



# 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

Detail	Data
School name	Newcroft Primary Academy
Number of pupils in school	393* (Feb 2023 census)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sara Aukland
Pupil premium lead	Charlotte Kirkham
Governor / Trustee lead	Sarah Newton-Shilliam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,740
Recovery premium funding allocation this academic year	£8,900
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	£98,640

## Part A: Pupil premium strategy plan

### Statement of intent

Newcroft is an inclusive school, with 'inclusive' forming one of our five core values. We strive to ensure that all pupils, irrespective of their background or the challenges they face, make good levels of progress and attain highly across all subject levels.

We carefully consider the challenges faced by our pupil premium children, by assessing and analysing each child's individual barriers to learning. The aims of our strategy also support our vulnerable children, irrespective of whether they are eligible for pupil premium funding or not.

High-quality teaching is at the heart of our approach at Newcroft, as we follow the suggested 'tiered approach' outlined in the EEF's Guide to the Pupil Premium. We believe that it is in the classroom where we can have the most impact on our children. Quality First Teaching has been proven to have the greatest impact on closing the disadvantaged gap in our school and will, at the same time, benefit non-disadvantaged children alike.

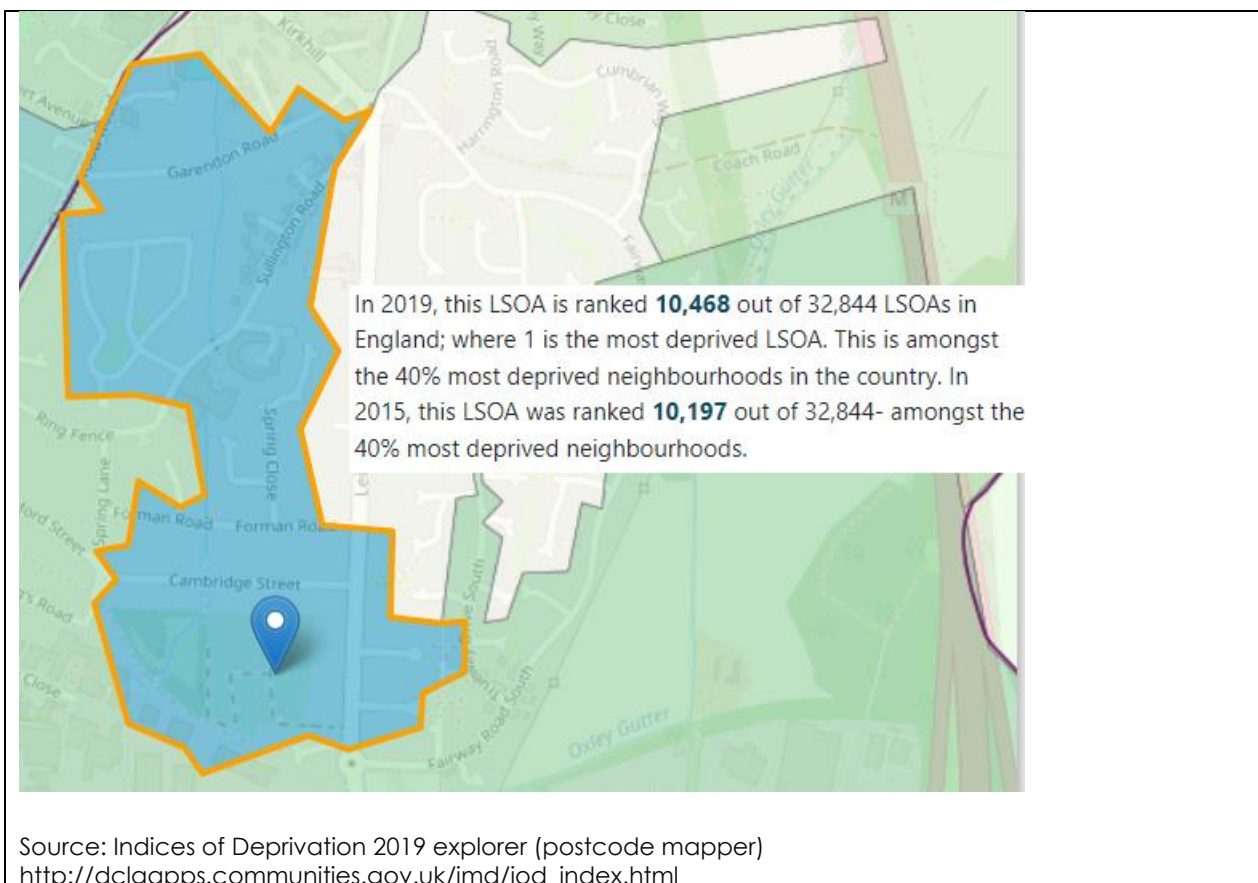
Our strategy is also integral to the wider school plans for recovery, through our use of targeted interventions and tuition, targeted at our pupil premium children and those who need further academic support.

