



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	St Newlyn East Learning Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Andy Watkins
Pupil premium lead	Andy Watkins
Governor / Trustee lead	Michelle Hague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,512
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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 intent for our North Star (disadvantaged) children to make excellent progress in their reading ability. With an increased confidence and enjoyment in reading, their oracy skills will also improve. Our aim then is for our North Star children to leave St Newlyn East with the skills, self-belief and passion to continue their education and reach for the highest goals. This will be built on the solid foundation of a reading ability which is in line with age-related expectation.

Challenges

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

Challenge number	Detail of challenge
1	Reading - Our North Star children are not reaching expected standard by the end of KS2 for their reading and writing. <i>(linked directly to objective 3 in the 100 -day school improvement plan)</i>
2	Maths - That our NS children are not reaching the expected standard in maths <i>(To continue to build excellence in maths: 100 day plan; objective 2)</i>
3	Attendance - This remains a key focus for improvement, particularly for our North Star persistence absence from school. <i>(linked to objective 1 on our 100-day school improvement plan)</i>

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. Reading – <i>For Early Reading to be an area we are 'stretching beyond' by the end of the current academic year.</i>	<ul style="list-style-type: none"> -Early reading is in place at the start of September and that RWInc 'troubleshooting' supports consistency in practice -That any children who have fallen behind or are in danger of falling behind, receive daily 1:1 top-up support -That KS2 children in years 2 (who have come off RWInc), along with years 3 and 4 take part in a 'Just Read' 12-week project with a pure emphasis on higher pitched texts that develop vocabulary

	<p>acquisition, challenge comprehension and encourage discussion/oracy – ultimately a reading for purpose (initially) stance before reading for pleasure can develop</p> <ul style="list-style-type: none"> -That pre-agreed parameters for success are agreed upon for the ‘Just read’ project before it commences, e.g. All chd are able to answer a comprehension question about their book; to show a motivation and enthusiasm around their book – all evidenced through in-class observations and pupil-conferencing. -For baseline assessments of all chd in this select group to occur by end of week 3 in order to gauge any potential success/progress after the 10-12 week trial period -That the lowest 20% of readers in KS2 are heard read every day (little and often) and that the focus is on the unpicking of new vocab -That reading and ‘narrative’ is the driving force of many wider curriculum lessons. We want story to be the hook that children pin knowledge on -A stripped back approach to writing (‘The Write Stuff’) and the use of ambitious vocabulary in writing develop as a result of the children’s growing love for reading.
<p>2. Maths – <i>‘For end of KS2 outcomes for all of our NS children to be in-line with their peers and for our approach to maths to be stretching beyond by the end of the academic year.’</i></p>	<ul style="list-style-type: none"> -For our revised curriculum and calculation policy to be followed with consistency by each year group -For ALL children to have equity of offer of aspirational learning in maths each and every day -For daily times-table practice to be integral to the maths lesson starter from yrs 3-6 -For children who do not have the declarative knowledge for number (from yrs 2-6) to be provided with little and often quizzing/support/testing multiple times each week -For precision teach (before school) to target NS chd whose declarative knowledge is not secure
<p>3. Attendance All children (including those classed as PP), attend school, <i>‘In school, on time, every day, learning ready.’</i></p>	<ul style="list-style-type: none"> -That our curriculum is engaging and that chd want to come in to learn every single day -That ALL our staff show a personal interest in all of our children and develop/foster positive relationships -Systems for dealing with ‘late’ children is robust and monitored rigorously by AW/AD and MP, with a ‘case-by-case’ approach taken for each child in order to engage parent/s and/or carers -Rigorous follow-up by AW with phone calls/emails/meetings for improving communication with the NS chd’s parent/s (focus on ‘missing out on friendships’ – the positives that they are missing by being away) -Daily attendance meetings with AD, MP and AW to allow for flexible, fast reaction to absence. This will focus on select number of children on SG/attendance checklist -NS chd are targeted with clubs/extra-curricular/sporting offer to add to motivation for school each day -Any pattern or longer persistent absence is addressed following KL’s policy for attendance with EWO involvement as and when needed

Activity in this academic 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in 'Just Read' project for years 2, 3 and 4. This includes baseline assessment purchasing, CPD for staff, release-time for teachers...	Whole Education; Just Read Primary Project research (see link here) Review (see link here and here)	1 directly (and 3 indirectly)
RWInc training for ALL staff to enable ALL groups to function EVERY day no matter of staff attendance	Many studies around the crucial importance of a strong phonics programme here)	1 (and all)
CPD based around using AI to generate specific narratives to hook our learning on.	See evidence in first activity + -American study on impact of narrative (click here) -Power of story on oracy (click here)	As above
CPD for new members of staff by experienced colleagues	-Creating the right culture for coaching (Dfe – click here) -Article about transformations in culture in school (click here)	As above
Time/CPD for supporting support staff with afternoon 1:1 top-ups	See precision teach evidence	As above
Focus on high quality teaching and learning in all classrooms, where there is equity for all: if the teaching, learning and atmosphere are correct, the children will want to be in school.	-CPD time for teachers and support staff throughout year. Effective teacher development review -Coaching and support as and when needed for teachers/support staff in order to address positivity and atmosphere in classrooms.	1, 2 and 3

