Pupil premium strategy statement

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

School overview

Detail	Data
School name	New Milton Infant School
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	17.6% 27 children
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	November 2026
Date on which it will be reviewed	January 2027 April 2027 July 2027
Statement authorised by	Amy Wake, Headteacher
Pupil premium lead	Amy Wake, Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,190
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£62,190

Part A: Pupil premium strategy plan

Statement of intent

At our school, we are committed to ensuring that every child, regardless of background or circumstance, has the opportunity to thrive, achieve and reach their full potential. We recognise that disadvantage can present a range of barriers to learning, including academic, social, emotional and attendance-related challenges, and we are determined to address these through a proactive, inclusive and evidence-informed approach.

We are committed to:

- Ensuring that high-quality teaching secures strong outcomes for all pupils and that learning opportunities are adapted to meet the needs of every child, enabling all pupils to make good progress regardless of the barriers they face.
- Developing pupils' emotional wellbeing, resilience, confidence and readiness to learn so that they are able to engage fully in school life and achieve academically.
- Promoting a culture of high expectations, aspiration and achievement for all pupils.
- Identifying barriers to learning early and using robust assessment and monitoring systems to provide timely, targeted and personalised support.
- Ensuring that disadvantaged pupils access the full breadth of the curriculum, enrichment opportunities and wider experiences that support their personal development and sense of belonging.
- Providing high-quality inclusive classroom practice alongside evidence-informed interventions and targeted support where needed.
- Working in partnership with families and external agencies to secure the best possible outcomes for children.

We believe that all children can succeed. Through nurturing relationships, high expectations and effective support, we aim to equip pupils with the knowledge, skills, confidence and values they need to flourish both in school and in later life.

Our approach is responsive to both common and individual barriers to achievement and is rooted in robust assessment, professional expertise and evidence-informed practice. The strategies within this plan are designed to complement one another, ensuring a coherent and sustainable approach to improving outcomes for disadvantaged pupils.

To ensure our strategy is effective, we will:

- Consistently challenge disadvantaged pupils through ambitious learning opportunities and high expectations.
- Identify need early and intervene promptly to prevent gaps from widening.
- Monitor the impact of provision regularly and adapt support in response to pupil outcomes.
- Adopt a whole-school approach in which all staff share responsibility for improving outcomes for disadvantaged pupils.

- Promote attendance, wellbeing and engagement as key foundations for successful learning.
- Ensure disadvantaged pupils are fully included in all aspects of school life, including enrichment, leadership and wider opportunities.

This Pupil Premium Strategy has been developed with reference to the evidence base provided by the **Education Endowment Foundation (EEF) Teaching and Learning Toolkit**, **EEF Guidance Reports**, **Marc Rowland's *Addressing Educational Disadvantage in Schools and Colleges***, the **Hampshire Tackling Educational Disadvantage guidance**, and the **National Foundation for Educational Research (NFER) recommendations on supporting disadvantaged pupils**. Our strategy reflects current research on the most effective approaches to improving attainment, attendance, wellbeing and long-term life chances for disadvantaged children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils as part of our 3 year plan.

Challenge number	Detail of challenge
1	Research and internal assessments show that Pupil Premium children do not develop phonological awareness and vocabulary at the same rate as other children, due to fewer words spoken and books read at home.
2	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged children. This impacts on their ability to self-regulate.
3	Whilst progress for disadvantaged children remains good, there remains a gap in outcomes, in all year groups, between disadvantaged and non-disadvantaged children. Observations show that disadvantaged children are less engaged in learning and display poor metacognition and self-regulation skills (learning to learn skills) leading to slower progress across the curriculum, particularly in basic skills.
4	Assessments, observations and discussions with children and families have identified social and emotional issues for many children, these challenges particularly affect disadvantaged children including their attainment. Well-being, mental health and safeguarding concerns are more prevalent and teacher referrals for support remain high. In the academic year 24-25, 80% of disadvantaged children or families accessed additional support (ELSA, Family Support Worker, School Nurse or Thrive) with social and emotional needs.
5	Our attendance data indicates that attendance amongst disadvantaged children has been up to 4% lower than for non-disadvantaged children negatively impacting progress across the curriculum.

