

Pupil Premium Strategy Statement 2025 - 2026



This statement details Hiltingbury Infant 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	Hiltingbury Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	24.11.25
Date on which it will be reviewed	November 2026
Statement authorised by	Phillippa Longman
Pupil premium lead	Katie Davies
Governor/ Trustee lead	Steve Mursell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,160
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	£21,160

Part A: Pupil premium strategy plan

Statement of intent

At Hiltingbury Infant School, we have high aspirations for every child. We are committed to their success, not only in academic attainment and progress, but also in developing the essential skills that prepare them to be lifelong learners. We embed Kit Messenger's Empowerment Approach to help children understand how their brains learn best. To ensure that this happens for our pupil premium children we will:

- Carefully track the progress of all pupils who belong to vulnerable groups, ensuring that all staff are involved in the analysis of data and identification of pupils
- Track spending against individual children.
- Ensure that all staff are aware of our pupil premium and vulnerable children.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Ensure that appropriate provision is in place to support the needs of individuals, classes and groups.
- Ensure that children's individual needs are considered carefully
- Provide emotional and social support for children.
- Ensure equal access for all curriculum and enrichment opportunities (school trips, school milk, bookshop etc).

Our ultimate aim for our disadvantaged pupils is to ensure that through high quality teaching and memorable, meaningful experiences through and beyond, our curriculum, they are supported to be safe, enjoy school and achieve well.

We base our actions, interventions and support around our knowledge of pupils and their families, as well as research including that from the Education Endowment Fund (EEF) toolkit. We have developed key strategic principles (building blocks) for tackling educational disadvantage and these aspects are monitored and reviewed regularly. These categories are:

- Whole school ethos of attainment for all
- Behaviour and attendance
- Quality first teaching
- Meeting individual learning needs
- Data
- Clear, responsive leadership
- Deployment of staff
- Parental partnership

You can find out more about each of our principles for tackling educational disadvantage at the end of this document. Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, pedagogy and curriculum drivers, which form the consensus amongst our team over what is required to support all children. These principles and drivers have been designed with the most disadvantaged pupils in mind, and aim to close the cultural, vocabulary and learning gaps that exist.

At Hiltingbury, we adopt the mindset of a keep up curriculum, not catch up. Our curriculum begins with identifying the crucial knowledge that every child must learn in order to develop an understanding of concepts within subjects. This knowledge is built incrementally, and allows children to build on what they already know. Our curriculum delivery purposefully encourages children to practise using knowledge as a skill, and provides opportunities for them to apply their understanding in different ways. This enables us to ensure learning is an equitable experience; all children are given the same information and knowledge. For children who need more support to understand and access it, we provide resources, pre-teaching and vast opportunities for revisiting. Our curriculum drivers support us in ensuring our curriculum is based on first hand experiences as we consider this essential particularly for our disadvantaged children. We have a strong emphasis on vocabulary development and ensure children understand the meaning of words as this is essential because an understanding of language promotes cognitive growth and supports children to connect ideas and strengthen existing understanding.

Challenges

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

Challenge number	Detail of challenge
1.	A trend of weaker Social Communication Skills impacting on friendships and working as part of a group alongside others.
2.	A trend of difficulty in application of phonics/spelling skills into writing resulting in pupils working below ARE.
3.	Families in need of financial Support to access the enhanced provisions across school to ensure equal opportunities (for school trips, uniform and enrichment activities)
4.	EAL presenting as a potential barrier to learning, impacting their ability to access the curriculum and fully engage with classroom instruction.

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
Improved social communication and language skills for pupils eligible for PP across foundation stage and KSI	Pupils eligible for PP children show good development within their social communication skills ensuring they can successfully work alongside others, taking turns and resolving conflict.
Improved fine motor development positively impacting on writing outcomes and progress.	% of PP children achieving ARE in writing will be in line with All pupils. Enhanced fine motor control impacting on handwriting presentation and stamina for writing. Achieve above national average expected standard in the Phonics Screening Check.
All pupils eligible for PP to have equal opportunities to access school trips, enrichment activities and appropriately fitting school uniform.	Increased % of Pupil Premium children attending out of school enrichment clubs. Increased % of Pupil Premium children attending after school clubs. 100% of Pupil Premium children attending all school trips that they are eligible for. 100% of Pupil Premium children wearing school uniform that fits appropriately.

