

Newport Infant School

Pupil Premium Strategy

2021-22

Pupil premium strategy statement 2021-22

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available on the pupil premium page.

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Newport Infant School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 to 2022-24
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Pierce, Headteacher
Pupil premium lead	Emma Robson, Deputy Headteacher
Governor / Trustee lead	Jackie Lewis, Governor with responsibility for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,660
Recovery premium funding allocation this academic year	£5,220
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	£53,880

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intention is that all children in our school are happy, secure and make progress, regardless of their background or challenges they face. We don't want there to be a gap in data between disadvantaged and non-disadvantaged children, with the focus of our strategy supporting pupils to close the attainment gap and sustain this learning and progress so they achieve good outcomes. This will also include supporting disadvantaged pupils who are higher achievers, to ensure they also achieve their full potential.

We want all our disadvantaged pupils to benefit from quality first teaching first and foremost, and we do this through an engaging, multisensory curriculum which enthuses and excites our pupils to want to learn. Our teachers ensure they work with the most disadvantaged learners and all classes have a Teaching Assistant for the morning session. For pupils who may need a little more support or if they have gaps in their learning or need overlearning, they then have access to interventions usually within the afternoon, so the QFT is not disrupted in the morning. We will also use the National Tutoring Programme funding to support some of our disadvantaged pupils in an intervention before school starts, which will be led by our trained HLTA's.

Having good social, emotional and mental health is also a priority for our school and it is our intention that all pupils are supported with this. Again, we have whole school systems to monitor this, and lessons will be delivered to the whole class. However we recognise that some pupils will also need additional support in a smaller group, or sometimes one to one, and this is offered to our pupils in a timely manner by highly trained staff.

There is a whole school approach so all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Our systems in school ensure that all staff know who the disadvantaged pupils are and how best to support them to provide equity.

Children in receipt of Pupil Premium Grant will not miss out on any school event due to financial difficulties and we will support families to provide for their children.

Challenges

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

Challenge number	Detail of challenge
1	Maths data had fallen during Covid, and there was a difference of 35% between the disadvantaged and non disadvantaged.
2	Although our phonics and reading data is usually quite high, we are ambitious for all our pupils and want to ensure the reading in school is in line with the latest Reading Framework guidance and attainment is above 88% for phonics and 85% for reading for this academic year, moving to the 95% for the subsequent years. This is for all children including those entitled to Pupil Premium Grant.
3	Through observations and discussions with pupils and their parents/carers, we have pupils, including disadvantaged pupils, who need additional, appropriate social, emotional, behavioural support in order to develop their self-regulation skills, emotional wellbeing and develop good mental health.
4	Our assessments, discussions and observations show that there are a high proportion of pupils with a speech and language delay who require additional programmes, including our PPG pupils and vulnerable learners.
5	National Data has shown attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils. We put emphasis on checking this isn't the case in our school and providing support for families whose attendance does begin to show levels of concern.
6	Through discussions with families, we know some disadvantaged families have some financial difficulties at times and therefore as a school we want to support with this element, so children do not miss out and there is equity amongst all our pupils.

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
Improved teaching of maths and raised attainment and progress data.	Data shows maths attainment and progress to be in line with previous years and other core subjects. The difference is less than 10%.

An improved reading and phonics offer in school, which leads to better attainment and progress.	Reading in school is in line with the latest Reading Framework guidance and attainment is above 88% for phonics and 85% for reading, for all children including those entitled to Pupil Premium Grant. This will increase to 95% for 2022-23 academic year.
To achieve and sustain good mental health and wellbeing for all pupils at Newport Infants , particularly the disadvantaged pupils and their families.	PPG pupils with social, emotional and mental health needs are well supported in school and Boxall profiles demonstrate progress made. The Mental First Aid Trainer supports individuals or we signpost to appropriate agencies. Records of the impact of the Family Support Worker.
To improve speech and language development in our PPG pupils and vulnerable learners, especially in Reception.	NELI facilitators have delivered the programme, which has allowed children to make significantly more progress in their language skills.
To monitor and improve attendance and punctuality of disadvantaged and vulnerable pupils.	Attendance data is in line or above DFE expectations and there are no significant differences in attendance of groups due to the robust systems in place.
To provide financial support for families to help with uniform, educational visits and clubs which will provide equality of opportunity for all pupils.	There will be equity between all pupils, so that every pupil will be able to take part in educational visits, enrichment days and clubs. All pupils will feel belonging by wearing the school uniform.

