# Pupil premium strategy statement – New Invention Learning Academy September 2024

This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| Number of pupils in school | 365 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 24-25, 25-26, 26-27, |
| Date this statement was published | 01/09/24 |
| Date on which it will be reviewed | 01/09/25 |
| Statement authorised by | A Pearson |
| Pupil premium lead | R Bould |
| Governor / lead | D Zaki |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £129,770 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £129,770 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Most recent (2019) Indices of Deprivation data shows that New Invention Learning Academy is in an area ranked 11,785 out of 32,844 LSAO’s in England. This is amongst the 40% most deprived neighbourhoods in the country. The local authority of Walsall is the 31st most deprived out of 317 local authorities.  NILA values are guided by the highest expectations for all regardless of social background or vulnerability. The school values are aligned with the following quote: ‘Giving every young person the best start in life, whatever their background and wherever they come from, is a mission that unites teachers. By acknowledging the relationship between family income and educational success, the pupil premium cuts right to the heart of the reason most of us became educators’. (Sir Kevan Collins, CEO of the EEF). Whilst we ensure the rapid identification of barriers to success, we are committed to doing everything we can to overcome them rather than using these barriers or challenges as an excuse to lower expectations for disadvantaged pupils.  ‘Be here often and when you are here do a good job!’ Is a school mantra which guides both pupils and staff. It does not matter how effective wave one teaching or extra support, tuition or intervention is, if pupils are not in school. Whilst the overall attendance of all pupils on school is well above the national average - However within NILA disadvantaged pupil attendance is lower than non-disadvantaged attendance - Therefore our pupil premium strategy is focused on improving the attendance of disadvantaged pupils. In addition, our pupil premium spend prioritises high quality first teaching within whole class and small groups. EEF recent is clear that: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ and that high quality teaching should be ‘complemented with carefully selected interventions’. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The attendance of disadvantaged pupils within NILA is consistently lower than non-disadvantaged pupils. (2022- 2023- Disadvantaged Pupils = 93.9% Non-Disadvantaged Pupils = 96.8%) |
| 2 | Gaps in prior learning made worse by the pandemic. Lower starting points on entry into Y3 for disadvantaged pupils with a lower proportion of pupils working at age related standard. |
| 3 | Lack of positive parental engagement with school and capacity to support home learning. |
| 4 | Social, emotional and mental health issues for a significant minority of disadvantaged pupils often exacerbated by the pandemic and periods of national lockdowns. |

## 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.

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| Intended outcome | Success criteria |
| Improve average attendance for disadvantaged pupils. | Reduction in attendance gap between disadvantaged and non-disadvantaged pupils.  **2022 – 2023:** Disadvantaged= 93.9%  Non-Disadvantaged = 96.8%. Gap of 2.9%  **2023 – 2024:** … Disadvantaged= 96.5%  Non-Disadvantaged = 97.4%. Gap of 0.9% |
| Disadvantaged pupils Maths attainment to exceed national average for all pupils by end of KS2 | **2022 – 2023:**  67% NILA Disadvantaged pupils vs National average of 73% for all pupils.  **2023 – 2024:**  63% NILA Disadvantaged pupils vs National average of 73% for all pupils.. |
| Disadvantaged pupils Reading attainment to exceed national average for all pupils by end of KS2 | **2022 – 2023:**  76% NILA Disadvantaged pupils vs National average of 73% for all pupils.  **2023 – 2024:**  83% NILA Disadvantaged pupils vs National average of 74% for all pupils. |
| Disadvantaged pupils Writing attainment to exceed national average for all pupils by end of KS2 | **2022 – 2023:**  76% NILA Disadvantaged pupils vs National average of 71% for all pupils.  **2023 – 2024:**  71% NILA Disadvantaged pupils vs National average of 72% for all pupils. |

## 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

Budgeted cost: £71,248

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *To employ an additional teacher to provide small group teaching and tailored interventions for specific groups of pupils.* | EEF :  ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ and that high quality teaching should be ‘complemented with carefully selected interventions’. | 2, |
| *To employ an additional teaching assistant to provide tailored interventions, phonics assessment/intervention, ELSA and to run an extended school day homework club for disadvantaged pupils.* | EEF:  ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ and that high quality teaching should be ‘complemented with carefully selected interventions’.  ‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.’ | 2,3,4, |

### Targeted academic support

Budgeted cost: £2,667

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Brilliant Club academic tutoring and aspiration raising activities via the Scholars Programme.* | EEF:  ‘Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.’ | 2, 3, |

### Wider strategies

Budgeted cost: £55,855

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *To employ a Care Guidance Manager to work with pupils and families to improve parental engagement and address individual issues around readiness for school, barriers to learning, attendance/punctuality and social, emotional and mental health issues.* | EEF:  ‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’  ‘Social and emotional skills support effective learning and are linked to positive outcomes later in life.’ | 1, 3, 4, |
| *Employ an attendance officer to work with families undertaking meetings, home visits and legal interventions where appropriate.* | EEF:  ‘There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.’ | 1, |

**Total budgeted cost: £ 129,770**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data.   |  |  |  | | --- | --- | --- | | **KS2 DFE Assessments:**  **Year 6 – 89 pupils total (22 disadvantaged pupils)** | **NILA EXS v National All Pupils** | **NILA GDS/Higher Standard v National All Pupils** | | **Reading** | 89% (Dis - 82%) v 74% | 47% (Dis - 41%) v 28% | | **Writing** | 89% (Dis - 73%) v 71% | 20% (Dis - 14%) v 13% | | **Maths** | 83% (Dis - 59%) v 73% | 51% (Dis - 32%) v 24% | | **EGPS** | 97% (Dis - 91%) v 72% | 67% (Dis - 41%) v 32% | | **RWM Combined** | 76% (Dis - 50%) v 60% | 16% (Dis - 9%) v 8% |   *Disadvantaged pupils Maths attainment to exceed national average for all pupils by end of KS2 - 2023 – 2024:* ***Partially met- 59% v 73% (EXS), 32% v 24% (Higher Standard)***  *Disadvantaged pupils Reading attainment to exceed national average for all pupils by end of KS2:* ***Met- 82% v 74% (EXS), 41% v 28% (Higher Standard)***  *Disadvantaged pupils Writing attainment to exceed national average for all pupils by end of KS2:* ***Met- 82% v 74% (EXS), 41% v 28% (GDS)***  *Improve average attendance for disadvantaged pupils:* ***Met- Reduction in attendance gap between disadvantaged and non-disadvantaged pupils.***  ***2022 – 2023: Disadvantaged= 93.9%***  ***Non-Disadvantaged = 96.8%. Gap of 2.9%***  ***2023 – 2024: … Disadvantaged= 96.5%***  ***Non-Disadvantaged = 97.4%. Gap of 0.9%*** |

## 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.*

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| Programme | Provider |
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