

Pupil premium strategy statement 2025-2026



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

We believe that every child deserves the best start in life. At our infant school, we are committed to ensuring that disadvantaged pupils are given the same opportunities to thrive as their peers. Through the RADY approach, we aim to raise aspirations, close attainment gaps early, and ensure no child is left behind.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Sept 2025- July 28
Date this statement was published	November 25
Date on which it will be reviewed	November 26
Statement authorised by	Jeanette Lovejoy
Pupil premium lead	Jeanette Lovejoy
Governor / Trustee lead	Laura Meldrum-Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,810.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£20,810.00

Part A: Pupil premium strategy plan

Statement of intent

At our infant school, we are committed to ensuring that disadvantaged pupils are not only supported but prioritised in our planning, teaching, and leadership. We adopt a RADY approach, which means we set ambitious targets from the outset, based on potential rather than past performance. Our use of the Pupil Premium Grant (PPG) is strategic, long-term, and fully aligned with our School Improvement Plan.

We do not allocate funding on a per-pupil basis. Instead, we identify barriers to learning and direct funding where it will have the greatest impact—whether that's through whole-school initiatives, small group work, or individualised support. Our goal is to raise attainment, close gaps early, and ensure every child has the opportunity to thrive.

Our Implementation Process (RADY-Informed)

We focus on a small number of high-impact priorities, using evidence-based approaches and regular review cycles to ensure effectiveness. Our process follows four RADY-aligned stages:

Explore

- Identify key priorities that will raise attainment for disadvantaged pupils.
- Explore evidence-based programmes and assess their fit with our school context.
- Prioritise approaches that promote early ambition and equity.

Prepare

- Develop clear, well-structured plans with defined outcomes.
- Assess staff readiness and provide training where needed.
- Ensure all preparations are in place for successful delivery.

Deliver

- Provide ongoing support and coaching to staff.
- Reinforce training with follow-up support and monitoring.
- Ensure consistent, high-quality implementation across the school.

Sustain

- Plan from the outset for long-term sustainability and scalability.
- Celebrate and reinforce effective practice.
- Use data and pupil voice to refine and adapt provision.

Key RADY Principles in Practice

High Expectations

We believe in the potential of every child. Staff are trained to hold high aspirations for all pupils, especially those from disadvantaged backgrounds. We ensure that ambition is embedded early, and that all children access a broad, rich curriculum.

High Profile

Disadvantaged pupils are a whole-school priority. Their progress is tracked rigorously, and their needs are central to all strategic planning. Pupil Premium is a golden thread through our curriculum, CPD, and leadership discussions.

Early Intervention

We act early to close gaps. High-quality early years provision, with a strong focus on early language, phonics, and communication, is central to our strategy. We use baseline data to identify needs and intervene swiftly.

Inclusive Provision

We recognise that not all disadvantaged pupils are the same. Our approach is needs-led, not label-led. We also support vulnerable pupils who may not be eligible for PPG but face similar barriers to learning.

High-Quality Teaching

We know that great teaching is the most powerful lever for change. We invest in CPD, coaching, and consistent teaching practices across the school. Our appraisal and professional development systems are aligned to this goal.

Focus on Core Skills and Readiness to Learn

We prioritise phonics and maths, but also understand that wellbeing, attendance, and behaviour are essential to learning. Our support includes both academic and pastoral interventions to ensure pupils are ready to succeed.

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

Challenge number	Detail of challenge
1	<i>Language gaps prevent pupils from accessing learning and meeting their full potential</i>
2	<i>Pupils require support to develop self-belief to achieve potential</i>
3	<i>Some pupils start school with lower levels of understanding (Cognition and learning needs)</i>

4	<i>Some children are not yet ready to learn at all times due to their emotional state.</i>
5	<i>Reduced involvement in home learning activities</i>
6	<i>Attendance data shows additional support is required to ensure every child is in school, learning ready.</i>

