



Pupil premium strategy statement

This statement details Newquay Primary Academy'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	Newquay Primary Academy
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 current 2024-2025
Date this statement was published	19th September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Craig Hayes
Pupil premium lead	Lisa Mann
Governor / Trustee lead	Sarah Walkey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Recovery premium funding allocation this academic year	N/A
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	£0

Part A: Pupil premium strategy plan

Statement of intent

Whilst we recognise that Newquay primary Academy did not receive any pupil premium funding in 2022-2023 or 2023-2024, we understand that some of our pupils may be identified as disadvantaged at different points during the academic year. Therefore, if this is the case will support our disadvantaged pupils in the following ways:

- 1. Support**
- 2. Intervention**
- 3. Enrichment**

Support

- Upon entry, we use qualitative and quantitative data to set aspirational targets for our pupils.
- In order to support the social and emotional needs of our pupils, we contribute to the Educational Psychologist, Child Protection Lead, Speech and Language Therapist, counsellor and Educational Welfare Officer who work across Cornwall Education Learning Trust.
- Investment in a Parent Support Advisor to provide additional support for parents and break down any barriers to engagement.

Intervention

- Staff are aware of disadvantaged pupils and their progress is tracked termly and appropriate interventions are put in place to mitigate underachievement.
- A rigorous staff appraisal system involves analysis and discussion of the achievement and attainment of our pupils.
- We invest in Teaching Assistants to ensure individuals are able to make at least expected progress and the most-able are challenged to achieve their potential.
- We invest in a wide range of Continuing Professional Development for teachers including high quality training, rigorous monitoring and judicious deployment of Teaching Assistants, to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

Enrichment

- We offer before and after academy clubs which provide enrichment activities.
- We subsidise after academy provision for disadvantaged groups.
- Trips are offered and subsidised throughout the year.

In addition to the above, we provide financial assistance for uniform and food parcels for families that need it.

Challenges

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

Newquay Primary Academy opened in September 2021. As a result it is difficult to detail any challenges the academy will encounter in its first years of opening. Therefore, the challenges listed below are non-negotiable aims that we will achieve to prevent any future challenges with this cohort of pupils.

Challenge number	Detail of challenge
1	We will ensure that the attendance of our disadvantaged pupils is the same as or higher than non-disadvantaged pupils. We are aiming for 98% attendance.
2	We will ensure that our disadvantaged pupils are making progress in reading writing and Mathematics that is the same as or higher than non-disadvantaged pupils. We are aiming for 100% of our pupils to achieve the expected standard in Literacy and Mathematics by the end of the EYFS.
3	We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved.
4	We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home.

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
We will ensure that the attendance of our disadvantaged pupils is the same as or higher than non-disadvantaged pupils. We are aiming for 98% attendance.	We will measure this intended outcome by: <ul style="list-style-type: none">Ensuring all staff analyse weekly, termly and yearly attendance information, at academy level, trust level and national level so that interventions can be put in place quickly
We will ensure that our disadvantaged pupils are making progress in reading, writing and Mathematics that is the same as or higher than non-disadvantaged pupils. We are aiming for 100% of our pupils to achieve the expected standard in Literacy and Mathematics by the end of the EYFS.	We will measure this intended outcome by: <ul style="list-style-type: none">Ensuring EYFS staff use Insight to analyse termly assessment information, both at an academy level, trust level and national level and quickly put interventions in place for those pupils who fall behind so that they catch up

We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved.	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> Ensuring EYFS staff use Insight to analyse termly assessment information, both at an academy level, trust level and national level so that the percentage of disadvantaged pupils achieving the expected standard in 'communication and language' and 'understanding the world' is greater than or equal to the percentage of non-disadvantaged pupils.
We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home.	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> Using assessment information in Insight to ensure that the percentage of disadvantaged pupils achieving the expected standard in all 7 areas of the EYFS curriculum is greater than or equal to the percentage on non-disadvantaged pupils Using CPOMS to monitor the number of behaviour incidents relating to disadvantaged pupils. We will be successful if the number of behaviour incidents for disadvantaged pupils decreases.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
The class teacher and teaching assistant will provide one to one and group support during lessons and at the beginning and end of the academy day to ensure disadvantaged pupils make accelerated progress	<ul style="list-style-type: none"> Sutton Trust learning reviews This approach has been successful in other academies in the trust. Teachers planning Insight assessment information 	2 and 3

Use Insight to improve the use of regular summative and formative assessment by all staff to identify gaps in learning and inform future planning, teaching and deployment of staff	<ul style="list-style-type: none"> • Teachers planning • Evidence in Tapestry • Insight assessment information 	2 and 3
<p>Additional enrichment projects to support the development of core Literacy and Mathematics knowledge and skills and improve confidence and self-esteem:</p> <ul style="list-style-type: none"> • Beach school • The Orchard • Forest school • RNLI 	<ul style="list-style-type: none"> • Attendance at the projects • Evidence in tapestry • Insight assessment information 	2 and 3
<p>All staff to receive performance management targets that link to:</p> <ul style="list-style-type: none"> • Improving the attainment and achievement of disadvantaged pupils 	<ul style="list-style-type: none"> • Performance management records • Evidence in tapestry • Insight assessment information 	2 and 3
Work alongside other academies in CELT to support and train our pupil premium workforce, sharing good practice across the trust and participate in the Closing the Gap CELT strategy.	<ul style="list-style-type: none"> • Attendance at CELT CPD events • Improved staff knowledge 	2 and 3

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The class teacher and teaching assistant will use:</p> <ul style="list-style-type: none"> • Read, write, inc • Neli • White Rose <p>to provide one to one and group support during lessons and at the beginning and end of the academy day to ensure disadvantaged pupils make accelerated progress</p>	<ul style="list-style-type: none"> • Evidence in tapestry • Insight assessment information 	<p>2 and 3</p>

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Parent Support Advisor to support the families of disadvantaged pupils and improve pupil attendance and parent engagement	<ul style="list-style-type: none"> Weekly attendance information CPOMS reports 	1 and 4
Employ an Education Welfare Officer to support the families of disadvantaged pupils and improve pupil attendance and parent engagement	<ul style="list-style-type: none"> Weekly attendance information CPOMS reports 	1 and 4
Purchase CPOMs to provide an intuitive system for monitoring child protection, safeguarding, behaviour, pastoral and welfare issues.	<ul style="list-style-type: none"> CPOMS reports to show how the academy builds chronologies around pupils and families so that all members of staff provide timely pastoral support to families in need 	1 and 4
Individual contingency fund - ensure there is a funding reserve to provide additional social and emotional support for disadvantaged families.	<ul style="list-style-type: none"> Attendance at the projects Evidence in tapestry Insight assessment information 	3
Use weekly attendance information to monitor the attendance of all disadvantaged pupils, identify those pupils who do not have attendance above 98% and provide support and intervention for those families in need.	<ul style="list-style-type: none"> Weekly attendance information CPOMS reports 	1 and 4

Provide attendance initiatives to improve the attendance of disadvantaged pupils		
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Total budgeted cost: £0

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.

Newquay Primary Academy opened in September 2021. Therefore, Newquay Primary Academy does not have any information for this section of the statement.

Externally provided programmes

Programme	Provider
<ul style="list-style-type: none">• Neli• Tapestry• Read, Write, Inc• CPOMS• Insight	<ul style="list-style-type: none">• Nuffield Foundation Education Limited• The Foundation Stage Forum• Oxford University Press• CPOMS Systems Ltd• Equin Ltd

Service pupil premium funding (optional)

Measure	Details
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