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 £4,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising communication and language skills for pupils eligible for PP across EYFS and KS1 by: - Time to Talk Groups - Lego Therapy groups - Training on the identified needs of the PP children for language and communication development	Research consistently shows that language and communication skills are foundational to pupils' overall development and are closely linked to long-term academic outcomes, particularly for disadvantaged children. The EEF states that oral language interventions have a high impact for a very low cost, with evidence showing an average impact of +6 months' progress. Children eligible for Pupil Premium are more likely to enter school with underdeveloped communication and language skills, which can widen the attainment gap as they progress through school. By prioritising communication and language development, we aim to equip these pupils with the essential skills to access the broader curriculum and improve their academic, social, and emotional outcomes.	1, 2
Prioritising quality first teaching - CPD for staff. High quality and focused training for all staff. Clear identification of barriers will support teachers in making the best provision for PP learners. LSA's effectively support class learning for all children.	The EEF's Pupil Premium Guide states that improving the quality of teaching has the most significant impact on closing the attainment gap while also benefiting non-disadvantaged pupils. Studies consistently show that disadvantaged pupils make better progress in schools with strong teaching practices, gaining up to +6 months of progress per year compared to poorly taught environments. The EEF emphasises that high-quality teaching has a broader and longer-lasting impact than other interventions. Ensuring strong teaching practices across the school avoids creating a dependency on add-on interventions for disadvantaged pupils. The EEF recommends that Tier 1 of any pupil premium strategy should focus on high-quality teaching, including: Effective Professional Development (PD): Ensures teachers continuously improve and stay aligned with evidence-based	1, 2

Training on the identified needs of the PP children for language and communication development. Learning is personalised and starts with an assessment of what children know, understand and can do. To develop all subject leaders as experts in the subjects they lead so they are able to support colleagues in meeting the needs of all pupils included disadvantaged pupils. Personalised curriculum for all children, providing them with equitable experiences across the curriculum and beyond Learning starts with an assessment of what children know, understand and can do. Children are given opportunities to revisit knowledge and concepts in different contexts All staff to ensure disadvantaged pupils are clear about what they are learning and how they will be successful	practices. Strategies such as scaffolding, modelling, and structured questioning that make lessons more accessible for all pupils. Sutton Trust: Addressing the Attainment Gap The Sutton Trust highlights that a personalized approach to teaching is particularly beneficial for disadvantaged pupils, who often have varied starting points and different educational needs. Personalising the curriculum allows for differentiation and scaffolded learning, ensuring that pupils receive the right level of challenge and support to make progress. For Pupil Premium pupils, this is particularly important to bridge the gap caused by previous lack of opportunities or support. Using Pupil Premium Guidance The guidance stresses the importance of personalized learning pathways that reflect the individual needs and aspirations of disadvantaged pupils. This ensures they receive a broad, balanced education that supports both academic and personal development. Schools should ensure access to extracurricular opportunities to enrich their experiences beyond the classroom.	
Effective liaison between class teachers and TAs running interventions. Targets and focus to be shared with children/parents for their ownership and home engagement. Ensuring the 'in class' quality first teaching is identifying vulnerable children is key to the principles of this PP strategy. Class teachers identifying at the planning stage any alternative strategies needed for PP children.	EEF: Effective Deployment of TAs (+4 months impact) - The EEF report "<i>Making Best Use of Teaching Assistants</i>" emphasizes that TAs are most effective when they are well-prepared for their roles in delivering targeted interventions. - Effective liaison ensures TAs: - Understand the specific goals of interventions and how they connect to classroom learning. - Are provided with high-quality resources and clear instructions to ensure alignment with the curriculum. - Structured, evidence-based interventions delivered by TAs can significantly improve outcomes for disadvantaged pupils if closely guided by the class teacher. Using Pupil Premium Guidance - The guidance highlights that successful schools prioritise coordinated support by ensuring teachers and TAs work together to deliver consistent messages and approaches to learning. EEF: Parental Engagement (+4 months impact) - The EEF identifies parental engagement as a key driver of pupil success. Strategies that encourage parents to actively support learning at home can have a measurable impact on outcomes. Evidence from the Sutton Trust indicates that empowering families to support learning, particularly in disadvantaged households, helps to bridge gaps in educational achievement. Involving pupils in target setting encourages a sense of responsibility and ownership, fostering a growth mindset.	1, 2, 3
Development of 'Hiltingbury Hub' to support parental engagement.	EEF: Parental Engagement (+4 months impact)	1, 2, 3

