

## Pupil premium strategy statement

This statement details our school's use of pupil 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	New City Primary School
Number of pupils in school	650 (including Nursery)
Proportion (%) of pupil premium eligible pupils	23% (147 pupils eligible)
Academic year/years that our current pupil premium strategy plan covers ( <b>3year plans are recommended</b> )	2022/23 – 2023/24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Governing Body
Pupil premium lead	Mary Bull
Governor / Trustee lead	Emily Harrington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237, 165
Recovery premium funding allocation this academic year	N/A
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	£237, 165

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent at New City, in line with our school vision and SDP, is to ensure all our pupils life chances are enhanced through a range of opportunities and experiences in their schooling career in order to become responsible, confident members of a global society who can apply their experiences at New City to all future learning. This is irrespective of their background or the challenges they may face.

We want all pupils to make good progress and achieve high attainment across all subject areas. Our Pupil premium strategy focus is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Challenges faced by our vulnerable pupils, such as those with social workers have been considered. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support so they are able to access exceptional provision across all year groups. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 learning and the work set continues to be pitched correctly and deepens learning for our disadvantaged pupils
- Direct early intervention at the point need is identified
- Continue adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Alongside our curriculum, this strategy will continue to support our children to the **essential knowledge, skills and understanding** that will help them develop a love for their lifelong learning. We want our children to be **confident, resilient and independent** learners and ensure that they have an appreciation of their own place in the wider world.

We will reflect the diversity of the community we serve through strong and powerful community cohesion with high parental involvement. We want to ensure that an understanding of citizenship and British values are promoted through educational visits and a large selection of afterschool clubs to increase experiences and cultural capital opportunities for our most vulnerable and disadvantaged pupils.

Our strategy actively encourages parental involvement in our learning through parent workshops, such as stay and read sessions to ensure that the needs of all children and parents are met. Workshops include online-safety, phonics and early reading and healthy eating. Our Family Centre is used to support parents with younger children and most disadvantaged families. Through early intervention, our dedicated pastoral team play a pivotal role in engaging our most vulnerable, disadvantaged hard-to-reach families to relevant resources and provisions and services including our after-school provision.

## Challenges

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

Challenge number	Detail of challenge
1	Our own internal systems of monitoring through assessments, observations and pupil discussion indicate underdevelopment of language acquisition and vocabulary gaps among many of our disadvantaged pupils. These are evident from EYFS to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
2	Our own internal systems of monitoring through assessments, observations and pupil discussion suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils overall.
4	Our own internal systems of assessments and observations indicate that the closures experienced during national lockdowns have impacted upon the education and wellbeing of many of our disadvantaged pupils to a greater extent than for other pupils. This has resulted in significant gaps and leading to pupils falling behind age-related expectations particularly within key skills of reading, writing and mathematics.
5	Additional assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notable due to a lack of social contact and lack of enrichments opportunities during lockdown school closures. Subsequently, these challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support have been noted as almost a 12% marked increase during the pandemic. Additional support with social and emotional needs and the number in receipt of small group interventions
6	Our attendance data indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils. 6.1% of disadvantaged pupils have been 'persistently absent' compared to 2.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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.	Improved oracy and acquisition of language skills and vocabulary among disadvantaged pupils.	Internal systems of 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.