The key principles of our strategy are as follows:

- **We strive for high educational and personal development outcomes, through quality first teaching.**
- We promote progress for all children, despite their background or challenges.
- We have an individualised approach to address barriers to learning, ensuring that our approach is not generic, however is tailored to our children.
- Our strategies are driven by data and evidence and are reviewed frequently, following a tiered approach.
- We promote opportunities for all, ensuring that pupil premium children receive opportunities to explore the extra-curricular, have a range of cultural capital opportunities to enhance their education, whilst developing their skills and character.

#### **Context**

Newcroft is ranked at number 89/273, putting the school in the lowest 33% (1 being least deprived) in Leicestershire. This is down from 91 in 2022-23. Schools Deprivation table and ranks 42 for employment, 41 for health, deprivation and disadvantage. The school has the most deprived pupil population in the Shepshed area and achieves significantly better outcomes at all stages for its pupils. A large proportion of our school catchment is amongst the 40% most deprived neighbourhoods in the country.



## Challenges

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

Challenge number	Detail of challenge
1	To maintain KS2 standards for Pupil Premium children, ensuring these are above national in this year's data and in subsequent years.
2	The attendance of pupil premium children is at risk of being lower than that of the non-pupil premium children.
3	Our pupil premium children have a lack of cultural capital opportunities and enrichment opportunities outside of school.
4	Ensuring that provision is tailored to meet the personal barriers to learning for each child.
5	Proportionally lower parental engagement of pupil premium families.
6	Low aspirations of our pupil premium families.

## 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
The gap between disadvantaged pupils and all pupils is in line with national or better in Reading.	Achieve national average progress scores in KS2 Reading of at least 0 To achieve above national EXS+ in Reading.
The gap between disadvantaged pupils and all pupils is in line with national or better in Maths.	Achieve national average progress scores in KS2 Writing of at least 0. To achieve above national EXS+ in Maths.
The gap between disadvantaged pupils and all pupils is in line with national or better in Writing.	Achieve national average progress scores in KS2 Maths of at least 0. To achieve above national EXS+ in Writing.
To further close the disadvantaged year across the school in Phonics, Reading and Maths, increasing outcomes for the bottom 20% through quality first teaching and tuition.	To continue to close the disadvantaged gap across the school further, reflected in our 2023/2024 internal data.  Phonics data will show that the percentage of pupil premium children passing their phonics screen check is above national.  End of KS2 data will show that disadvantage children achieve above national for EXS+ in Reading, Writing and Maths combined.
To further enhance provision for character education, through the Commando Joes. Disadvantaged invite only Commando Joes ran after school club for pupils to experience new activities, experiences and success in a non-academic area.	Pupil survey will demonstrate a positive impact of Commando Joes sessions for disadvantaged, including from invite only sessions. Parent survey will show that parents believe that their children have enhanced opportunities, through the use of our Pupil Premium funding.
Continue to narrow the gap between disadvantaged and non-disadvantaged attendance, including those who are persistently absent.	Reduce further the small gap between disadvantaged attendance (95.3%) and non-disadvantaged attendance (97.2%) – currently difference of -1.9%.  Reduce further the gap between persistent absence of non-disadvantaged pupils (13.6%) and disadvantaged (2.1%) by 2% in 2023/2024.