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
<ul style="list-style-type: none"> PP pupils make at least expected progress from their starting points. 	<ul style="list-style-type: none"> Each PP pupil has a clearly defined starting point based on EYFS outcomes, prior assessments, phonics screening, and teacher observations. Progress is monitored termly using teacher assessments, phonics tracking, and pupil progress meetings. Adjustments to provision are made promptly if pupils are not on track.
<ul style="list-style-type: none"> Gaps in phonics, reading, writing, and maths narrow across EYFS and KS1. 	<ul style="list-style-type: none"> Progress is monitored termly using teacher assessments, phonics tracking, and pupil progress meetings. Adjustments to provision are made promptly if pupils are not on track. Targeted support (e.g. phonics catch-up, speech and language, emotional literacy) leads to measurable improvements in pupil outcomes. The attainment gap between PP and non-PP pupils is narrowing across key areas, particularly in early reading and writing.
<ul style="list-style-type: none"> Increased parental engagement and participation in school life. 	<ul style="list-style-type: none"> Parents/carers of PP pupils are actively engaged through regular communication, workshops, and support for home learning.
<ul style="list-style-type: none"> PP pupils feel happy, confident, and included in all aspects of school. 	<ul style="list-style-type: none"> PP pupils show good levels of engagement in learning measured through learning walks, book looks and Leuven scales

<ul style="list-style-type: none"> • Increase attendance 	<ul style="list-style-type: none"> • Attendance is in line with or better than school averages.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD for staff on adaptive teaching, early language development, and phonics.	<p>EEF Guidance Reports:</p> <p><i>“Effective Professional Development”</i> (Education Endowment Foundation) highlights that high-quality CPD improves pupil outcomes, especially for disadvantaged pupils.</p> <p><i>“Improving Literacy in KS1”</i> and <i>“Preparing for Literacy”</i> (EEF) emphasise the importance of early language and phonics instruction, particularly for pupils from disadvantaged backgrounds.</p> <p>Ofsted Research:</p> <p>Ofsted’s curriculum research and inspection findings show that adaptive teaching helps meet the needs of all learners, including those eligible for PP, by ensuring access to a broad and balanced curriculum.</p>	1, 2
Use formative assessment to identify gaps and adapt teaching accordingly.	<p>Education Endowment Foundation (EEF):</p> <p>The <i>“Feedback”</i> and <i>“Assessment”</i> guidance reports highlight that formative assessment is one of the most effective ways to improve pupil progress, especially for disadvantaged pupils. It helps teachers identify misconceptions early and tailor instruction to meet individual needs.</p>	1

	<p>EEF Teaching and Learning Toolkit:</p> <p><i>Feedback</i> is rated as having high impact for low cost, particularly when it is timely, specific, and used to inform future teaching. This is especially beneficial for PP pupils who may need more targeted support.</p> <p>Ofsted Framework:</p> <p>Ofsted emphasises the importance of responsive teaching and the use of assessment to inform planning. Schools that use formative assessment effectively are better able to close gaps in learning.</p>	
Ensure PP pupils are actively engaged in lessons and receive high-quality feedback.	<p>Education Endowment Foundation (EEF):</p> <p>The “<i>Feedback</i>” guidance report identifies high-quality feedback as one of the most effective strategies for improving pupil outcomes, particularly for disadvantaged pupils. It supports learning by helping pupils understand next steps and how to improve. The “<i>Metacognition and Self-Regulated Learning</i>” report highlights that active engagement in learning—through questioning, reflection, and participation—leads to better outcomes, especially for PP pupils.</p> <p>EEF Teaching and Learning Toolkit:</p> <p><i>Feedback</i> and <i>Metacognition</i> are both rated as high impact for low cost, with strong evidence of effectiveness for disadvantaged learners. <i>Oral language interventions</i> and <i>collaborative learning</i> also support active engagement and are particularly beneficial in infant settings.</p> <p>Ofsted Framework:</p> <p>Ofsted’s inspection framework emphasises the importance of inclusive teaching where all pupils, including those eligible for PP, are actively involved in learning and receive feedback that helps them progress.</p>	2

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

Budgeted cost: £6675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use baseline assessments to identify PP pupils needing additional support and their barriers to learning</p>	<p>Education Endowment Foundation (EEF):</p> <p>The “<i>Diagnostic Assessment</i>” guidance report highlights that baseline assessments are essential for identifying pupils’ starting points and tailoring support. This is particularly important for disadvantaged pupils who may have hidden or complex barriers to learning.</p> <p>The “<i>Special Educational Needs in Mainstream Schools</i>” report also supports the use of early assessment to identify needs and plan appropriate interventions.</p> <p>EEF Teaching and Learning Toolkit:</p> <p><i>Individualised Instruction</i> and <i>Targeted Interventions</i> are shown to be more effective when informed by accurate baseline data. This ensures that support is matched to specific gaps or needs.</p> <p>Ofsted Framework:</p> <p>Ofsted expects schools to understand the needs of disadvantaged pupils and adapt provision accordingly. Baseline assessments help build this understanding and inform responsive teaching.</p> <p>Early Years and KS1 Research:</p> <p>Research shows that early identification of language delay, social/emotional needs, or gaps in phonics knowledge leads to better long-term outcomes for disadvantaged pupils.</p>	<p>1, 3, 4</p>

