

# Pupil premium strategy statement

## Newton Hall Infants' School



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	125
Proportion (%) of pupil premium eligible pupils	9.6%
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> )	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Lynne Frazer
Pupil premium lead	Mrs Lynne Frazer
Governor / Trustee lead	Mrs Liz Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
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>	£17,760

# Part A: Pupil premium strategy plan

## Statement of intent

Newton Hall Infants' School is a very special school where our happy confident children love to learn and know that they are cared for. Despite any barriers children may face, we expect all of them to make strong progress and achieve well across the curriculum. The aim of our pupil premium strategy is to support disadvantaged children to reach these goals, no matter what their starting points may be. We are ambitious for all children, especially those who are disadvantaged. Teachers know all their children very well, allowing targeted provision for those with the greatest needs.

Our vulnerable children have many challenges to their learning and we aim to reduce the influence of these barriers through a wide range of school-based activities. Our response will be flexible in response to changing needs and challenges.

Our policy on marking, feedback and assessment will closely monitor the needs of all children, including those who are disadvantaged. Feedback is solely for pupils' benefit, to enable them learn to quickly from their teacher's guidance.

Our aim is to ensure that any difference in attainment between groups of children diminish and all children achieve well. Whilst our main aim is to raise academic attainment, we also aim to ensure that children have a wide range of opportunities and experiences to develop confidence, self-esteem and have high aspirations. We will focus on high quality teaching and effective deployment of staff to support disadvantaged children. Our decisions are based on detailed analysis of the data and responding to current educational evidence.

## Challenges

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

Challenge number	Detail of challenge
1	As an Infant School we provide Universal Infant Free School Meals (UIFSM) for all children therefore parents do not see the benefit of completing the paperwork for receiving the Pupil Premium Funding
2	66.7% of the pupil premium group are working below ARE within writing. On entry 66.7% of the reception pupil premium group are working below ARE in writing development. Whilst the needs of the pupils have been recognised

	within the pupil premium group, there is a whole school target to improve attainment in writing, focusing in particular on spelling and handwriting
3	A high percentage of children arriving at school are unable to access their learning due to their emotional needs and home life issues
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge
5	Children having multiple characteristics e.g. Pupil Premium, SEND, Child Protection
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading

## 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
Provide a personalised intervention programme for all pupils with focused additional intervention sessions for some pupils	By the end of the year, gaps in basic skills in English and Maths will be diminished and this will be evidenced in the classwork and the assessments completed by children
Pupils are effectively supported through high quality intervention and care in order that they can access their learning effectively	Fewer children are disengaged in lessons and reluctant to begin their day
Children eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2024. Smaller classes will ensure pupils will receive a higher percentage of teaching time and greater high quality first teaching
Children eligible for Pupil Premium in Year 2 make rapid progress in all areas to meet / exceed national expectations	A higher proportion of Pupil Premium children achieve / exceed ARE than in 2024
Children entitled to Pupil Premium have free access to extra-curricular opportunities / and school trips to widen their experiences and raise aspirations	Increased access to a range of after school clubs Trips / visits to be funded by the school Food available to supplement breakfasts Free milk available

## 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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups will introduce the Stories for Maths Scheme	Oracy is an essential building block for reading and writing. However oracy skills are central to the entire curriculum and can integrate into all subjects. Therefore these Stories for Maths have prompts developed by <u>Voice 21</u> which is a national charity that supports schools to build speaking and listening in to the curriculum, teaching and learning and wider school life.	2 4 6
Identified children will be introduced to Book Bunch	Research has shown that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific. This is more easily identifiable when a smaller reading group intervention is taking place. The focus of these interventions will be to increase fluency, confidence and understanding of the text. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</a>	2 4 6
Continued Maths CPD and scheme	Studies into early number approaches indicate that, on average, they can have a positive impact on learning equivalent to approximately six months' additional progress for early mathematics outcomes. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill and commit a regular amount of time to developing mathematics (which this programme does). <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-numeracy-approaches</a>	2 4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants will deliver small group reading Interventions.	Research has shown that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific. This is more easily identifiable when a smaller reading group intervention is taking place. The focus of these interventions will be to increase fluency, confidence and understanding of the text. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	2 4 6

	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</a>	
Teaching Assistants will deliver small group or individual phonics Interventions.	Research shows that the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Our pupils will access small group intervention sessions that are specifically tailored for their needs. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	2 4 6
Teaching Assistants will deliver small group or one-to-one mathematics interventions.	Research shows that teaching assistant interventions can provide a large positive impact on learner outcomes but how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	2 4

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

Budgeted cost: £2,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of Jigsaw the PSHE scheme	To ensure a consistent approach to PSHE across the school, the PSHE Jigsaw Programme was purchased. These lessons will be delivered weekly to all year groups. On average, children who are involved in social and emotional learning make approximately 4 months additional progress.	3 5
Fund cost of out of school trips/ experiences.	Some families are unable to contribute towards out of school experiences such as visitors or educational trips. The school will support financially PP parents/carers with this.	3 5
Fund cost of out of school enrichments	Some families are unable to contribute towards in-school enrichment activities such as music opportunities and extra-curricular activities. The school will offer a contribution towards any of these activities for pupils eligible for PP.	3 5

**Total budgeted cost: £17,760**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### EYFS

A Good Level of Development is determined when a child achieves the expected level in each of the Early Learning Goals for the Prime Areas of learning and Reading, Writing and Maths.

	Total Children	Total Disadvantaged
% of children achieving GLD	75.61%	0%

Obviously with the very small number of children (3) in the 2022-23 cohort we have accessing the PP funding, a level of caution needs to be taken in comparative to the full cohort of children. The disadvantaged children did achieve GLD in many areas but not all.

#### Year 1 Phonics

	Total Children	Total Disadvantaged
% of children passed	78.8%	66.6%

Of the 5 PP children, 3 of these children were also on the SEND register.

#### Year 2 (Internal Data)

	Total Children ARE	Total Disadvantaged ARE	Total Children GD	Total Disadvantaged GD
Reading	85.7%	75.0%	85.7%	25.0%
Writing	75.5%	50%	75.5%	25.0%
Maths	91.8%	75%	91.8%	50.0%

Of the 4 PP children, 2 of these children were also on the SEND register.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Based on all the information above, the performance of our disadvantaged pupils *met* expectations, and we are at present to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year

## 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
Numbots	Maths Circle