

Nathaniel Newton Infant School Pupil Premium Strategy Statement 2023-2024

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nathaniel Newton Infant School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	32% (Oct census 2023) 38% (Dec 2023)
Academic years that our current pupil premium strategy plan covers (3 year plan)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Julie Forshew Headteacher
Pupil premium lead	Verity Taroni Deputy Headteacher
Governor	Stella Saje, Chair of Governors and lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,010
Recovery premium funding allocation this academic year	£12,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136,335

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium numbers have risen over the last couple of years, especially following the pandemic, as a result of a change in family circumstances. Early childhood development has been significantly impacted for all children as a result of the Covid-19 pandemic but most notably for our disadvantaged pupils.

At Nathaniel Newton we want disadvantaged pupils to make good progress and achieve well across all subjects, supporting them to have high aspirations for their future. As a school we aim to ensure all pupils have good levels of maths and English and are able to use and apply these skills in different situations. We aim for our children to be confident, independent and resilient learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, academically, socially and emotionally, irrespective of their background or the challenges they face. Our Pupil Premium strategy is closely aligned to our whole school strategic learning improvement plan.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker, are young carers, child in care, or adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and a strong relational, social and emotional ethos are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to support our children socially and emotionally as well as academically throughout their time at our school.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified and provide specific targeted support
- 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	Assessments on entry to reception indicate underdeveloped oral language skills and vocabulary gaps among many pupils but most notably disadvantaged pupils. These pupils are therefore less able to communicate effectively both in academic and social situations which leads to less progress made in learning.
2	Children displaying poor social and emotional skills have difficulty accessing the full curriculum. This has been further exasperated during the pandemic where many children have missed out on interactions and support in these areas.
3	Half termly phonic assessments show weaker phonics levels and progress for pupil premium children than their peers. This then has an impact on reading skills and reading for enjoyment as well as writing development. 85% of the curriculum relies on children being able to read.
4	Disadvantaged pupils are making less progress than non-disadvantaged pupils in reading, writing and maths based on both internal and external data.
5	Attendance rates for children in receipt of pupil premium have, in recent years, been lower than their non-pupil premium peers by up to 4%. Currently 28% of children in receipt of Pupil Premium have attendance below 90%.

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 vocabulary among all pupils, particularly disadvantaged pupils	At least 60% of disadvantaged children will achieve the expected standard in Communication and Language at the end of EYFS. Pupil interviews and observation feedback across all curriculum areas will show improved oral skills and use of subject specific vocabulary.

	<p>Reading and writing attainment at the end of KS1 will show improvements year on year, leading to narrowing the gap between school P.P and National Non P.P</p>
<p>Improved and sustained wellbeing for all pupils, particularly disadvantaged pupils. Social interactions and emotional regulation are improved for all pupils, particularly disadvantaged pupils.</p>	<p>‘Thrive’ profiling will show ongoing improvements in social and emotional skills.</p> <p>Pupil interviews, observations and questionnaires will show improved wellbeing.</p> <p>Parental questionnaires will show improved wellbeing of pupils.</p> <p>An increased number of children coming into school settled and showing greater engagement in learning – through observation and learning walks.</p> <p>A significant reduction in low level behaviour escalating / being referred to Learning Mentor/ SLT.</p> <p>Staff successfully implementing behavioural and relational approaches to ensure challenging situations are deescalated and learning for others is not impacted.</p>
<p>Accelerated progress leading to improved attainment for disadvantaged pupils in phonics</p>	<p>An increased number of disadvantaged children working at age appropriate levels or better in half termly phonics assessments.</p> <p>Increased numbers of disadvantaged pupils passing the Year 1 Phonics Screen year on year.</p> <p>Reading outcomes at the end of KS1 for disadvantaged pupils will have improved year on year.</p>
<p>Improved attainment for disadvantaged children at end of KS1 in reading, writing and maths.</p>	<p>‘Talk for Writing’ embedded throughout the school showing improved writing outcomes year on year.</p> <p>Attainment at the end of KS1 for disadvantaged pupils will improve year on year in reading, writing and maths.</p>
<p>Attendance will have improved and be sustained for disadvantaged pupils.</p>	<p>Attendance will have significantly improved for disadvantaged pupils year on year and by the end of the academic year 2023/2024, attendance figures will be at least 94% for the Pupil Premium</p>

