

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	Shalford Infant School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Michelle Dutton
Pupil premium lead	Michelle Dutton
Governor lead	Sarah Hardcastle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,620
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	£17,620

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” and that some pupils are also able and talented and therefore pupil premium funding can be used to great effect to develop and enhance those talents thus enhancing life chances and opening new avenues for many pupils.

At Shalford Infant School the cohorts of children receiving pupil premium are usually small and highly variable, for example a PP child may have had an EHCP or a PP child may have been learning English as an additional language. The number of children receiving the PP has increased in the past couple of years.

The key to effective pupil premium spending is to ensure that we meet the needs of all of our pupils, but it is essential we narrow the gap between pupil groups. Historically attainment for pupils in receipt of pupil premium is lower nationally. Through targeted interventions and working to eliminate the barriers pupils may face, we consider each pupil as an individual and what will make a difference to them and ensure we do whatever it takes to develop their learning thus optimising the impact of pupil premium funding. Our aim is early identification and intervention, even before entering our learning environment, to ensure accelerated progress to reach age related expectations (ARE) and above as pupils progress through the school. We rigorously analyse our data and draw upon expertise within the trust, the local authority and nationally to ensure we are providing the best provision that we can. The Sutton Trust Toolkit and drawing on case studies from other schools has informed our decision making.

Principles:

- As a whole staff we believe in doing whatever it takes;
- There is no excuse for any underachievement;
- Staff have a can-do attitude and believe that pupils can and always will achieve;
- Staff support a belief that all pupils have unique gifts and talents
- We consider what works for our pupils and allows us to make the best gains

Our three-year strategy is based on extensive evidence, including recent research by Mark Rowland (An updated practical guide to the Pupil Premium) which cites the vital

importance of quality first teaching and high-quality pastoral care as the foundation for good outcomes. Our focus will be to improve progress and attainment in reading and writing.

Challenges

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

Challenge number	Detail of challenge
1	Limited cultural capital for some disadvantaged pupils: fewer out-of-school cultural experiences and background knowledge that support access to curriculum content and wider life opportunities.
2	Oral language development: some disadvantaged pupils have delayed spoken vocabulary, listening comprehension and structured talk skills that limit reading comprehension and classroom participation.
3	Social, emotional and behavioural regulation: some children find recognising and regulating emotions, cooperating and working in teams difficult (affects engagement, peer relationships and readiness to learn).
4	Parental engagement and PP identification: lower engagement from some disadvantaged families; some families reluctant to identify themselves for Pupil Premium so children miss out on funded support
5	SEND intersectional need and small cohort vulnerability: a relatively high proportion of SEND (15%) and EHCPs (8%) within a very small school population means individual pupils can strongly affect cohort percentages — targeted SEND support must be high-quality and timely.
6	Maintain and embed high-quality teaching and curriculum implementation across all subjects and early years: ensure phonics and EYFS curriculum are consistently delivered and that Year 2 enquiry learning and outdoor provision are implemented without loss of quality.

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
Disadvantaged pupils make rapid progress in early language and phonics so reading outcomes match or exceed national expectations.	By end of academic year: increase % of disadvantaged pupils reaching Year 1 Phonics expected standard to at least 90% (where cohort sizes allow); monitor individual progress with termly phonics trackers and

	6-week intervention impact reviews. (School baselines used for individual targets.)
Disadvantaged pupils have improved emotional regulation and teamwork skills, reducing incidents and increasing sustained learning time.	Monitoring (behaviour logs) shows reduction in behaviour incidents for targeted pupils by 50% and increased on-task time; increased participation in group tasks; school reports improved wellbeing scores.
Cultural capital gap narrows via funded enrichment and in-school experience: disadvantaged pupils access equal enrichment.	All identified disadvantaged pupils receive entitlement to at least 3 funded cultural/enrichment experiences per year (library visits, museum, local history walk); teacher assessment shows improved background knowledge in linked curriculum topics; parental take-up \geq 80% for subsidised activities.
Parental engagement and uptake of PP entitlement increases so eligible families access support.	Identify and contact remaining eligible families; improved attendance at workshops/meetings to at least 50% of PP families.
SEND pupils receive timely, high-quality tailored support within inclusive classrooms	Clear provision maps in place and reviewed termly; at least 60% of SEND pupils on school support make expected or better progress termly in targeted areas (phonics/reading/communication).
High-quality teaching and curriculum implementation is consistently applied across the school (including EYFS and outdoor provision).	CPD completion and monitoring show 100% teachers trained in chosen approaches (phonics programme, enquiry-based Year 2 approach, neurodivergent-friendly strategies). Learning walks and subject leader checks demonstrate consistent curriculum implementation; early years outcomes for GLD for disadvantaged pupils remain at or above current school levels.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics fidelity — maintain and reinforce systematic synthetic phonics programme, provide termly phonics CPD, timetable small daily phonics practice and rapid decoding interventions for children falling behind.	EEF — Phonics (moderate impact, very low cost): phonics is effective for 4–7 year olds and is a high-priority for early reading progress. EEF — Phonics and EEF guidance on small-group/one-to-one tuition for targeted catching-up. EEF — One to One Tuition	2,5,6
When the Adults Change training for all staff.	The importance of attending to children’s social and emotional well-being and development has been found to have a positive impact on language development, as highlighted in the evidence review carried out as part of the EEF funded Manor Park Talks pilot (Ang and Harmey, 2019)	3,5
Neurodivergent-friendly classroom training — staff CPD on Ordinarily Available Provision (communication & interaction, SEMH), classroom design (sensory considerations, visual scaffolds), universal pre-teach / check-in routines and differentiated questioning.	EEF notes that high-quality teaching and targeted pre-teaching supports SEND; professional development and embedding approaches improves impact (SEL and behaviour guidance). EEF — Social and emotional learning and EEF Toolkit references re: inclusive teaching. EEF — Oral language interventions	3,5,6
Curriculum sequencing and cultural capital mapping — subject leaders to sequence knowledge building across EYFS–Y2; create a cultural-capital audit and plan that links trips, visitors, library	EEF / EEF Learning About Culture synthesis and EEF commentary that cultural learning can be part of curriculum design; practical toolkits and research show enrichment linked to curriculum builds knowledge. EEF — Learning about culture (evaluation)	1,6

