

Pupil premium strategy statement

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	Newdigate C.E Infant School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paula Bliss Head
Pupil premium lead	As above
Governor / Trustee lead	Lucy Hanna Chair of Finance and Staffing Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,695
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ n/a
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,695

Part A: Pupil premium strategy plan

Statement of intent

In God's Hands We Learn and Grow

We believe that if we open our hearts and minds to the possibilities each and every one of us, no matter how small, can make a difference in our school and beyond. The parable of the Mustard seed teaches us that God can do a lot with a little!

Love Peace Thanks Trust Forgiveness Hope

Our intention is that each and every one of our infant pupils is able to grow and learn at our school: academically, personally and spiritually.

Having considered the challenges these pupils face, our 3-year pupil premium strategy has been written to show how we will support disadvantaged and vulnerable pupils (including those with a social worker or those who are young carers) to achieve that goal, including progress for those who are already high attainers.

High-quality first teaching is always a priority as 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. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its' targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. This is particularly relevant to our very small group. The approaches we have adopted complement each other to help pupils excel. 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
- 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>For many years, we have been acutely aware of the impact of our school ethos and culture on the mental health of our staff and young pupils. The importance of this was described in the government guidance, 'Mental Health and Behaviour in Schools' (November 2018)</p> <p>The on-going effects of the pandemic along with other broader financial issues have intensified the pressures and tensions in our society and we are clear that this support is required now more than ever before. We feel the need to secure our understanding of mental health through a more formal approach delivered by MHFA England.</p> <p>ELSA referrals for support have also increased during the pandemic and many are now more complex.</p>
2	<p>Our wellbeing assessments (Leuven Scale), observations and discussions with pupils and families have identified a range of social and emotional issues for many pupils, some due to a lack of social and enrichment opportunities during school closures, others related to complex and long-lasting pandemic related challenges that have diminished their resilience and family functioning capacity requiring early help or other types of additional support. Some of these have resulted in very challenging pupil behaviours.</p>
3	<p>Assessments, observations, and discussions with professionals and parents indicate underdeveloped oral language skills are a significant concern for our younger children. The National picture indicates that this will be a priority for a number of years and we should continue to develop our capacity to support pupils as necessary in the coming years.</p>
4	<p>Our assessments in phonics, English and mathematics show that 67% of our vulnerable pupils are in need of interventions in order to achieve age related expectations. For some it may be influenced by missed learning during lockdowns. For others we have identified or are in a period of watchful waiting with a view to identifying an additional need.</p>
5	<p>An increasing number of our vulnerable children have emotional barriers to their learning related to family separation and divorce that they need specific support to overcome.</p>
6	<p>Attendance figures for the pupil premium group were below 90% (the persistent absenteeism level) 87.83% in January 2022. This rose to 92.10% by the end of the academic year 2021/22, but still remains below our target.</p>
7	<p>As an infant school with multiple feeder schools we are tasked with transitioning children into our school from multiple pre-schools/nurseries and out again to a number of junior/ primary schools. Managing and improving transitions has been a focus for all children, but has been particularly important for our vulnerable pupils who need a well-planned thorough and smooth transition.</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. Notes about impact to date are in green.