	<p>Group and no more than 1.5% lower than their non-disadvantaged peers.</p> <p>Persistent absenteeism will have reduced for disadvantaged pupils year on year and by July 2024 will be broadly in line with their non-disadvantaged peers.</p>
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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: £21,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed an equity approach to ensure consideration of PP children within quality first teaching by adapting approaches</p> <p>Embed proportional representation of PP children across all areas of school life</p> <p>DHT/PP Lead to attend training and disseminate information to staff.</p> <p>Update policies to reflect approach.</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>(EEF June 2019)</p>	<p>1, 2, 3, 4, 5</p>
<p>Training for all staff on effective subject leadership and accountability.</p> <p>Extended leadership team to undertake training and research. (Gateway Teaching Alliance)</p> <p>Release time for staff to carry out learning walks, research, pupil interviews and book scrutiny.</p>	<p>EEF guide (June 2019) to P.P states that 'Good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils'</p> <p>Strong leadership from Year Group and Subject Leaders will drive improvements in attainment and progress by the end of KS1.</p>	<p>1, 2, 3 and 4</p>
<p>Early Years Lead to attend 'Supporting Early Language Development' Course delivered through English hub and disseminate this training to all EYFS staff. EYFS lead to monitor and review the implementation of this throughout EYFS during the academic year.</p> <p>Continue to embed and evaluate 'Talk for Writing' approach.</p>	<p>EEF research states pupils can accelerate by +6 months through effective use of language.</p> <p>'Oral language interventions aim to support learners use of vocabulary, articulation of ideas and spoken expression'</p> <p>The government document 'The Reading Framework' highlights the importance of spoken language. As children develop the skills of articulation this will</p>	<p>1, 4</p>

Release time to embed 'Talk for Writing' across the school for English lead to monitor and other teachers to observe colleagues teaching sessions.	support them to be competent speakers, readers and writers.	
Introduce and embed a new SSP 'Little Wandle Letters and Sounds Revised' Purchase resources, access to online resource and training programme. Support from Little Sutton English Hub.	The government document 'The Reading Framework' identifies the importance of phonics in children learning to read, enjoying reading and ultimately being able to access learning across the curriculum.	3
All staff to be trained in 'When the Adults Change' by Paul Dix to complement previous learning on creating and developing a Relational approach to behaviour in school	EEF research on improving behaviour in schools' highlights 'There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment'.	2, 3, 4
Release time for mental hto embed and support staff in developing a culture of wellbeing across the school	EEF research suggests that Social and emotional learning (SEL) seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Through using school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;	2
To continue to upskill 'Thrive Practitioners' through updated training. Training provided to other staff from Thrive Practitioners. Subscription to Thrive to enable termly profiling of all children	EEF Research suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year and that more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs show great benefit.	2

<p>Introduce and embed Zones of Regulation across school.</p> <p>All staff trained in understanding the philosophy and delivering the curriculum sessions.</p> <p>All rooms to have a 'calming area' that children can access as required.</p>	<p>EEF Research suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year and that more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs show great benefit</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants to carry out targeted 1-1 phonics intervention, focusing on pupils who need recent learning re-enforcement in order to keep up/catch up.</p> <p>Learning Support Assistants to deliver small time limited group interventions for reading, writing and maths following analysis of robust assessments</p>	<p>EEF research states that support from TA's can accelerate pupil progress by +4 months on average, providing they are effectively deployed.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, especially disadvantaged. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions for a period of 12 weeks.</p> <p>Our school evidence in recent years has shown that our carefully chosen interventions, especially 1-1 targeted phonics work, provides very effective intervention and leads to children making accelerated progress.</p>	<p>3 and 4</p>
<p>Full time LSA to deliver speech and language interventions to children across the school following SALT assessments.</p>	<p>Verified by EEF. Pupils expressive language skills, including vocabulary and grammar improves by approximately + 3 months with appropriate intervention.</p> <p>Children with low language and communication skills on entry to reception will struggle with all</p>	<p>1 and 4</p>