SENCO to continue to develop parental network within the school community. Liaise with other agencies to provide training for parents to support children's learning and personal, social and emotional development	• The EEF identifies parental engagement as a moderate-cost but high-impact approach for improving academic outcomes, particularly for disadvantaged pupils. • Successful parental engagement programs include: ○ Creating welcoming spaces (like a parental hub) where families feel valued and involved in their child's education. ○ Offering targeted workshops to improve parents' ability to support learning at home. • Interventions aimed at improving communication between home and school foster trust and collaboration, leading to better academic and emotional outcomes for children. Using Pupil Premium Guidance • The guidance highlights that effective schools engage families early, especially those from disadvantaged backgrounds, and tailor support to their needs. Establishing a hub provides a centralized, consistent space for fostering partnerships. Sutton Trust: Parental Involvement • Disadvantaged families often face barriers to engaging with schools, such as lack of confidence or understanding of how to help. Providing accessible, non-judgmental support (e.g., through the Hiltingbury Hub) empowers parents to participate more actively in their child's education.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £11,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium pupils to have a rich vocabulary to draw on when reading and writing. Rich texts for whole class teaching, and hooks for new learning. All staff to have external training and engage with Little Wandle Phonics scheme. Little Wandle investment to ensure books are matched to children's phonics development. Information evening delivered to increase parental knowledge of Little Wandle.	EEF: Vocabulary and Language Development (+5 months impact) • The EEF emphasizes the importance of developing vocabulary as a key component of reading comprehension and writing. For disadvantaged pupils, vocabulary gaps often contribute significantly to the attainment gap. • Teaching pupils rich vocabulary helps improve their ability to understand and use complex language in both spoken and written forms, leading to better reading comprehension, academic success, and communication skills. • Explicitly teaching vocabulary, embedding new words through regular exposure, and providing opportunities for pupils to use new vocabulary in context can make a significant difference in outcomes for disadvantaged pupils. Sutton Trust: Language Development • The Sutton Trust highlights that language development is one of the most critical factors in closing the achievement gap for disadvantaged pupils. Pupils from disadvantaged backgrounds often have fewer opportunities to develop their vocabulary, making targeted interventions essential. • Focusing on building a rich vocabulary from an early age supports disadvantaged children in achieving higher levels of literacy. Using Pupil Premium Guidance • The guidance recommends that schools invest in programs that explicitly teach vocabulary and language skills, particularly for disadvantaged pupils, to provide them with the language skills needed for academic success. Building a rich vocabulary helps ensure that all pupils, including	1, 2, 3

	those from disadvantaged backgrounds, can access the curriculum effectively. • EEF: Reading Comprehension Strategies (+6 months impact) ○ The EEF outlines that using rich, challenging texts for whole-class teaching has a strong impact on improving reading comprehension, particularly for disadvantaged pupils. ○ Texts that expose pupils to a wide range of vocabulary, topics, and perspectives help to broaden their knowledge and improve their ability to make inferences. ○ Hooks for new learning (such as an engaging question or stimulus) activate prior knowledge, helping pupils make connections between what they already know and what they are learning. • Sutton Trust: Curriculum Design ○ The Sutton Trust highlights that using high-quality texts that challenge pupils and expose them to new vocabulary is essential in improving literacy outcomes. ○ Rich texts not only enhance vocabulary but also contribute to pupils' overall understanding of the world, encouraging critical thinking and creativity. • Using Pupil Premium Guidance ○ The guidance stresses that providing broad and balanced exposure to high-quality literature gives all pupils, particularly those from disadvantaged backgrounds, opportunities to learn and practice using language in different contexts. EEF: Phonics (+4 months impact) • Phonics instruction is a proven strategy to support early reading, particularly for disadvantaged pupils. The Little Wandle Phonics Scheme, grounded in evidence-based phonics instruction, is designed to provide structured and systematic teaching of phonics, enabling pupils to decode words and develop fluency in reading. Sutton Trust: Targeted Literacy Support • The Sutton Trust advocates for targeted interventions that include high-quality reading materials matched to a pupil's needs. By aligning reading materials with phonics progression, schools can help disadvantaged pupils make steady progress in reading. EEF: Parental Engagement (+4 months impact) • The EEF recognizes that involving parents in their child's reading development, particularly through training on phonics, is an effective way to improve literacy outcomes. Providing parents with knowledge of phonics schemes, like Little Wandle, enables them to support their child's reading development at home. • Information evenings that equip parents with practical strategies to reinforce learning at home can increase parental involvement, particularly among disadvantaged families who may otherwise feel disconnected from the educational process.	
ELSA intervention. Vulnerable children receive pastoral support in small social groups in class, or 1:1 with the ESLA, when identified.	EEF: Social and Emotional Learning in Small Groups • The EEF finds that small-group interventions are often more effective than whole-class support, particularly for vulnerable pupils. The ELSA model, which provides personalized, focused attention in small groups or 1:1, allows for tailored interventions that directly address the emotional needs of pupils. • Through small group or 1:1 support, ELSAs can help children build emotional resilience, develop coping strategies, and practice social skills, all of which contribute to improved learning outcomes.	1, 2, 3
Small group and 1:1 tuition with	Small group and one-to-one tuition are among the most effective strategies to	1, 2

