Newport Infant School and Nursery

Pupil Premium Strategy

2022-23

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 and Nursery
Number of pupils in school	209 (+44 in Nursery)
Proportion (%) of pupil premium eligible pupils	22% (28% EYPP in Nursery)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-24 (Year 2)
Date this statement was published	Nov 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Pierce, Headteacher
Pupil premium lead	Emma Heeley, Deputy Headteacher
Governor / Trustee lead	Jackie Lewis, Governor with responsibility for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,005
Recovery premium funding allocation this academic year	£5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£55,080

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 the challenges they face. We want our disadvantaged pupils to perform in line with their non-disadvantaged peers, 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.

Our primary aim is that all of our disadvantaged pupils benefit from quality first teaching offered 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. We also want to communicate with our parents about financial donations that we will be asking for, in order that they know and can budget for this if able to contribute.

Challenges

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

Challenge number	Detail of challenge
1	Our Phonics data had fallen last year and there was a difference of 16.4% between the disadvantaged and non disadvantaged.
2	Although our KS1 reading data is above national, 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. The GAP between reading data for disadvantaged and non-disadvantaged was 14%, which again we want to diminish.
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. This is particularly relevant to our nursery pupils.
5	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
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.

Improved teaching of maths and raised attainment and progress data, ensuring staff understand the best ways to ensure learning is stored in the long term memory and develop schemas.	Data shows maths attainment and progress to be in line with previous years and other core subjects. The difference is less than 10%.
To achieve and sustain good mental health and wellbeing for all pupils at Newport Infant and Nursery School , 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 Health First Aid Trainer or the Mental Health Lead supports individuals in schools, provides workshops to support parents and can signpost to appropriate agencies. Records of the impact of the Family Support Worker show progress has been made to support the family or individuals.
To improve speech and language development in our PPG pupils and vulnerable learners, especially in Reception.	Talkboost facilitators have delivered the programme, which has allowed children to make significantly more progress in their language skills. This is across school, in Nursery, Reception and in Key Stage One.
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
Maths Coordinator to work with new staff to embed school systems and ensure they meet the needs of vulnerable learners. Whole school to develop the fluency aspect of Maths, through regular mental maths practise.	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)	2
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
Teaching and learning styles maximise opportunities for pupils to know and remember more of our curriculum.	The EEF suggests teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning. Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
RWI core ebook subscription and purchase of RWI Book Bag Books to supplement the reading offer. Purchase of additional RWI resources for classes and interventions.	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:	1,2

	Phonics | Toolkit Strand | Education Endowment Foundation | EEF Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	
Teaching staff and leaders attend training on Equity and Learned Helplessness, and this is disseminated to TA's to ensure equity in our school.	RADY Training which is a long-term hearts and minds approach, helping schools to become equitable in all aspects of the education they provide and making sure that those learners who need it most get the extra that helps them to get there. https://challengingeducation.co.uk/rady/	1,2,3,4,5,
National College subscription for all staff and governors to raise awareness of the key areas, including 'Maximising your Pupil Premium and Understanding your Ofsted Accountability'	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

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)	2
Additional reading for disadvantages pupils from TA's & volunteer readers.		1
Phonics workshops for parents		1

One to one RWI intervention. Other group phonics interventions using RWI. Phonics tuition (before school) for targeted individuals with trained HLTA.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Talkboost – members of the EYFS and KS1 team have completed training to baseline and deliver the Talkboost speech and language programme. Purchase of resources for Nursery, with a focus on small world / speech and language resources to aid communication and language 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 im-pacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Talkboost national research has shown that: Early Talk Boost: 72% of children reached expected levels in understanding words and sentences (compared to 28% before) Talk Boost KS1: 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before)	4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has an Advanced Mental Health First Aider, who is completing the accredited	The Designated Mental Health Lead Role was introduced as a result of the "Transforming children and young people's mental health provision" green paper. The Department for Education are	3

programme and qualification. They will oversee and monitor the provision of mental health and wellbeing strategy, resources and interventions. 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 staff who is used to support individuals.	currently providing £1200 grants to cover the cost of training a Mental Health Lead in every eligible school and college in England. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges Future in Mind has been accredited by the DfE to be delivered across Shropshire and Telford Education Partnership(STEP) 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)	
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.		3

Subsidise Nursery Fees for some EYPP children.		
Family Support and Education Welfare Officer Costs – The school buy into services: such as the Education Welfare Officer, Family Support Worker etc, who support families mental health and wellbeing, and attendance at school.	DfE Guidance on how to use PP grant: Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	3, 5

Total budgeted cost: £*50,000 (£5080 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 2021 to 2022 academic year.

