

# Pupil premium strategy statement Newhall Infant and Nursery School 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Shelley White (Headteacher)
Pupil premium lead	Penny Pooley
Governor / Trustee lead	Megan Harrison-Day

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,490
£	£9860
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
<b>Total budget for this academic year</b>	<b>£123,350</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Newhall Infant and nursery School we aim for all children to achieve high attainment and make good progress in all areas irrespective of their background or challenges they may face. Our intention is that we work hard to overcome the range of barriers to learning so each child can reach their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals.

We will endeavour to consider the challenges faced by our vulnerable pupils and the activity we outline in this statement is also intended to support their needs whether they are disadvantaged or not.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and achievement. High quality teaching will be our main approach with a focus on areas where disadvantaged pupils require the most support, this will also benefit non-disadvantaged children in our school.

We aim to achieve a child centred approach where the whole child is supported emotionally as well as academically and responds to common challenges faced by most pupils as well as individual needs.

We recognise that our attendance figures identify that disadvantaged pupils are often absent or late more frequently than non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged pupils achieving the expected standard in the Year 1 phonics check (and the Year 2 re-check) is lower than the national average. (47% in 2023 compared with 67% nationally)
2	A significant proportion of pupils have low attendance figures and often arrive late whereby they miss substantial teaching time which will impact negatively on their learning, progress and attainment. (Whole school attendance for 23/24 was 91.7% in comparison to 94% nationally. 89.2% for disadvantaged children)
3	Disadvantaged pupils are less likely to engage in regular and consistent reading activities and are less likely to acquire the necessary skills for reading and understanding challenging texts.
4	Access to emotional and mental health support – there are a significant number of children with social and emotional difficulties or who have

	experienced childhood trauma. An increasing number of parents are struggling with their own mental health which impacts their ability to provide a stable and healthy home environment.
5	Disadvantaged pupils' expressive language skills often prevent them from accessing the curriculum effectively, impacting on progress.
6	Personal, Social and Emotional skills, particularly in Early Years have declined since Covid. Many children struggle to self-regulate and to manage their behaviour in school.(Lower baseline and GLD for PSED at the end of Nursery and Reception)

## 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
Year 1 phonics check (and Year 2 outcomes) outcomes for all pupils are in line with National figures.	<ul style="list-style-type: none"> <li>• High quality teaching of phonics is consistent across year groups and across the whole school – following The Little Wandle teaching programme.</li> <li>• Booster groups led by TAs are in place for those who are not on track to reach the expected standard.</li> <li>• Catch up sessions used 1:1 to target gaps in phonics knowledge.</li> <li>• All staff adequately trained to deliver high quality phonics lessons.</li> <li>• Regular assessments ensuring children are on track and intervention is identified if/when needed.</li> <li>• Additional phonics support in place for Y2 children who require it.</li> </ul>
Robust attendance procedures are in place and attendance figures for all pupils are improving.	<ul style="list-style-type: none"> <li>• New attendance lead in role.</li> <li>• New robust procedures in place to identify and tackle poor attendance.</li> <li>• Good attendance is recognised and celebrated.</li> <li>• Regular meeting and reviews with parents of children regularly absent, to try and identify the issues as to provide support to overcome them.</li> <li>• Referral of families for additional support as required.</li> </ul>
All children are motivated to read and are regularly exposed to high quality texts, resulting in improved attainment for disadvantaged pupils in reading.	<ul style="list-style-type: none"> <li>• Additional LW reading resources purchased to deliver reading in Year 2.</li> <li>• New library in place to motivate children to read.</li> <li>• New high quality texts purchased for the library.</li> </ul>

