Newport Infant School

And Nursery

Pupil Premium Strategy

2024-27

1st Year

Pupil premium strategy statement 2024-25

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 2024 to 2025 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 (237 with Nursery)
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years beginning September 2024 until July 2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Heeley Headteacher
Pupil premium lead	Emily Russell, Deputy Headteacher
Governor / Trustee lead	Eloise Harrow, Governor with responsibility for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,640
Recovery premium funding allocation this academic year	£1,305

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	£55,945

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 most of the morning sessions in the week. 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.

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 our Pastoral Lead. A robust and rigorous system is in place for referrals of any children or families who may need additional support for their social, emotional and mental health needs.

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 in each and every subject.

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 continues on a declining trend between. The gap at the end of Key Stage 1 in 2023 between PPG and Non-PPG was at 26%.We aim to stop the trend and ensure the gap between our Non-PPG and PPG is less than 10%.
2	Our phonics data and assessment has highlighted a dipped trend in outcomes in Year One. We need to ensure that all children are making good level of progress, particularly our PP children in phonics.
3	There is a high percentage of PP pupils and families who receive additional support for social, emotional, behavioural support and early help. This is supported by observations of our pupils and communication with our families. This support is needed to develop their self-regulation skills, emotional wellbeing and develop good mental health.
4	Observations, discussions with pupils and outcomes of our OfSTED inspection highlights the need for our pupils to identify subject specific knowledge and ensure a metacognitive approach to our teaching and learning is embedded into our curriculum and assessment approach so that all pupils attain and achieve.
5	National Data has shown attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils, although at Newport Infant School in 2023-24 there was a difference of 1.54%. We will work alongside our EWO to ensure regular, robust and thorough systems are in place for tracking, supporting 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.
7	Communication and Language continues to be a key area in which children enter below in our EYFS phase. We want to ensure swift intervention and early identification is in place and a thorough program is used to support tracking, targeting and progress.

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
To improve the outcomes for pupils in receipt of the Pupil Premium Grant in Early Years and Key Stage 1 mathematics for age-related expectations and greater depth.	Data shows maths attainment and progress to be in line with previous years and other core subjects. The difference is less than 10%. The profile of Maths across school

	and beyond has increased with more opportunities made for home links.
An improved phonics offer in school, which leads to better attainment and progress in the Phonics Reading Test and at the end of Key Stage One.	Data illustrates that our outcomes for the Phonics Screening teas are at least in line with National Data and attainment is good for all pupils including PPG pupils.
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. Quick identification is made through robust systems and impact of any support by pastoral lead is monitored and shows a direct positive impact on chns behaviour and emotional wellbeing. The Mental First Aid Trainer supports individuals, or we signpost to appropriate agencies.
To ensure that metacognition is an integral part of teaching and learning at Newport Infant School and Nursery and it allows all pupil to know more and remember more in order to achieve and succeed. This is complemented by a clear curriculum which allows children to review and revise and build upon prior knowledge.	The teaching and learning policy is clear and all staff understand the importance of metacognition and strategies we employ in our school. Leaders have ensured their curriculum is well planned and avoid cognitive overload. Monitoring shows that children know more and remember more, the curriculum has a metacognitive approach that all staff uses the strategies to drive this.
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.
Children in the EYFS have swift and timely interventions fo SPL including Talk Boost and Time for Talk.	The number NISAN Nursery pupils that enter Reception with communication and language needs is reduced.

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Lead to take part in the Shaw maths Hub project through the NECTM.	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 some afternoon 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 4
A robust and embedded teaching and learning approach ensures that our teaching and curriculum 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)	4
Leaders have ensured the subject curriculum progression across EYFS and KS1 ensures children can build upon prior knowledge through well scaffolded and planned units of work. A spoken language curriculum is embedded. These strategies reduce cognitive overload and ensuring time for revision and review.	The EEF suggests a very high impact on very low costs based on a wide range of evidence in support of oral language interventions including a focus on the spoken language in the curriculum. Oral language interventions | EEF	1 2 4

Assessment for subjects is robust and allows teachers to target gaps in knowledge swiftly and effectively – with feedback both as a task, additional teaching or orally. All leaders use data analysis including that of PP children to drive the outcomes for pupils within their year groups/subjects.	Ensuring assessment is ribust so feedback is effective and impactful can help attainment by at least 6 months Feedback | EEF	4
Phonics teaching is high quality and the RWI progression is followed. Thorough assessment ensures swift identification of pupils who need intervention.	Ensuring the phonics in place is systematic and high quality can have an impact of 6 months. Phonics | EEF The Stronger Strong foundations in the first years of school - GOV.UK Best start in life part 2: the 3 prime areas of learning - GOV.UK Strong Foundations/Best Start publications based upon government research also details the importance of the fundamentals and getting these right in the earlier years of school	2
Numbots is used to encourage children to engage in home learning in maths that will support fluency and recall. This will ensure the same access to support in Maths at home as there is for Literacy. Reward systems are in place to ensure a parity between the Literacy and Maths.	It is important to support parents in ensuring their children can access learning at home. This can have an impact of 4 months Parental engagement | EEF Home work has a very high impact of at least 5 months. Homework | EEF	1 4

