

# Pupil premium strategy statement – Albert Pritchard Infants School

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.

## School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	62 28.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2026 2026-27 2027-28
Date this statement was published	
Date on which it will be reviewed	10 <sup>th</sup> November 2025
Statement authorised by	Carla Clarke
Pupil premium lead	Miss Rebecca Carter
Governor / Trustee lead	Mrs Elisha Brannigan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,930

# Part A: Pupil premium strategy plan

## Statement of intent

At Albert Pritchard Infant school 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. We target the use of the Pupil premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact their learning. Quality First 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.

Albert Pritchard Infant School objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Whole school approach in which staff take responsibility for disadvantaged pupils' outcomes
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- Ensure disadvantaged children are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Raise attainments in reading and phonics by delivering a systematic, synthetic phonics scheme that supports children by providing them with strategies to decode new and unfamiliar words

## Our Context

### Deprivation indices

The indices rank small areas in England from most deprived to least deprived. Areas closest to one fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally

7 Barriers to housing	3 Crime	4 Education and skills
3 Employment	2 Health and disability	3 Income
4 Index of multiple deprivation	1 Living environment	

### Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group and 1:1 interventions
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all children to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Provide opportunities to enrich children's knowledge and experiences that are not a part of the national curriculum, including gardening and growing

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Children's emotional resilience, abilities to self-regulate and attachment issues are an identified barrier to learning. Teacher-initiated and parental requests and referrals for SEMH support have markedly increased.</p>
2	<p>Gaps in reading, writing, maths and phonics</p> <p>Some of our disadvantaged pupils have weaknesses in specific subjects or areas of learning. Whilst they may achieve age-related expectations in the Year 1 phonics screening or one or two subjects at the end of key stage 1; these weaknesses prevent some of them from attaining at or above age-related expectations in reading, writing and maths.</p>
3	<p>Attendance and punctuality</p> <p>Any missed days at school have a negative impact on a child's learning. Where repeated absence and/or lateness are evident, children are missing significant chunks of the learning and good progress becomes increasingly unlikely.</p>
4	<p>Access to wider opportunities</p> <p>School is located in an area of high deprivation, which can reduce the wider experiences our disadvantaged pupils have access to, and thus, places a duty on the school to reduce the cultural capital deficit.</p>
5	<p>Parental engagement</p> <p>Where families have previously not had good experiences of relationships with schools, this can be a barrier to them working with us to help their child progress. Collaborative working between school and home is important for academic as well social and emotional progress.</p>

## 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
<p>To improve Reading, Writing and Maths attainment for disadvantaged pupils in cohorts 2025, 2026, 2027 by the end of KS1</p>	<p>Attainment gap in core subjects to be reduced between our PP pupils (disadvantaged group) and our non-disadvantaged group (evidenced through internal tracking and external results).</p> <p>Achieve outcomes in-line with, or above, national average by the end of key stage 1</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>To sustain high attendance by ensuring attendance of all pupils including disadvantaged pupils is at least 96% PA rate for PP will be in line, or lower than national averages.</p> <p>Identify and provide targeted support for pupils who are identified as at risk of persistent absence.</p> <p>Increased parental engagement with school will be demonstrated.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils by enhancing their overall well-being and readiness to learn.</p>	<p>To sustain high levels of wellbeing by using qualitative data from student voice and student and parent surveys</p> <p>Reduction in behavioural incidents as recorded in school logs.</p> <p>Increased attendance rates among targeted pupils.</p> <p>Enhanced parental involvement and support for their child's emotional needs.</p>
<p>To enhance quality of opportunities for all pupils</p>	<p>To ensure all children accessed every area of the curriculum- creating learning and a thirst for knowledge</p> <p>Positive feedback from pupils regarding their motivation and engagement levels.</p> <p>Increased participation in leadership opportunities within the school.</p> <p>To ensure the gap between the disadvantaged pupils and their peers is closed</p>

