

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) 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 for 2025

Detail	Data
School name	Village Infant School
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	17.3%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Y Cattle Head Teacher
Pupil premium lead	Y Cattle/A Whiffin HT/DHT
Governor / Trustee lead	Harriet Spoor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76254.50
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	£76254.50

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, and to provide additional opportunities for extracurricular activities.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted interventions will be put in place to ensure the attainment gap between pupil premium and non- pupil premium is diminished. We will also target the learning behaviors and emotional resilience of all the children to ensure their social and emotional mental health is not a barrier to learning. 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 that 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
- support health and wellbeing alongside providing enrichment opportunities for disadvantaged pupils, so that they are well prepared for the future.

Challenges

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

Challenge number	Detail of challenge
1	There is a gap in attainment between PP pupils and non PP pupils by the end of EYFS in Literacy and Maths (the gap has closed in the other areas)
2	There is a gap in attainment between PP pupils and non PP pupils by the end of KS1
3	There is a gap in attendance between PP pupils and non PP pupils in KS1
4	24.49% of PP pupils are on the SEND register
5	Disadvantaged pupils do not have access to a wide range of enrichment experiences

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 diminish the gap in attainment between PP pupils and non PP pupils by the end of EYFS in Literacy and Maths	<ul style="list-style-type: none">- termly summative assessment, daily formative assessment leading to actions- 6 weekly phonic assessment- analysis of data termly- close monitoring of PP pupils leading to identification for interventions specifically in Maths and Literacy- Maths and Literacy leads closely monitor their subjects by doing additional check ins and progress discussions with the EYFS team
To diminish the gap in attainment between PP pupils and non PP pupils by the end of KS1	<ul style="list-style-type: none">- termly summative assessment, daily formative assessment leading to actions- 6 weekly phonic assessment- analysis of data termly- close monitoring of PP pupils leading to identification for interventions

To diminish the gap in attendance between PP pupils and non PP pupils in KS1	<ul style="list-style-type: none"> - weekly attendance monitoring - identify PP pupils on tracking to class teachers - meet with parents of identified PP pupils - use of attendance plans where appropriate
PP pupils on the SEND register make good progress	<ul style="list-style-type: none"> - termly summative assessment, daily formative assessment leading to actions - 6 weekly phonic assessment - analysis of data termly - Tracking of PP pupils leading to identification for interventions - Adaptations and PLPs to support progress in place
Provide access to a wide range of enriching experiences for PP pupils	<ul style="list-style-type: none"> - Enriching experiences are embedded throughout the curriculum - PP pupils are supported to access clubs - PP pupils are targeted for appropriate clubs - School provides termly holiday clubs for PP pupils - Tracking of access to enrichment experiences

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: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Curriculum Development Teams to ensure that teaching is consistently good or better with good engagement and inclusion across the curriculum. These Curriculum Development Teams included Maths and Literacy	The EEF Guide to the Pupils Premium highlights teaching as the top priority including CPD. Team Development is part of the monitoring of teaching and learning. Teachers work together with SLT to reflect and improve practice within each year group.	1 2 3 4 5
A trained member of staff will deliver a Standardised diagnostic assessment (Language Screen & NELI) in Reception. From these assessments targets will be set and intervention delivered. All EYFS staff to attend additional CPD on communication and interaction.	Research from the EEF demonstrate that gaps between more affluent children and their peers emerge before the age of 5, so efforts to diminish the difference in EYFS are vital. Efforts to improve the quality of provision, including the training of staff, have a high impact on outcomes. We recognise that disadvantaged children require support from the beginning of their school career, especially with regard to language development and closing the vocabulary gap.	1
Literacy Lead to attend Talk 4 Writing training, and deliver this training to teachers in Inset time. Teachers to then review and improve current Literacy curriculum as a result of training	Data from Talk 4 Writing shows that TfW Centres, despite serving more challenging areas, attain at a significantly higher standard than the national average. Between 2016 and 2019, there was an improving picture, which led to a 10% difference between Training Centres and the national average. Analysis of current internal data shows that disadvantaged children in every group are achieving poorer in Writing.	1 2 4
Enrich the wider curriculum offer through high quality resourcing, trips and visitors	The EEF Evidence Review highlights the importance of managing resources to ensure that opportunities to learn are maximised.	5

to support teaching and learning	The school has a well planned and sequenced wider curriculum that is designed to enrich literacy. High quality resources will further increase independence and provide disadvantaged children with greater access to high quality texts across foundation subjects.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions for Reading, Writing, Phonics and Maths across the school	EEF research shows that using assessment to plan and teach targeted interventions which are closely monitored either in a small group or one to one can be a powerful tool.	1 2 3 4
Additional phonics interventions targeted at disadvantaged pupils who require further phonics support. Wandle Keep Up lessons.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <i>Phonics Toolkit Strand Education Endowment Foundation</i> www.littlewandlelettersandsounds.org.uk)	1 2 3 4
Targeted support for individuals identified as needing additional speech and language support	EEF research shows that using assessment to plan and teach targeted interventions which are closely monitored either in a small group or one to one can be a powerful tool.	1 2 4
Targeted intervention support for SEND pupils including: Blanks Levels Questions Colourful Semantics Concepts and Vocab Attention Bucket (stages 1-4) Play Skills - modelling Emotional Regulation NELI Sensory Circuits	EEF research shows that complementing high quality teaching with carefully selected small-group and one-to-one interventions supports progress for SEND pupils.	1 2 4