	<p>Improving behaviour research</p> <p>-Growing Great Teachers – Chris Moyse (lead educational figure) - click here</p> <p>-Moving to performance development (not management) - click here</p>	
CPD/release-time for training based around improving whole school attendance – AD release needed.	<p>-Evidence from dfe about impact of good attendance (click here)</p> <p>-School of Education American research (click here)</p>	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc package of support (including pm 1:1 top-ups) and training throughout year: release time/CPD for staff/Outside agency support and challenge	<p>Numerous research and evidence to support this including</p> <p>-improving literacy for boys document (click here)</p> <p>-FFT research (click here)</p> <p>-RWInc evidence and feedback (click here)</p> <p>-Oracy – Voice 21 continuation of focus (EEF evidence, click here)</p>	1 directly (and 3 indirectly)
Maths: focus on precision teach before school for NS chd who are not secure on the basic declarative number facts	<p>-Maths: declarative knowledge little and often focus. FFT evidence (click here).</p> <p>-analysis of wider maths intervention (click here)</p>	2 directly (and 3 indirectly)
Maths: 1:1 top-up to improve declarative knowledge	<p><i>‘Although there is a large body of evidence showing that, <u>where educators use carefully designed and structured interventions, this can have a positive impact on attainment in numeracy for children at risk of low attainment, much of the support provided by</u></i></p>	2

	<i>TAs appears to be relatively unstructured' (Sharples et al., 2015). (taken from early maths research)</i>	
School offer (both in and after school) for variety of clubs/sporting opportunity offer for NS children	'The link between pupil health and wellbeing and attainment,' (see link here) EEF research - The role of mentoring-linked support for children's mental health (and attendance improvement) – see link here	2 (1 and 2 indirectly)

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

Budgeted cost: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on Trauma Informed School Specialism	TIS evidence review -Additional member of the support staff team to be trained up as a TIS specialist. -TIS approaches/interventions to continue in school and become part of the personal development programme we offer.	All
Focus on improved PE, sport and well-being in schools	Well Schools evidence -Renewed focus (in response to stakeholder survey) to aim to attend as many competitions and extra-curricular events as possible -Focus on targeting NS, SEND and 'non-participant' children in our clubs/extra-curricular activities etc other evidence in above table too)	All
Continued focus on Oracy – with Voice 21 strategies developing	Click link here – EEF research on importance of oracy in Primary Schools.	All
Development of mental health lead in school	AW and LM to focus on improvement of mental health in school, with particular focus on our consistent, calm learning environments. Article link here – HT blog Classroom displays - Attraction or Distraction? Evidence of impact on attention and learning from children with and without autism (worktribe.com)	All

Total budgeted cost: £31,200

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.

The money spent on CPD for maths has certainly been worth it. The release time for our maths-lead (and other members of the team) was good value for money. Our maths-lead has worked with the central school improvement team and totally transformed our maths curriculum. We now have a completely re-worked curriculum focussing on the declarative knowledge that the children are developing. This then leads to the procedural knowledge and, once children have automaticity the conditional knowledge can be taught. There is now consistency across classrooms with the teaching and learning of maths as ALL children have access to these three strands of learning. We believe maths is now in a 'strengthening' phase where we will look to 'stretch beyond' by the end of the year.

High quality teaching and learning can now be seen in our classes at SNELA. We have a consistent approach to many of the strategies we use in class which has allowed for children to gain more from the lessons. Monitoring visits from various parties has confirmed this. A specific example is for KS2 reading where we are now supporting other schools in the Trust with their reading curriculum design. This is testament to the challenge we have received by Kernow Learning and the inspirational work of our reading leads.

Equally, the impact of our RWInc scheme moves from strength to strength each year. Our acting RWInc lead who stepped in this year was fantastic. She helped the team through different monitoring visits and always implemented improvements as the visits were made. We are fortunate to have a brilliant Early Reading team who are always receptive to coaching improvements. Evidence of the team's positive impact with the children is proven with our 95% phonic pass rate this year.

Precision teach in the mornings has shown a good level of progress with the children who have attended. The daily, 'little and often' focussed learning which happens pre-school has also had an impact on the children's confidence too. One girl in year 4 who is disadvantaged (or 'North Star') as we now call her, has learnt all of her tables in a very short space of time. This resulted in her maths confidence really improving and her enjoyment of the subject. There are multiple other examples too, two of which are

now focussed on improving spelling ability and self-correction; both children who come in for this before school really enjoy their morning support.

Trauma Informed Schools is still a key part of our wider mental health in school plan. Our TIS fundamentals are pivotal in our daily interactions with all of the children. We are now fortunate to have three trained TIS specialists in school. The impact of this is that the majority of children in school feel happy and listened too (survey results July 2023).

Well Schools not undertaken.

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
Third Space	Third Space Learning

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?	