LSA's. Support for reading, Phonics, Handwriting and mental maths. Intensive tuition and interventions using Little Wandle in small groups or 1:1, is often provided to support lower attaining learners as well as those who may need boosting to greater depth. Training on the identified needs of the PP children for language and communication development. Little Wandle catch up and keep up delivered daily. Rigorous 6 weekly assessment link to Little Wandle.	support progress, especially for disadvantaged learners. According to the EEF, small group tuition has an average impact of +4 months' progress, and 1:1 tuition has an average impact of +5 months' progress. These approaches allow for highly focused teaching tailored to specific gaps in knowledge or skills, benefiting pupils who are at risk of falling behind or those striving to reach greater depth. <i>Evidence from EEF:</i> Small Group Tuition (+4 months impact) Small group tuition is effective when teaching is closely aligned with the curriculum and tailored to pupil needs. For example: Focused interventions in reading, phonics, and handwriting can help children master foundational skills that enable them to access other areas of learning. A trained Learning Support Assistant (LSA) can deliver structured interventions, particularly when closely guided by class teachers and supported with professional development. 1:1 Tuition (+5 months impact) - One-to-one sessions allow for highly personalised feedback and can address specific barriers to learning, such as difficulties in phonics or early number skills. This approach is particularly effective for lower-attaining learners or those needing to consolidate skills. Phonics (+5 months impact) - Phonics teaching is one of the most effective strategies for developing early reading skills. Evidence shows that a systematic phonics program, such as Little Wandle Letters and Sounds Revised, can significantly improve reading outcomes, particularly when combined with daily "keep-up" and "catch-up" interventions. Early Mathematics Interventions - Developing number fluency and mental maths skills is highlighted in the EEF's Improving Mathematics in the Early Years and Key Stage 1 report. Short, frequent sessions focusing on core arithmetic skills and concepts, such as those delivered in small groups or 1:1, are highly effective for closing gaps. Training and Professional Development - The EEF underscores that the quality of teaching is the most important factor in improving outcomes for disadvantaged children. Targeted training for LSAs on delivering high-quality interventions, particularly in communication, language, and phonics, ensures that support is impactful. - Regular professional development ensures fidelity to programs like Little Wandle, equipping staff to deliver interventions effectively. Regular Assessment and Feedback - The EEF's Guide to Assessment highlights that regular, rigorous assessment linked to intervention programs improves pupil progress by identifying gaps and ensuring teaching is adapted to meet needs. For example: 6-weekly assessments tied to Little Wandle ensure interventions are responsive and targeted. - Progress monitoring helps refine teaching strategies, increasing the likelihood of success. <i>Alignment with EEF Guidance:</i> The approach aligns with EEF recommendations, including: - The importance of high-quality, structured phonics teaching. - The need for regular assessment-informed interventions. - The role of training and professional development in maximising the impact of LSAs. By combining systematic phonics interventions (Little Wandle) with regular assessments, targeted training, and both small-group and 1:1 tuition, this strategy ensures that Pupil Premium children receive the support they need to make accelerated progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop our outdoor learning provision for KS1 promoting gross motor skills development and communication and language. Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area focus on a particular aspect of physical development (e.g. fine motor skills related to writing). To develop KS1 playground environment that promotes positive social interaction, emotional regulation, and independent play, ensuring all children feel safe, settled, and engaged during break times Embed the Empowerment Approach to improve emotional regulation, and enhance wellbeing among disadvantaged pupils, with a focus on structured KS1 play and inclusive support systems. Sensory circuits	EEF: Early Years and Outdoor Learning (+5 months impact) - Research from the EEF suggests that outdoor learning, particularly in the Early Years Foundation Stage (EYFS), has a positive impact on children's physical development, especially gross motor skills. Activities such as running, climbing, balancing, and playing games that involve physical movement help children develop core muscles, coordination, and spatial awareness, which are essential for later learning and development. - In EYFS and Key Stage 1, physical activities outdoors help children to develop both fine and gross motor skills, which are foundational for a wide range of activities, from writing to social interaction. Outdoor learning provides an environment for children to explore, challenge themselves, and develop physically in ways that indoor spaces may not always allow, thus improving their overall development. Sutton Trust: Physical Activity and Cognitive Development - The Sutton Trust highlights that regular physical activity, especially when done outdoors, can improve both physical and cognitive development in children. Outdoor play and learning can lead to increased engagement and concentration in academic tasks, particularly for younger children. - The outdoor environment also offers more opportunities for active play and learning, where gross motor skills such as running, jumping, and climbing can be nurtured, which are key for early childhood development. Using Pupil Premium Guidance - The guidance advocates for using Pupil Premium funding to ensure that disadvantaged children have access to quality language development opportunities. Outdoor learning provides an effective setting for boosting communication skills, particularly for children who may face language barriers due to limited vocabulary or home language exposure. - By prioritizing outdoor learning activities that incorporate language-rich environments, schools can support disadvantaged pupils in developing communication skills that are critical for success both in school and beyond. EF: Physical Activity and Cognitive Development (+5 months impact) Sensory circuits include physical exercises like jumping, balancing, and climbing, which support the development of gross motor skills. The EEF highlights that physical activity in the early years supports the development of motor skills, which are linked to better academic outcomes, as children gain the physical confidence needed for activities like writing, playing, and other classroom tasks. - For children eligible for Pupil Premium, sensory circuits provide an accessible, enjoyable way to build the physical strength and coordination that underpin success across the curriculum. EEF: Behaviour Interventions - Effective behaviour interventions focus on improving relationships and emotional self-regulation, not just punishment. The Empowerment Approach's emphasis on brain-based understanding and relational discipline fits this model.	1, 2, 3