<p>Deliver targeted interventions in phonics, early reading, and number.</p>	<p>Education Endowment Foundation (EEF):</p> <p><i>“Improving Literacy in KS1”</i> and <i>“Preparing for Literacy”</i> guidance reports highlight that targeted phonics and early reading interventions are highly effective, especially for disadvantaged pupils.</p> <p><i>“Improving Mathematics in the Early Years and KS1”</i> recommends structured, targeted support in number sense and early maths concepts to close attainment gaps.</p> <p>EEF Teaching and Learning Toolkit:</p> <p><i>Phonics</i> is rated as high impact for very low cost, particularly when delivered through structured, systematic programmes.</p> <p><i>Early Years Interventions</i> and <i>Small Group Tuition</i> also show strong evidence of effectiveness for PP pupils when focused on foundational literacy and numeracy skills.</p> <p>Ofsted Framework:</p> <p>Ofsted emphasises the importance of early intervention and catch-up strategies for pupils at risk of falling behind, particularly in phonics and number work.</p>	<p>1, 3, 4</p>
<p>Work closely with the SENCo to support Pupil Premium (PP) children with Special Educational Needs (SEN)</p>	<p>Education Endowment Foundation (EEF):</p> <p>The <i>“Special Educational Needs in Mainstream Schools”</i> guidance report highlights the importance of collaborative working between teachers and the SENCo to identify needs early and tailor support effectively. It also emphasises that coordinated planning and shared expertise lead to better outcomes for pupils with persistent learning or behavioural difficulties, many of whom may also be eligible for Pupil Premium.</p> <p>EEF Teaching and Learning Toolkit:</p> <p><i>Individualised Instruction</i> and <i>Targeted Interventions</i> are most effective when informed by specialist input,</p>	<p>1, 3, 4</p>

	<p>such as from the SENCo, and when aligned with classroom practice.</p> <p>Ofsted Framework:</p> <p>Ofsted expects schools to demonstrate how they identify and meet the needs of pupils with SEND and those facing persistent barriers. Close collaboration with the SENCo is key to this.</p> <p>SEND Code of Practice (2015):</p> <p>The Code encourages a graduated approach to support, where teachers work with the SENCo to assess, plan, do, and review interventions. This is especially relevant for PP pupils with overlapping needs.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer regular workshops and resources to help parents support learning at home (e.g. phonics, reading routines).	<p>Education Endowment Foundation (EEF):</p> <p>The “<i>Working with Parents to Support Children’s Learning</i>” guidance report highlights that effective parental engagement can have a positive impact on pupil attainment, especially for disadvantaged pupils.</p> <p>It recommends regular, practical workshops and clear, accessible resources to help parents support learning at home, particularly in areas like phonics, reading routines, and early maths.</p> <p>EEF Teaching and Learning Toolkit:</p> <p><i>Parental Engagement</i> is rated as having moderate impact for moderate cost, with stronger effects when support is targeted, sustained, and focused on learning.</p> <p>Ofsted Framework:</p>	1, 2, 4, 5

	<p>Ofsted expects schools to demonstrate how they engage parents in their children's education, particularly for pupils eligible for Pupil Premium. Workshops and resources are a key part of this.</p> <p>Early Years and KS1 Research:</p> <p>Studies show that home learning environments play a crucial role in early literacy and numeracy development. Supporting parents with strategies and routines can help close gaps for PP pupils.</p>	
Ensure PP pupils have equal access to trips, clubs, and enrichment activities.	<p>Education Endowment Foundation (EEF):</p> <p>The "<i>Wider Strategies</i>" section of the EEF's Pupil Premium guidance highlights the importance of access to enrichment opportunities (e.g. trips, clubs, cultural experiences) in supporting the development of social, emotional, and academic skills for disadvantaged pupils.</p> <p>Participation in enrichment activities is linked to improved engagement, confidence, and aspiration, which can positively impact attendance and attainment.</p> <p>Ofsted Framework:</p> <p>Ofsted expects schools to provide a broad and balanced curriculum that includes opportunities for personal development. Equal access to enrichment is seen as a key part of this, especially for PP pupils.</p> <p>Social Mobility Commission:</p> <p>Research shows that access to enrichment activities helps close the opportunity gap between disadvantaged pupils and their peers, supporting long-term outcomes such as well-being, employability, and academic success.</p>	2, 4
Provide pastoral support to build confidence, resilience, and wellbeing.	<p>Education Endowment Foundation (EEF):</p> <p>The "<i>Social and Emotional Learning</i>" (SEL) guidance report highlights that structured pastoral support helps</p>	2, 4

