

Pupil premium strategy statement – New Invention Infant School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	334
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Debbie Naffati
Pupil premium lead	Andrew Craig
Governor / Trustee lead	Louise Meredith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440
Pupil 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>	£78,440

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to ensure that every child, no matter their background, achieves to the very best of their ability.

We have found that our children, especially those from disadvantaged backgrounds, have struggled with having all of their psychological needs met. As a school we understand children must have 'Maslow before Bloom.' When planning for our pupil premium children it has been vital that we ensure that every child has their basic physical and psychological needs met. We ensure that these and their self-fulfilment needs are met, as this will ensure that they are ready to flourish academically.

Our ultimate goal is to dispel the attainment gap between disadvantaged children and other groups of children through quality first teaching and targeted interventions. Running alongside this we also want to develop the children as well-rounded members of our school community and prepare them for the next step in their learning and their future beyond that.

To ensure that every child has fulfilled their potential in every tier of Maslow's hierarchy of needs we are utilising our in-house experts and external agencies to support both children and parents mental health and to support parents who are struggling financially.

Challenges

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

Challenge number	Detail of challenge
1	Children's understanding and application of phonics means that they may struggle with early reading and writing - this may also be impacted by limited early childhood experiences.
2	Some of our disadvantaged pupils have an insufficient level of language and understanding meaning that children find it difficult to access learning and explain their thinking (the word gap)
3	Due to difficult home lives and special needs most of our disadvantaged pupils suffer from poor self-esteem, self-regulation, difficulties with rules and routines
4	Some children continue to have less access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital)
5	As the cost of living rises our most disadvantaged families feel the most burden from this increase and are sometimes struggling with managing their finances and providing the basic needs for their families
6.	Some of our disadvantaged children's attendance is below the expected standard, this means that they are missing key learning, interventions and quality first teaching. In part some of this is due to parental mental health, routines and boundaries and attachment and trauma issues.

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
Attainment in English: to improve the outcomes for PP	The % of pupils working at ARE in Reading and Writing will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close.
Language: To provide specific early language interventions and support for PP children in EYFS and KS1	The % of pupils working at ARE in Communication and Language EYFS will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close.
Emotional health: To improve PP children's mental health, resilience and learning readiness across the school	The % of children working at ARE in PSED in EYFS will increase. Lesson observations show that PP children are resilient to challenges and show good behaviour for learning. Parents seek out support through members of the SLT, DSL and Attachment and Trauma Lead, attending workshops and acting on advice
Cultural Capital: To provide pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities.	All pupils are socially equal within school and enjoy a variety of additional, inspirational first-hand experiences.
Attendance: To ensure that disadvantaged children have good attendance	All pupil premium children's attendance improves on the previous year

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the use of validated phonics scheme across EYFS and KS1 to support the teaching of a consistent phonics scheme.</p> <p>Ensure that New Invention is a reading school that celebrates and supports children for loving books and all they offer</p> <p>Training on the five-a-day principles for all staff to support all children including those who are disadvantaged</p>	<p>EEF guidance - Improving Literacy in KS1</p> <p>EEF information on phonics adding +5 months to children's progress</p> <p>DfE guidance - The Reading Framework and validated phonics programmes</p> <p>EEF information on small group teaching +4months to children's progress</p>	<p>1, 2</p>
<p>To continue to use Wellcomm to assess children's early language skills and ensure targeted interventions are planned</p> <p>Use of Speech and Language Therapist to support early identification of language needs and to train staff to close the word gap</p> <p>Communication trained TA to work across EYFS to improve children's early language skills</p> <p>Completion of the Oracy project to further develop staff's understanding of early language skills</p>	<p>EEF information on Oral Language interventions +6 months to children's progress</p> <p>EEF guidance on Preparing for Literacy having a focus on prioritising the development of communication and language</p>	<p>2</p>