Continuation of 'Hiltingbury Hub' to support parental engagement. SENCO to continue to develop parental network within the school community. Liaise with other agencies to provide training for parents to support children's learning and personal, social and emotional development	EEF: Parental Engagement (+4 months impact) - The EEF identifies parental engagement as a moderate-cost but high-impact approach for improving academic outcomes, particularly for disadvantaged pupils. - Successful parental engagement programs include: - Creating welcoming spaces (like a parental hub) where families feel valued and involved in their child's education. - Offering targeted workshops to improve parents' ability to support learning at home. - Interventions aimed at improving communication between home and school foster trust and collaboration, leading to better academic and emotional outcomes for children. Using Pupil Premium Guidance - The guidance highlights that effective schools engage families early, especially those from disadvantaged backgrounds, and tailor support to their needs. Establishing a hub provides a centralized, consistent space for fostering partnerships. Sutton Trust: Parental Involvement - Disadvantaged families often face barriers to engaging with schools, such as lack of confidence or understanding of how to help. Providing accessible, non-judgmental support (e.g., through the Hiltingbury Hub) empowers parents to participate more actively in their child's education.	1, 2, 3
Develop executive functioning Skills alongside social and emotional learning skills for all pupils eligible for PP through our curriculum drivers. Growth Mindset Focus. Zones of Regulation is a school initiative to encourage openness from children about their social and emotional wellbeing. Our curriculum drivers enhance social and emotional opportunities for all children.	<i>EEF Evidence on SEL (+4 months impact)</i> The EEF identifies Social and Emotional Learning (SEL) as an approach that can improve outcomes by enhancing pupils' self-regulation, resilience, and interpersonal skills. Key benefits include: Improved Academic Outcomes: SEL supports self-regulation and executive functioning, which are critical for concentration, planning, and achieving learning goals. Emotional Resilience: Enhanced ability to manage emotions positively impacts behavior, attendance, and engagement, particularly for disadvantaged pupils. <i>Executive Functioning Skills and Self-Regulation</i> - Executive functioning skills (e.g., working memory, flexible thinking, impulse control) underpin pupils' ability to learn, plan, and achieve long-term goals. - The EEF's guidance on Metacognition and Self-Regulation (+7 months impact) highlights that teaching pupils strategies for planning, monitoring, and evaluating their learning can boost academic success. - Disadvantaged pupils often benefit the most from explicit teaching of metacognitive strategies, which help bridge the gap between them and their peers. The Sutton Trust highlights the role of non-cognitive skills, including perseverance, self-control, and social skills, in shaping long-term educational and employment outcomes. Non-cognitive skills are as important as academic qualifications for social mobility, making SEL and executive functioning development a key lever for improving life chances for Pupil Premium pupils. By integrating executive functioning skills and SEL into your curriculum drivers, you are directly addressing evidence-backed priorities identified by the EEF, Sutton Trust, and Pupil Premium guidance. This approach ensures disadvantaged pupils not only achieve academically but also develop the life skills needed for long-term success.	1, 2, 3