We are particularly proud of our Year 2 end of year attainment and progress data for last summer. The data is largely in line with a typical year pre-COVID which is a remarkable achievement for our children and for the staff who worked so hard to help them to succeed. Our interventions were focused and targeted the right pupils at the right time. Our 40% greater depth in reading demonstrates the impact of the focus on reading across the school including the development of a love of reading in our children. There remains a gap in attainment between boys and girls in reading and writing with girls out-performing boys and with PPG and non-PPG pupils in reading. There is further training for staff this school year in recognising ways to support vulnerable and disadvantaged pupils which we hope will provide additional understanding and strategies to reduce the gap already identified in school such as students from local Sixth Forms coming in to read with those children who do not get access to this at home. Disadvantaged pupils were offered tutoring before school with a trained HLTA, with a Phonics or Literacy focus and this helped ensure some pupils achieved ARE. We will continue this model next year, starting in the Autumn with the Y1 who did not meet the phonics threshold.

Our Year 1 phonics data was disappointing at 76% and although above national average is not sufficiently aspirational for our school. The before school tutoring sessions, that some disadvantaged pupils accessed, did have an impact on data and we can see that there were children who went on to pass the check. As a result of this year's phonics data, SLT have reviewed the teaching of phonics in Year 1 along with the reading time sessions and we are monitoring the progress of pupils closely to ensure that there is accelerated improvement in those who were not keeping up. We have ensured that all staff have received training in delivering RWI and ensuring those providing interventions are confident in strategies such as one to one tutoring, as well as a further investment in the purchase of RWI books to send home.

Year 1 data was back to pre-COVID levels in reading and maths and was only a couple of percent below in writing. The progress data for PPG pupils is better than non-PPG pupils' progress. We know that this year group and the next, are the two who have been most affected by COVID and that there will be gaps for them which we will need to work hard to close.

In Reception the percentage of pupils achieving GLD is lower than our typical year and there are greater gaps between our disadvantaged and non disadvantaged pupils. Although we can attribute some of this to the impact of the COVID pandemic, which meant that these children did not attend nursery and spent two years without the Early Years education that they would normally receive, we recognise that there is a lot of work to do in order to close the attainment gap for this cohort. The full end of Reception data also shows the impact that the pandemic had on the personal social and emotional aspects of development which is particularly low for this cohort. It will be important for school to address this alongside the academic support that is needed in order to ensure good progress in English and Maths.

The Nursery is now part of the school and there is high quality first teaching from age 2 in this setting which will begin to increase entry level data from September 2023 and will also ensure that data gaps are identified and closed much more swiftly and effectively. We have already noted a positive difference in the new Reception cohort who have had a solid year in Nursery leading up to entry to school and many of whom have had the benefit of a teacher from school leading their nursery education for half of the previous year.

Attendance data for 2021/22 was generally good with a school total for the year of 95.09%. Our PPG pupils were slightly lower at 93.36%. This will continue to be tracked next academic year by our school Attendance Officer and Education Welfare Officer.

Our observations of pupils during the year indicated that pupil behaviour, wellbeing and mental health continued to have been impacted last year, primarily due to COVID-19-related issues. Completing some key RADY modules helped us to think about providing support for these pupils and really 'knowing and understanding' our pupils has improved mental health and wellbeing for some pupils. The impact was particularly acute for disadvantaged pupils and many had support through the Nurture Groups or our Pastoral Lead. We introduced a 'Wellbeing Day' at the start of each half term so pupils have time to realign to school expectations and staff have time to really build on relationships with their pupils.

Finances were a struggle for many of our families last year and we continued to support by providing a free sweatshirt for our PPG pupils and subsidising educational visits and residential. We have also been able to support families to use the Food Bank when needed. We know from parent voice that this helped families and we will continue this offer in 22-23 as the cost of living crisis continues. We aim to support our families by providing an expected costings list at the start of each term, so they know what visits they will need to pay, when we will be holding charity events and let families know, that these events are voluntary.

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's 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.