Newport Infant School

And Nursery

Pupil Premium Strategy

2023-24

Pupil premium strategy statement 2023-24

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 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
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/23 to 2025-26 2nd year of 3 year plan
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Heeley Headteacher
Pupil premium lead	Emily Russell, Deputy Headteacher
Governor / Trustee lead	Jackie Lewis, Governor with responsibility for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,345
Recovery premium funding allocation this academic year	£1450
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	£67,796

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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG Lead to upskill staff knowledge and understanding of RADY. PPG lead to lead CPD on RADY Roundup – sharing key messages. Staff to be signed posted to significant modules that need to be completed (e.g. class teacher videos within module 1)	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
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
Strategies to support disadvantaged children are embedded into each lesson, using a combined vision for PPG support across all subjects. An Equity for Equality document is applied by all to all.	RADY training identifies key aspects of everyday classroom practice that will make an impact to the opportunities we are providing learners who most need it to have equality. https://challengingeducation.co.uk/rady/	1,2,3,4,5
Phonics and Maths assessment demonstrates high impact, quick response interventions and grouping to maximise progress and attainment for our disadvantaged children.	EEF demonstrates evidence that Phonics is a low cost, high evidence strategy. This includes careful monitoring of progress to ensure quick response and extra support. https://educationendowmentfoun dation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2

	The EEF identifies how careful assessment to identify what children to and don't know is vital to inform teaching Improving Mathematics in the Early Years and Key Stage 1 (d2tic4wvo1iusb.cloudfront.net)	
Number Sense is embedded practise throughout the whole school Maths lead has implemented Number sense across whole school to improve metal recall and fluency	Using an evidence-based program is indicated as a good element for improving mathematics by research carried out by the EEF Improving Mathematics in the Early Years and Key Stage 1 (d2tic4wvo1iusb.cloudfront.net) Number sense is a research based approach https://numbersensemaths.com/research-principles	2

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

Budgeted cost: £14,000

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

One to one RWI intervention. Other group phonics interventions using RWI.	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Train 2 x staff in Reception and 2 x staff in Nursery on Talk Boost (including Nursery teacher) Train 1 x staff in Reception and Nursey on listen with lucy 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 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	2,4
Pastoral Role created in school to cater for the growing emotional development needs in school Pastoral lead role to be created who liaises with PPG lead and SENDCo to provide nurture	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF reiterate that disadvantage SEL skills tend to be lower than non-disadvantaged.	1,2,3

and emotional interventions.		

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

Budgeted cost: £13,000

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 staff who is used to support individuals.	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
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		3,5

afternoons per week and supports a range of SEMH needs.		
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 thermometer / 100% certificates / stickers EWO Costs – The school buy into services: such as the Education Welfare Officer, Family Support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence DfE Guidance on how to use PP grant: Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	5

Worker etc, who support families to attend.		
Parental Engagement has increased and more families, particularly our disadvantaged are engaging in school life. Use of a raffle to families who attend any partnership opportunities. Targeted resources for workshops e.g. reading books at phonic workshops, free sweatshirt etc Family learning – liaison with Family Learning to offer bespoke support for our disadvantaged families Workshops – increased workshop particularly in EYFS	With the addition of our Nursery, parent involvement has been a significant part of the EYPP spending and allocation. Many parents feel confident to speak to Nursery staff and this is a relationship we need to foster. As PPG lead an EYFS lead this gives us a good opportunity to foster these relationships early and develop upon them. DfE Guidance on how to use PP grant and EYPP: Using pupil premium: guidance for school leaders (publishing.service.gov.uk) EEF evidence for the impact of parental engagement, significantly high impact in EYFS https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	1,2,3,4,5

Coffee mornings – EYFs and KS1 PPG Lead to do 4 weekly/half		

Total budgeted cost: £ *65,000 (£2,796 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 2022 to 2023 academic year.

Our data shows that our PPG children are achieving above the national average for reading, writing and maths with 56.3% of our children achieving ARE combined RWM compared to national of 40.2%. Reading was particularly pleasing with 68.8% of disadvantaged children achieving ARE compared to a national figure of 54%, with 31.3% of our disadvantaged children achieving greater depth, compared to a national figure of 9.1%. In all three areas of reading, writing and maths disadvantaged children achieved higher than national, and significantly higher in greater depth. Our tuition for the children in Year 2 who needed to re-take the phonics check showed high impact with 75% pass rate, compared to national which was 52.7%.

The interventions and actions put into place in Early Years has made a significant difference to our advantaged children. With helping hands targeting and supporting interventions, the 81.8% of the disadvantaged pupils in school achieved GLD, higher than non-disadvantaged and significantly higher than disadvantaged pupils nationally.

The gap between disadvantaged pupils at our school and non-disadvantaged pupils at our school has dropped over the course of the three years in Year 2 reading. The gap in 2021 was -34% closing to -17% this year. The gap is reducing in Year One after a gap of 32% dropping to 12%. In writing and maths, we need to maintain the lowered gap that we achieved in 2022.

Attendance is usually good, although many bugs affected percentages last year so our total dipped to 94.9%. There are no particular trends for any group. We have an Education Welfare Officer who supports us to maintain and manage our good attendance, and the introduction of our pastoral lead will able to support families further and help us reduce persistent absentees.

Our observations indicated that pupil behaviour, wellbeing and mental health are still a focus as we continue to deal with the implications of COVID and rising cost of living. There are a higher number of EYPP children within Nursery which we predict will continue through the school, many of whom have reached out support for food vouchers and bill management, highlighting issues children are exposed to at home. We have made a pastoral role within the school to ensure we can identify and support

the children next year. We tend to support our families more, including their wellbeing this year.

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
Talkboost	I Can

Further information (optional)

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