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 improve outcomes, and narrow the gap, in reading, phonics and maths	Provide life chances for Disadvantaged children to make at least good progress over time. As a result of fidelity to the Little Wandle programme, Pupil Premium children will be able to decode well and read in line with age related expectations. The gap between Pupil Premium and non-Pupil Premium children in phonics will have halved from 14% at the end of Y1 23-24 to 7% at the end of this strategy plan. Disadvantaged children with SEND needs and disadvantaged children will make at least good progress from their starting points. Insight tracking will show that the gap in KS1 outcomes for disadvantaged children will have halved by the end of the strategy (in 23-24 the gap was 27% in reading , 14% in writing and 14% in maths).
Pupil Premium children will show improved attitudes, metacognition and self-regulation skills	Sustained high levels of wellbeing demonstrated by: Disadvantaged and Service Children to have access to ELSA, FSW and / or Thrive practitioner Children will have a positive self-image and are subsequently ready to learn All disadvantaged children to have access to milk as part of a healthy balanced diet on top of the snack and lunch provided by school.(age 5+) Parent workshops/support from the school's FSW Children being able to talk about which zone they are in and their toolkit for how to support themselves within that zone Qualitative data from child's voice, surveys and observations Impact from Thrive and Boxall assessments

Attendance and late arrivals for disadvantaged children will be in line with non-disadvantaged children	Improvements in attendance; records show improvement where support has been put in place Support and challenge for children who are regularly late to school. FSW to monitor attendance and follow our attendance flowchart compile attendance reports to report to SLT and Governors.

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

Budgeted cost: Total £9159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing ➢ Ensure consistent approaches to teaching and learning to ensure that standards for PP children are consistently at least in line with the national average at the end of KS1 ➢ Planning support from the Local Authority ➢ A series of 8 staff meetings focusing on the following: - Improve outcomes in shared, guided and independent writing. - Secure a consistent approach to handwriting and transcription skills. - Accelerate progress for disadvantaged (PP) pupils. - Embed metacognitive strategies so children understand themselves as writers. - Use gap tasks between meetings to ensure implementation and impact. ➢ Introduce and embed Little Wandle handwriting approach ➢ Train KS1 teachers in Drawing Club to ensure a smooth transition in terms of writing approaches as the children move from Year R to Year 1.	The Education Endowment Foundation (EEF) highlights that literacy is fundamental to future educational success, yet too many children, particularly those from disadvantaged backgrounds, fall behind in the early years and find it difficult to catch up. Disadvantaged pupils are significantly less likely than their peers to reach the expected standard in reading, writing and mathematics by the end of primary school. Effective literacy teaching focuses on developing spoken language, vocabulary, reading and writing in a connected way, recognising that strong oral language skills underpin successful writing outcomes. The EEF recommends that teachers use ongoing assessment to identify pupils' specific literacy needs, adapt teaching accordingly, and provide targeted support and high-quality interventions where required. **Teaching writing through explicit modelling, guided practice and opportunities for purposeful talk before writing** can help pupils develop the knowledge and skills needed to become confident and successful writers.	3

All staff to ensure high expectations and standards for Pupil Premium children. ➢ Termly PP strategy meetings with PP Lead and PP Link Governor. SEF resources from Tackling Educational Disadvantage Moodl to be used ➢ Inclusion Leader to lead and manage provision for PP children to ensure: - All staff are aware of which children are Pupil Premium - Within class, Pupil Premium children's needs are identified and met, including those of more able pupil premium children, through planned additional support and targeted intervention at the point of learning - Feedback is specific, accurate and clear and follows the EEF model - Pupil Premium children are monitored to ensure they have access to, and engage in, extra-curricular activities - Pupil Premium funding is used to support additional activities and resources e.g.uniform, daily milk, part funding of one extra-curricular activity outside of school	Research undertaken by the NFER identifies that one of the seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment is having a whole school ethos of attainment for all. Mark Rowland, May 2015, stated that the purpose of the Pupil Premium funding should be to ensure educational excellence for all regardless of socio-economic background. Research shows that stereotypical views of disadvantaged pupils can result in lower expectations and in turn educational outcomes for disadvantaged pupils. A member of staff and governor with a specific role to monitor and oversee provision for pupil premium pupils will ensure that all staff are aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes for them and wider aspects of life The EEF toolkit indicates that metacognition and self-regulation support has high impact for very low cost based on extensive research (+7 months)	1,3
Use the Revised Little Wandle Letters and Sounds Phonics Scheme, a systematic, synthetic phonics approach to teach phonics ➢ Ensure all staff complete updated Little Wandle phonics training ➢ Carefully monitor progress to ensure that the delivery of the phonics programme is responsive and provides extra support where necessary (keep up) ➢ Ensure all staff revisit training modules to enable fidelity to the programme	The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1,3

