

# Pupil premium strategy statement

This statement details our school's use of pupil premium ( 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged children.

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	Purston Infant School
Number of pupils in school	199
Number of Pupils attending full time school	155
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023 2024-2025 2025-26
Date this statement was published	28/11/25
Date on which it will be reviewed	17/03/26 09/07/26
Statement authorised by	Phil Barnett (Headteacher)
Pupil premium lead	Linda Attwood
Governor lead	Sarah Ainge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
PP	£65,145
LAC	£4020
EYPP	£6234 (Spr 26 £3500)
Total	£75399 (Spr 26 £78899)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£75399 (Spr 26 £78899)</b>

## Part A: Pupil premium strategy plan

### Statement of intent for Purston Infants School

**We believe that the children's well-being and learning should be at the centre of everything we do.** We know that our children will have different experiences, opportunities, support and lives away from school. This means that through no fault of their own, they may experience barriers every day, that affect their learning. We are determined to address this inequality through provision that is carefully planned with high aspirations for all our children to narrow any attainment gaps between contrasting groups. We are aware that a number of our disadvantaged children have ACES (Adverse Childhood Experiences) which can affect their ability to learn and can cause challenging behaviours within school.

- We ensure that teaching and learning opportunities meet the needs of **all children**.
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of children that the school deems to be socially disadvantaged / vulnerable.

Our plans are designed after reflection on our own practice and in response to various research projects, an example the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

**Our various provisions for PP children fall into one or more of the following categories:**

- **Reading Comprehension-Oral:** *e.g. Early Birds.*
- **One-to-One Tuition:** *e.g., phonics coaching/SALT*

- **Oral Language Interventions:** e.g., Individual SALT programmes, musical interaction, Autism bucket, vulnerable children groups, early interactive play, Early vocabulary, play scripts, cracking communication activities.
- **Phonics:** e.g., *Floppy Phonics, Early Birds/phonics 1:1 catchup every day for the bottom 20%*
- **Parental Involvement:** e.g., Communication-views-improved practice/ aspirations/Dojo/meetings/inspire mornings and afternoons.

## Challenges / barriers to learning.

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

	<b>Detail of challenge / barrier to learning.</b>
1	The majority of our children start school below, and a significant number, well below their age expectations especially in the areas of speech and language, communication, social skills, mark making, early reading and early writing and basic mathematics. This evidences as significant/moderate speech and language delay including limited vocabulary and understanding of spoken language' which impacts early reading, phonics and writing development.
2	A high number of children join our school not 'nursery ready' due to parents not fully understanding their role in giving their child the skills needed for a flying start at school. Poor social, emotional and personal skills, physical development ( fine and gross motor) a lack of understanding or knowledge of the wider world, alongside their poor communication and language mean they start school with gaps in their learning and understanding.
3	A lack of understanding from a number of parents/families of their child's and school expectations and intended outcomes along with the opportunities they will have at school. We must ensure that all of our pupils and their Parents/Carers are involved in school life and learning.
4	Limited communication and literacy skills (lack of opportunities to talk, experience books and support to read at home) means our children's early reading and phonic knowledge is adversely impacted.
5	Data for attendance indicates that our vulnerable children's attendance is lower than our non-vulnerable children. Data shows several of our vulnerable children show as persistently absent. Poor attendance and lateness have a negative impact on all but especially vulnerable children's progress.
6	79% of our children live in the bottom 30% of the most deprived areas. Limited financial stability means parents cannot provide varied experiences or

	opportunities for their children to understand there is a world outside their locality. So, our children's knowledge and aspirations are limited.
7	A number of our disadvantaged children also have additional needs including Autism, speech, language and communication difficulties, severe learning difficulties and other Sbarriers to learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy year plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged children's progress improves in speech, language and communication development.	Most disadvantaged children achieve expected for communication, language and literacy at the end of the EYFS.
Disadvantaged children are 'nursery ready' so are equal to non-disadvantaged children when starting nursery.	Disadvantaged children when entering nursery will be emotionally, socially and academically ready to start school.  Nursery parents have a secure understanding of how they can positively impact on their children's readiness for starting school through improved communication channels.
Disadvantaged children's parents' aspirations are higher through having a more secure understanding of their child's opportunities through education, their outcomes and expectations of them.	Improved parental involvement resulting in improved outcomes for their children.  Parental attendance at engagement events to be increased.
Disadvantaged children's progress improves following greater understanding and support from home.	Disadvantaged children read more regularly at home.  Parental feedback indicates that parents feel more confident and able to support their child at home.  Through improved communication.
Disadvantaged children's outcomes in phonics are equal to or better than non-disadvantaged children.	Disadvantaged children pass the phonics screening check.
Disadvantaged children attend school regularly and on time, and as a result make rapid progress.	Attendance of persistent absence disadvantaged children is improving through involvement, role model and communication.

Disadvantaged children's and parents aspirations are higher through increased opportunities and experiences that increase their vocabulary, knowledge, understanding and learning.	Disadvantaged children can talk about their learning using increased and more subject specific vocabulary. Disadvantaged children's knowledge and understanding across a range of subjects is increased.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching of phonics. Moving to new phonics scheme Summer 26. Bespoke training Yr1 staff. Reading Lead - release time as and when directed by Head Teacher to assess / train / support teachers and support staff.	DFE approved English Hub school support and challenge.	4
Communication and language display in every classroom including nursery. Displayed will be the 'word of the week' and a sign of the week (Makaton).  This will be shared with families on Dojo.		

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

Budgeted cost: £83.295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 TA's to be deployed to deliver guided reading / phonic sessions as part of the 'early birds' programme – Breakfasts through Magic Breakfast</p> <p>All groups will access Floppy's Phonics recap of sounds and letter groups, including blending and segmenting activities every morning.(Transition to Red Write inc Sum 26)</p> <p>One group will cater for EXS/GD children and will focus on reading and comprehension skills including extended vocabulary.</p> <p>One group will focus on the application of phonics into reading and guided reading and comprehension activities.</p> <p>One group will focus on improving language and communication skills.</p>	<p>EEF research, intervention good practice. -</p>	<p>1,4,5 £6,202 for 3 support staff and meals.</p>

<p>7 x Support staff - 1 Nursery Nurse and 6 TA's</p> <p>Targeted deployment to support PP/disadvantaged individuals / groups on key basic skills, including phonics, basic number, social interaction and communication, encourage children to take part in writing and pre-writing activities in provision areas (UFS/Y1)</p>	<p>EEF-Making best use of Support assistants.</p> <p>3.5 hrs per day – 190 days per year.</p>	<p>1</p> <p>£77, 093</p>
<p>Floppy Phonics synthetic phonics programme</p> <p>Support staff-target groups, same day 1-1 phonics coaching.</p>	<p>DFE approved programme</p> <p>New programme introduced Summer 26 + funding from English Hub to purchase new reading scheme and training for staff. Money into budget May 26</p>	<p>1,4,</p> <p>£1000 for resources.</p>
<p>To support and enhance the attainment and well being of a Child in Care.</p> <p>1 TA deployed to work 5.5.hours per week with two children for 10 weeks.</p>	<p>PP Plus.</p>	<p>£1769.90</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust first / daily response to absence</p> <p>School rewards and incentives including a weekly movie bag, half termly hamper and Dojo points.</p> <p>Home visits</p> <p>Work with the EWO</p> <p>Issue of penalty notices for term time holidays</p> <p>Clear procedures communicated to parents for children who are late to school.</p> <p>Free school meals entitlement.</p> <p>Milk for FSM</p>	<p>DFE improving attendance</p>	<p>£24,515</p> <p>SLA - £7,716</p> <p>Total - £32,231</p>
<p>Class Dojo system extended to two-way communication with parents.</p> <p>Teachers will update the Class Dojo story and children's individual profiles.</p>	<p>EEF -Working with parents. Teaching and learning toolkit – Parental engagement</p> <p>Parents comments are very positive about the Dojo system.</p>	<p>3,4</p>
<p>Increase parental communication and engagement through child and parents' events.</p> <p>'Meet the Teacher evenings.</p> <p>Termly parent consultations, including an end of year school report.</p> <p>Stay and play sessions.</p> <p>Weekly FEET sessions.</p>	<p>EEF Teaching and learning toolkit – Parental engagement</p> <p>Review of best practice in parental Engagement – DFE</p>	<p>2,3,4</p>

<p>Use of Dojo to communicate learning - upload phonics videos/links to support learning.</p> <p>Knowledge organisers for parents/carers /families.</p> <p>Aspire mornings/afternoons, families to be involved in school life and work alongside their children in curriculum/creative sessions. Stay and read sessions, class assemblies and singing</p>		
<p>Free daily magic breakfast (bagels) available for all children in school,</p>	<p>NSBP breakfast club programme. Subsidised cost to school.</p>	<p>4, 6  Total £926</p>