## 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: £70,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed the use of Pupil Premium First to prioritise these children during lessons and feedback	<p>Evidence to support the impact of quality first teaching. The EEF notes that effective feedback appears to have a greater effect on primary pupils (+8 months):</p> <p><a href="https://educationendowmentfoundation.org.uk/Teacher-Feedback-to-Improve-Pupil-Learning/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The EEF Guide to the Pupil Premium</a></p> <p>Evidence to support the impact of high quality feedback:</p> <p><i>EEF Tool Kit Average Effect Sizes graph</i></p>	1, 4
To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	<p>Evidence to support the impact of quality first teaching and targeted support:</p> <p><a href="#">The EEF Guide to the Pupil Premium</a></p> <p>Evidence to support closing the gap:</p> <p><i>Mark Rowland – Addressing Educational Disadvantage</i></p> <p><a href="#">EEF The Attainment Gap</a></p>	1,2,3,4,5,6
Improve character education by supporting pupils with the skills needed to learn effectively and develop citizens of the future, through the Commando Joes approach across school, including a club targeted at pupils entitled to Pupil Premium funding.	<p>Developing a child's growth mindset and intervening early to prevent disengagement with learning is essential. We use Commando Joe's to enhance our whole school character education.</p> <p><a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a></p> <p>EEF Metacognition and Self-Regulation, DfE Character Education Framework Guidance</p>	2,3,4,5,6

<p>A continued focus on maths and English standards in Year 6, due to high numbers of Pupil Premium children within the year group.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">EEF The Attainment Gap</a></p>	<p>1,4,5,6</p>
<p>CPD activities to support teachers with a wider range of strategies for scaffolding, using formative assessment to scaffold and challenge children.</p> <p>CPD activities led by subject leaders for all teaching staff to develop knowledge and skills in teaching the lowest 20% in all subjects.</p>	<p>EEF Tiered Approach, 'Making learning stick - the science of learning,' EEF tiered approach, DfE 2020, Rosenshine</p> <p>EEF Professional Development Guidance Report</p>	<p>1,3,4,6</p>

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide small group tuition for children identified to need further support to close academic gaps in Phonics, Reading, Writing and Maths, including those in the bottom 20% (where appropriate).</p>	<p>Research indicates that targeted deployments with additional adults working with small groups to support QFT has positive impact on outcomes. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</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>1,2,4,6</p>

	<a href="#">EEF Teaching Assistant Interventions</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">EEF The Attainment Gap</a>	
Homework Club weekly led by staff at lunchtimes for KS1 and KS2 to provide a dedicated time and space for pupils to receive support with their homework.	<p>EEF: Impact of homework + 5 months positive impact.</p> <p>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months):</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5,6
Establish small group tutoring sessions and intervention sessions with key pupil premium children at risk of not meeting age related expectations in Year 6 in reading and maths.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">EEF The Attainment Gap</a></p>	1,4,6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue increase the cultural capital and opportunities for children to enhance their education by supporting with costs towards termly trips and visits.	<p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. There is a positive link between providing children with enrichment opportunities and positive impact outcomes.</p> <p><a href="#">EEF Life skills and enrichment</a></p>	1,2,3,4,5,6