➢ We will fund teacher release to ensure all teachers access training via a Little Wandle Champion School and complete peer observations in school ➢ Children will have online access to the books read in school to revisit learning and build confidence		
Speaking and Listening: ➢ High Quality Inclusive Teaching: Additional opportunities for Nursery Rhyme time in Year R, Targeted reading aloud and book discussions ➢ Continuation of Drawing Club in Year R and introduction into KS1 in the Autumn Term to increase amount of texts exposed to and increase opportunities for targeted vocabulary teaching ➢ Continuation of the 'Super 6' texts which will build vocabulary and rich discussion opportunities	EEF - Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processing of learning, or both, oral language interventions aim to support	1,2,3

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

Budgeted cost: £4443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Little Wandle phonics programme and fidelity to the model will result in improved phonological awareness ➢ Regular Little Wandle training in staff meetings for all staff, revisiting specific aspects of the programme highlighted during monitoring and observations ➢ Regular phonics assessments identify gaps in learning and facilitate 'keep up' interventions	The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 3

➢ Precision Teach ➢ Purchase updated Little Wandle reading resources for use in KS1 ➢ Ensure books are readily available at the correct level for each child to take home for independent reading	Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary EEF toolkit highlights small group tuition shows moderate impact for moderate cost (+4 months).Individualised support has moderate impact for very low cost (+3 months)	
Implementation of the Little Wandle phonics programme and fidelity to the model will result in improved phonological awareness - Daily Keep up sessions - 1:1 or small group - Targeted support for parents - Little Wandle Fluency books - 1:1 time with phonics lead following assessments to ensure barriers are identified and addressed	The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 2, 3
Speaking and Listening and self-regulation -Bucket Time Programme delivered daily to support communication and language. - Early Learning Group experience (The Nest) 3 x afternoons for identified Year R children - Narrative Therapy for Year R children 3 x weekly	EEF – There is evidence to suggest that children from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	2 and 4

Wider strategies (attendance, behaviour and wellbeing, ELSA and FEIPS support, Thrive, Family Support Worker)

Budgeted cost: £28248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide social, emotional and mental health support to Pupil Premium children so that key social and emotional skills can be taught ➢ Access to an ELSA throughout the school day	Bomber (2013)'Developing safe and meaningful relationships with key adults is central for emotional growth and learning'	3 and 4

➢ Weekly TALA (Therapeutic Active Listening Assistant) sessions ➢ Delivery of Thrive sessions and school licence ➢ Employ a Forest School teacher to deliver bespoke provision, based upon identified need ➢ Weekly Forest School sessions for YR children and KS1 during the start of the Autumn Term	Research stresses that children from disadvantaged backgrounds, on average, have weaker social emotional and literacy skills.	
To further develop the skills and knowledge of staff to support children's mental health and emotional well being ➢ Introduction of HeartSmart	The Education Endowment Foundation (EEF) states that:*"Effective social and emotional learning can lead to learning gains of +4 months over the course of a year"* and can improve positive behaviour, mental health and wellbeing, and academic performance. The EEF also highlights that with appropriate support, children learn to*"articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways"*, skills which are essential for successful participation in school and later life.	3, 4
To provide further support for parents to support children's mental health and emotional well being ➢ A dedicated Family Support Worker to support children within the school including transition between school and classes ➢ Care for the Family course run in school ➢ Care for the Family parenting course for parents of children with SEND within school ➢ A free subscription to FACE	As above plus EEF Toolkit shows that increasing parental engagement has moderate impact for moderate cost (+3 months)	4, 5, 6
To increase attendance for Pupil Premium children ➢ Review, monitor and analyse data	Research shows that disadvantaged children attend school less than non-disadvantaged children	3, 4, 5

➢ Meetings with parents ➢ Fidelity to the school attendance flowchart ➢ Continue EBSA training and roll out to all staff		

Total budgeted cost: £41850

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 2024 to 2025 academic year.

Success criteria:

Provide life chances for Disadvantaged children to make at least good progress over time.

