

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Newton on Trent Church of England Primary School
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 2025/26
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Aimee Riley
Pupil premium lead	Aimee Riley
Governor / Trustee lead	Charles Nicholds

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5793
<b>Total budget for this academic year</b>	<b>£13,193</b>

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 3- year plan is underpinned by our school's vision for all of our children.*

A Christian vision for the future is full of hope. It envisages a society in which all people **live well together** and understand each other as valued and valuable in the eyes of God. At Newton on Trent C of E Primary School, all members of our school community will be given every **opportunity to flourish** – to aim high, to have high expectations of themselves and each other, to enjoy the journey together and be inspired to achieve the highest level of personal and academic excellence in order to become a **valued and valuable** member of society.

In line with this, we want all children irrespective of their background, to make good progress from their starting point and to achieve well at every stage of education with us and be well prepared for the next phase of education. Our aim is support all disadvantaged pupils to:

- Make good progress from their start points and reach or exceed national expectations for all subjects.
- Narrow the gap between them and their peers in all areas of the curriculum.
- Be resilience, independent, valuable and valued members of our community who are able to access the curriculum, know more and remember more.

We will do this through:

- Offering and refining a broad and balanced curriculum that focuses on experiences, knowledge and skills that build children's cultural capital to ready them for the next stage of their education. This will be based in research, cognitive science and designed in a way that children know more and remember more.
- Provide quality first teaching that is rooted in rigorous assessment practices, strong subject knowledge and learning opportunities that focus on narrowing the knowledge and vocabulary gap.
- Through rigorous assessment, identify children in need of intervention and offer a range of interventions in order to support children in making progress. These interventions may be academic but also focus on social and emotional skills.

## Challenges

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

Challenge number	Detail of challenge
1	Children have poor language and communication skills and assessment shows a vocabulary gap between disadvantaged pupils and their peers.
2	Difficulty in building and retaining skills and knowledge to achieve in RWM. In particular in reference to: <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Mental maths</li> <li>• Spelling</li> </ul>
3	Children have more complex needs in regard to behaviour and mental well-being.

## 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
To improve children's skills in language and communication and increase the vocabulary known, used and understood to enable them to access learning in all areas more successfully.	<ul style="list-style-type: none"> <li>-Observations of children, assessment and the ability for children to access all levels of learning is improved.</li> <li>-negative behaviour linked to communication is significantly reduced.</li> <li>-All staff have increased knowledge of support language and communication in school.</li> <li>-Children with speech and language difficulties are identified and supported quickly and make good progress in this area.</li> </ul>
To offer resources, high quality teaching and interventions in RWM that narrow the gap between our disadvantaged pupils and our peers. The focus of this on phonics, mental arithmetic and spelling.	<ul style="list-style-type: none"> <li>-100% of children reach the expected standard in the phonics screen check.</li> <li>-Less pupils are having to receive interventions in phonics.</li> <li>-A greater percentage of children reach expected standard in maths and writing.</li> <li>-100% of our children reach expected standard in the MTC.</li> </ul>
To improve and sustain a positive well-being for children and teach skills that improve behaviour for learning.	<ul style="list-style-type: none"> <li>-Children understand what it means to be mentally well and have a range of strategies to ensure this happens.</li> </ul>

	<ul style="list-style-type: none"> <li>-Interventions show improvement in pupil perception of themselves and behaviour.</li> <li>-The number of behaviour incidents links to complex social and emotional needs are reduced.</li> </ul>
<p>Through tutoring and intervention, fill gaps of learning missed and through increased parental engagement, ensure new knowledge and skills are retained.</p>	<ul style="list-style-type: none"> <li>-Children have increased knowledge and skills of all areas of the curriculum. They are fully prepared at each stage to move on to the next year group or stage of education.</li> <li>-Children know and remember the powerful knowledge needed to succeed.</li> <li>-A greater percentage of children have mastered the skills and knowledge required of their age range.</li> </ul>

## 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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 0-as part of main share budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions led by AR to narrow the gap for our watchlist children.</i></p> <p><i>AR to lead interventions, monitoring and feedback plus offer additional support and CPD.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	1,2

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

Budgeted cost: £6700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions in Social and Emotional skills</i></p> <p><i>Pastoral TA to run additional support for children</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?utm_source=/support-for-schools/school-improvement-planning/3-wider-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wider%20s">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?utm_source=/support-for-schools/school-improvement-planning/3-wider-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wider%20s</a></p>	3

<p><i>struggling with social and emotional needs creating a barrier for learning.</i></p> <p>Mental Health lead leadership time to implement and monitor whole school initiatives</p> <p>Personal budgets to support wider experiences £1000</p>		
--	--	--

**Total budgeted cost: £ 6,700**

## 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.

*Many of the targeted interventions we used last academic year meant our children who access pupil premium funding achieved very well in statutory assessments.*

#### *Key Stage Two*

*All of our children in 2024 accessing pupil premium achieved the expected or beyond in reading, writing and maths. This was due to structured interventions and tutoring where necessary.*

*Some of our children who access Pupil Premium had low attendance and were classed at risk of exclusion. We continue to use pastoral interventions and pastoral teaching assistant to support these children in attending and remaining in school.*

The interventions and use of the money had a positive impact on our children's attainment and ensured the children at risk of underachieving were still able to flourish and not only meet but, in some instances, exceed the expectations.

We are still facing the same challenges in school to ensure achievement for all so due to the success of the expenditure, we will continue with the tutoring and pastoral support in place for the remaining children accessing pupil premium in 2024/25.

### 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
Read Write Inc	
Numicon	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*