	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p><a href="#">The impact of non-cognitive skills on outcomes for young people Literature review - 21 November 2013</a></p>	
<p>Disadvantaged invite only Commando Joes ran after school club for pupils to experience new activities, experiences and success in a non academic area.</p>	<p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research.</p> <p><a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a></p> <p>EEF Metacognition and Self-Regulation, DfE Character Education Framework Guidance</p>	1,2,3,4,5,6
<p>To continue to enhance the school's mental health and wellbeing provision through the use of a tiered approach, including an ELSA listening space 3 x weekly for pupils to self-refer and Commando Joes sessions to build resilience and self-esteem.</p>	<p>The school recognises that pupils can be more effective learners if they have a good understanding of their own mental health and wellbeing and how to access strategies and support within school.</p> <p>EEF Tiered Approach, (Institute of Education Science, 2008; Lazowski &amp; Hulleman, 2016; OECD, 2015; Yeager &amp; Walton, 2011)</p>	1,2,4,5,6
<p>Embed principles of good practise set out in the DfE's Improving School Attendance advise.</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015). The DfE guidance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence.</p>	1,2,5,6
<p>To maintain parental engagement, particularly of disadvantaged families, through regular contact and parent survey.</p>	<p>The EEF recommends that schools tailor communications to encourage positive dialogue about learning. The EEF recommends that reviewing and monitoring their activities to check that they are having their intended impacts.</p> <p><a href="#">EEF Parental Engagement Guidance Report</a></p>	4,5,6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and other similar schools, we have identified a need to set a small amount of funding aside to respond quickly to the needs which have not yet been identified.</p>	All

**Total budgeted cost: £ 98,640**



## 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.

- Intended outcome 1 of 2022/2023 strategy:**

The gap between PP and all pupils is in line with national or better in Reading.

**Success criteria:**

Achieve national average progress scores in KS2 Reading of at least 0  
To achieve above national EXS+ in Reading.

**Outcome:**

	Progress score - School	Progress score - National	Average scaled score - School	Average scaled score - National	EXS+ in reading for all pupils Schol	EXS+ in reading for all pupils national
All	+3.16	0.04	107.8	105.1	81.8%	72.6%
Disadvantaged	+2.74	-0.84				

- Excellent outcomes for all pupils and disadvantaged pupils in Reading.
- EXS+ in reading for all pupils was significantly above national by +9.2%.
- Significantly above national average progress scores in Reading for disadvantaged pupils and all pupils. The gap between the school's disadvantaged progress score in reading compared to national is +3.58, which is outstanding, and significantly above the national progress score for all pupils.
- The gap between progress score for disadvantaged and all pupils at school was -0.42 which is smaller than the national gap between all pupils and disadvantaged pupils of -0.88.

*Intended outcome met.*

- Intended outcome 2 of 2022/2023 strategy:**

The gap between PP and all pupils is in line with national or better in Writing.

**Success criteria:**

- Achieve national average progress scores in KS2 Writing of at least 0.
- To achieve above national EXS+ in Maths.

**Outcome:**

	Progress score - School	Progress score - National	EXS+ in reading for all pupils Schol	EXS+ in reading for all pupils national
All	+3.26	0.05	85.5%	71.5%
Disadvantaged	+2.90	-0.67		

- Excellent outcomes for all pupils and disadvantaged pupils in Writing.
- EXS+ in writing for all pupils was significantly above national by +14%.
- Significantly above national average progress scores in Writing for all pupils and disadvantaged pupils. The gap between the school's disadvantaged progress score in

Writing compared to national is +3.57, which is outstanding, and significantly above the national progress score for all pupils.

- The gap between the progress score for disadvantaged and all pupils at school was -0.36 which is smaller than the national gap between all pupils and disadvantaged pupils of -0.72, which is excellent.

*Intended outcome met.*

• **Intended outcome 3 of 2022/2023 strategy:**

The gap between PP and all pupils is in line with national or better in Maths.

**Success criteria:**

- Achieve national average progress scores in KS2 Maths of at least 0.
- To achieve above national EXS+ in Writing.