Support trips and extra-curricular activities promoting children's experiences as well as knowledge about keeping fit and healthy. Support funding for after school club if needed. Support parents in purchasing school uniform.	EEF: Physical Activity and Cognitive Development (+5 months impact) According to the EEF, physical activity, including that provided through extra-curricular activities, is associated with improved cognitive outcomes. By engaging in physical activities outside the classroom, children develop the motor skills necessary for overall physical well-being. These skills contribute not only to health but also to academic achievement by promoting better focus and energy levels in the classroom. Pupil Premium pupils may not have as many opportunities for out-of-school physical activities due to economic barriers. By providing them access to extra-curricular sports clubs, dance classes, or active trips, schools help these children gain exposure to healthy living practices and experiences they might not otherwise have. Sutton Trust: Enrichment Activities and Engagement The Sutton Trust emphasizes that extra-curricular activities improve student engagement and academic outcomes, particularly for disadvantaged pupils. Out-of-school learning experiences like educational trips or after-school clubs help children develop social skills, confidence, and a sense of belonging. These are essential for supporting academic achievement and improving long-term outcomes for Pupil Premium children. Extra-curricular programs, including sports, arts, and outdoor adventures, provide disadvantaged children with exposure to new experiences, boosting their self-esteem and learning opportunities beyond the core curriculum. Using Pupil Premium Guidance The Pupil Premium Guidance highlights the importance of enriching the learning experience of disadvantaged pupils. It recommends that schools invest in trips and extra-curricular activities to ensure children have equitable access to experiences that help broaden their horizons, enhance their physical development, and support social and emotional growth. The guidance also points to the fact that extra-curricular activities can help engage students, particularly those at risk of disengagement, and provide opportunities to build soft skills such as teamwork, resilience, and leadership. Sutton Trust: Creating Equal Opportunities for All Children The Sutton Trust highlights that providing financial support for things like uniforms, equipment, and school trips ensures that disadvantaged children do not face barriers to participating in school activities. Ensuring Pupil Premium children have access to school uniform removes one of the social barriers they may face, allowing them to feel included and equal to their peers. For children eligible for Pupil Premium, school uniforms can also promote a sense of equality and belonging, helping to reduce social stigma related to socio-economic status and supporting positive mental well-being.	3
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Total budgeted cost: £21,160

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 2023 to 2024 academic year

Impact 2024/2025

Improved communication and language for pupils eligible for PP across foundation stage and KSI

- Increased oracy and understanding
- Good development within attention, listening, language and communication skills.
- Enhanced progress in phonics and spelling work.
- Widening in vocabulary and purpose.
- Improved independence and stamina.
- Increased understanding and ability to access wider curriculum.
- Accelerated progress from individual starting points in reading and writing

Progress in reading

- Closing the gap in attainment by securing good progress and strong outcomes in phonics and Year 2 reading outcomes.
- Phonics program and Spelling program in Year 2 embedded into practice securing good outcomes and progress.

Progress in writing

- Closing the gap in attainment by securing good progress and strong outcomes in writing
- Pupil progress meeting data highlighting progress for all groups including PP & FSM

Progress in Mathematics

- Closing the gap in attainment by securing good progress and strong outcomes in maths
- Pupil progress meeting data highlighting progress for all groups including PP & FSM

EYFS GLD

- 33.3% (1 out of 3) of children achieved GLD against GLD for Pupil premium: National 51.5%
LA 49.9% GLD all children National 68% LA 72%

Phonics

- 100% PP children achieving phonics screening check

Attendance

- 95.6% disadvantaged against national of 93.2%

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	• Social stories and interventions to support emotional literacy when needed (during deployment overseas and when identified) • Arranging and funding extra-curricular clubs both inside and outside of school. • Interventions to challenge and provide opportunities to apply knowledge in different contexts.
What was the impact of that spending on service pupil premium eligible pupils?	• Emotional support ensured children were happy and able to cope with changes to their home routines. • Greater pastoral, social and emotional support ensured children's health and well-being was Prioritised
	• Developed a wider range of skills including teamwork and social skills through range of after school clubs.

Further information (optional)

Key Strategic Principles (Building Blocks)

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group.

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.