Intended outcome	Success criteria
<p>To achieve and sustain improved wellbeing for all members of our school community, particularly our disadvantaged pupils</p>	<p>We currently have 1 MHFA in post with the relevant training in place who is supporting staff and raising awareness of mental health issues. Staff have accessed support and most report confidence in the processes and systems that the school uses.</p> <p>We will further develop our capacity and awareness by training a further mental health leader and working across our school federation. There are clear policies and procedures in place for identification and referrals that will guide our responses to low well-being / involvement, anxiety and potential mental health issues.</p> <p>There is a culture of acceptance and an understanding of mental health issues.</p>
<p>Disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare them for the next phase in education</p>	<p>Our vulnerable children from the previous academic year have transitioned and settled well in their new schools.</p> <p>Children will show resilience and feel motivated to grow and learn.</p> <p>They will feel encouraged to pursue wider personal goals.</p> <p>They will transition well to their next setting.</p>
<p>Disadvantaged children will have average or above average early language and literacy skills</p>	<p>In the 2021/22 cohort increases in standardised scores were seen for the majority of participants but they were not yet in the average range.</p> <p>Children will have significantly increased standardised scores that are at least average following the implementation of the NELI programme by the end of the 20 week block each year.</p> <p>Children will use a good level of vocabulary that supports their communication and enhances their learning.</p>
<p>All children will be fluent and confident readers by the end of KS1</p> <p>Children's comprehension skills be well developed and prepare them for the next phase of learning</p>	<p>79% of children in year 1 passed the phonics screen. (Above National of 75.5%)</p> <p>96% of year 2 children passed the phonics screen.</p> <p>All targeted children will pass the Year 1 phonics screen by the end of KS1.</p> <p>Children will be secure with the alphabetic code by the end of KS1</p> <p>71% of KS1 children achieved the expected level in Reading at the end of the 2021/22 academic year, 21% were working at greater depth within the expected level. (Both above National of 66.9% and 18%)</p>

	<p>Most children will achieve age related expectations for comprehension skills. This will be reflected in the EOY expected level.</p>
<p>Emotional barriers to learning will be managed and children will have improved capacity for learning.</p>	<p>Targeted children grew in well-being and involvement (Leuven scales) and this had a positive effect on their achievements.</p> <p>ELSA reports and parental feedback show that children are more engaged and have higher well-being.</p>
<p>Home School Link worker training will enable identified families to improve their resilience and functionality and better manage any challenging circumstances.</p>	<p>A HSLW was identified and trained and started to work with families to support their needs but has now left the profession. The school need to identify and train another staff member. Evidence shows impact on targeted families.</p> <p>A staff member will be fully trained and be ready to support identified families.</p> <p>Attendance rates for affected families will be above persistent absenteeism rates and improving over time.</p> <p>HSLW reports will document improved family functionality and resilience.</p>
<p>Headteachers pastoral and attendance discussions and meeting.</p>	<p>By the end of the academic year 2021/22 attendance rates had risen to 92.10%.</p> <p>Pupil premium attendance rates remain greater than 90% and show an increasing trend.</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: £6,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for further Mental Health First Aider and allocated time to further develop school approaches and processes.	Government guidance, ' Mental Health and Behaviour in Schools ' (November 2018)	1
ELSA training and supervision are maintained and CPD events are attended. Training used to devise and implement a programme to support children experiencing family separation or divorce ('Connect' group).	The Impact of ELSA Interventions on Children and Young People (elsanetwork.org)	1,2,5,7
Planning, linking and delivery of the Story Project and PSHE curriculum, ensuring all staff are aware of the importance and approach.	+4 on the EEF toolkit Impact statement report for Story Project states that 100% of teachers feel confident at teaching and supporting wellbeing in school	1, 2
RWI phonics training for new staff. Additional whole school updated training. Monitoring of impact of training Purchase of RWI and other scheme books and materials. Implementation of RWI 'Get Writing' programme in Year 1.	Reading Framework 2021 The Simple View of Reading/Scarborough rope RWI is a government validated phonics scheme	4
Reading Framework CPD for Head of School and school staff. Development of clear progression and tracking documents.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6 EEF toolkit	
CPD training for a range of targeted areas related to Equality, Diversity and Inclusion: <i>Leadership training 'Belonging without' Barriers (SAfE) continued.</i> <i>Whole school training (Olive Platform)</i>	To further deepen our understanding of the broader EDI agenda in relation to our school context. Equality and diversity impact assessment: inspecting protected characteristics - GOV.UK (www.gov.uk) Ofsted driven expectation to support all schools to advance equality of opportunity.	All
Home School Link worker recruitment and training	Improved parental capacity and engagement. +4 EEF toolkit	2
NCTEM Mastering Number teacher CPD	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	4
Recruitment and training of new support staff covering essential specialist roles (NELI intervention specialist/HSLW).	See targeted support section for NELI.	3

