

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	159
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	January 2026 April 2026 July 2026
Statement authorised by	Amy Wake, Headteacher
Pupil premium lead	Rachel Pilley, Deputy Headteacher
Governor / Trustee lead	Carole Coomber, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,240
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£424
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	£69,240

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to:

- ensuring that provision secures learning and that teaching opportunities meet the needs of all our children, leading to all children making good progress in their learning, irrespective of the challenges they face.
- ensuring all children are ready to learn and have the skills and levels of emotional well-being to enable them to do so
- promoting an ethos of attainment for all children
- frequently monitoring and assessing our pupil premium children and putting in place an individualised approach to addressing any barriers to learning including wider emotional needs.
- focusing on providing high quality inclusive teaching in the classroom in addition to providing additional, evidence based, targeted support and interventions

We have high expectations for our children and we believe that all learners should be able to reach their full potential, developing the necessary skills and values required to succeed.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. 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 they are 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.

This Pupil Premium strategy has been written with all staff having referred to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit, Mark Rowland's guide to 'Maximising the impact of the Pupil Premium', Hampshire Tackling Educational Disadvantage Moodle and the NFER report on supporting the attainment of disadvantaged pupils.

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, 19% 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: £ 14,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Maths</u> ➤ 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 ➤ Purchase of validated Maths Scheme (Maths No Problem) to secure stronger maths teaching for all children ➤ 3 day Training package for all staff to embed Maths No Problem pedagogy ➤ Purchase of concrete maths resources to ensure fidelity to the Maths No Problem scheme	EEF Mathematical Guidance reports states that 'not all children learn the skills they need to succeed. In 2018, just 66% of disadvantaged children achieved at least the expected level of development for number at the end of the Early Years Foundation Stage compared to 82% of their peers. Once children fall behind, it is hard for them to catch up and they are likely to fall further behind throughout school.' EEF research states that a variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts. Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.	3
<u>All staff to ensure high expectations and standards for Pupil Premium children.</u> ➤ 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:	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	1,3

- 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	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)	
<u>Use the Revised Little Wandle Letters and Sounds Phonics Scheme, a systematic, synthetic phonics approach to teach phonics</u> ➤ 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 ➤ 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	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
Speaking and Listening: ➤ High Quality Inclusive Teaching: Additional opportunities for	EEF - Oral language interventions are based on the idea that comprehension and	1,2,3

Nursery Rhyme time in Year R, Targeted reading aloud and book discussions ➤ Introduction of Drawing Club in Year R to increase amount of texts exposed to and increase opportunities for targeted vocabulary teaching ➤ Introduction of the 'Super 6' texts which will build vocabulary and rich discussion opportunities	reading skills benefit from explicit discussion of either content or processing of learning, or both, oral language interventions aim to support	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,248

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 ➤ 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	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. 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)	1, 3
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	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	1, 2, 3

- Targeted support for parents - Little Wandle Fluency books - 1:1 time with phonics lead following assessments to ensure barriers are identified and addressed	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.	
Speaking and Listening and self regulation - Bucket Time Programme delivered daily to support communication and language. - Early Learning Group experience 2 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: £42,207

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 ➤ Weekly TALA (Therapeutic Active Listening Assistant) sessions ➤ Nurture sessions 3 x weekly ➤ 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	Bomber (2013)'Developing safe and meaningful relationships with key adults is central for emotional growth and learning' Research stresses that children from disadvantaged backgrounds, on average, have weaker social emotional and literacy skills.	3 and 4
To further develop the skills and knowledge of staff to support children's mental health and emotional well being Raising Attainment and Wellbeing programme	As above	3, 4

My Happy Mind subscription and training		
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 ➤ My Happy Mind and zones of regulation workshops for parents ➤ 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 ➤ Meetings with parents ➤ Fidelity to the school attendance flowchart ➤ Continue EBSA training and roll out to all staff	Research shows that disadvantaged children attend school less than non-disadvantaged children	3, 4, 5

Total budgeted cost:£ 69,664 (£424 overspend in light of underspend from last strategy (LW resources))

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%	97%	100%	97%	92%	94%
Year 1	79%	91%	100%	88%	100%	95%
Year 2	88%	89%	82%	85%	89%	86%

In Year R, disadvantaged children made better progress than non-disadvantaged children in reading and writing. In maths, the gap was -2%. This equates to 1 child.

With the exception of Y1 reading progress, progress of our disadvantaged children is largely in line with that of non-disadvantaged children.

In writing and maths in Y1, 100% of disadvantaged children made good or better progress compared to 88% and 95% of non-disadvantaged children.

Disadvantaged children also made 3% increased progress in Y2 maths compared to non disadvantaged children.

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	67%	81%	-14%
Year 1	57%	68%	-11%
Year 2	65%	82%	-17%

Whilst progress is good or better, there remains a significant gap between the attainment of pupil premium children when compared to non pupil premium children. Monitor Pupil Premium

children to ensure that progress made can be accelerated so that the gap between PP and non PP attainment is closed.

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%

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 R

A school's baseline has been introduced in September 2025 to enable progress to be measured from the children's start in school.

Year 1

	Reading	Writing	Maths
Progress (good or better) of disadvantaged children	79%	100%	100%
Progress (good or better) of disadvantaged children with SEND	80%	100%	100%

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 reading. 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	88%	82%	89%
Progress (good or better) of disadvantaged children with SEND	100%	87%	87%

In Year 2, Disadvantaged children with SEND made better progress than disadvantaged children without SEND. We now need to look at provision for these children to consider changes for disadvantaged children with no SEND to improve progress and therefore 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	Gap
Reading	27%	17%	-10%
Writing	19%	32%	+13%
Maths	14%	32%	+18%
Combined	45%	28%	-17%

Whilst the gap between reading and the combined attainment dropped significantly, the writing and maths gap increased. This needs to be an area of focus moving forward. The significant investment in Maths No Problem training will address this plus increased and rigorous use of the pen portraits in writing to identify next steps.

Sustained high levels of wellbeing:

80% 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

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 to include celebratory messages to families alongside increased support meetings to further reduce the gap. 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
Maths No Problem	

Service pupil premium funding (1 child)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group support for keep up – maths focus and additional reading
What was the impact of that spending on service pupil premium eligible pupils?	Good progress made in reading, writing and maths meant that the child attained ARE at the end of Y2 and moved from just below ARE to ARE in Maths at the end of the year.