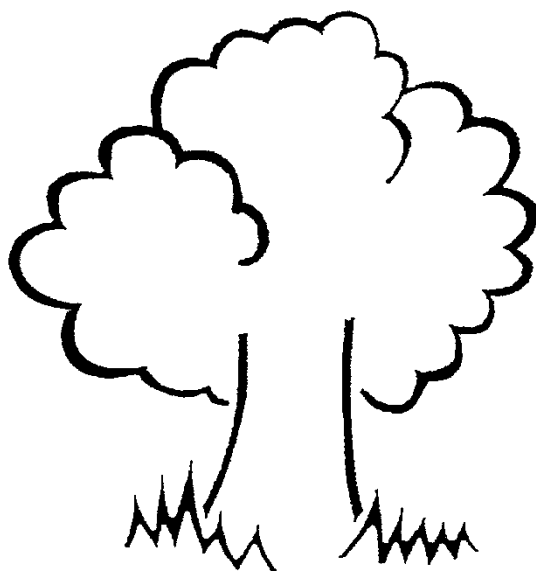


# Pupil Premium Strategy

# 2025- 2028

*Banks Road Infant and Nursery School*



Pupil Premium Lead Teacher: Rachael Leggat

Governor with responsibility for Pupil Premium: Sarah Williams

# 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 2025-28 and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data  |
|---|---|
| School name   | Banks Road Infant & Nursery School  |
| 2025-26   |   |
| Number of pupils in school  | 146   |
| Proportion (%) of pupil premium eligible pupils   | FSM – 7 (5%)<br>EYPP – 0 (0%)<br>Service – 13 (9%)<br>LAC – 0<br>Total – 20 (14%) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025-28   |
| Date this statement was published   | December 2025   |
| Date on which it will be reviewed   | December 2028   |
| Statement authorised by   | Rachael Leggat & Helen Taylor   |
| Pupil premium lead  | Rachael Leggat  |
| Governor lead   | Sarah Williams  |

## Funding overview

| Detail  | Amount  |
|---|---|
| <b>2025-26</b>                                      |   |
| Pupil premium funding allocation this academic year | £10605 (FSM)<br>£0 (LAC)<br>£4420 (Service)<br>£0 (EYPP)<br>Total - £15025.00 |

|   |           |
|---|-----------|
| Recovery premium funding allocation this academic year  | £0        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £15025.00 |

## 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're set
- act early to intervene at the point need is identified
- use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium, by the school and governing body
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Social and emotional wellbeing   |
| 2                | Phonics  |
| 3                | Writing  |
| 4                | Extra-curricular opportunities, experiences, cultural capital  |
| 5                | Engaging with school and attendance  |
| 6                | Wider curriculum – clear, progressive teaching, learning and retrieval in a mixed age class with a 2 year rolling teaching cycle |

## 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   |
|--|--|
| Children will have an increased access to learning, any social/emotional barrier to learning will be minimised.                                  | <ul style="list-style-type: none"> <li>• Children will be happy and settled in school</li> <li>• Children will have higher levels of engagement</li> <li>• Children will have a Boxall assessment when needs are identified.</li> <li>• Each year Boxall profiles will be reviewed in line with our identify plan, do, review strategy</li> <li>• Discussions with parents will feed into everyday practice</li> <li>• Children will be able to access check-in/talking time provision where appropriate</li> <li>• Children will be able to access the Rainbow group provision where necessary</li> <li>• Children will be able to focus on learning and make greater progress</li> </ul> |
| Children's phonics skills will improve.<br>More children will achieve the expected standard in reading by the end of year 1 (Phonics Screen) and | <ul style="list-style-type: none"> <li>• The purchased progressive, synthetic phonics scheme monitored throughout school to ensure consistent high quality first teaching, new staff will be trained and resources will be updated to ensure consistency.</li> <li>• Reading books will be closely linked to phonics phases to enable children to practice their skills.</li> </ul>  |