<p>To improve phonics attainment and the number of disadvantaged pupils who are passing the Year One screening check</p>	<p>Year 1 Phonic screening outcomes in 2027 will show that there is an increased % of disadvantaged pupils that met the expected standard compared to their starting points.</p> <p>End of KS1 teacher assessment of reading outcomes in 2027 will show that there is an increased % of disadvantaged pupils that met the expected standard compared to their starting points.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>End of Nursery Wellcomm data and internal assessments of communication and language demonstrate improved oral language among disadvantaged pupils.</p> <p>This progress is built upon year on year throughout the school leading to strong Speaking and listening data by the end of KS1. This is triangulated with other sources of evidence including our effective use of AFL strategies, pupil feedback and work scrutiny.</p>

## 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: £15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading support for teachers, parents and pupils</p> <ul style="list-style-type: none"> <li>• Development of library books-increased challenge and variety</li> <li>• Purchase of new books for extended borrowing</li> </ul>	<p>EEF identifies good evidence for improving teaching quality through CPD.</p> <p>EEF indicates high impact for Reading comprehension strategies (+6 months)</p>	<p>2 5</p>

<p>Professional development to support the implementation of evidence based approaches: RWI Phonics delivery and continued professional development. Phonics lead to provide regular CPD and instructional coaching to teachers and TAs.</p>	<p>DfE guidance of choosing a Phonics Teaching Programme.</p> <p>Phonics and early reading is an essential skill for children. Our children enter school with low levels of early reading and many of our disadvantaged children are not supported with this skill at home so it is vital that they receive regular, systematic teaching of phonics.</p>	<p>2</p>
<p>Continued focus of RWI phonics delivery</p>	<p>DfE guidance of choosing a Phonics Teaching Programme.</p> <p>Improving Literacy in Key Stage 1 (EEF, 2020) and Key Stage 2 (EEF, 2107) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation.</p>	
<p>Staff CPD matched to individual and whole school development. Utilising a range of training including the National College online Webinar service, NPQ qualifications, external consultants</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Professional Development meetings and INSET.</p> <p>The DFE Menu of Approaches identifies this as a key driver for high quality teaching.</p>	<p>2</p>
<p>HLTA employed to release curriculum leaders</p>	<p>Continual improvement of the quality of the curriculum through lesson observations, book scrutiny and pupil voice.</p> <p>To lead effectively, Maths, English and Creative curriculum leads are released weekly.</p> <p>To lead effectively each Creative curriculum subject lead are released once a term.</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund Maths lead and teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>2</p>

(including Teaching for Mastery training).		
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Implementation of JIGSAW programme embedded throughout the school.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF indicated a moderate impact for social and emotional interventions (+4 months)</p>	1 5

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

Budgeted cost: £ 70,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonic Intervention Groups (fast track tutoring)& training & development support package.	Improving Literacy in Key Stage 1 (EEF, 2020) highlights pupils' need to access staff trained in implementing a systematic phonics programme.	1 2
<p>Structured Interventions delivered by trained staff.</p> <p>WELLCOMM</p> <p>RWI</p> <p>SALT Therapy</p> <p>Spelling</p> <p>Maths basic skills- White Rose</p> <p>Booster intervention (pre-teaching, precision teaching or bespoke small group or one to one interventions),</p> <p>Social Skills</p>	<p>Improving Literacy (EEF, 2020) and Mathematics (EEF, 2020) highlights using high quality structured interventions to help pupils struggling with their literacy.</p> <p>Interventions follows format similar to school teaching. EEF Indicates high impact.</p> <p>EEF indicates moderate impact for phonics teaching (+4 months) and high impact for reading comprehension strategies (+6months)</p> <p>EEF indicates very high impact (+6months) for language interventions</p>	1 2

	<p>EEF indicates a moderate impact (+4 months) for social and emotional learning interventions</p> <p><a href="#">Targeted Academic Support EEF</a></p> <p><a href="#">Small Group Tuition EEF</a></p> <p><a href="#">One-to-one tuition EEF</a></p> <p><a href="#">Teaching Assistant Interventions EEF</a></p> <p><a href="#">Behaviour Interventions EEF</a></p> <p><a href="#">Metacognition and self regulation EEF</a></p> <p><a href="#">Social and Emotional Learning EEF</a></p> <p><a href="#">Phonics EEF</a></p> <p><a href="#">Oral Language Interventions EEF</a></p> <p><a href="#">Collaborative Learning Approaches EEF</a></p> <p><a href="#">Parental Engagement EEF</a></p>	
<p>Year 2 Deputy Head Teacher Intervention</p> <p>Small group intervention with targeted pupils groups based on ongoing assessment data throughout the year</p>	<p>Interventions follows format similar to school teaching. EEF Indicates high impact.</p> <p>EEF indicated moderate impact for small group tuition (+4months)</p>	<p>2</p>
<p>Learning Mentor</p>	<p>With additional increase in Social Services involvement, it is essential that we know our children and can spot triggers which will affect learning</p> <p>EEF indicated a moderate impact for social and emotional interventions (+4 months)</p>	<p>1</p>

In school teacher intervention Teacher led small group intervention with targeted pupils	Interventions follows format similar to school teaching. EEF Indicates high impact.  EEF indicated moderate impact for small group tuition (+4months)	2
Parental workshops or bespoke support delivered by School Leaders or teaching staff	EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.	2 5

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Health and Well-Being Training, Support and resources <ul style="list-style-type: none"> <li>• Inclusion Manager role</li> <li>• JIGSAW training</li> <li>• JIGSAW resources</li> </ul>	EEF indicated a moderate impact for social and emotional interventions (+4 months)  The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance.	1 5
Ensure all identified PP pupils with poor attendance to have access to key staff. Barriers to attending school are identified and a personal attendance plan is completed with the child and family (including access to Breakfast Club places, if required) Access to support for the family	Embedding principled of good practice set out in the DfE's improving School Attendance advice.  DfE (2021) states that improving school attendance is supported through the development of a plan (engaging both parents and pupils in this) and through tailored interventions.  Identify children with persistent absence. Children with poor attendance do not perform as well as children with good attendance.	1 3 5

	Parental Engagement EEF. EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.	
Inclusion Manager Time	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum.  Parental Engagement EEF. EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.	1 5
Residential and other educational visits, transport costs and financial support	EEF indicated a moderate impact for social and emotional interventions (+4 months)  Inclusion in whole class/school events to ensure no gaps in learning, a love of learning and that a lack of funding does not result in school visits not taking place- and inclusive curriculum	4
Provide support for more vulnerable families and children. Quick signposting to appropriate support. 1X full time Learning Mentor Barriers to attending school are identified. Personal attendance plan completed with the family (access to breakfast club places, if required)	Develop more positive relationship between home and school. Increase parental awareness of school support. Parents empowered to engage more positively. Ensure that families/children receive rapid response for support. Learning Mentor and Inclusion Manager to work with parent/carers.  Identify children with persistent absence. Children with poor attendance do not perform as well as children with good attendance.  DfE (2021) states that improving school attendance is supported through the development of a plan (in which both parents and pupils have engaged in) and through tailored interventions.  EEF states that parental engagement has moderate impact for very low cost <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1 3 5

<p>Allocating support to families who struggle with school trips, events and food poverty. Provide uniform, equipment where required.</p>	<p>EEF indicated a moderate impact for social and emotional interventions (+4 months) Parental Engagement EEF. EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.</p>	<p>1 5</p>
<p>Wider Curriculum opportunities ICT technician Community cohesion HLTA Gardening and growing opportunities</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. EEF indicated a moderate impact for social and emotional interventions (+4 months)</p>	<p>1 4</p>

**Total budgeted cost: £ 93,930**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024-25	
Early Years EYFS (GLD)	
All Pupils	52.8%
Disadvantaged	37.5%
Phonics Y1	
All Pupils	81.8%
Disadvantaged	60.9% 3/28 pupils have EHCPs
By the end of Year 2 -Phonics	
All pupils	53%
Disadvantaged	50% 4/8 pupils (2 out of the 8 pupils have EHCPs)
Pupil premium attendance	
Reception	
Disadvantaged	85.82%
Whole Year Group	91.7%
Year 1	
Disadvantaged	88.42%
Whole Year Group	92.4%
Year 2	
Disadvantaged	88.92%
Whole Year Group	91.9%

--

**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.*

<b>Programme</b>	<b>Provider</b>
My Maths	Oxford University Press

## Further information (optional)

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