

Pupil premium strategy statement 2021-2024. Review 2022. Review 2023. Review 2024.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Newington Green Primary
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years with an annual review
Date this statement was published	November 2021
Date on which it was reviewed	12/9/2022, FGB review 7/10/22 Review 15/10/23, FGB review Jan 24
Date of future review	November 2024 (and new plans drafted)
Statement authorised by	Mairead McDonnell
Pupil premium lead	Mairead McDonnell
Governor / Trustee lead	Teaching and Learning Committee

Funding overview

Detail- 2021/22 academic year	Amount
Pupil premium funding allocation this academic year	£ 244,790.00
Recovery premium funding allocation this academic year	£ 26,245.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 20,857
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	£ 291892 Total spend to date £258779 (£33113 left)
Detail- 2022/23 academic year	

Pupil premium funding allocation this academic year	£282,540
National Tutoring Programme allocation this academic year	£31,752
Total Spend for 22/23 planned	£ 308,302(Without tutoring)
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Part A: Pupil premium strategy plan

Statement of intent

School context:

The school is located in Islington, inner London.

Islington is the most deprived local authority in London for children Based on 2019 Income Deprivation Affecting Children Index (IDACI) – 27.5% children living in income deprivation. This inequality for children is visible in rates of educational and health outcomes, rates of SEND, exclusions, persistent absence and NEETS and interwoven with the wider inequalities associated with ethnicity and gender.

In Islington, there are persistent achievement gaps for children entitled to FSM, those who have been known to social care and children for some ethnic groups particularly Black Caribbean and Turkish/Turkish Cypriot pupils. Both persistent absence and suspension (fixed term exclusion) rates are well above national averages.

Domestic violence and parental mental health are the highest causes of social care contacts for children under 11, parental and child mental health the highest reasons for social care contact at secondary age with gangs and criminal exploitation the main reasons for social care involvement with those in the 16+ age group.

Islington schools now have the second highest proportion of pupils eligible for Free School Meals in the country Islington had the largest % increase since the start of the pandemic in England.

The school is situated on the border of Hackney and Islington. Newington Green is an oversubscribed, two form entry school, with a Nursery and 2YO provision. The school benefits from a large, high-quality premises, a cultural entitlement programme, bespoke broad curriculum, and a highly regarded specialist teaching offer. These things are cited as the main reason parents choose our school.

The school runs childcare provision in term time from 7.30am to 6.30pm. The school works in partnership with Rotherfield Primary School. There are 8 joint staff that work across both schools. Ofsted's inspection of Rotherfield stated '*The partnership working with Newington Green Primary School is proving to be highly positive. It enables staff and governors to share best practice, train together and check the accuracy of teachers' assessments. Plans are in place to develop these links still further. Like you and your staff, governors are rightly proud of the improvements to date.*'

Deprivation - The school serves a community which reflects social and economic challenges. 47% of children eligible for free school meals (ever 6)- double the national figure. 14.2% of families supported historically or currently by Social Care, which is a nationally exceptional figure.

Diversity – 86.3% children from minority ethnic families, 61.8% speak English as an additional language.

Start Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for most

children. Pupils make good progress across the school to standards by the end of Year 6 that are above the last published national average (2019) in all of reading, writing and mathematics at the expected level and in reading and writing at greater depth. Approximately 40% of pupils are disadvantaged. The achievement of disadvantaged pupils was in line with others in the school and better than similar pupils nationally.

SEND – 20.3% children have Special Educational Needs including some complex emotional and behavioural issues.

You may want to include information on:

- **What are your ultimate objectives for your disadvantaged pupils?**
- To ensure high levels of achievement for pupils, but particularly disadvantaged
- To improve the attainment of all pupils from entering Early years to the GLD, but particularly disadvantaged pupils
- *To support pupil wellbeing through a range of support and intervention to improve outcomes*
- *To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural opportunities and enrichment provision which support improved outcomes*
- **How does your current pupil premium strategy plan work towards achieving those objectives?**
- *Support for attendance/punctuality*
- *Support in small groups, 1 to 1, and whole class teaching*
- *Small group planned interventions/programmes to address gaps in learning*
- *Support for pupils social, emotional and mental health needs, through CAMHS, and behaviour and pastoral support*
- *Support for access to cultural opportunities, trips, and enrichment clubs*
- *CPD for staff on oracy, language development, and learning gaps (linked to SIP)*
- *Resourcing for the various catch-up initiatives/books etc*
- *Tutoring in small groups or 1 to 1*
- *Resourcing reading across the school- Librarian, high quality texts, library*
- **What are the key principles of your strategy plan?**
- *Equality of opportunity, and access*
- *Resourcing reading across the school- Librarian, high quality texts, library*
- *Additional support which closing gaps for those identified, including those who may not be 'disadvantaged' under national criteria, but are vulnerable*
- *Additional resources for pupils who are not on track to meet their individual targets (this may include all pupil groups)*