**Outcome:**

	Progress score - School	Progress score - National	Average scaled score - School	Average scaled score - National	EXS+ in reading for all pupils Schol	EXS+ in reading for all pupils national
All	+4.44	0.04	108.4	104.2	89.1%	72.8%
Disadvantaged	+6.10	-1.04				

- Excellent outcomes for all pupils and disadvantaged pupils in Maths.
- EXS+ in Maths for all pupils was significantly above national by +16.3%.
- Outstanding outcomes for all pupils and disadvantaged pupils in Maths.
- Significantly above national average progress scores in Maths for disadvantaged pupils and all pupils. The gap between the school's disadvantaged progress score in reading compared to national is +7.14, which is outstanding.
- The gap between progress score for disadvantaged and all pupils in Maths at school exceptional, with disadvantaged pupils making more progress overall by +1.66 compared to the national gap of between all pupils and disadvantaged pupils is -1.08, which is outstanding.

*Intended outcome met.*

**Intended outcome 4 of 2022/2023 strategy:**

To close the disadvantaged year across the school in Reading and Maths, increasing outcomes for the bottom 20%.

**Success criteria:**

- To continue to close the disadvantaged gap across the school further, reflected in our 2022/2023 data.

**Outcome:**

School's data this year shows that the disadvantaged gap has closed significantly in the last three years following the covid pandemic, with ongoing focus on disadvantaged children and those in the bottom 20%. School internal data shows that 54.5% of children in the 'low' PAG group in KS1 achieved combined reading, writing and maths in KS2, in comparison to national at 12%.

Our outcomes to disadvantaged children in the end of KS2 data shows that our standards have risen further, with 71.4% of disadvantaged pupils achieving EXS+ in reading, writing and maths. The

**School Data/National KS2 data 3 Year Trend:**

	Combined R,W,M Disadvantage		% difference to national
	School	National	
2018-2019	40%	51.3%	11.3%
2021-2022	69.2%	42.9%	26.3%
2022-2023	71.4%	44.2%	27.2%

*Intended outcome met.*

**Intended outcome 5 of 2022/2023 strategy:**

To further enhance provision for character education, through the introduction of Commando Joes. Disadvantaged invite only Commando Joes ran after school club for pupils to experience new activities, experiences and success in a non-academic area.

**Success criteria:**

- Pupil survey will demonstrate a positive impact of Commando Joes sessions for disadvantaged, including from invite only sessions.

**Outcome:**

Commando Joe's club for disadvantaged pupils ran for 2 terms in each year group, including breakfast club and after school club.

Pupil survey showed that 94% of pupil premium children attending at least one club throughout the year, compared to 91% of all pupils.

Parent survey conducted in Summer 2023 gave the following results:

- 100% of parents surveyed felt the school provides opportunities to enhance their child's experience using PP funding.
- 97.5% of parents surveyed said their child can take part in clubs and activities.

*Intended outcome met.*

**Intended outcome 6 of 2022/2023 strategy:**

To achieve and attain an increase in attendance of our pupil premium children, including those persistently absent.

**Success criteria:**

- Improve attendance of disadvantaged pupils and reduce the gap between whole school and Pupil Premium (1.2% difference)
- To reduce the percentage of Pupil Premium children who became persistently absent by 5%.

**Outcome:**

- Thorough attendance monitoring has taken place daily throughout the year, following 'Every Day Matters approach'.
- Overall attendance for all pupils 2022/2023– 96.9% vs national 92.5% - significantly above.
- Disadvantaged attendance for 2022/2023– 95.3%, in line with school at 96.9% - excellent.
- % of persistent absence for all pupils 2022/2023 = 3.1% vs national 22%.
- % of disadvantaged persistence advance 2022/23 – 13.6% in comparison compared to national at 37.9%. This remains on par with 2021/2022 (- 12.1%).

*Intended outcome partially met – a disadvantaged attendance, including those that become PA to remain a focus for 2023/2024.*

## 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*

<b>Programme</b>	<b>Provider</b>
Timestable Rockstars	Maths Circle Ltd.