Targeted nurture group intervention		

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

Budgeted cost: £8620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with access to an enriched curriculum that includes a wide range of experiences	<p>The EEF Guide to Pupil Premium highlights the importance of wider strategies for disadvantaged children.</p> <p>The school recognise that many disadvantaged children face barriers in accessing experiences outside of school. The school curriculum prioritises the provision of experiences and hands on learning. This is woven through lesson planning and includes a carefully planned programme of trips and workshops.</p>	1 2 3 4 5
Growth Mindset Lessons throughout the school to build pupils emotional resilience.	<p>Research has shown that a growth mindset allows pupils to navigate stress and challenges better and leads to higher levels of wellbeing and attainment.</p> <p>(www.shirleyclarke-education.org)</p>	1 2 4
Parent Workshop to support parents to help their child develop a Growth Mindset.	<p>Research has shown that a growth mindset allows pupils to navigate stress and challenges better and leads to higher levels of wellbeing and attainment.</p> <p>(www.shirleyclarke-education.org) (myhappymind.org)</p>	1 2 4
Member of SLT to lead on improving attendance. Attendance Officer to support designated SLT member of staff	<p>Addressing attendance is one of the most effective ways to support disadvantaged pupils' achievement.</p> <p><i>Supporting the attainment of disadvantaged pupils – GOV.UK</i></p> <p>The school sets high expectations for every pupil, communicates those expectations clearly and consistently to</p>	1 2 3 4 5

Member of SLT leading attendance is a Safeguarding Lead and attendance officer has had safeguarding training	<p>pupils and parents and systematically analyses the attendance data to identify patterns to target improvement and overcome barriers to attendance.</p> <ul style="list-style-type: none"> • Working together to improve school attendance – DFE • School attendance parental responsibility measures – DFE • Promoting and supporting mental health and wellbeing in schools and colleges – Gov.UK 	
<p>Access to enrichment activities including additional sports/fitness clubs and camps for targeted disadvantaged pupils.</p> <p>Wider opportunities for trips/visitors.</p>	EEF Life Skills & Enrichment	5
Targeted nurture group intervention	Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of our Pupil Premium strategy.	

Total budgeted cost: £76620

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.

Review of previous strategy document

Outcomes linked to attainment

End of KS1 attainment data

	All Pupils	PP	Non PP
Reading	69%	65%	70%
Writing	65%	57%	69%
Maths	70%	61%	74%

The gap between Pupil Premium pupils and Non Pupil Premium pupils did not diminish despite additional interventions taking place that included Pupil Premium pupils.

Steady progress was achieved but this was not accelerated enough to enable them to reach the expected standards.

However analysis of internal data shows that attainment and progress for disadvantaged pupils in Year 1 was stronger. The gap between Pupil Premium pupils and Non Pupil Premium pupils attainment was less only at 3% for Maths, and there was no gap in Reading. There was a more significant gap in Year 1 for Writing, which is why Writing is a targeted teaching activity listed. Therefore, diminishing the gap at the end of KS1 remains a high priority over the next academic year.

At the end of EYFS Pupil Premium pupils attainment was higher than Non Pupil Premium pupils across all areas of learning apart from Literacy and Maths. We want to ensure that Pupil Premium pupils in our current cohort achieve the same or higher attainment than Non-Pupil Premium pupils in all areas of learning, including Literacy and Maths.

Other Outcomes:

Attendance for disadvantaged pupils in KS1 was at 91.8%, which is below the statutory school percentage (93.9%) and therefore the national percentage for all schools (93.1%). Throughout this academic year the attendance lead and attendance officer

worked closely to promote good attendance through class and individual rewards, assemblies and displaying weekly updates to parents. The attendance team monitored disadvantaged pupils closely and met with parents, where appropriate to support them in raising pupil attendance. The majority of these pupils were on attendance plans. This remains a priority for the school and will continue in the next academic year.

A variety of enrichment clubs are in place, including football, multisports and gymnastics. All children entitled to Pupils Premium continue to be supported to attend these clubs. This will continue into the 2025 – 2026 academic year.

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
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds Revised
Jigsaw	Jigsaw PSHE Ltd
Get set 4 PE	Get set 4 education

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

