

Newton Solney C of E (VA) Infant School

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) 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	29
Proportion (%) of pupil premium eligible pupils	10.3% (3 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 and 2025 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs D.Gamble Headteacher
Pupil premium lead	Mrs D.Gamble Headteacher
Governor / Trustee lead	Mrs A.Flower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4440
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£4440

Part A: Pupil premium strategy plan

Statement of intent

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

At Newton Solney CofE (VA) 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 pupil's needs, regardless of whether they are disadvantaged or not. We will provide high quality teaching for all pupils, enabling them to flourish to their full potential. Children's needs 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	Speech and Language assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils and many other children. These are evident across all three classes.
2	Social and Emotional 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.
3	Phonics 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 and writers.
4	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.

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

	better progress in reading from their starting point, in line with the Phonics 'Sounds-Write ' progress checker.
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: £ 1311.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception Teacher is trained in NELI and will use this approach in the Reception classroom to support all children who need speech and language support. TAs support children with individual Speech and Language programmes.	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
Continue training for all teaching staff of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Sounds - Write.)	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 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	3

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

Budgeted cost: £2277.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs provide targeted speech and Language support for individual children.	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
Teachers and TAs continue to provide Phonic support to disadvantaged children with the 'Sounds Write Phonics Scheme'.	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: £ 850.50

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	4

	the curriculum. The EEF Toolkit states: "Improved outcomes have been identified in English, mathematics and science."	
All disadvantaged pupils will have access to school uniform, milk, after school activity club and free visits.	All disadvantaged children will be offered -one club for free a week -free milk after the age of 5 -free second-hand uniform -free visits	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: £ 4440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Each year group is very co-hort specific and with small year groups this is particularly true. Absence among disadvantaged pupils was in line with non-disadvantaged. Our assessments and observations indicated that pupil's language and social interaction skills had been impacted due to COVID-19-related issues. We used pupil premium funding to provide speech and language support to children who had been identified using targeted TA support and staff training. All classes completed a unit on Emotions in the Autumn term 2023.

Individual progress has been made which would not have been made if it was not for funding being applied in this way. Due to small numbers and confidentiality progress will not be reported on this document but is available to bodies such as OFSTED.

EYFS/ KS1 Phonic interventions had positive effects. 72% of EYFS pupils achieved a GLD- 82% in Reading.

Educational Psychology Service. Identified children received support where appropriate.

Quality interventions were delivered to identified children to support their self-regulation skills and resilience.