

# Pupil premium strategy statement Newhall Infant and Nursery School 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	222
Proportion (%) of pupil premium eligible pupils	35.59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Claire Butler (Acting Head Teacher Autumn Term 1 and 2 2022)
Pupil premium lead	Shelley White (Head Teacher from Spring 2023)
Governor / Trustee lead	Megan Harrison-Day

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,160
Recovery premium funding allocation this academic year	£11,310
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
*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.	
<b>Total budget for this academic year</b>	<b>£126,999</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	There are a number of children with complex social and emotional difficulties, and/or adverse childhood experiences with social worker involvement who require support.
2	Pupils limited range of vocabulary and poor language skills linked to limited life experiences.
3	Below age related expectations in phonics knowledge, blending and reading comprehension.
4	Some pupils have gaps in learning in key skill areas of number and place value.

5	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.
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## 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
<p>Effective social and emotional support for children who are facing difficulties with the overall aim to enhance all pupils mental wellbeing and self esteem. Build on and extend strategies to develop children's attitudes to learning and resilience.</p>	<p>To focus on developing a more class based nurture approach, raising self esteem in all pupils by using strategies in class and implementing our new PHSE scheme. Teachers identify pupils who require SEMH support and liaise with SENDCO to provide the appropriate support. We will continue to offer positive play sessions for those children who would benefit (1:1 or in small groups). We will continue to offer support to families facing difficulties liaising with all appropriate agencies. Provide free after school clubs and school trips for targeted pupils</p>
<p>A language rich school with high quality teaching focusing on vocabulary which enhances speaking, communication and reading comprehension for all pupils.</p>	<p>High quality teaching focusing on language development. Intended new vocabulary for speaking/Reading Comprehension/Writing clearly identified on lesson plans and across year groups. Talk for writing focus and story mapping used regularly in English lessons and across the curriculum. NELI Early Language Intervention in Early Years. NESI intervention in KS1.</p>
<p>A new whole school phonic reading scheme will be in place with regular assessments and specific targeted 'keep up' and 'catch up' interventions (1:1 or small groups) for any children falling behind age related expectations.</p>	<p>High quality teaching of phonics and reading consistent across year groups and across the whole school – following The Little Wandle teaching programme. Regular assessments ensuring children are on track and intervention is identified if/when needed. Year 1 phonic check scores will be in line or above local and national scores. Majority of pupils at the start of Y2 will have finished phase 5 phonics and ready for Phase 6.</p>
<p>Improved % attendance. Discussions with parents of children regularly absent and late in the mornings, to try and identify the issues as to why children are regularly absent/late. To endeavour to support parents experiencing difficulties.</p>	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. Parents whose children are persistently absent or frequently late contacted and supported. Work with parents on a 1:1 basis promoting best attendance.</p>

## 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: £80,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle training for all staff. Little Wandle Resources	Accredited synthetic phonics programme 'Little Wandle' started fully in Reception September 2022 and partially in Y1 and Y2. 2 Inset days and staff meeting time. EEF phonics +4m impact	2,3
Develop subject leaders in their role to ensure all teachers have a clear understanding of the subject progression and the sequencing of the curriculum within and across year groups and that implementation for each subject is regularly reviewed.(CPD) SEND Lead will monitor SEND provision of EHCP and IEP programmes and delivery for all SEND pupils. All teachers aware of SEND provision within their class	The Ofsted Education inspection framework, based on educational research, suggests that leaders need to construct a curriculum that is ambitious and designed to give all learners particularly the most disadvantaged and those with SEND/high need, the knowledge and cultural capital they need to succeed in life. We aim to support teachers with advice and CPD opportunities to ensure all teachers provide well planned and sequenced lessons for all areas of the curriculum. Evidence also shows that where learning and CPD is self-sustaining the chances of long -term change and impact is significantly higher.	2,3,4
Provide a range of CPD to improve staff skills.	Research shows that the most effective way that leaders can improve outcomes for children is to focus on professional development.	1,2,3,4

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

Budgeted cost: £35,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted keep up sessions for phonics in Reception every afternoon with EYFS Teacher (1:1 and small groups)	Recognised intervention programme from Little Wandle. Identified through regular screening assessments. Progress measured every six weeks. Evidence from the EEF suggests that early intervention in Early Years can result in an additional five months progress.	2,3
Targeted support in lessons by T/TA for each year group	Quality First Teaching that focuses on high-quality teaching for every pupil. Personalised and differentiated with the individual needs of each child. (DfE Code of Practice)	2,3
Targeted catch up sessions for phonics in Year 1/2 every afternoon (1;1 and small group)	Recognised intervention programme from Little Wandle. Identified through regular screening assessments. Progress measured every six weeks.	2,3
NELI – Nuffield early language development in Reception. Staff training and intervention.	Recognised intervention developing language and communication across Reception. Evidence from the EEF suggests that early intervention in Early Years can result in an additional five months progress.	2,3
TA to deliver NESSY dyslexia screening and associated activities.	Recognised intervention developing language and communication across Reception.	2,3
National tutoring programme (Inclusive pathways Consultancy LTD) Two tutors working with 15 Year 2 children x1 session per week. Reading comprehension	Research shows that targeted teaching support in small groups by Teachers can show a positive benefit to the progress children can make to their attainment.	2,3

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

Budgeted cost: £10,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Play Interventions for children with complex SEMH issues in our Sensory Room Training and staff cover for sessions. Sensory and nurture resources for sensory room/classrooms.	Recognised intervention and support to allow children a safe place to talk about issues affecting them.	1
Providing after school club provision and school trips.	Support for targeted pupils who would benefit from positive more varied life experiences. Encourage positive attitudes towards school environment.	1,5
Purchase of 'Behaviour Support Team' from DCC. Purchase of 'Educational Psychologist' from DCC Ed Psych Behaviour support	Improved strategies for supporting individual children. CPD of staff involved resulting in improved behaviour of relevant children.	1
HT/Admin team monitor attendance of disadvantaged pupils and put early help in place when necessary to help improve this. Campus Early Help team monitor as above.	Attendance of disadvantaged monitored daily and weekly summaries provided.	5

**Total budgeted cost: £ 126,999**

## 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 2021-22 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>
Rec GLD %	79% (49/62)	44% (8/18)	77% (48/62)	61% (11/18)	74% (46/62)	56% (10/18)
Y2 % EXS	65% (55/84)	49% (17/35)	65% (55/84)	49% (17/35)	64% (/84)	46% (16/35)

It is worth noting that 9/35 disadvantaged pupils in the Y2 cohort were also SEND and 7 of those had GRIP funding.

	Year 1 Phonic Check <b>All Pupils</b>	Year 1 Phonic Check <b>Pupil Premium</b>
% Passed	72.60% (53/73)	53% (17/32)

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

Reception children were assessed using the 17 Early Learning Goals at the end of Reception.

Year 1 children completed the National Phonics Screening check in June 2021 and completed internal assessment in reading, writing and mathematics.

Year 2 children were assessed in reading, writing and maths through SATs and Teacher Assessments Frameworks at the end of key stage 1.

Attendance figures for disadvantaged children were gradually getting back to pre covid levels at 90.78%. Non disadvantaged attendance was 94.20%.

## 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>
NELI (Early Language Development)	Nuffield early language development in Reception.
NESSY (Dyslexia screening/spelling and reading activities)	Nessy Learning Ltd