Newport Infant School

And Nursery

Pupil Premium Strategy

2024-27

3rd Year

Pupil premium strategy statement – Newport Infant School and Nursery

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

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	163 (school) + 33 (nursery)
Proportion (%) of pupil premium eligible pupils	24.5% (school)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 years: 24-25 25-26 26-27 (this cycle)
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Emma Heeley
Pupil premium lead	Sophia Szehofner
Governor lead	Jackie Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,400.00
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*	£51,400.00

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.

Mental health and wellbeing is also a priority for our school and it is our intention that all pupils are supported with social, emotional and mental health issues.. 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 ex-pectations 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 tests are at least in line with National Data and attainment for PPG pupils is inline for non-PPG pupils.
To achieve and sustain sound mental health and wellbeing for all pupils at Newport Infants , particularly the disadvantaged pupils and their families, and giving chn the tools they need to cope and thrive in a range of situations.	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, so that it is above 96%.	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 for SPL including Talk Boost and Time for Talk.	The number of 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,893 £26,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continually revisit and embed recommendations from the Strong Foundations Document, to ensure children master the fundamentals of skills in basic reading, writing and Maths, ensuring the right support to develop pedagogical approaches and ensure children become fluent in their foundational knowledge.	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 Giving every child the best start in life - GOV.UK	1 2 4 7
Maths Lead to continue to be involved with 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

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 robust 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 Foundations document highlights the importance of early reading and fundamentals. 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 to continue to be 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
Support in fundamentals through home -technology services such as class dojo and youtube links to promote different aspects of learning that we want to teach and embed. Staff record and update videos to support parents engagement at home.	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 2 3 4
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
Introduction of whole class CLL based intervention in YR and nursery to help children accelerate their progress based on their starting points. Nursery – Concept Cat Reception – Talk Boost	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 The EEF commissioned an efficacy trial (2025) which found that children in Concept Cat settings made, on average, two months' additional progress in understanding conceptual vocabulary, compared to children in control settings. Concept Cat | EEF	7
EYFS leader and nursery teacher to participate in NDNA Maths Champions programme 12 month online programme	'Private, voluntary, independent providers in England were chosen at random to take part (funded by the Education Endowment Foundation partnered with Department for Education) to evaluate the Maths	1 4 7

	Champions programme. The key results were astounding: Maths Champions is low cost but high confidence for impact and value for children. Children in Maths Champions settings make three months additional progress in both maths and language development. Evidence suggests EYPP children on Maths Champions programme could make up to 6 months additional progress in maths.' Source: EEF https://ndna.org.uk/early-years-maths-support-ndna-maths-champions-research-trial/	

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

Budgeted cost: £15,000 £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	1
Reading and writing interventions targeting PPG children		2

	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	
The Time for Talk and Talk Boost interventions – additional staff to be trained in Nursery and Reception to ensure trained staff in place. Contrastive Pairs SALT intervention used for specific children in KS1.	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, ensuring they are technology friendly and easy to access and use.	Home Learning activities (homework) has an impact of at least 5 months on attainment as illustrated by evidence through the EEF Homework | EEF 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	1 2 5

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 Chit Chat groups Parent and Toddler group Stay and Play sessions in Nursery	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
Subsidise clubs and trips to ensure that our PP children have an equitable offer to educational viist 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 access to hot dinners.		6
Family Support and Education Welfare Officer Costs – to support regular attendance meetings and support and to support implementation of new legislation - Working	Research shows there is a clear link between attendance, attainment and behaviour Supporting School Attendance - Reflection and Planning Tool | Education Endowment Foundation	5

together to improve school attendance		
Incentives (Rewards – Certificates, Pencils, Prizes, Gift Vouchers) to improve or have good attendance and punctuality.	The Evidence Base behind Attendance Interventions – Durrington Research School The Evidence Base behind Attendance… | Durrington Research School	5
School to take part in the Partnership in Neurodiversity in Schools Project. Training for staff, parents, and crucial learning around neurodiversity.	Partnerships for inclusion of neurodiversity in schools (PINS) programme - GOV.UK	3 5
Develop communication and language through stories Through 1. Book swap A weekly book swap to be set up outside when parents are collecting their children to provide further access to books for families 2. Bed time story sacks Bed time story sacks to be prepared and took home on a class based weekly rota.	DFE Research evidence on reading for pleasure May 2012 suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). reading_for_pleasure.pdf The EEF states: Storytelling and shared reading activities have consistently been shown to improve children's language comprehension skills The importance of reading in early years education | EEF EEF findings suggest : Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement | EEF EEF findings suggest : Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.	1 3 6 7

3. Explicit story time teaching A story spine to be developed and staff to follow a weekly story time plan structure, focusing on vocabulary and comprehension (led by reading lead and assistant head teacher)	Reading comprehension strategies | EEF	
Following parent workshops in EYFS with a focus on maths, provide resources (including manipulatives) that can he used by parents to support pupils at home	EEF: Parental engagement has a positive impact on average of 4 months' additional progress Parental engagement | EEF	1 4 6 7

Total budgeted cost: £51,400

£57,930.00

Part B: Review of the previous academic year 25-26

Outcomes for disadvantaged pupils

The 2025-26 academic year has presented significant challenges in meeting the needs of our disadvantaged learners. An increasing number of pupils have demonstrated difficulties with attention, listening and concentration, alongside a growing proportion presenting with social, emotional and mental health (SEMH) needs. These factors have impacted pupils' readiness to learn and their ability to consistently meet age-related expectations.