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of SLT to teach the lowest 10% of readers in KS1 and Reception during phonics time (this includes a large proportion of PP children) This will also reduce class sizes during this time. Extra interventions with a teaching assistant in both reception, year one and year two focusing on application of key phonics skills and also an extra read each week.</p>	<p>EEF information on phonics adding +5 months to children's progress DfE guidance - The Reading Framework and validated phonics programmes</p> <p>EEF information on small group teaching +4months to children's progress</p>	1, 2
<p>Use of and Early Talk Boost to develop children's language in both Nursery and Reception</p>	<p>EEF information on Oral Language interventions +6 months to children's progress</p>	2
<p>Wellcomm interventions to support children's early language development across the school.</p>	<p>EEF guidance on Preparing for Literacy having a focus on prioritising the development of communication and language</p>	2
<p>Additional staff member in our SRP focusing on TEACHH style workstations, Derbyshire Language, intensive interaction and curiosity approach</p>		

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing the school as a mentally healthy school including whole staff training, parent workshops, audits of provision.</p> <p>Use of play therapist to work with specific children who have had traumatic experiences or are struggling with mental health</p> <p>Training for an additional specialist TA to be an ELSA</p> <p>Raising the awareness of staff of social, emotional and mental health through the senior mental health lead</p> <p>Safeguarding lead out of the classroom ½ day a week to support children and parents who are experiencing difficult home lives including financial difficulties</p>	<p>Maslow's hierarchy of needs</p> <p>EEF information on Social and emotional learning +4 months to children's progress</p>	<p>3, 5</p>
<p>Attendance lead to have a specific focus on disadvantaged children and all pupils whose attendance is a concern to have support meetings with the DSL.</p>		<p>6</p>
<p>Arranging an extra trips to raise the children's cultural capital</p>	<p>EEF information on Arts participation +3 months to children's progress</p>	<p>4</p>
<p>Identification of eligible pupils through SIMS OFSM package</p>	<p>Accurate and timely identification is essential in PP management</p>	<p>1-6</p>
<p>Boxall Profile Online assessment tool for social, emotional and behavioural difficulties. Training for all staff and cost of online platform.</p>	<p>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</p>	<p>3</p>

Total budgeted cost: £ 67,000 (£5,000 contingency for additional resources/targeted interventions during the year)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data below shows disadvantaged children in each year group who were at age-related expectations compared to those who were not.

Due to a high level of disadvantaged children in each year group having complex SEND needs, (28% in Reception, 43% in Year One, 46% in Year Two) we expected a gap in our data across all curriculum areas. Those children with complex SEND needs all made excellent progress from their starting point and have closed the gap; however, their needs are still not yet at ARE+ expectations.

Reception	Word Reading	Comprehension	Writing	Number	Numerical Pattern	Wider Maths
All (90)	68%	78%	67%	76%	76%	76%
Non-Disadvantaged (76)	71%	79%	70%	78%	78%	78%
Disadvantaged (14)	50%	64%	50%	64%	64%	64%

When those children with complex needs are taken out of both disadvantaged and non-disadvantaged groups the disadvantaged outperform in all areas apart from Word Reading and Writing where there is only a small percentage gap.

Year One	Reading	Writing	Maths	Science
All (90)	64%	63%	71%	72%
Non-Disadvantaged (69)	71%	71%	75%	77%
Disadvantaged (21)	43%	38%	57%	57%

When those children with complex needs are taken out of both disadvantaged and non-disadvantaged groups the disadvantaged outperform in all Maths and Science and are broadly similar in Reading and underperform in Writing by around 5%.

Year Two	Reading	Writing	Maths	Science
All (90)	81%	67%	78%	80%
Non-Disadvantaged (77)	83%	70%	78%	79%
Disadvantaged (13)	43%	38%	57%	57%

When those children with complex needs are taken out of both disadvantaged and non-disadvantaged groups the disadvantaged outperform in all Reading, Maths and Science and underperform in Writing by around 6%.

- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Early Talk Boost	ICAN
Rising Stars Rocket Phonics	Rising Stars