stage 2 to support all pupils, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The varied impact of a global pandemic on our young people, particularly the impact on attendance. These findings are supported by national studies. |
| 2 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |

| | |
|---|---|
| | Teacher referrals for support have markedly increased post pandemic. Increased capacity has been sought from professional agencies to cater for pupil need. |
| 3 | Assessments, observations, and discussions with pupils and increased referrals for specialist SALT support, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to LKS2 and are generally more prevalent among our disadvantaged pupils than their peers. Additional capacity from agencies has been sought to address need. |
| 4 | Internal assessments (Autumn 2023) indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. We are currently providing interventions to support. |

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>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <ul style="list-style-type: none"> Utilise specialist services to support | <p>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.</p> |
| <p>Improve attainment for disadvantaged pupils at the end of KS2.</p> | <p>Outcomes in 2024 show that more disadvantaged pupils met the expected standard than in previous years.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced annually. <p>the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no lower than their non-disadvantaged peers.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000 + £149,466 (Teaching)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Reduction of class size from 40+ pupils to groups of 20 (Requires 4 staff) | To reduce class size in Key Stage 2, thus increasing and improving opportunity for feedback and support, to accelerate progress. | 1,2,3,4 |
| Employing 2 additional Teaching assistants to support learners | To support internal interventions | 2,3,4 |

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

Budgeted cost: £2,754 + £4,325 + £15,592 + £4,632

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------|--|-------------------------------|
| EP Time (£2,754) | Employ professionals to support staff with bespoke work programmes for small group interventions and 1-1 work. One to one tuition / Small group tuition | 1,3,4 |
| LST Time (£6,660) | Employ professionals to support staff with bespoke work programmes for small group interventions and 1-1 work. One to one tuition / Small group tuition | 1,3,4 |
| EMAT support (£4,325) | Employ professionals to support staff with bespoke work programmes for small group interventions and 1-1 work. One to one tuition / Small group tuition | 1,3,4 |
| EWO Support (£2,200) | To support and increase school attendance | 1 |

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

Budgeted cost: £32,000 + £7612 + 6000 = £45,612 (Professional support)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Recruitment of external professionals to increase the breadth of experience and opportunity for pupils | <p>Employ professionals to support Curriculum and after school opportunities, experiences and well – being</p> <ul style="list-style-type: none"> • Short Sports (£12,000) • Mighty Warriors ASClub (£2000) • TVMS (£3,000) • Sing Education (£13,500) • Stepping Up/ Rubies (£1000) • Tuff Tees (£500) | 2,3, 4 |
| Recruitment of external professionals to provide 1-1 therapeutic support (£7612) | <p>Employ 'The Bungalow' to support small group therapeutic intervention and 1-1 work.</p> <p>One to one tuition / Small group tuition</p> | 1 |
| Part salary of Social Inclusion (£6000) | Supporting attendance, pupils and families | 1 |

Total budgeted cost: £ 251,017

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.

Our statutory assessments 2023 suggests that the performance of disadvantaged pupils, in key areas of the curriculum, though lower than in the previous (Pre-covid) years.

There is an increasing trajectory towards National data in all core subjects and we did achieve above National in KS2 writing, Maths and KS2 combined.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain and develop our high quality curriculum,

Although overall attendance in 2022/23 was lower than previous years at 93.2%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also greater. This is to be monitored.

Our internal assessments and observations indicate that pupil behaviour, wellbeing and mental health are improving and are being supported by additional service time in school. We used 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.

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, utilising specialist support to help us diagnose more specific pupil needs and develop bespoke strategies and approaches more likely to work in our school context and will continue to use these through the implementation of activities.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to continue to secure better outcomes for pupils.