

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	33
Proportion (%) of pupil premium eligible pupils	6% (2 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 and 2026 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£5,002
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	£5,002
<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>	

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 are committed to helping every child reach their full potential, regardless of background or challenges. Our Pupil Premium Strategy focuses on ensuring disadvantaged and vulnerable pupils make strong progress and achieve high standards across all subjects. We also aim to sustain and improve attainment for all pupils.

We identify children's needs early and provide targeted support to close gaps and raise achievement. Our approach benefits every child, not just those who are disadvantaged, by delivering high-quality teaching and a broad, enriching curriculum.

Our strategy is rooted in robust assessment rather than assumptions and is guided by three key principles:

- 1. Challenge** – Disadvantaged pupils are stretched and supported in their learning.
- 2. Early Intervention** – We act quickly when needs are identified.
- 3. Whole-School Responsibility** – All staff share accountability for outcomes and have high expectations for every pupil.

Through this approach, we ensure equal access to opportunities and experiences, enabling all children to thrive.

'I can do all things through God, who gives me strength.'

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Needs Observations show that emotional well-being and behaviour is impacting the capacity to access the curriculum to their fullest potential and subsequently achieve, for a proportion of our disadvantaged children.
2	Gaps in learning/resilience School assessments indicate that low resilience is impacting on the overall attainment of our disadvantaged children.
3	Attendance Attendance and/or punctuality for some pupils eligible for PP is below average.
4	Low Income 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
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
To raise attainment and progress of our disadvantaged children in Reading, Writing and Maths in KS1.	End of year data will show that disadvantaged pupils in Year 1 and 2 have made good or accelerated progress, from their individual starting points, in Reading, Writing and Maths.
Improved attendance for all pupils, including those eligible for PP, along with a reduction in the number of pupils arriving late for school each day.	Attendance rates of pupils eligible for PP will be 95% or better. Attendance records will show pupils eligible to PP are on time or have improved time keeping. Families will be more aware of

	the impact of attendance on children's learning.
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: £ 1365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training delivered by the ISAT team to all staff. Sensory Tool Kit Assessment Memory / cognitive learning Understanding behaviour as communication Using technology for adaptive teaching. £240	EEF states Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.	1
Nurture Training delivered to the teacher who delivers our Nurture sessions to develop skills and knowledge. £1125	EEF states There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income	3

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

Budgeted cost: £2837

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs provide targeted support for individual children.	There is consistent evidence that one-to-one and small group interventions supports children who are struggling.	1, 2
Yoga All children have access to a half hour yoga session taught by a trained Yoga teacher.	Yoga provides benefits socially, emotionally, mentally and physically.	All
Forest School Children take part in regular Forest School sessions.	Research from Forest Research suggests Forest Schools make a difference in the following ways: <ul style="list-style-type: none"> Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment. <p>https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#:~:text=Confidence%20children%20had%20the%20freedom,the%20child%20has%20stopped%20attending</p>	All

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

Budgeted cost: £ 800

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.”	All
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	3,4
Support given to families.	Links with the local Food Bank. Mental Health support.	3,4
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):	1,2,3
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: £ 5002

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. Our baseline assessments and observations indicated that pupil's language and social interaction skills needed support and interventions. 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 2024.

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. 77.7% of EYFS pupils achieved a GLD- 77.7% 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.

All PP children were offered access to a free after school club. A proportion of our PP children attended.