work and local area study to curriculum knowledge progression.		
Enquiry-based learning CPD for Year 2 — support teachers to implement enquiry projects that build knowledge systematically, including planning, assessment and questioning strategies to maintain rigour.	EEF evidence emphasises curriculum sequencing and embedding approaches with PD to improve memory and knowledge retention. EEF guidance on effective professional development in relation to curriculum implementation (implicit across EEF toolkit). EEF — Oral language interventions (integration with curriculum)	6

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group/1:1 tuition for phonics and early reading (2–4 pupils) — termly blocks (6–12 weeks) of targeted tuition delivered by trained TA or teacher, linked directly to classroom phonics sequences and assessment.	EEF — Small group tuition typically delivers +4 months progress; most effective when linked closely to classroom teaching and using diagnostic assessment. EEF — Small group tuition EEF — One-to-one tuition has strong evidence for impact when used for pupils who have fallen behind and when linked to classroom teaching. EEF — One to One Tuition	2,5,6
One-to-one or very small group for SEND/EHCP pupils where required — short, regular sessions aligned with EHCP targets (speech & language, fine motor skills, self-regulation strategies) with progress recorded on provision maps.	EEF — One-to-one tuition has strong evidence for impact when used for pupils who have fallen behind and when linked to classroom teaching. EEF — One to One Tuition	5,2
Disadvantaged children are also supported in class by the Teaching Assistants (TAs) and Class Teachers (CTs). These interventions are monitored throughout the year by the SENCO, HT, TAs, & CTs (data analysis, observations etc), allowing us to review the progress made by the children and therefore the effectiveness of the interventions. Senior members of staff attend TAF meetings, CP and CiN meetings for disadvantaged children and additional time is allocated within pupil progress meetings for this group of children. The Headteacher monitors		

attendance for all groups on a weekly basis with swift action taken when attendance starts to drop.

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital entitlement — fund transport / subsidise trips, visitors and in-school cultural events (library visits, local history walks, theatre streaming/NT on Demand) for disadvantaged pupils; provide "enrichment vouchers" and ensure curriculum links.</p>	<p>EEF — Learning About Culture evaluation and EEF commentary recommend structured cultural learning linked to the curriculum and note benefits for curriculum access and engagement. EEF — Learning about culture (evaluation)</p>	<p>1,6</p>
<p>Nurture and regulation spaces / lunchtime support — provide supervised, structured lunchtime/afternoon groups (nurture-style activities), emotion coaching and restorative approaches to support regulation and social skills.</p>	<p>EEF guidance indicates behaviour and nurture-style interventions can improve academic outcomes and reduce disruptive behaviour; integrated SEL produces stronger effects. EEF — Social and emotional learning</p>	<p>3,6</p>
<p>Targeted parental engagement programme — run termly family workshops (phonics at home, shared reading etc), home learning packs, weekly emails, verbal communication to increase engagement and encourage PP registration.</p>	<p>EEF — Parental engagement interventions can have positive effects; EEF guidance and trials (e.g., Families and Schools Together; Ready4K texting model) show ways to engage parents and improve pupil outcomes. EEF — Parental engagement EEF — FAST evaluation</p>	<p>4</p>
<p>Proactive PP identification & benefits support — on admission and at key points, discreetly check eligibility, offer one-to-one support to complete forms,</p>	<p>DfE guidance (DfE encourages schools to proactively identify and support eligible families) and EEF evidence that targeted family support and parental engagement can improve uptake and outcomes. EEF — Parental engagement</p>	<p>4</p>

publicise the benefits (subsidies, trips, clubs) and ensure confidentiality. Track PP uptake termly.		
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Total budgeted cost: £17,620

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.

- 100% of pupils in receipt of the pupil premium grant achieved the expected standard in the Phonic Check.
- 50% of pupils in receipt of the pupil premium grant achieved the expected standard in Reading in the Early Years Foundation Stage Profile at the end of Reception.
- 100% of pupils in receipt of the pupil premium grant achieved at least the expected standard in the Year 2 assessments for reading, writing and maths.
- 100% of pupils in receipt of the pupil premium grant achieved greater depth in the Year 2 assessments for reading and 50% achieved greater depth in writing and maths.