We have carefully analysed the performance of disadvantaged pupils across reading, writing and mathematics and compared outcomes against those of non-disadvantaged pupils in order to identify strengths, gaps and priorities for improvement.

A notable strength this year has been writing in Year 2, where 69% of pupils achieved the Age-Related Expectation (ARE), with only a 1% attainment gap between disadvantaged and non-disadvantaged pupils. This represents a significant success and reflects the sustained work undertaken over the past three years to redesign and strengthen the writing curriculum. During 2025-26, particular emphasis was placed on securing pupils' understanding of the fundamental skills of writing, ensuring they developed confidence and fluency in the basics before moving on to more advanced composition skills.

In mathematics, attainment gaps remained a concern. The gap between disadvantaged and non-disadvantaged pupils remained at 17% in Year 2 and 23% in Year 1, while the Reception gap increased to 33%. This suggests that further work is needed to ensure disadvantaged pupils are able to secure key mathematical concepts from the earliest stages of learning, and we are going to be introducing some changes in the next academic year, such as the Mastering Number Programme.

Outcomes in the Phonics Screening Check were encouraging. The overall pass rate was 85%, with 82% of disadvantaged pupils meeting the expected standard. This compares favourably with the national phonics pass rate of 80% in 2025, demonstrating that the school's phonics provision is securing outcomes above national averages. The attainment gap between disadvantaged and non-disadvantaged pupils has also narrowed significantly and is smaller than that seen nationally. However, reading attainment data across the school indicates that the gap between disadvantaged and non-disadvantaged pupils has widened in other year groups. As a result, reading and phonics will form a key priority within the School Development Plan for 2026-27. Planned investment includes additional Read Write Inc. training, enhanced reading resources and a renewed focus on the consistent delivery of high-quality reading instruction.

Overall, analysis of attainment and progress data throughout 2025-26 shows that disadvantaged pupils made progress across the curriculum. However, this progress was not accelerated sufficiently to enable many pupils to achieve age-related expectations. Closing this gap remains a priority as we work towards our longer-term targets.

Attendance and pastoral support continue to be among the most successful elements of our Pupil Premium Strategy. Whole-school attendance for the academic year was **95.93%**, marginally below our ambitious ABIE target of 96%, but above the most recent national primary attendance figure of approximately **94.8%**. Our percentage of Persistent Absentees remained low at **5.9%**, significantly below national rates and **4.6 percentage points lower than the median for similar schools**, indicating that our attendance systems and family support strategies continue to have a positive impact.

Our Early Help offer continues to have a positive impact on vulnerable pupils and families, with approximately 60% of the caseload consisting of Pupil Premium families. We have maintained our commitment to providing 'Wellbeing Days' following each school holiday. These sessions provide pupils with valuable opportunities for quality conversations with trusted adults, additional pastoral support and participation in enrichment activities that promote positive wellbeing and engagement with school.

We have also continued to promote equity of opportunity through our wider enrichment offer. During 2025-26, disadvantaged pupils were able to access 20 free extra-curricular activities across the school, and 43 educational visits were either subsidised or fully funded. In addition, all pupils benefited from a touring pantomime performance and an author visit, ensuring access to high-quality cultural experiences regardless of family circumstances.

Whilst disadvantaged pupils have made progress throughout the year, attainment data shows that outcomes remain below those achieved by non-disadvantaged pupils and, in some areas, below national expectations. However, attendance outcomes are above national averages and phonics outcomes exceed national benchmarks, demonstrating that targeted investment in attendance, pastoral support and early reading interventions is having a positive impact. The challenge moving forward is to translate these strengths into accelerated academic progress, particularly in reading comprehension, writing and mathematics, so that disadvantaged pupils are increasingly able to achieve age-related expectations and close attainment gaps by 2027-28.

Following this review, we have refined aspects of our Pupil Premium Strategy and adjusted elements of our planned expenditure for the coming academic year. These amendments are detailed within the updated strategy document and are intended to ensure that resources are targeted towards the areas of greatest need and potential impact.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Emotional support for pupils from Pastoral Lead when they needed it. Children had the opportunity for one to one time / counselling when they were feeling low, missing the serving parent or generally needing some TLC.
The impact of that spending on service pupil premium eligible pupils
This prepared them for the school day and they were able to focus on their learning.

Further information (optional)

Irrespective of PPG funding the following strategies take place within the school to support our vulnerable children: *Wellbeing checks – monitoring the wellbeing of the disadvantaged children daily through wellbeing check questionnaire.* *Helping hands – ensuring that adaptive teaching methods for key pupils are highlighted and in place in each class* *For the purpose of the document – where outcomes are defined as good – the expectation is that the pupil makes at least the expected level of progress against their starting point*