	<ul style="list-style-type: none"> <li>• New ebooks system in place for reading at home.</li> <li>•</li> </ul>
<p>To enhance the <u>mental well-being</u> of all children.</p> <p>(Trauma and attachment)</p>	<ul style="list-style-type: none"> <li>• Effective social and emotional support is in place for children who are facing difficulties</li> <li>• Breakfast provided for all children.</li> <li>• A class based nurture approach is in place, raising self esteem in all pupils by using strategies in class and implementing our new PHSE scheme.</li> <li>• Teachers identify pupils who require SEMH support and liaise with SENDCO to provide the appropriate support.</li> <li>• Positive play sessions for those children who would benefit (1:1 or in small groups).</li> <li>• New Early Help lead in place to provide support to families and to refer to outside agencies as needed.</li> <li>• New Mental Health lead in place and being trained.</li> </ul>
<p>All pupils' expressive vocabulary skills improve and this positively impacts on their learning and ability to access the curriculum.</p>	<ul style="list-style-type: none"> <li>• Children will become confident communicators.</li> <li>• High quality teaching focuses on language development.</li> <li>• Staff have received training in language development.</li> <li>• Talk for writing focus and story mapping used regularly in English lessons and across the curriculum.</li> </ul>
<p>Disadvantaged pupils show improved ability to self-regulate and learning <u>behaviours</u> within the classroom are more positive.</p>	<ul style="list-style-type: none"> <li>• Build on and extend strategies to develop children's attitudes to learning and resilience.</li> <li>• Alternative provision is in place for children at risk of permanent exclusion.</li> <li>• 1:1 pastoral support for children who need additional strategies to manage their emotions.</li> </ul>

## 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: £9675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Language Development course for teacher from EYFS £500 (Learner's First English Hub) Disseminate to all EYFS practitioners</p>	<p>The quality and variety of language that pupils hear and speak is vital for developing vocab, grammar and their understanding of reading and writing (National Curriculum 2014). Pupils need to acquire over 50,000 words to access their GCSEs (Alex Quigley, 2018) Evidence from the EEF suggests that early intervention in Early Years can result in an additional five months progress. <a href="#">EEF communication and language strategies</a></p>	<p>3, 4, 5</p>
<p>EYFS lead to undertake NPQEYL training £1500</p>	<p>Evidence from the EEF suggests that early intervention in Early Years can result in an additional five months progress. 'Ensure effective development aligns with the needs of the school' EEF 2020 <a href="#">EEF effective professional development</a> <a href="#">EEF CPD guidance report</a></p>	<p>1, 3, 4, 5, 6</p>
<p>Additional phonics lead time to ensure correct implementation of Little Wandle scheme and catch up sessions £2558</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 5</p>
<p>Curriculum lead time for all subject leaders to ensure effective teaching and provision of their subject £6117</p>	<p>'Teachers to have time and CPD opportunities to develop their subject across school (EEF) <a href="#">EEF teaching and learning toolkit</a></p>	<p>1, 3,</p>
<p>Purchase Collins ebook online reading scheme for use by children at home £1750</p>	<p><a href="#">EEF reading</a> +6 months</p>	

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

Budgeted cost: £45,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Little Wandle 'catch up' training for support staff who are delivering catch up sessions £500	<a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a> Recognised intervention programme from Little Wandle is shown to accelerate pupil progress.	1, 3
Little Wandle phonics booster groups in all years and catch up 1:1 sessions in KS1 delivered by teachers and support staff £20640	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1, 3
Purchase Little Wandle catch up and booster resources £4500	<a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a> Recognised intervention programme from Little Wandle is shown to accelerate pupil progress.	1, 3
Whole school staff INSET training on Story Dough intervention. Story dough to be delivered daily in EYFS £500 + £6461	<a href="#">Story dough</a>	3, 5

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

Budgeted cost: £44,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET behaviour training. New attachment aware and trauma informed policy. £500	Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – this helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or	2, 4, 6