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

Budgeted cost: £1,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention delivery.	Nuffield Foundation NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.	3

	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The trial found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. It received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation.</p> <p>Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.</p> <p>+6 EEF toolkit</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>+5 EEF toolkit</p>	4
Small group intervention in Year 2 and whole class intervention for Year 1 for reading and writing using the school phonic program (Read, Write, Inc.) <i>RWI Ditty books</i> <i>'Get Writing' booklets</i>	<p>Read Write Inc. Case Studies : Primary: Oxford University Press (oup.com)</p> <p>+3 month progress on EEF efficacy trial for 'Fresh Start' program</p>	4
Small group intervention/tuition for maths planned by class teacher, delivered by experienced TA	<p>The group will be supported using teachers plans and be flexible to the needs of the children, making sure that documented good practices in maths are employed i.e teacher planned, small group, confident TA, use practical resources, mastery approach to maths.</p> <p>+4 EEF toolkit</p>	4

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £5805

Activity	Evidence that supports this approach	Challenge number(s) addressed
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ELSA sessions for emotional, social and self-regulation support	Social and emotional learning interventions 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 +4 on EEF toolkit	1, 2
'Connect' club	Support for children going the family changes (led by our ELSA) to remove emotional barriers to learning and improve pupil well-being +4 on EEF toolkit	1, 5
Provision of clubs, milk and uniform for vulnerable children	Improve physical health and appearance Unclear impact	2
Scheduled trips and events that enhance the curriculum	Improvement in social and emotional development, engagement and well-being through enrichment opportunities (Leuven Scale assessment) +4 EEF toolkit	1, 2
Discussions with target families re attendance and engagement levels	Short breaks damage young people's futures - GOV.UK (www.gov.uk) Research based on pupil absence and exam results data reveals the link between attendance and achievement.	6, 2
Improved transition arrangements for all new pupils (ensuring all staff are aware and involved) and pupils leaving the school.	Transitions : Mentally Healthy Schools Whether a child or young person is starting primary school, secondary school, further education, changing schools, or leaving school for university or work, this transition period needs to be carefully managed. If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement.	1,2,5,7

Total budgeted cost: £14,679

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.

We expect to receive £1,345 per pupil premium funding for the financial year 2021/22. The government unexpectedly changed the count date for pupil premium data from January to the preceding October which resulted in some pupils not being included in the funding.

Background

The Pupil Premium is allocated to children from low-income families who are eligible for Free School Meals (FSM), this also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable for how we have used the funding to support pupils and we are required to publish the information online.

More recently we have been guided to plan strategically and focus not just on interventions and individual support, but on teaching and learning in general.

Pupil Premium Spending during the financial year 2020-21

Newdigate C of E Infant School received a total of £10,760 This, along with other funding, was used to support children in their academic and personal development through:

- Targeted intervention teaching for phonological awareness and phonics (using the Read, Write Inc. programme)
- ELSA Support (Emotional Literacy Support Assistant) for children with emotional barriers to learning and those experiencing family difficulties
- Participation in swimming lessons
- Access to extra-curricular enrichment activities and sports clubs
- Purchase of new uniform
- Attendance at after school and breakfast clubs
- Early help / family resilience support
- Intense targeted daily small group literacy and maths support
- Daily speech support
- Engagement in a 'Story project' to support the teaching of PSHE and RSE across the school with a focus on emotional regulation and resilience.

The impact of this spending is summarised below:

- Participation in extra-curricular events that raise self-esteem and broaden experiences
- Improving phonics knowledge and ability as well as phonological awareness
- Children participated in extra-curricular activities that developed their social skills and confidence with sports as well as developing their physical well-being and self-esteem
- Improved attendance
- Improved speech and confidence to communicate
- Families with improved capacity for resilience that feel supported and are engaging with professions
- Staff who are confidently using books to teach high quality PSHE/RSE lessons to support children's emotional vocabulary and regulation

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of our previous activity, looked at evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We also looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.