A table showing the % of children achieving good or better progress:

	Reading Progress disadvantaged children	Reading Progress non disadvantaged children	Writing Progress disadvantaged children	Writing Progress non disadvantaged children	Maths Progress disadvantaged children	Maths Progress non disadvantaged children
Year R	100%	100%	100%	100%	100%	100%
Year 1	100%	84%	100%	92%	94%	92%
Year 2	87%	86%	75%	88%	81%	86%

In Year R, all children made at least expected progress. In Reading and Writing, disadvantaged children made better than expected progress than non-disadvantaged children (50% v 42% and 42% v 35% respectively).

With the exception of Y1 reading progress, progress of our disadvantaged children is largely in In Year 1, homegrown disadvantaged children make more progress than non-disadvantaged children

In Year 2, progress is broadly in line apart from in writing which needs to be a focus for the next academic year.

As a result of fidelity to the Little Wandle programme, Pupil Premium children will be able to decode well and read in line with age related expectations.

A table showing Reading attainment ARE or above:

	Reading attainment disadvantaged children	Reading attainment non disadvantaged children	Gap
Year R	75%	90%	-15%
Year 1	44%	56%	-12%
Year 2	69%	75%	-6%

Progress for pupil premium pupils is good or better; however, a notable attainment gap persists when compared to non-pupil premium pupils. Ensure robust monitoring and targeted intervention, via Key Stage implementation and monitoring meetings, to accelerate progress and secure improved attainment, closing the gap between the two groups

The gap between Pupil Premium and non-Pupil Premium children in phonics will have halved from 14% at the end of Y1 23-24 to 7% at the end of this strategy plan.

	Gap between disadvantaged and non-disadvantaged children passing the phonics screen
2023	24%
2024	14%
2025	4%
2026	3%

Our phonics results this year show that we have met the target set for the three year plan in one year. Continue to monitor to ensure that this emerging trend remains.

Disadvantaged children with SEND needs and disadvantaged children will make at least good progress from their starting points.

A Table showing progress over the year 2024-2025 of disadvantaged children and disadvantaged children with SEND:

Year 1

	Reading	Writing	Maths
Progress (good or better) of disadvantaged children	100%	100%	94%
Progress (good or better) of disadvantaged children with SEND	100%	100%	80%

In Year 1, 100% of disadvantaged children with SEND needs and disadvantaged children made at least good progress from their starting points with the exception of Maths. This needs to continue to be a focus for next academic year with increased opportunities for precision teach and keep up.

Year 2

	Reading	Writing	Maths
Progress (good or better) of disadvantaged children	87%	75%	81%
Progress (good or better) of disadvantaged children with SEND	71%	71%	71%

In Year 2, disadvantaged pupils without SEND are making stronger progress than disadvantaged pupils with SEND. Whilst the difference currently equates to just one child, it merits further investigation to ensure that the needs of all disadvantaged pupils are being met effectively. A review of provision, quality-first teaching and targeted support for disadvantaged pupils without SEND will be undertaken to identify any barriers to progress and implement strategies to close the gap.

Insight tracking will show that the gap in KS1 outcomes for disadvantaged children will have halved by the end of the strategy (in 23-24 the gap was 27% in reading, 19% in writing and 14% in maths).

A table showing the gap in KS1 outcomes between disadvantaged and non-disadvantaged children:

	23-24	24-25	26-27
Reading	**27%**	**17%**	**5%**
Writing	**19%**	**32%**	**31%**
Maths	**14%**	**32%**	**20%**
Combined	**45%**	**28%**	**25%**

Whilst the gap in attainment between reading, mathematics and the combined measure reduced significantly, the gap in writing increased. This will therefore be a key area of focus moving forward. The substantial investment in *Maths No Problem!* training has had a clear and positive impact on outcomes. To build on this success, writing has been identified as a priority within the School Improvement Plan. We are investing in targeted support from the Local Authority to strengthen teaching and learning in writing, improve outcomes for all pupils, and reduce attainment gaps across groups.

Sustained high levels of wellbeing:

71% of our disadvantaged children and families accessed the following support:

- Care for Family Parenting Course
- School Nurse Support
- Attendance monitoring and support

- General involvement and support including 1:1 parent support meeting and support telephone calls
- TALA
- Thrive / ELSA
- Neurodiversity workshops
- Zones of regulation workshops

The impact of this was visible in:

- Qualitative data – children are able to relate their feelings to zones to support next steps in well being
- Attendance – case studies show significant increase in attendance for PP children following support. Efforts were redoubled with a revision of the attendance flowchart and half termly attendance reports emailed to parents alongside increased support meetings to further reduce the gap. Internal data shows that we were below National for absence rates and persistent absentees.

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
HeartSmart	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details