

# Pupil premium strategy statement – Newlyn School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	158 including Pre-School 126 Statutory School Age
Proportion (%) of pupil premium eligible pupils	47.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Nigel Clark
Pupil premium lead	Lauren Connolly
Governor / Trustee lead	Nigel Clark

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,880

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i> Progress and attainment are impacted by the difference in attendance of pupil premium children. Disadvantaged children's attendance is somewhat lower than non-disadvantaged children.
2	<i>Learning</i> Progress and attainment are impacted by lack of parental confidence to support children, financial constraints, medical needs and low aspirations due to the local context.
3	<i>Mental Health and wellbeing</i> Many of our children have experienced some degree of trauma, which impacts on their relationships and ability to integrate fully and learn well. Research shows that being supported with self-regulation can have a significant impact based on learning. It also shows that social and emotional learning has a moderate impact. A nurturing and restorative school culture strongly promotes inclusion and positive school experiences.
4	<i>Poor speech and language skills</i> Speech, language and communication needs in primary school can seriously affect children's learning. For example, poor language predicts poor literacy skills and without targeted and individualised help, between 50% and 90% of children with persistent communication needs go on to have reading and literacy-based difficulties.
5	<i>Opportunity and Aspirational expectations</i> Children often have low aspirations and motivation to consider what they want life to look like for them in the future. Children do not always join clubs or have an enriched wider offer of opportunities, and we recognise the benefits that this can have to positive mental health. Motivation and closing the gap in contextual opportunities is key to allow our children to be the best they can be.

	Unemployment rates are high in our locality, and job opportunities are increasingly limited.
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## 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
All pupils will make at least expected progress in reading and phonics, writing and maths.	Keep up/catch up Reading interventions for all Fluency – explicit teaching Jane Considine
Our children will have access to interventions and/or adult support who are trained to support the development of individualised social and emotional needs.	Emotion Coaching Behaviour Policy Restorative practice – culture
Speech and language needs of the children will be identified quickly and through the use of a high-quality assessment and intervention tool children will develop in their skills and confidence to communicate in an expressive and functional way.	Speech and language link Drawing Club Increase in oracy related opportunities Rehearsal before writing
Targeted support and identification of needs is pivotal to support the progress of all children.	Attainment of children with additional needs will be ambitious and aspirational, reaching for national averages.
Attendance will improve for our pupil premium children.	Continued roll out of the TPAT Attendance Policy with a heightened sense of rigour. TPAT EWO intervention bi – weekly to support with this as well as termly TSM meetings with the local authority. Children and parents will show a growing awareness of the need for positive school attendance and we will continue to work together to improve this. The use of the family link worker, can also support families to engage with wider services (if needed) to support school attendance.
Pupil premium children will have the same opportunities as children that are not pupil premium, ensuring financial restraints are not in place to hinder full inclusion. An aspirational and rich personal development programme will support holistic and academic development.	Pupil premium children will have access to all clubs (for free) and enrichment activities such as music lessons with specialists, high performance squad for sporting excellence, surf lessons, forest school, beach school, bikeability and residential trips. Financial support will be offered to ensure that positive inclusion is seen.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

*The summative data for all disadvantaged children showed strength in attainment, being broadly in line with those who are not disadvantaged in some cases outperforming those who are not disadvantaged. Children who are disadvantaged that do not achieve as well as their peers often have an additional barrier/s. This could be attendance difficulties and/or children who are on the SEND register or with EHCP's.*

*All children at Newlyn School achieve well, with all year groups meeting/superseding the national average data. This is from Early Years through to Year 6.*

*The use of support staff to fill the onset of learning gaps through misconceptions is pivotal in our quest for all learners to move together in their learning journey, achieving the very best that they can. Our approach to offering targeted interventions shows the rigour needed to support all learners. Baselines are diagnostic and standardised in a way to measure and track the impact of the specific interventions. Outcomes are tracked and monitored closely at termly pupil progress meetings.*

*A wealth of interventions are offered with the 'School Offer' supporting the academic, behaviour and holistic development of all children. We have a tiered response to interventions and a graduated approach to manage the individualised needs of all children under the four areas of the SEND code of practice:*

- *Cognition and Learning*
- *Communication and Interaction*
- *Social, Emotional and Mental Health*
- *Sensory and Physical*

*In addition to this, our personalised school curriculum, personal development pathway maps and aspirational enrichment opportunities support all children to have a rounded learning experience inspiring and motivating them to be the best they can be.*

*Furthermore, our communication and engagement with our parent body continues to strengthen and supporting them to use an allocated school fund offering inclusion in a full school life experience promotes equity for all.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Not applicable
<b>The impact of that spending on service pupil premium eligible pupils</b>
Not applicable



## Further information (optional)

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