|  |  |
|--|--|
| the expected writing standard by the end of Year 2 (End of KS1 assessments)  | <ul style="list-style-type: none"> <li>• Interventions targeted to support development, with a focus on the lowest 20%</li> <li>• Target children will make good or accelerated progress.</li> <li>• Monitoring and feedback from phonics teaching and consistency of approach across year groups and key stages to ensure cognitive load is reduced and learning is maximised.</li> </ul>   |
| Writing  | <ul style="list-style-type: none"> <li>• Target children will make good or accelerated progress.</li> <li>• Talk for Writing will be further embedded with shared, consistent resources and teaching tools/strategies.</li> <li>• Staff meetings will be allocated for staff training and to share good practice.</li> <li>• A clear handwriting strategy will be developed to ensure consistency in teaching approach, a reduction in cognitive load for learners and lead to improved writing attainment.</li> </ul> |
| <p>Disadvantaged children will have access to wider curriculum opportunities.</p> <p>Disadvantaged children will have free school milk, free milk and access to Breakfast Club and After School Club facilities where appropriate.</p> | <ul style="list-style-type: none"> <li>• Funding to be allocated to ensure children can access: <ul style="list-style-type: none"> <li>- Free school meals</li> <li>- Cool milk</li> <li>- Breakfast club</li> <li>- After school club</li> <li>- School trips</li> <li>- Year 2 residential</li> <li>- External providers coming into school e.g. author workshop for World Book Day, animal roadshow</li> <li>- Extra-curricular clubs</li> </ul> </li> </ul>  |
| Disadvantaged children will be engaged with school and have good levels of attendance.   | <ul style="list-style-type: none"> <li>• Regular monitoring of attendance and social and emotional wellbeing</li> <li>• Regular monitoring of punctuality</li> <li>• Focus children to be identified.</li> <li>• School to work with parents to overcome barriers to communication and attendance</li> <li>• External agencies will be referred to where appropriate</li> </ul>  |
| Wider curriculum – clear, progressive teaching, learning and retrieval in a mixed age  | <ul style="list-style-type: none"> <li>• Time provided for CPD of staff leading a curriculum area to develop learning for all pupils</li> <li>• Staff meetings allocated for focus subjects to enable staff to work collaboratively to develop teaching and</li> </ul>   |

|  |  |
|--|--|
| class with a 2 year rolling teaching cycle | <p>learning in line with a 2 year rolling, mixed age class cycle</p> <ul style="list-style-type: none"> <li>• Planning for sticky knowledge and retention sessions to ensure recall of key knowledge.</li> <li>• CPD time to develop knowledge organisers</li> </ul> |
|--|--|

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2025-28** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Improving teaching of specific subjects<br><br>- CPD, staff meetings, subject leadership time & monitoring   | EEF Effective Professional Development Guidance Report<br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701073150">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701073150</a> | 2, 3, 6                       |
| CPD<br>- Monitoring & evaluation activities<br>- Maths hub<br>- Staff meetings<br>- NCC improvement advisors – EAL, SEND, Early Years<br>- Collaboration with local schools, families and Family SENCO | EEF Effective Professional Development Guidance Report  | All                           |

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

Budgeted cost: £5025.00 (far in excess of this, budget used from elsewhere)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Literacy interventions<br>- Probes, 1:1 additional readers, small group writing support, additional phonics group support, GD groups | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2, 3                          |

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

Budgeted cost: £5000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Social and emotional wellbeing support<br>-Rainbow room<br>-Armed forces club<br>-Check in session<br>-Talking time<br>-Relational schools<br>-Emotion coaching<br>-Use of online resources – TGMC, Kindness Curriculum | 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):<br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> | 1                             |

|   |   |      |
|---|---|------|
| Funded school trips, residentials, wider curriculum opportunities such as author visits for World Book Day  | Providing free access to our wider curriculum opportunities ensures they have access to the same opportunities as all children.   | 4    |
| <p>Increasing engagement with school and improving attendance</p> <ul style="list-style-type: none"> <li>- Regular meetings, liaison with external agencies, social and emotional support, medical training</li> <li>- Support to access PP funding &amp; external support</li> </ul> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> | 4, 5 |

**Total budgeted cost: £15,025.00**

## 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 2023-25 academic years.

#### **Challenge 1 – Social and emotional wellbeing**

Intended outcome - Children will have an increased access to learning, any social/emotional barrier to learning will be minimised.