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: £30,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Session arranged with Maths consultant to work with the Coordinator reviewing the curriculum and coverage.	Based on our experience and local schools in our area, we all value the expertise of the maths consultant, who is regularly informed of the Ofsted agenda due to her colleagues within the consultancy firm who are inspectors. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	1
Teaching Assistant Support during the morning sessions, when phonics, reading, literacy and Maths lessons are taught.	The EEF suggests we use TAs to add value to what teachers do, not replace them. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
RWI core ebook subscription and R,W,I teacher resource subscription.	DFE guidance recommends fidelity to a scheme to gain best results. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:	2

	Phonics | Toolkit Strand | Education Endowment Foundation | EEF Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	
Teaching staff and leaders complete the RADY programme focussing on supporting the most disadvantaged youngsters. Our school will then implement the recommendations to bring about improvement in Maths and Reading, or general support.	Our Local Authority have recommended we use RADY. https://challengingeducation.co.uk/rady/	1,2,3,4,5,6
National College subscription for all staff and governors to raise awareness of the key areas, including the new reading framework, Online Safety and the KCSIE.	National College has over 600,000 users. Trusted by more than 38,000 education providers. Rated 4.7 stars out of 5. https://thenationalcollege.co.uk/	1,2,3,4,5,6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths interventions targeting PPG pupils.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Tuition targeted at specific needs and knowledge gaps can be an effective	1
Additional reading for disadvantages pupils from TA's & volunteer readers.		2
Phonics workshops for parents One to one RWI intervention.		2

Other group phonics interventions using RWI.	method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
NELI – 4 members of the EYFS team complete training to baseline and deliver the NELI speech and language programme. PPG pupils are in the target group to support. Wonderful Word Tree initiative / staff meeting on vocab.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	2,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Future in mind training – The school has a mental health lead who disseminates information from the termly sessions, and sets up interventions if needed as a result of the training. The school have a Mental Health First Aider Trained member of	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	3

staff who is used to support individuals.		
Books / resources purchased to support emotional health and wellbeing, and used with nurture group or small intervention groups, mainly comprising of PPG		
Nurture group – this runs 4 afternoons per week and supports a range of SEMH needs.		3,5
Subsidy of educational visits and the residential for PPG Y2 pupils A free sweatshirt is given to PPG pupils each school year.	DfE Guidance on how to use PP grant: Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	6
Subsidise lunch cover in order to promote physical games and improve wellbeing for PPG pupils. Use of Calm Brain, personalised for some PPG pupils who need additional support		3
School incentives used to encourage children to attend school such as the attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	5

thermometer / 100% certificates / stickers EWO Costs – The school buy into services: such as the Education Welfare Officer, Family Support Worker etc, who support families to attend.	DfE Guidance on how to use PP grant: Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	

Total budgeted cost: £*50,000 (£3880 contingency)*

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 5 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Being an infant school, we feel our children were affected greatly as they missed the foundation building blocks of their educational journey. We tried to mitigate the impact by providing a high quality curriculum, including during periods of partial closure, which was aided by use of our teachers providing videos alongside powerpoints and investing in an online reading platform, so pupils could still read at home. Tablets and laptops were provided to families who could not access this, and we purchased a wifi dongle to a family who did not have the internet.

Attendance data for 2020/21 was generally good and higher than the national average in most areas. Our FSM pupils were slightly lower at 95.88% compared to 97.68% non FSM and our overall total was 97.35%. The year prior to the covid closure, our percentages were the same for FSM and Non-FSM, so it is our intention to narrow the gap again.

Our observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues, and the fact that as we are only an infant school, many pupils had not experienced our ‘normal’ school day and procedures. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, such as a ‘wellbeing focus week’ and targeted interventions where required. We want to get our Nurture Group running again without restrictions but obviously safety is still a priority. We are building on approaches with the activities detailed in this plan.

Our Local Authority have highlighted the RADY (Raising Attainment in Disadvantaged Pupils) Programme as a valuable CPD tool and we intend to use this to develop our understanding.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The children parents' were not deployed abroad during this year, so the emotional support was not as evident as it had been in other years. The funding was mainly used to support the children with their reading and phonics.
What was the impact of that spending on service pupil premium eligible pupils?	The children passed the phonics check and in our end of year teacher assessments, made ARE.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy.