

# Newton Solney C of E Infant School

## Pupil premium strategy statement

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 Solney C of E Infant School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	April 2022
Date on which it will be reviewed	Sept 2022
Statement authorised by	Mrs H. Elks Headteacher
Pupil premium lead	Mrs H. Elks Headteacher
Governor	Mrs J. Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,345
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£4,345</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Newton Solney C of E Infant School  
is a friendly, caring and happy family,  
where children are taught in a creative environment,  
to reach their full potential, within the love of Jesus.

At Newton Solney C of E Infant School we aspire for all children to reach their full potential regardless of their background or the challenges they face and to make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged and other pupils to achieve high attainment and progress, regardless of their starting points. We will consider the challenges faced by all of our vulnerable pupils, including those who have a social worker, need Early Help support or are a young carer. The plans outlined in this statement are also intended to support pupils needs, regardless of whether they are disadvantaged or not. We will provide high quality teaching for all pupils. Children are identified as early as possible and support put in to place. This ensures the greatest impact on closing the disadvantage attainment gap and also benefits all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We ensure the best provision is put in place to support our disadvantaged and vulnerable pupils, enabling all pupils including those who are not disadvantaged, to catch up and keep up. We will ensure that our disadvantaged and vulnerable pupils have the same access to a broad curriculum, enriching experiences and knowledge as their peers

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- i) ensure disadvantaged pupils are challenged in the work that they are set
- ii) act early to intervene at the point need is identified
- iii) adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Speech and Language</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils and many other children. These are especially evident in the Reception class.</p>
2	<p><b>Social and Emotional</b></p> <p>Observations show that our pupil premium pupils have varying levels of social and emotional needs and/or poor confidence. This can manifest itself in lack of resilience when finding tasks difficult and higher levels of anxiety which can impact on learning.</p>
3	<p><b>Phonics</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Low income in some pupil premium families means that some pupils have poor cultural capital knowledge and lack of opportunities to develop this. Enrichment opportunities need to be made available to these pupils to develop their wider curriculum knowledge.</p>

## 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>Improved oral language skills and use of vocabulary.</p> <p>Improved outcomes from baselines for Reception children.</p>	<p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. Pupils will have greater engagement in lessons</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Improved reading attainment among disadvantaged pupils</p>	<p>All disadvantaged children to pass phonics screening in 2021 and 2022. Disadvantaged</p>

	children to reach expected standard in Key stage 1 SATs.
Disadvantages pupils will experience the same enriching curriculum and activities as other pupils.	They will have the correct uniform and resources to enable them to learn effectively. Disadvantaged pupils will take part in all curriculum enrichment activities regardless of the cost, giving them a broader learning experience. Evidence will be taken from teacher assessments and observations

## 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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception teacher and TA trained in NELI and then used in the Reception classroom to support all children who need speech and language support	Oral language interventions have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show a positive impact on attainment.	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	3
Training of teachers and teaching assistants to deliver a new phonics programme.	High quality training for all teachers and teaching assistants is essential to ensure a comprehensive and systemic approach to teaching phonics and early reading. "Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress." Phonics   Toolkit Strand   Education Endowment Foundation   EEF	3

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

Budgeted cost: NELI – free training  
£500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception teacher and TA trained in NELI and then used in the Reception classroom to support all children who need speech and language support	Oral language interventions have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show a positive impact on attainment.	1
Purchase of phonics-based reading books to support the teaching of reading and phonics.	Combined with phonics-based activities, evidence from the EEF toolkit states a very positive impact of phonics to support early reading. Quality reading books which match the level of phonics are essential for the pupils to practise and progress. "Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	3

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

Budgeted cost: £ 345

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils will have access to enrichment activities to help develop their curriculum knowledge	Identified disadvantaged pupils will receive support to attend all curriculum enrichment activities regardless of their cost. This will improve their social and emotional wellbeing and can support confidence and progress in other areas of the curriculum. The EEF Toolkit states: "Improved outcomes have been identified in English, mathematics and science."	4
Improve the quality of social and emotional (SEL) learning. This will be taught weekly Through the PSHE scheme SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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):	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 4,345**

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.

Our internal assessments during 2020-21 suggested that the performance of disadvantaged pupils and non-disadvantaged pupils was in line with our pre covid years. Each year group is very co-hort specific and with small year groups this is particularly true. Year 2 in 2020-2021 was a class of 14 children with one disadvantaged pupil.

Children, during lockdown, were provided with high quality homeschooling work for all curriculum areas. When pupils returned to school they were immersed in the full curriculum with high quality teaching for all subjects. The impact was that lost learning time was kept to a minimum.

Although overall attendance in 2020/21 was lower than in the preceding years , it was higher than the national average. When all pupils were expected to attend school, absence among disadvantaged pupils was in line with non-disadvantaged.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils through targeted TA support. All classes completed a unit on Emotions in the Autumn term 2021.