Progress: Children are accessing our Rainbow Room and talking time provision.

Boxall profiles are used and reviewed to ensure accurate focus on areas for development

Check ins are now consistent across classes and year groups

The introduction of the Kindness Curriculum and calm corners in each classroom has promoted a shared language around emotional literacy. Work on behaviour and the relational approach, including emotion coaching, has ensured a more consistent approach and an improvement in needs being met and a reduction in higher level behaviours and dysregulation.

#### **Challenge 2 – Phonics and reading**

Intended outcome – Children’s phonics skills will improve.

Progress: Lowest 20% of readers are being monitored termly by the Reading Lead, PP & Inclusion Lead.

The number of children passing the phonics screen at the end of year 1 in June 2024 was 79.5% and at the end of year 2 was 89%. At the end of year 1 in June 2025 the number of children passing the screen was 80% and in year 2 was 30% (due to high levels of SEND and other learning barriers within the cohort).

#### **Challenge 3- Writing**

Intended outcome – A whole school writing strategy will be implemented with shared, consistent resources and teaching tools/strategies. Target children will make good or accelerated progress.

Progress: Talk for Writing is being implemented as a scheme across school. A new writing lead has been appointed with a focus on leading Talk for Writing across school. Observations in a neighbouring school have taken place. Staff meetings and a CPD plan are in place for the next academic year.

Predicted attainment for Writing at the end of Year 2 (June 2024) was 31.5% but actual attainment was 49.5%. At the end of year 2 (June 2025) actual attainment was 53%.

Attainment at the end of Foundation Stage in Communication & Language was 82% and in Writing was 66%.

#### **Challenge 4 – Extracurricular opportunities**

Intended outcome – Disadvantaged children will have access to wider curriculum opportunities and Breakfast Club and After School Club facilities where appropriate.

Progress: All children have had the opportunity to access this funding.

Once eligible, families are given a token book with vouchers for all of these things to ensure they are as accessible as possible. All eligible families accessed this last year and this academic year to date 6 out of 7 families have claimed so far.

#### **Challenge 5 – Engaging with school & attendance**

Intended outcome – Disadvantaged children will be engaged with school and have good levels of attendance.

Progress: Attendance continues to be monitored closely by the Inclusion Lead and Head Teacher. There are currently no concerns about attendance for our children eligible for PP funding.

Within this, we are also identifying children with concerns over punctuality and monitoring this closely.

#### **Challenge 6 – Wider curriculum**

Intended outcome – Children will have an increasingly high quality wider curriculum.

Progress: CPD over 2023-24 has been primarily focused on subject leadership and threads of learning. There is a clear CPD plan in place for 2024-25 continuing subject leadership focus and writing. Subject leadership has continued to be a focus over the last year and all subjects now have a clear progression of skills, assessment and overview document. This will continue to be an area for development over the next few years as we now have a 2 year rolling cycle and mixed age classes.

### **Service pupil premium funding (optional)**

| <b>Measure</b>  | <b>Details</b>  |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | Social and emotional support, small group activity time with children in similar situations, discussion around emotions and strategies to express and manage these. |
| What was the impact of that spending on service                             | Children were settled and happy in school.<br>Children could share experiences with children in similar situations.   |

|                                       |   |
|---------------------------------------|---|
| <p>pupil premium eligible pupils?</p> | <p>Children were able to build relationships with trusted adults to support their emotional wellbeing.</p> <p>Concerns were discussed with parents promptly and appropriate intervention in place quickly with school and home working together to minimise upset/worry for the child and equip them with appropriate strategies.</p> |
|---------------------------------------|---|

## Further information (optional)

The impact of pupil premium funding will be monitored by Rachael Leggat (PP lead teacher), Sarah Williams (governor with responsibility for PP) and Helen Taylor (Head Teacher) throughout the year with a formal review (at the end of this strategy) written at the end of each academic year.

Monitoring activities throughout the year:

- Work scrutiny
- Data analysis
- Intervention monitoring
- Case studies to measure impact