2.	Improved phonics outcomes by end of Y1 for disadvantaged pupils.	Diminish gaps in learning and achieve national average expected standard in Phonics Screening Check (PSC). Look to sustain standards over the next 3 years (Sept 2023/24 -2026/27).
3.	Diminish attainment gap in reading among disadvantaged pupils by the end of KS2	Diminish gaps in learning due to C19 pandemic and achieve and sustain national average progress scores+ in KS2 Reading between Sept 2023/24- Sept 2024/25.
4.	Diminish attainment gap in mathematics among disadvantaged pupils by the end of KS2	Diminish gaps in learning due to C19 pandemic and achieve and sustain average KS2 Mathematics progress scores+ between Sept 2023/24- Sept 2024/25.
5.	Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained optimum levels of wellbeing between Sept 2023/24 – Sept 2024/25 validated through: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Very low numbers of bullying incidents</li> <li>• Increased participation in enrichment activities, educational visits and experiences particularly among disadvantaged pupils</li> </ul>
6.	Achieve and sustain improved attendance for all pupils, particularly for disadvantaged pupils	Sustained optimum levels of attendance over the next 3 years between Sept 2023/24 – Sept 2026/27 validated through: <ul style="list-style-type: none"> <li>• Overall attendance in line with national 96% pre C19. Continue to support disadvantaged pupil families in ensuring increased attendance and school readiness.</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: £ 91, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Embedding our <i>Reading for Pleasure</i> resources to support reading at home as well as at school (Jolly phonics booklets, Little Wandle, ORT and Ransom Reading All Stars). These along with additional reading resources will ensure pupils have access to and are exposed to texts that serve a dual purpose:</li> </ul>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

<ul style="list-style-type: none"> <li>i) support with enhancing pupil oracy and enjoyment and engagement with reading whilst boosting the use of enriched vocabulary within their language acquisition</li> <li>ii) Further support the progress of reading across the school</li> </ul>		
<ul style="list-style-type: none"> <li>• Purchase of standardised diagnostic assessments (e.g. NFER and Purchase subscription renewal for phonics tracker to support the tracking of pupils' phonics achievement).</li> <li>• Training for staff to ensure assessments are interpreted and administered correctly.</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#"><u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u></a></p>	1, 2, 3, 4
<ul style="list-style-type: none"> <li>• Purchase of resources and books to further support phonics teaching (Little Wandle phonics sounds cards, flash cards and resources, Big Cat books and Ransom Reading All Stars)</li> <li>• Capacity for Reading and Phonics lead to train and direct teachers to support with Quality First Teaching.</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	2
<ul style="list-style-type: none"> <li>• Enhance Maths teaching and learning through continuing to ensure resourcing is purposeful in supporting all learners through quality first teaching (MNP, TT Rockstars, Mathletics, concrete resources, CGP Maths books, SATs companion).</li> <li>• Funding of teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</li> </ul>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#"><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#"><u>Improving Mathematics in Key Stages 2 and 3</u></a></p>	3

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

Budgeted cost: £ 68, 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1, 2

who require further phonics support.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Encourage wider reading opportunities for all disadvantaged pupils (varied range of cross-curricular texts) as well as targeted intervention support and opportunities (L20% toolkit, targeted Reading partners, phonics interventions; Newspaper Club, Y6 boosters).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 4
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations (L20% toolkit, after school clubs such as TT Rockstars, homework and Athletics club, Y6 boosters).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Increased number of after school clubs to support disadvantaged pupils including those who are high attainers (e.g. Debate Club, Newspaper Club, Chess Club, STEM Club)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 77, 215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Family Centre to continue to engage parents/carers and the community through various sessions such as stay and play sessions, focussed coffee mornings, Early Help Support, parenting and ESOL workshops, Subsidised breakfast, afterschool and holiday club provision as well as partly funding the library which can be made accessible to all pupils and the community. Working closely with the LA ('Best Start') and other local schools on cross-school outreach programme</p>	<p>Research suggests improving Social and Emotional Learning in Primary Schools to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Impact of engagement of parents and careers through tried and tested methods via EEF: <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf</a></p>	4, 5, 6
<p>Purchase of additional Google Chrome laptops/iPads to roll out to staff to support further communication lines and engagement with parents and carers via the Marvellous Me app and Google Classroom.</p>	<p>Impact of technology can prove beneficial for more low disadvantaged pupils as well as a means of communication for disadvantaged families: <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using Digital Technology to Improve learning Evidence Review.pdf</a></p>	4, 5, 6
<p>Improving attendance and readiness to learn for the most disadvantaged pupils. Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve buying into the LA attendance team support and training and release time for staff to develop and implement new procedures as well as funding appropriate resourcing to support and further extend pastoral team (which includes Attendance Officer, Early Help Lead, Family Support Worker, Welfare officer, Learning Mentors and in-house councillor for X2/3 days a week) in enabling them to support our most vulnerable families and improve attendance further since the pandemic.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Research shows how there is a negative link between absenteeism and attainment particularly in KS2 and KS4 so gains towards improving attendance to national (96%) is encouraged. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</a></p>	4, 5, 6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	4, 5, 6