	<p>pupils develop self-awareness, self-regulation, and social skills, which are crucial for learning and long-term wellbeing.</p> <p>SEL approaches are particularly effective for disadvantaged pupils, helping to reduce barriers to engagement and improve behaviour and attendance.</p> <p>EEF Teaching and Learning Toolkit:</p> <p><i>Social and Emotional Learning</i> is rated as having moderate impact for moderate cost, with evidence showing improvements in academic outcomes, behaviour, and relationships.</p> <p><i>Behaviour Interventions and Mentoring</i> also show positive effects when focused on building resilience and emotional wellbeing.</p> <p>Ofsted Framework:</p> <p>Ofsted places strong emphasis on personal development, including mental health, resilience, and character education. Pastoral support is key to ensuring PP pupils thrive both academically and socially.</p> <p>Public Health England & DfE Reports:</p> <p>Research shows that mental health and emotional wellbeing are closely linked to academic success. Early pastoral support can prevent issues from escalating and improve long-term outcomes.</p>	
<p>Make a phone call home as soon as morning registers close if a Pupil Premium child is absent, to check in, offer support, and identify any barriers to attendance.</p>	<p>Education Endowment Foundation (EEF):</p> <p>The “<i>Attendance Interventions Rapid Evidence Assessment</i>” highlights that early and personalised contact with families—such as phone calls—can be effective in improving attendance, particularly for disadvantaged pupils.</p> <p>Building positive relationships with families and offering support rather than punishment is shown to be more</p>	2, 4, 5

	<p>effective in addressing persistent absence.</p> <p>DfE Guidance on Improving School Attendance:</p> <p>The Department for Education recommends early intervention and proactive communication with parents as part of a whole-school approach to improving attendance. This includes contacting families promptly when a pupil is absent to understand and address barriers.</p> <p>Ofsted Framework:</p> <p>Ofsted expects schools to have robust systems in place to monitor attendance and intervene early. Making same-day contact with families of PP pupils demonstrates a commitment to safeguarding and inclusive practice.</p>	
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Total budgeted cost: £20810

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

KS1 data for disadvantaged pupils for 2024 - 25:

	Reading		Writing		Maths	
	ARE +	Greater Depth	ARE +	Greater Depth	ARE +	Greater Depth
Pupil Premium (6 children)	50% (3/6)	0%	33% (2/6)	0%	67% (4/6)	0%
Non- Pupil Premium (54 children)	80% (43/54)	33% (18/54)	72% (39/54)	26% (14/54)	85% (46/54)	28% (15/54)
School (60 children)	77% (46/60)	30% (18/60)	68% (41/60)	23% (14/60)	83% (50/60)	25% (15/60)

Closing the Gap data for yr 2:

	<i>EYFS Word Reading</i>	<i>KS1 Reading</i>	<i>EYFS Writing</i>	<i>KS1 Writing</i>	<i>EYFS Number</i>	<i>KS1 Maths</i>
Pupil Premium	40%	50%	40%	33%	60%	67%
Non- Pupil Premium	87%	80%	76%	72%	85%	85%
Gap	-47%	-30%	-36%	-39%	-25%	-18%

Yr 1 Phonics:

Pupil Premium: 75% (3/4 children)

Non-Pupil premium: 76% (42/55 children)

Nat. Pupil premium: 67%

School: 76% (45/59 children)

Closing the Gap data for yr 1:

	<i>EYFS Word Reading</i>	<i>Passing Phonics Screening</i>
Pupil Premium	33%	75%
Non- Pupil Premium	78%	76%
Gap	-45%	-1%

GLD:

Pupil Premium: 50% (4/8 children)

Non-Pupil premium: 71% (36/51 children)

Nat. Pupil premium: 59%

School: 68% (40/59 children)

Please see 2024 - 2025 PPG impact report as part of the 3 year Pupil Premium Strategy inc evaluation on website:

<https://abbotsfarm-inf.org/index.php/useful-documents/pupil-premium>

Externally provided programmes

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

Programme	Provider
No new programmes purchased	