

Pupil premium strategy statement

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	New Park Primary Academy
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Robert Mold
Pupil premium lead	Robert Mold
Governor / Trustee lead	Philippa Bogle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72000
Recovery premium funding allocation this academic year	£5945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77945

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy follows a tiered approach, focusing spending on ensuring high-quality teaching for all children, targeted academic support for those at risk of falling behind, and addressing non-academic challenges to success eg. poor attendance. Our disadvantaged children sit at the heart of our academy development plan and we aim to nurture all children who face additional challenges, eliminating gaps between them and their peers and ensure excellent achievement for all.

High Quality Teaching:

- Our investment in high-quality teaching includes dedicated time for subject leaders to develop and oversee their curriculum areas of responsibility, additional teaching capacity to maintain our curriculum structure through changing cohort sizes and a focus on training and support for teachers and teaching assistants

Targeted Academic Support

- Supporting children through structured small-group and one-to-one interventions which complement the classroom curriculum, helping children catch-up with their peers
- Making use of the recovery premium and school-led tuition funding to offer targeted academic support to individuals and small groups

Non-Academic Challenges

- Appointing a Family Support Worker to support families who are facing hardship
- Our Community Hub hosts the Resurrected Bites Community Grocery, a playgroup and drop-in sessions throughout the week for school and local families
- Engaging families and children with poor attendance or who are persistently absent and ensuring their regular attendance at school

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading</p>
2	Phonics outcomes for disadvantaged pupils are significantly below those of non-disadvantaged pupils
3	<p>Observations and discussions with pupils and families have identified significant financial challenges that particularly affect disadvantaged pupils</p> <p>Some disadvantaged children have unsettled or challenging home environments that negatively impacts upon their academic progress</p>
4	An increasing number of children begin school with poor levels of self-regulation and self-care. Due to the impact of the pandemic, these children have had limited experiences and opportunities to socialise with other children
5	There is significant mobility within the school, with many children arriving and leaving throughout the year. These children often have gaps in learning from previous school moves
6	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils</p> <p>Persistent absence amongst disadvantaged pupils is too high</p>

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
Children receive quality-first teaching and timely interventions to enable them to make rapid progress	<p>The quality of teaching and learning at school is Outstanding</p> <p>Disadvantaged children who receive targeted interventions make rapid progress and catch up with their peers</p>

Improved reading attainment among disadvantaged pupils	<p>Reading age checks show disadvantaged children are in line with or exceeding their chronological age</p> <p>Phonics outcomes in 2024/25 show the gap between disadvantaged and non-disadvantaged has considerably narrowed</p> <p>KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard.
Disadvantaged and service children arriving mid-year settle quickly into school routines and friendship groups	Pupil and parent surveys indicate children have strong friendships, are happy and enjoy learning at New Park
Children attend school on time every day	Absence for disadvantaged children is below 5% and persistent absence is below 10%
Children access the school curriculum and wider opportunities regardless of family income and personal circumstances	Disadvantaged children are receiving free school uniform, and accessing educational visits and after-school clubs
Children and families are supported through difficult home circumstances	<p>Families in need receive early intervention</p> <p>Family Support Worker works with families to ensure high levels of welfare, attendance and progress are maintained</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • high levels of participation in enrichment activities among disadvantaged pupils
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% • the percentage of all pupils who are persistently absent being below 8% • the percentage of disadvantaged pupils who are persistently absent being below 15%
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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: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching capacity and CPD	<p>The single biggest factor in the quality of education at New Park is the quality of teaching.</p> <p>We will invest in additional teaching capacity to ensure we can deliver a high quality curriculum, despite significant differences in cohort sizes and high levels of mobility</p>	1, 2, 3, 4
Subject leadership time and CPD	<p>The quality of the curriculum is driven by middle leaders who have dedicated and protected leadership time</p> <p>SEN – 1 day per week</p> <p>Core subjects - 1 day per fortnight</p> <p>Foundation subjects – 1 day every 4 weeks</p>	1, 2, 4
Purchase fully decodable phonics books to support teaching of early reading at home	<p>Systematic Synthetic 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>	1, 2

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
Engaging with the National Tutoring Programme to provide 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointing a Family support worker to work with families two days per week	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	3, 4, 5
Hardship fund	Based on our experiences we have identified a need to set a small amount of funding aside	3

	to respond quickly to needs that have not yet been identified.	
Development of community hub, grocery and playgroup	Providing a space for families to purchase food and essentials at reduced price, receive support and access services will strengthen our families, ensuring children are supported to achieve in school.	3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £ 80000

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 2020 to 2021 academic year.

<p>Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum.</p> <p>Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which heavily disrupted teaching and learning throughout the year. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. The impact was mitigated by offering a school place to every child we deemed to be disadvantaged, alongside children of key workers, and by maintaining a high quality curriculum, including during periods of partial closure.</p> <p>Attendance continues to be a focus of our pupil premium plan as gaps between disadvantaged and non-disadvantaged pupils widened during 2019/20 and 2020/21.</p> <p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.</p>
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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Took part in NYCC Festival of Friends, supporting and learning from local schools with high % of service children Created transition booklet for new service families Pastoral support from AFC Harrogate Community Development Worker
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children