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years. Data shows that 37% of disadvantaged pupils were at age related expectations on entry to Nursery in Language/Communication. GLD in 2022 was broadly the same for

	disadvantaged (59%) and non (63%). GLD in 2023 was broadly the same for disadvantaged (59%) and non (63%).
2	Poor language and communication skills - Communication and language from starting points in Nursery for shows that 37.5% disadvantaged pupils were at age related expectations compared to 66% for non- disadvantaged.
3	Attendance and punctuality issues – Persistent Absentee's PP 21.3% and non-PP 11.6%. Whole School attendance 94.85% PP and 95.4% non-PP. Persistent Absentee's PP 21.3% and non-PP 11.6%. Whole School attendance 94.85% PP and 95.4% non-PP.
4	Closing the gap for all pupils, but particularly for disadvantaged.
5	Varying level of parental support for pupils means that some pupils do not have opportunities to extend learning at home, or work 1 to 1 or in small groups with adults supporting learning
6	Lockdowns, COVID risk assessment, mental health and cost of living crisis nationally has, and will continue to limit pupil access to cultural and enrichment activities which offer a broad education for pupils. This has anecdotally impacted disadvantaged pupils to a greater degree. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many 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
1. To improve the attainment of all pupils from entering Early years to the GLD, but particularly disadvantaged pupils	GLD improves for disadvantaged pupils and for all pupils overall.
2. Improved oral language skills and vocabulary among disadvantaged pupils.	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 looks and ongoing assessment.
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. The percentage of who are persistently absent (disadvantaged pupils) being the same as non- disadvantaged.
4. To ensure high levels of achievement for pupils, but particularly disadvantaged	Improvement in the % of disadvantaged pupils getting the expected standard or above at KS2.

	<p>Identifying and tracking pupils in each class/cohort.</p> <p>Use Pupil Progress (PP) meetings to identify and plan from data, so that pupils make rapid progress.</p> <p>Disadvantaged pupils make accelerated progress.</p>
<p>5. To ensure high levels of achievement pupils but particularly disadvantaged, through group support or 1 to 1 bespoke intervention</p>	<p>Improvement in the % of disadvantaged pupils getting the expected standard or above at KS2.</p> <p>Guided group menu is targeted and dynamic, ensuring pupils get timely provision to recover learning lost.</p> <p>Using data set to make judgments about provision. Developing staff knowledge and understanding of curriculum progression.</p> <p>Disadvantaged pupils make accelerated progress.</p> <p>Robust monitoring in place to ensure high quality first teaching. Rapid action taken when teaching is less than good.</p>
<p>6. To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural, wellbeing opportunities and enrichment provision which support improved outcomes</p>	<p>Improvement in the % of disadvantaged pupils getting the expected standard or above at KS2.</p> <p>Pupil wellbeing surveys show greater levels of pupil wellbeing from entry to exit.</p> <p>Use data to ensure equal take up of all activities offered by the school.</p> <p>Present data regularly to Governors on equity and what we are doing to address this.</p>

Activity in this academic year 2023/2024(Plan for this year)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £206,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For 2023/24-resourcing for as many TAs as possible, taking into account class and cohort needs particularly focused on disadvantaged. £135k</p> <p>This is a reduction in staff by 4 from 2022/23.</p>	<p>The level of support staff allow the school to run a targeted programme of guided groups and support with our disadvantaged pupils. Deployment is planned for through PPR meetings.</p> <p>We recruit graduate TAs, who aspire to be teachers to ensure high quality interventions are delivered.</p> <p>High level of support staff, ensures that pupils are regularly getting feedback on their learning, a high impact, low-cost strategy from the Education Endowment Foundation (EEF) toolkit.</p>	1, 2, 4 & 5
<p><i>Speech and Language Therapist</i> £7500</p>	<p>Weak communication and language skills on entry to nursery and a high percentage of pupils on the SALT caseload.</p> <p>Weekly SALT sessions for pupils who have ECHPs.</p>	1, 2 & 4
<p>Educational Psychotherapist £7500</p>	<p>The school employs an EP who comes to school for half a day per week. Her work is focused on pupils and families whose behaviour is a cause for concern and linked to concerns about wellbeing and mental health. She runs 10-week family group sessions to support children and families in school. She attends Team around the Child (TAC) and Team around the Family (TAF) meetings. She also provides consultation for teachers.</p>	4, 5 & 6
<p>EP additional days £6500</p>	<p>10 additional days of EP support to assess and complete reports to go alongside the application process for EHCPs for several pupils in Early Years with Autism.</p>	1, 2 & 6
<p>Staff CPD £225 x25 days £5625</p>	<p>High quality staff CPD is essential to follow EEF principles. CPD calendar is planned linked to the priorities set out in the School Improvement Plan. Focus for INSET day training linked to School improvement plan.</p>	1, 2, 4, 5 & 6

