



Newton Hall Infants' School
Pupil Premium Strategy 2020-21

School Information in Relation to Pupil premium Grant	
Total number of pupils on roll (R-Y2)	159
Number of eligible pupils (FSM, PLAC, Service Children)	23
% of school roll	14.5%
Total Pupil Premium Grant received	£22,700
Date of review	July 2021

Barriers to Future Attainment (In School Barriers)	
<ul style="list-style-type: none"> • All children had a very disrupted 2019-20 academic year due to the Coronavirus pandemic. On-going education and effective transition were significantly affected. • A proportion of our children in receipt also have an additional SEND need which means needs are greater and accelerated progress is not always possible at the rate of other children. • Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress than their peers to catch up. 	
External Barriers to Future Attainment	
<ul style="list-style-type: none"> • Low attendance rates, repeated lateness, for some PP children impacts on their learning. This means they are constantly having catch up to their peers. • Lack of parental involvement/engagement with a majority of pupils eligible for PP may lead to a lack of progress • Reduced opportunities to socialise and communicate with a range of peers outside of the school setting • Lack of experiences and opportunities for children eligible for PP leading to poorer English skills and a lack of knowledge about the world around them 	
Desired Outcomes and Success Criteria	
1. Raise standards across school. Accelerate progress across EYFS and KS1 through good and outstanding QFT and well targeted	<ul style="list-style-type: none"> • Outcomes at the end of EYFS and KS1 will be more in line with NA and the PP difference will be minimised

and well planned interventions across school through the maintenance of a good level of experienced staff	
2. Ensure high quality resources are available to support teaching and learning and fully engage children's interests	<ul style="list-style-type: none"> Behaviour for learning will be exemplary and pupil's engagement is high; improved outcomes at all stages and the PP difference is diminished
3. Ensure funding is used to promote equality of opportunity and provide a range of enrichment activities to all. This is to include access to visits and visitors and extra-curricular clubs. This will stimulate interest in learning and ensure all children enjoy and achieve	<ul style="list-style-type: none"> Pupils wider experiences are enhanced which will develop their knowledge and understanding of the world and in turn their language and vocabulary
4. Improve levels of speech and language skills in reception	<ul style="list-style-type: none"> The gap between the % of PP and non PP children attaining GLD at the end of the year will close
5. Improve overall PP attendance in line with national expectations	<ul style="list-style-type: none"> Overall school attendance is in line with the NA of 96% and improved attendance of PP children is seen. PA is reduced significantly to be in line with national figures

Impact Analysis 2020-21

1. Intervention sessions, including 1:1, took place in the spring and summer terms.
2. These resources were purchased and were implemented successfully.
3. There were no school trips due to Covid restrictions. However, school increased the visitors to school, including a whole school farm visit. Commando Joe's training has taken place.
4. Due to the Government's decision for schools to only access an accredited Phonics scheme these resources were not purchased.
5. Attendance rates were broadly with national average and support offered to families requiring it.

Pupil Premium Grant – Planned Spending 2020-21

Desired Outcome	Allocation	Strategy	Rational / Evidence
1. Raise standards across school. Accelerate progress across EYFS and KS1 through good and outstanding QFT and well targeted and	£5,000	Ensure children in EYFS and KS1 receive good and outstanding QFT in response to a challenging curriculum and statutory assessment systems. Children will master essential knowledge and	On average, mastery learning approaches are effective, leading to an additional 5 months progress. (EEF)

<p>well planned interventions across school through the maintenance of a good level of experienced staff</p>		<p>skills through well - planned teaching and learning. End of KS outcomes will be in line with outcomes nationally.</p> <p>High quality TA support in Key Stage 1 to address underachievement in basic skills development of children.</p> <p>Lead a range of small group and 1:1 interventions to enhance SEMH and cognitive provision, enable QFT and reduce in class distraction</p> <p>High quality CPD</p>	<p>TAs skilled and trained to deliver programmes can have a hugely positive impact on progress.</p> <p>1:1 and small group support brings about more positive benefits. For some children, working with TAs can improve attitudes to learning and reduce teacher stress. (EEF)</p>
<p>2. Ensure high quality resources are available to support teaching and learning and fully engage children's interests</p>	<p>£12,200</p>	<p>Improve the technology base in school – upgrade stock of iPads, tablets and Chrome books</p> <p>Other reading materials – apps, books, phonics resources</p>	<p>Technology can improve outcomes for children. Evidence suggests that technology should be used to supplement other teaching; different technology has the potential to enable changes in teaching and learning interactions and it can motivate children to practise their skills more. (EEF)</p> <p>By providing an element of choice alongside an appropriate level of challenge we aim to raise attainment in reading across the school.</p>
<p>3. Ensure funding is used to promote equality of opportunity and provide a range of enrichment activities to all. This is to include access to visits and visitors and extra-curricular</p>	<p>£4,000</p>	<p>Subsidised visits and visitors on-line Commando Joe's</p>	<p>Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months progress. There is also evidence of an impact on</p>

clubs. This will stimulate interest in learning and ensure all children enjoy and achieve			non-cognitive outcomes such as self-confidence. (EEF)
4. Improve levels of speech and language skills in reception	£600 (Buy programme and supply costs) £600 – supply costs	Blast 1 and 2 intervention and training Talking Partners Training	Research carried out by EEF consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of a year
5. Improve overall PP attendance in line with national expectations	Admin costs - £300	Headteacher to target poor attendance rates, letters sent home to parents Provide on-going support for vulnerable families	Parental involvement is consistently associated with children’s success at school. For disadvantaged families the evidence about how to increase parental involvement is mixed. We hope to improve parental engagement and thus improve attendance for all. There will be a clear focus on early years intervention to develop good habits (EEF)

Total: £22,700