	<p>unconscious), and schools must respond accordingly.</p> <p><a href="#">EEF behaviour</a> +4 months</p> <p><a href="#">Developing attachment aware policy</a> (Brighton and Hove 2018)</p>	
<p>New mental health lead in role.</p> <p>To undertake Mental Health training and support children as required</p> <p>£1200</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF. +4 months</p> <p><a href="#">EEF guidance report</a></p>	2, 4, 6
<p>Early Help Lead in role and supporting families via the Early Help process</p> <p>£12375</p>	<p>Identifying and addressing a child or family's needs early on can increase protective factors that positively influence a child's wellbeing, and decrease risk factors that may be impacting a child's life negatively.</p> <p><a href="#">NSPCC Early Help</a></p> <p>Research in Practice (2022) Manchester: Ofsted <a href="#">Early help: concepts, policy directions and multi-agency perspectives - GOV.UK (www.gov.uk)</a></p>	2, 4, 6
<p>New attendance lead in role to monitor attendance closely and intervene early to support families with attendance.</p> <p>£12375</p>	<p>We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</p> <p><a href="#">EEF Improving attendance for disadvantaged pupils</a></p>	2
<p>Positive play sessions to support children with their mental and emotional health</p> <p>£6174</p>	<p>Positive play allows young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment.</p> <p><a href="#">Derbyshire Positive Play</a></p>	2, 4, 6
<p>Purchase of 'Behaviour Support Team' from DCC. Purchase of</p>	<p>Improved strategies for supporting individual children. CPD of staff</p>	4, 6

<p>'Educational Psychologist' from DCC Ed Psych Behaviour support £500</p>	<p>involved resulting in improved behaviour of relevant children. <a href="#">EEF behaviour</a> +4 months</p>	
<p>Provide breakfast for all children in school. £1700</p>	<p>40% of children in school are disadvantaged and many (65%) reported not having breakfast. Providing a free of charge, breakfast before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 (EEF guidance) <a href="#">EEF magic breakfast reserach</a></p>	<p>1, 2, 3, 4, 6</p>
<p>Additional provision staffed to support children with severe and complex emotional and behavioural needs £42,750</p>	<p>Targeted social and emotional strategies have been shown to have a positive impact of +4 months. <a href="#">EEF Social and emotional learning</a> <a href="#">EEF behaviour</a> +4 months</p>	<p>2, 4, 5, 6</p>

**Total budgeted cost: £ 122,577**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium Strategy had on pupils in the 2022-23 academic year.

#### Attainment and Progress

	Communication & language (EYS) Reading(KS1) <b>All pupils</b>	Communication & language (EYS)/Reading(KS1) <b>PP</b>	Literacy (EYS) Writing (KS1) <b>All pupils</b>	Literacy(EYS) Writing (KS1) <b>PP</b>	Mathematics <b>All pupils</b>	Mathematics <b>PP</b>
<b>Rec EXS %</b>	75%	76%	79%	80%	75%	76%
<b>Y2 % EXS</b>	68%	45%	61%	42%	70%	55%

	Year 1 Phonic Check <b>All Pupils</b>	Year 1 Phonic Check <b>Pupil Premium</b>
<b>% Passed</b>	68%	47%

The percentage of disadvantaged pupils in school has increased year on year since Covid.

Front loaded support in the Early Years has positively impacted on outcomes for disadvantaged children. There was no difference in the outcomes of disadvantaged children when compared to all children. Outcomes do remain low compared to National figures but, in comparison to the very low baseline assessments carried out in September 2022, progress was good.

Boxall profiles showed children were making progress emotionally with a wide range of strategies in place to support children with SEMH.

A disparity between disadvantaged outcomes for the phonics check and end of KS1 assessments remains. It is worth noting that in these year groups, a large proportion of disadvantaged children also had additional needs. In Year 1 all 10 children with SEND were also PP children.

Attendance figures for disadvantaged children were 89.08% last year which is in line with National figures of 88.6%. This will continue to be a focus next year to close the gap between disadvantaged attendance and that of all pupils (92.3%)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Collins
Positive Play	Derbyshire