	<p>Staff are released to attend LA network meetings when in new year groups.</p> <p>We are part of the Futurezone Partnership which also provides high quality CPD opportunities for staff.</p> <p>Subject leaders are released termly to lead effectively and carry out whole school monitoring.</p>	
<p>Reading support- Librarian, books to support library and home reading</p> <p>Librarian £7200</p> <p>Books £3500</p>	<p>New synthetic phonics scheme has been fully implemented and reading for pleasure is a huge focus across the school. School and PTA funds book vending machine, home readers and updates to library offer. Update to range of texts to engage pupils in reading. Our librarian supports children to make adventurous book choices and supports the school to encourage a lifelong love of reading.</p>	2, 4 & 6
<p>Resources for teaching high quality lessons</p> <p>£10,500</p>	<p>Education Library service</p> <p>The ELS provides each class teacher with topic boxes every half term, to enhance the learning experience for our children. The boxes have a range of topic books and artefacts that engage children's interest in the topic.</p>	1, 2, 4 & 6
<p>Cover Supervisor</p> <p>£34467</p>	<p>Cover supervisor employed to support running guided groups linked to catch up programme and to release members of staff to work alongside pupils in their classes to deliver targeted teaching and guided groups.</p>	1, 2, 4 & 6

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

Budgeted cost: £30,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted leadership support to close the gap in year groups where there is less additional resource and larger PP gap</i></p> <p>£22000</p>	<p>Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge. A teacher requested part time working, so NG agreed to allocate disadvantaged funding to deploy her as a catch-up teacher.</p> <p>Data was analysed from baseline assessments to target support to those groups that needed it most.</p>	2, 4 & 6

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

Budgeted cost: £70,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance support</i> £36250</p>	<p>Attendance figures have steadily increased and been above national historically but since COVID this is a priority area.</p> <p>NG created new post- Attendance and Pastoral Worker- to meet this challenge and increase parental engagement also.</p> <p>Rigorous follow up of absences by APW.</p> <p>Systematic tracking of Persistent Absentees with liaison with the Local Authority.</p> <p>Fining for unauthorised absences.</p>	<p>3, 4, 5 & 6</p>
<p><i>Behaviour and learning mentor support</i> £48000</p>	<p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>More frequent behaviour difficulties post lockdown, meaning pupils are more likely to be placed on RED(in behaviour policy) which impacts on their academic progress. However existing interventions have had an impact on behaviour incidents and support has been put in place to ensure pupils are reducing red and purple cards over time.</p>	<p>4, 5 & 6</p>
<p>Trauma Informed Practice Training £5000</p>	<p>All staff to equip all staff to support pupils in belonging, self-regulated behaviours etc.</p>	

Total budgeted cost: £ 306,302

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 the pupils in the 2022 to 2023 academic year.

Pupil performance showed:						
EYFS & KS1	2023 School EXS Outcomes	2023 School GDS Outcomes	KS2	2023 School EXS Outcomes	2023 School GDS Outcomes	2023 progress
EYFS – GLD	56.1%	N/A	Y6 Reading	88.6%	34.1%	+2.09
Y1 Phonics	83.6%	N/A	Y6 Writing	77.3%	34.1%	+2.24
Y2 Reading	75.5%	30.2%	Y6 Maths	97.7%	50%	+4.64
Y2 Writing	62.3%	22.6%	Y6 Science	86%	N/A	
Y2 Maths	83.3%	32.1%	Y6 RWM	72.7%	N/A	
Y2 RWM	60.4%	20.8%				

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
Educational Psychotherapist	Katy Singer
Education library service- LBI	Islington Council Service
Trauma Informed Practice Course	Islington Council Service

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A
