

# 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	110 + 7 Nursery
Proportion (%) of pupil premium eligible pupils	11.9%
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	December 2025
Date on which it will be reviewed	December 2026
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	£18,650
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>	£18, 650

# 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	Data shows that our disadvantaged pupils have lower attainment in phonics than their peers.
2	Baseline data over the last 3 years suggests that levels of numeracy and literacy are particularly poor on entry to school, particularly among our disadvantaged children.

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	Children having multiple characteristics e.g. Pupil Premium, SEND, Child Protection
5	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
Year 1 and Year 2 phonics results confirm that increased proportions of disadvantaged pupils make the standard	% of PP children meeting the expected standard in phonics improves from 2025
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 2025
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
KS1 to teach a progressive Spelling, Punctuation and Spelling Scheme (SPaG)	Research indicates that teaching SPaG via small steps will build knowledge progressively and support confident, consistent teaching across grammar, punctuation and spelling. Teachers often feel more confident teaching grammar, and some pupils enjoy the structured learn-Strong early phonics and language development are crucial for later progress, benefiting vocabulary and comprehension beyond just SPaG. Socioeconomically disadvantaged pupils tend to perform better in SPaG in linguistically diverse classrooms, suggesting a positive environment helps.	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. <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
Teaching Assistants will deliver small group	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	2 4 6

or individual phonics Interventions.	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>	
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: £3,150

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: £18,650**

## 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.

- Our current data indicates that only 16% of disadvantaged pupils within the Year 2 cohort were working at age-related expectation for literacy and maths upon entry to Reception. By the end of Year 2, 83.3% of the same cohort had received age-related expectations in reading, writing and maths. Only 16% of this same cohort were also not reaching the area of learning self-regulation on entry.
- The same data indicates that only 25% of disadvantaged pupil within the Reception cohort were reaching age-related expectation for literacy and maths upon entry. By the end of the academic year, 100% of the same cohort achieved a Good Level of Development (GLD).
- Pupil Premium attendance last year was 95.48%, which was notably higher than the national figure of 92.2% according to national data.
- Persistent absenteeism among disadvantaged pupils last year was 12.69% higher than the national figure of 13.4%.
- Curriculum enrichment activities have continued this year, including visits from an author and trips to Durham Cathedral, Hall Hill Farm and the Sea Life Centre. The whole school benefitted from a trip to Noo Noo's at Filed and Fodder. Local enrichment visits have included the library and All Saints Church. These activities have provided valuable opportunities for children to explore new vocabulary, which has been successfully reinforced in their lessons.
- We have organised a variety of after school clubs – including 'Bookie Monster's,' Stay and Play, Outdoor Games and art – which have attracted strong participation, particularly from disadvantaged pupils. Attendance has been consistently high, and staff have observed a noticeable increase in confidence among many of the children involved.

### 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