**Total budgeted cost: £ 237, 165**

## 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.

#### New City PPG Impact Report 2022-2023

PPG pupils needs continued to be met through the following:

- FSM food vouchers during the half-term holiday periods.
- Regular weekly communications and contact made face to face, via email, Marvellous Me, Parentmail, Studybugs, telephone, home visits.
- Pastoral support provided through our Inclusion team. Learning mentors, Early Help and Family support workers directed (where identified) to signpost vulnerable families for financial, housing, additional respite support post lockdown and as concerns around the cost of living crisis heightens.
- DSLs and Early Help Team supported our PPG most vulnerable through weekly contact via telephone or in some cases 'drive and knock home-visits' if they did not attend school.
- In-house school councillor comes in x2/3 days a week to support and meet mental and emotional well-being needs of identified targeted children.
- Home-learning provision and support provided as appropriate
- Targeted support, strategies and interventions as appropriate and identified through PPMs.
- A broad and balanced curriculum that encompasses the school's vision and ensures inclusive opportunities for all by providing increased participation in enrichment activities, educational visits and experiences
- Quality First Teaching.

#### End of Year outcomes 2022/23 (to be validated):

	National % (2022)	School %	Boys	Girls	FSM		National % (2022)	School %	Boys	Girls	FSM
<b>EYFS</b>						<b>End of KS2 (90 cohort)</b>					
<b>GLD (83 cohort)</b>	65%	83%	71%	95%	75%	<b>RWM</b>	59%	86%	76%	76%	90%
<b>Phonics</b>						<b>Reading</b>	75%	86%	76%	80%	<b>90%</b>
<b>Y1 (60 cohort)</b>	75%	88%	96%	100%	93%	<b>Writing</b>	69%	69%	86%	80%	90%
<b>Y2 (24 cohort)</b>	87%	58%	44%	88%	17%	<b>GPAS</b>	72%	86%	76%	80%	90%
<b>End of KS1 (91 cohort)</b>						<b>Maths</b>	71%	86%	76%	80%	90%
<b>Reading</b>	67%	84%	77%	92%	67%						
<b>Writing</b>	58%	84%	77%	92%	67%						
<b>Maths</b>	68%	84%	77%	92%	67%						
<b>RWM</b>	54%	84%	77%	92%	67%						



**Next steps:**

Focus on addressing significant gaps in learning due to C19 pandemic (particularly in Y4, Y5 and Y6 who have experienced X2 years of disrupted learning), and those who are PPG and identified within the lowest 20%. Draw on success from last academic year's data 2022-2023 achievements through implementing proven strategies that have impacted on progress and achievement. Plan and assess how this may need to accommodate closing gaps in learning as well as any emotional and socio-economic impact caused to families.

Enhance and maintain proven strategies to help support accelerated learning in order to diminish any significant gaps to ensure progress continues and is upheld.

## 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
Big Cat Books	Collins
Little Wandle	Collins
CPG	CPG Books
Evidence Me	Too Simple
Google Classroom	Google
Marvellous Me	Marvellous Me
Mathletics	3P Learning
Maths No Problem	Maths No Problem
Oxford Reading Tree	Oxford Reading Tree
Parent Mail	Iris Software Group
Phonics Tracker	Phonics Tracker
Ransom Readers	Ransom Publishing
Safeguard	Safeguard
SATs Companion	SATs Companion
Studybugs	Studybugs
Timetable Rockstars	Timetable Rockstars

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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)

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

- Continuing to embed effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Alongside our Curriculum design, offering a wide 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.