LSA to work closely with Speech and Language therapist to upskill practice. S&L LSA to attend any relevant courses to upskill practice.	aspects of school life, which will affect their ability to learn. Language and communication skills need to be quickly developed in order for the child to make at least expected progress as they move through the school.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained Thrive practitioner to deliver interventions to support social and emotional well-being following analysis of Thrive profiles – small groups or individual as appropriate.</p> <p>In class ‘Jigsaw’ sessions and any 1: 1 support identified from lessons/class Thrive Profile to be carried out by class LSA.</p>	<p>Maslow’s hierarchy of needs clearly shows that if pupils basic needs, including emotional needs are not met, children will not be able to access learning and other needs higher up the table.</p> <p>EEF states that social and emotional learning can add up to 4 months to a pupil’s academic progress. It also acknowledges that there are considerable benefits to pupils in terms of well-being, where pupils learn to manage emotions successfully, and are therefore more able to access learning.</p>	2
<p>Mentoring and coaching for all staff from SENDCo and Learning Mentor on supporting children displaying high level behaviour as a result of SEMH needs.</p>	<p>An increasing number of children are entering school with trauma and attachment needs which is often displayed through behaviour. This is likely to be more evident currently due to the unsettled times children have lived through as a result of the pandemic.</p> <p>Staff need to be up-skilled and equipped to deal effectively and supportively with these children while establishing and maintaining the relationships and trust.</p>	2

<p>Ensure that the learning environments throughout the school support and promote learning, including book areas, ensuring displays are language rich.</p> <p>Reading areas and library to continue to be promoted so that children can use these in their free time to promote love of reading.</p>	<p>A study by Salford University (2015) found that a well-designed learning environment promotes children's motivation and engagement in learning.</p>	<p>1 and 4</p>
<p>Support provided to families from Learning Mentor to improve attendance where persistent absence is identified.</p> <p>Meetings with parents where attendance is a concern led by combination of HT, DHT, SENDCo and Learning Mentor.</p> <p>Regular meetings with attendance team in school to discuss cases and agree a plan of action.</p>	<p>Children with poor attendance are less likely to achieve well in the future. Poor attendance means key knowledge and skills are missed. Children with low attendance find making and maintaining friendships more difficult.</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DFE School Attendance 2020)</p>	<p>1, 2, 3, 4, 5</p>
<p>Children in receipt of Pupil Premium to take part in after school clubs free of charge.</p>	<p>Involvement in extracurricular activities has been proven to improve academic outcomes for children. Benefits to social, emotional, mental health and well-being are also seen from children regularly attending after school clubs. Having the chance to develop learning behaviours such as team work, resilience, independence etc have also proven benefit to academic progress and attainment.</p> <p>Many disadvantaged families find funding their child to go to after school clubs a barrier so by removing that barrier children have the opportunity to partake in activities that otherwise they may</p>	<p>1, 2, 3, 4, 5</p>

	not have the opportunity to participate in.	
Children to receive breakfast at the start of the school day.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. (Evidence from National School Breakfast Programme)	1, 2, 3, 4, 5
Fund weekly sessions with external provider to work with small groups on developing self-esteem, resilience, independence and increasing aspirations.	EEF Research suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2, 3, 4
Ongoing parental support from Learning Mentor addressing a range of issues including support with behaviour. Joint parent workshops run in school with Learning Mentor and Family and Community Learning tutors – ways for parents to support children. Signposting to other agencies for Early Help. Facilitating Early Help within school	EEF research shows that improved parental engagement will increase progress over the course of the year by, on average, four months.	1, 2, 3, 4, 5
Contingency fund for acute issues	Based on previous experience of our school as well as similar schools to ours, we have identified the need to set aside a small amount of contingency fund to allow us to respond in a timely way to needs that arise that have not yet been identified.	