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

Budgeted cost: £12,000

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: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Strong foundations in the first years of school - GOV.UK Best start in life part 2: the 3 prime areas of learning - GOV.UK Strong Foundations/Best Start publications based upon government research also details the importance of the fundamentals and getting these right in the earlier years of school	1
Reading and writing interventions targeting PPG children		2
The Time for Talk and Talk Boost interventions – additional staff to be trained in Nursery and Reception to ensure trained staff in place.	The EEF suggests a very high impact on very low costs based on a wide range of evidence in support of oral language interventions. Oral language interventions | 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)	7
Home Learning Tasks are more accessible to our families,	Home Learning activities (homework) has an impact of at least 5 months on attainment as illustrated by evidence through the EEF Homework | EEF	1 2 5

ensuring they are technology friendly and easy to access and use.	Regularly revisiting the offer for homework and incentives given, as well as ensuring a home learning offer can make an impact of 4 months on attainment as found by the EEF. Parental engagement | EEF	

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

Budgeted cost: 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead	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 6
Family Learning	There is some research showing that putting strategies such as support groups and courses for parents to access that will support their child's learning can have a positive impact on attainment and progress. This can have an impact of 4 months Parental engagement | EEF	3 6
Chit Chat groups		3 6
Subsidise clubs and trips to ensure that our PP children have an equitable offer to educational visist and out-of-school activities.	DfE Guidance on how to use PP grant: Using Pupil Premium: Guidance for School Leaders	6
Subsidise Nursery Fees for some EYPP children including		6

access to hot dinners.		
Family Support and Education Welfare Officer Costs – to support regular attendance meetings and support and to support implementation of new legislation - Working together to improve school attendance	Research shows there is a clear link between attendance, attainment and behaviour Supporting School Attendance - Reflection and Planning Tool | Education Endowment Foundation	5

Total budgeted cost: £ *53,000 (£2945 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 2023 to 2024 academic year.

Data Headlines for the end of year 2023 – 2024 are as followed:

Reading year one – the gap between PPG and non-PPG has closed and is under 10% from 12% in 2023 to 7% in 2024. In Year Two the gap has gone from 17% to 4% - a really pleasing narrowing.

Writing – although the gap between PPG and non-PPG in KS1 remains above 10%, it has narrowed. Year One has gone from 22% 2023 to 11% in 2024. Year Two has gone from 24% 2023 to 15% in 2024.

Maths – although the gap has narrowed between PPG and non-PP in year One (23% - 2023 and 12% - 2024 although not below 10%) there is a significant widening of the gap in Year Two (19% - 2023 and 26% - 2024)

The gap between our PP and non-PP children in maths needs addressing. Further investigations into why these gaps have appeared, analyses of the impact number sense has had on our PPG children and what other strategies may be put into place.

The helping hands adaptive teaching response has been a success. Monitoring in the Summer term did highlight that some children had now made progress against their area of need. We now need to fine tune the strategy so that they are reviewed alongside ADPR targets so that children who have made the progress are celebrated and removed from the strategy. PPG children were targeted in year group interventions, particularly in literacy. All leaders know that helping hands support the children within all subjects.]

We have continued to support our PP families in out of school activities and school educational visit, subsidising costs. We will continue to look at how we can offer financial support for our families over the coming years as the cost of living continue to be a concern for many.

The implementation of our pastoral lead has been a great success with many of our PP families now being supported by her. Swift intervention to help these families is in place and a rigorous tracking of referrals for families/children managed by the SENDCO. This has been supported by the Chit Chat groups although more needs to be done to ensure this is engaging more of our families as take up has not been high. We have adapted our approach and this still needs fine tuning and a focus of our PP actions

next year as our families still need the support. 38 children were supported across the year through a nurture based approach (long term or short term) 20% of our school population, of these 60% were PPG children. 12 families have been supported by our pastoral lead with 66% of these being families in receipt of PPG. This shows a high need of pastoral support for our PPG families and children.

The attendance monitoring is thorough and robust and this has had a huge impact on our the attendance of PP children as well as our PA. Our PP attendance (94.03%) is still slightly behind our non-PP attendance (96.39%) and 53% of our PA are PP entitled. However, the number of PA has significantly reduced from 22 children to 12.

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.