

# Pupil premium strategy statement

## Newton Hall Infants' School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Newton Hall Infants' School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynne Frazer Headteacher
Pupil premium lead	Lynne Frazer
Governor / Trustee lead	Cllr. F.M. Simmons

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,865
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,910

## Part A: Pupil premium strategy plan

### Statement of intent

Newton Hall Infants' School is a very special school where our happy confident children love to learn and know that they are cared for. Despite any barriers children may face, we expect all of them to make strong progress and achieve well across the curriculum. The aim of our pupil premium strategy is to support disadvantaged children to reach these goals, no matter what their starting points may be. We are ambitious for all children, especially those who are disadvantaged. Teachers know all their children very well, allowing targeted provision for those with the greatest needs.

Our vulnerable children have many challenges to their learning and we aim to reduce the influence of these barriers through a wide range of school-based activities. Our response will be flexible in response to changing needs and challenges.

Our policy on marking, feedback and assessment will closely monitor the needs of all children, including those who are disadvantaged. Feedback is solely for pupils' benefit, to enable them to learn quickly from their teacher's guidance.

Our aim is to ensure that any difference in attainment between groups of children diminishes and all children achieve well. Whilst our main aim is to raise academic attainment, we also aim to ensure that children have a wide range of opportunities and experiences to develop confidence, self-esteem and have high aspirations. We will focus on high quality teaching and effective deployment of staff to support disadvantaged children. Our decisions are based on detailed analysis of the data and responding to current educational evidence.

### Challenges

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

Challenge number	Detail of challenge
1	As an Infant School we provide Universal Infant Free School Meals (UIFSM) for all children therefore parents do not see the benefit of completing the paperwork for receiving the Pupil Premium Funding
2	Lower starting points across school due to Lockdown and missed learning opportunities

3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
4	Children having multiple characteristics e.g. Pupil Premium, SEND, PLAC
5	Improve phonics and reading to enhance reading skills and influence reading for pleasure
6	Enhance basic numeracy skills
7	Some of our disadvantaged pupils have limited access to cultural/social activities

## 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
Achieve at least national average progress scores in KS1 Reading Achieve at least national average progress scores in KS1 Writing Achieve at least national average progress scores in KS1 Maths	Interventions across school to take place regularly Quality first teaching to be good or outstanding Immediate interventions to be evidenced in books and through walkthroughs of TA / teachers Analysis of data Pupil Progress meetings
Achieve at least national average expected standard in Phonics Screening Check	Daily phonics lessons Replenished resources that are fit for purpose Review phonics scheme and training for all staff
Achieve at least national average meeting the Early Learning Goal	QFT daily for all children Daily interventions Regular access to outdoors Feedback to parents
Children entitled to pupil premium have FREE access to extra-curricular opportunities/ and school trips to widen their experiences and raise aspirations	Increased access to a range of after school clubs Trips / visits to be funded by the school Food available to supplement breakfasts

## 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: £12, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception, Year 1 and Year 2 teachers will access Mastering Number for Reception, Year 1 and Year 2	<p>Studies into early number approaches indicate that, on average, they can have a positive impact on learning equivalent to approximately six months' additional progress for early mathematics outcomes.</p> <p>Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill and commit a regular amount of time to developing mathematics (which this programme does).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p>	2 3 6
<p>All staff to take part in phonics training</p> <p>Review books and resources</p>	<p>Key findings in the Education Endowment Foundation's research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. There is a high impact for very low cost. This is based on extensive evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2 3 5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A supply teacher familiar to our school will be tasked to provide tuition	<p>Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is</p>	2 3 4 5 6

	important, rather than the precise size of the group. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress	
Teaching Assistants will deliver small group reading Interventions.	Research has shown that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific. This is more easily identifiable when a smaller reading group intervention is taking place. The focus of these interventions will be to increase fluency, confidence and understanding of the text. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/reading-comprehensionstrategies</a>	2 3 5
Teaching Assistants will deliver small group or individual phonics Interventions.	Research shows that the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Our pupils will access small group intervention sessions that are specifically tailored for their needs. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics</a>	2 3 5
Teaching Assistants will deliver small group or one-to-one mathematics interventions.	Research shows that teaching assistant interventions can provide a large positive impact on learner outcomes but how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	2 3 4 6

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

Budgeted cost: £8, 910

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to take part in Zones of Regulation Training.	This training will enable staff to have a firm understanding as to how using the Zones of Regulation can have a positive impact on the social and emotional needs of the pupils in their classroom. Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning</a>	4 7
Fund cost of out of school trips/ experiences.	Some families are unable to contribute towards out of school experiences such as visitors or educational trips. The school will support financially PP parents/carers with this.	4 7
Fund cost of out of school enrichments	Some families are unable to contribute towards in-school enrichment activities such as music opportunities and extra-curricular activities. The school will offer a contribution towards any of these activities for pupils eligible for PP.	4 7
Review outdoor play provision	This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall well-being	4 7

**Total budgeted cost: £35,910**

## 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 2020 to 2021 academic year. See separate Pupil Premium Statement for 2020/21.

### 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
n/a	

### 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?	Numbers are too small to keep this information anonymous
What was the impact of that spending on service pupil premium eligible pupils?	