Total budgeted cost: £136,550

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 2022 to 2023 academic year.

Our Pupil Premium strategy is a three year strategy and this review is the second year of the strategy.

1. Improved oral language skills and vocabulary among all pupils, particularly disadvantaged pupils.

Data at the end of EYFS for Summer 2023 showed that PP children performed as well as non-PP children with PP achieving 74% in Language and understanding and 72% in Speaking.

Staff worked hard to develop language in the setting and classroom observations and learning walks found improvement in language skills as the year progressed.

Improving language continues to be a significant focus area in EYFS as it is clear that the pandemic has had a significant impact on these children based on the high level of SALT referrals and information shared from nurseries on speech and language difficulties.

Talk for writing has continued to have impact on speaking and listening across the school and children have reported positively on orally retelling and rehearsing stories. This oral work is beginning to show impact on writing with children using a broader range of vocabulary. This will continue to be an important element of our strategy in the next academic year.

2. Improved and sustained wellbeing for all pupils, particularly disadvantaged pupils.

Social interactions and emotional regulation are improved for all pupils, particularly disadvantaged pupils.

The majority of staff are now comfortably putting into practise their training on supporting children socially and emotionally and are becoming more skilled at dealing with behaviour that challenges. The staff members involved in 'lost at school' put some of their training into practise and could see how it dove tailed with other techniques we have been using over the last couple of years. Overall, there is a calm, learning ethos in school.

The Thrive approach has worked particularly well and as a result we will be further developing this in the next academic year, replacing our nurture provision with this as we are able to support more children across the school.

3. Accelerated progress leading to improved attainment for disadvantaged pupils in phonics

There was a slight improvement on 2022 results in 2023 with a 3% improvement in PP children passing the phonics screen. The gap between school PP and non-school PP slightly closed. However, phonics data for all children, including PP children needs to improve and will be a main focus area of both the Learning Improvement Plan 2023-2024 and PP strategy 2023-2024 with a new SPP (Little Wandle) being introduced in September 2023.

4. Improved attainment for disadvantaged children at end of KS1 in reading, writing and maths.

Attainment data in reading and writing showed improvement between Summer 2022 and Summer 2023 with a 13% improvement in reading and a 12% improvement in writing for pupil premium children. There was a 4% improvement in maths. In school gaps between PP and non-PP children decreased in reading and writing.

Gaps between PP and non-PP children continue to be less significant at Greater Depth standard with a gap of 8% in Greater depth writing between PP and non-PP children.

Talk for writing has continued to be a successful strategy for all children including pupil premium children. There has been improvement in the children's use of language and confidence in writing and retelling stories both orally and in written form. This is a strategy we will continue to build on and develop in 2023-2024.

5. Attendance will have improved and be sustained for disadvantaged pupils.

Whilst the attendance gap between non-PP and PP was still 4% at the end of the year, we had a number of individual successes with raising attendance levels. We had 10 children who whilst still classed as PA (as attendance was below 90%), made significant improvements in their attendance levels as a result of the support they received.

Attendance will continue to be a main focus of the strategy next year with robust systems in place to tackle poor attendance.

Based on our analysis of the second year of the strategy, we have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Little Wandle	Little Wandle Letters and Sounds Revised
Jigsaw	Jigsaw
Thrive	The Thrive Approach
Talk for writing	Talk for Writing
Zones of Regulation	Zones of Regulation