**Income: £ 87,223**

**Actual cost £119,221.90 TBH**

**Shortfall expected £ 31,988.90- top up from School budget.**

# 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.

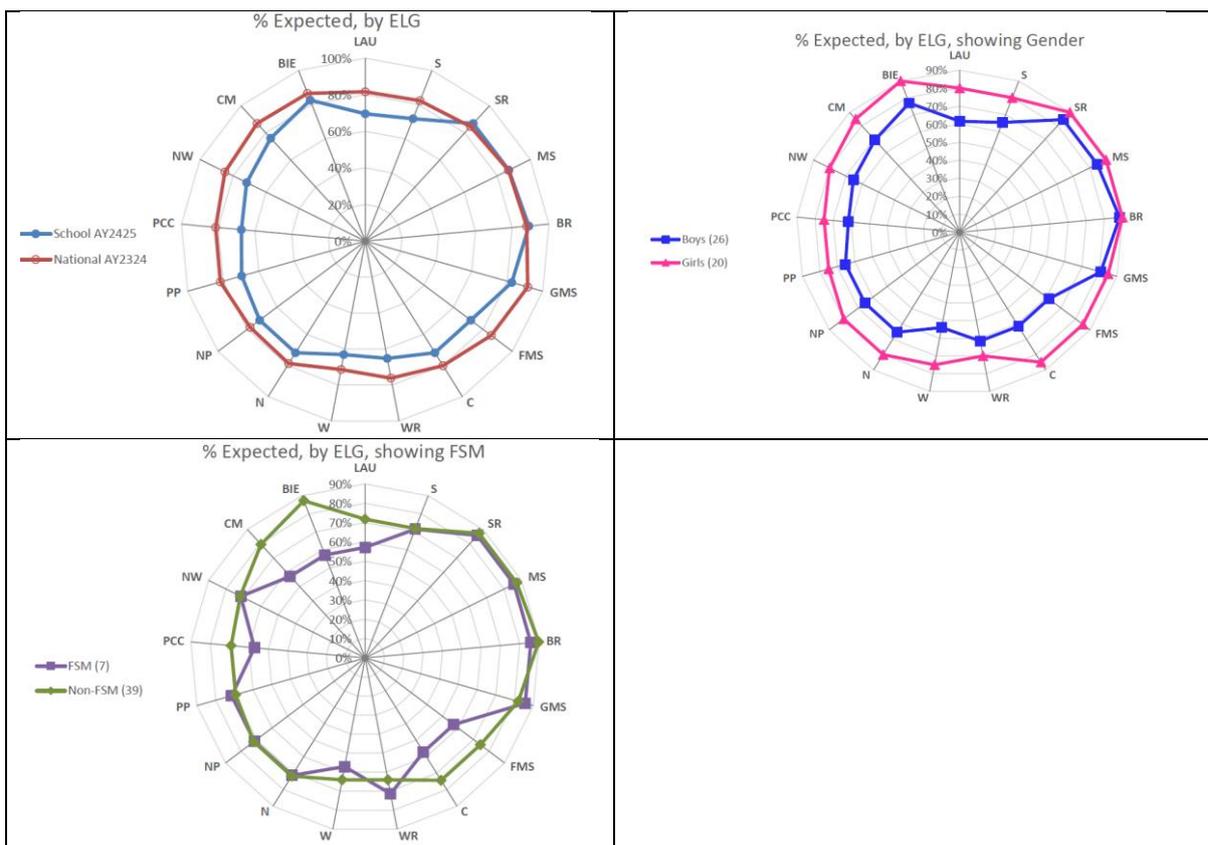
### 24-25 Final data breakdown.

#### EYFS Pupil outcomes

##### Early Years GLD

		School			National		
		AY2223	AY2324	AY2425	AY2223	AY2324	AY2425
EYFSP	% Good Level of Development	63%	53%	59%	67%	68%	68%

In 2025, the percentage achieving a Good Level of Development was 59%; this was 6% higher than the previous year. The national average is 68%; school is 9% lower. Outcomes for boys in 2025 are lower than that of girls. Listening, Attention and Understanding (LAU) and Speaking (S), Fine Motor (FMS) and Comprehension (C) are areas to explore in more detail.



#### Early Years Foundation Stage (EYFS):

##### Strengths

- Good Level of Development (GLD) improved from 53% (2024) to 59% (2025), narrowing the gap to national by 4 percentage points. 3 severe SEND so would have been in the 60s.

- Strong performance in **Physical Development** (Gross and Fine Motor Skills) and **Personal, Social & Emotional Development** (Managing Self, Building Relationships) for most pupils.
- Girls consistently outperform boys across all ELGs; gaps have reduced slightly in some areas.
- SEN and FSM pupils show progress in some domains compared to previous years.

#### Areas for development

- GLD remains **10% below national** (59% vs 68%).
- Significant gender gap: boys lag behind girls by up to 20% in Communication & Language and Literacy.
- FSM and SEN pupils underperform markedly in core areas (e.g., Listening, Attention & Understanding, Speaking, Comprehension).
- Self-regulation was poor.
- Language gap: pupils with English as an additional language show very low attainment in most ELGs.

#### Predictions for 2026

- 56 children, 23 children direct entry into YR from other (or no setting)
- 6 pupils with high needs (EHCP and SEN support)
- pupils eligible for EYPP

<b>EYFS GLD Targets for 2026</b>	<b>64%</b>
<b>Nursery outcomes (ARE)</b>	<b>66%</b>

- EYFS action plan for 2025-26 will prioritise fine motor skills, high quality language and interaction and personal, social development. **SDP Priority 2.**

#### Key Stage 1 Pupil Outcomes

##### Phonics

			School			National		
			AY2223	AY2324	AY2425	AY2223	AY2324	AY2425
Ph	% Meeting the Threshold	Year 1	77%	72%	63%	79%	80%	80%
		Year 2	45%	57%	47%	59%	55%	0%
		By the end of KS1	88%	91%	-	89%	89%	-

##### Strengths

###### Phonics Year 2:

- High cumulative pass rate (91%) for pupils meeting the threshold by end of Year 2, broadly in line with national averages.
- Some subgroups (girls, non-FSM) achieve above national in phonics by Year 2.

##### Areas for Improvement

###### Phonics Year 1:

- Declining trend over three years: 77% (2023) → 72% (2024) → 63% (2025), now **17% below national**. Last year's Y1 cohort had high number of children who are EAL, new to school and high SEND
- Robust intervention support is in place and the new KS1 leader has been forensic in her analysis
- Of 19 children that didn't pass 12 should pass this year. There are 4 that won't pass.
- Boys and disadvantaged pupils particularly affected.
- Evaluation of current SSP. Leaders have decided to review current phonics provision (Floppy's Phonics) and will change to Little Wandle or Read Write Inc. to improve curriculum provision, consistency, staff CPD and outcomes for children.

###### Y1 Targets for 2026

Of the 47 children in Y1, leaders predict that 36 out of 47 children will pass the threshold at the end of Y1 (76%)

## Key Stage 1 Yr2

			School			National		
			AY2223	AY2324	AY2425	AY2223	AY2324	AY2425
KS1	% Expected Standard and above	Reading	68%	55%	-	68%	71%	72%
		Writing	59%	47%	-	60%	63%	64%
		Maths	68%	60%	-	70%	72%	73%
		Science	81%	82%	-	79%	80%	81%
		RWM	59%	47%	-	56%	59%	60%
	% Working at a Greater Depth	Reading	22%	11%	-	19%	19%	19%
		Writing	7%	4%	-	8%	9%	10%
		Maths	8%	11%	-	16%	17%	17%
		RWM	7%	4%	-	6%	7%	7%

2025 Y2 (end of KS1) data	Expected standard +	Greater depth
Reading	62% (-10% below national)	11% (-8% below national)
Writing	60% (-4% below national)	4% (-6% below national)
Maths	66% (-7% below national)	11% (-6% below national)
RWM Combined	57% (-3% below national)	2% (-5% below national)

Y2 (end of KS1) Targets for 2026	Expected standard +	Greater depth
Reading	61	18
Writing	69	10
Maths	71	20
RWM Combined	60	6

Y1 Targets for 2026 (47 children)	Expected standard +	Greater depth
Reading	66%	9%
Writing	58%	11%
Maths	72%	15%

## 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
English Hub	Jerry Clay Lane Academy
Floppy Phonics	Oxford Reading Tree
Mastery maths-Number	NCTEM / YHMaths Hub

Wellcomm	GL assessment
Class Dojo	Class Dojo

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*