

Pupil premium strategy statement – Spixworth Infant 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	108 (Sept 25)
Proportion (%) of pupil premium eligible pupils	4.6% (5) (Sept 25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	H. Jordan Executive Headteacher
Pupil premium lead	H. Payne Head of School (WV) Disadvantaged Lead
Governor / Trustee lead	

Funding overview

2025 Detail	Amount
Pupil premium funding allocation this academic year	£7575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£7575

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 attaining highly.

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 strategy is also integral to wider school plans for educational excellence for all, notably in its targeted academic support, responsive pastoral support and a curriculum that applies best educational research related to child development, Primary learning and progress.

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
- 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	<p>In 2024-2025 assessments, observations, and discussions with pupils and parents suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Key barriers include vocabulary, decoding and comprehension. Being below the expected standard in Reading means children are unable to access written information at the expected standard in all other subjects.</p> <p>At the end of Reception (2025), 50% of our disadvantaged pupils did not achieve a GLD in Speaking or Word Reading compared to 13% of other pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)</p> <p>At Year 1 Phonic Screening (2025) 100% of our disadvantaged pupils met the expected standard. Over a three year period however, this percentage has significant variance, due to the small numbers within the data set. Until such time that outcomes are consistently strong, this measure should remain a priority.</p> <p>At Key Stage 1 (2025) 75% of our disadvantaged pupils did not meet the expected standard in Reading compared to 33% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)</p> <p>55% of pupils do not read regularly outside of school in KS1. Of these, 47% are disadvantaged.</p>
2	<p>In 2024-2025 assessments, observations, and discussions with pupils and parents find that more disadvantaged pupils have poorer outcomes in Maths than their non-disadvantaged peers.</p> <p>At the end of Reception (2025), outcomes for the very small number of disadvantaged pupils were strong in both the Number and Numerical Patterns ELGs. However, the three-year trend is inconsistent, meaning this measure is not yet reliable and should remain a priority.</p> <p>At Key Stage 1 (2025) 50% of our disadvantaged pupils did not meet the expected standard in Maths compared to 22% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)</p>
3	<p>In 2024-2025 assessments, observations, and discussions with pupils and parents find that more disadvantaged pupils have poorer outcomes in Writing than their non-disadvantaged peers.</p>

	<p>At the end of Reception (2025), 50% of our disadvantaged pupils did not achieve a GLD in Writing compared to 10% of other pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)</p> <p>At Key Stage 1 (2025) 75% of our disadvantaged pupils did not meet the expected standard in Writing compared to 33% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)</p>
4	<p>Our assessments (including Reception on-entry information, behaviour tracking and annual wellbeing survey), observations and discussions with pupils and families have identified personal, social and emotional challenges, including a year-on-year decline in school-readiness for many pupils, an increase in low-level disruptive behaviours and an increase in higher-level, trauma or SEND-related behaviours that harm. Poor family and pupil wellbeing and mental health, a lack of social and other enrichment opportunities outside of school and limited access to parenting advice, not least for those families in emergency accommodation (within the village) disproportionately affects disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have remained high since the pandemic. 17 pupils (1 of whom are disadvantaged) currently require additional support with personal, social and/or emotional needs, with 5 (0 of whom are disadvantaged) receiving regular, targeted interventions.</p>
5	<p>Our attendance data over the last three years indicates that overall attendance among disadvantaged pupils has improved year-on-year and in 2024-2025 was higher than for non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)</p> <p>Analysis of intersectionality however finds that a significantly high proportion of disadvantaged pupils have other challenges that negatively impact on their attendance. Lateness, illness and medical absences are high within this group.</p> <p>A specific focus, which links attendance to health and wellbeing factors is therefore a priority.</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
Improved Reading attainment among disadvantaged pupils	<p>Triangulated information demonstrates significantly improved vocabulary</p> <p>Phonic Screening outcomes by 2027-28 show that more than 90% of disadvantaged pupils consistently achieve the expected standard</p> <p>KS1 Reading outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard</p>
Improved Maths attainment among disadvantaged pupils	KS1 Maths outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard
Improved Writing attainment among disadvantaged pupils	KS1 Writing outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, FSA feedback and teacher observations • a significant reduction in the quantity and severity of pastoral issues requiring interventions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • outcomes in PSED ELGs are consistently above National standards, demonstrating gaps in school readiness are closed quickly and effectively • a significant reduction in the number of behaviour logs (low-level) and behaviour support plans required
To sustain strong attendance for all pupils in our school, and reasons for non-attendance particularly for our	<p>Sustained high overall attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils maintained at no more than 4%.

disadvantaged pupils are overcome when linked to intersectionality.	<p>Analysis of reasons for absence demonstrates:</p> <ul style="list-style-type: none"> • intersectionality challenges have been identified and supported early • Progress for pupils in multiple groups improves.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate a senior member of staff to lead CPD of teachers, enable peer support and track progress of pupils and so enable professional conversations that support and challenge attainment (£1686)	<p>Staff wellbeing, time for reflective, guided evaluation and peer learning all contribute to supporting effective teaching and learning. Feedback from peer assessment can reinforce learning and correct misunderstanding</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>When individualised instruction employs digital technology, the EEF find the positive effect on learners of this approach to be higher due to the more immediate feedback that is enabled</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Article 3 of the UN convention on the rights of the child states that the best interests of the child must be a top</p>	1, 2, 3, 4, 5

	priority in all decisions and actions that affect children	
<p>Enhancement of our English and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English and Maths Hub resources and CPD (including VNET Professional Community). (2 half day supply £190)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance on Mastery Learning (the Maths approach taken) finds most impact when direct instruction is combined with collaborative learning: Mastery learning EEF and when number sense is developed in the Early Years: Early numeracy approaches EEF</p> <p>Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 30 states children have the right to learn the and use the language of their families</p>	1, 2, 3
<p>TA training: Supporting TA Expertise with the aim of ensuring every interaction is impactful (£250)</p>	<p>There is a strong evidence base that suggests knowledgeable interactions between classroom staff and children have high impacts on learning: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

	<p>For TAs to lead the most effective interventions, they must be well-trained. General classroom support can be less impactful, yet where TAs are responsible for specific interactions including behaviour and feedback they should be as impactful as teachers:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Article 28 of the UN convention on the rights of the child states that children have a right to education.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate a Teacher to lead lunchtime tutoring support in phonics, Reading, Writing and Maths targeted at disadvantaged pupils who require further academic support. (1h/w for 2.5 terms £600 based on £20 per hour) Intervention resources £500)</p>	<p>There is extensive evidence that phonic interventions and reading comprehension interventions have high impact:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Article 28 of the UN convention on the rights of the child states that children</p>	<p>1, 2, 3</p>

	have a right to education. Article 29 states that education should develop each child's abilities	

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

Budgeted cost: £4331

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate the FSA and apprentice play therapist/pastoral TA to provide responsive interventions to pupils and parents and so meet needs in relation to wellbeing, attendance and behaviour</p> <p>(FSA contribution £311) (TA contribution £2060) (ELSA £480) (Sensory resources £1000)</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>Social and emotional learning EEF</p> <p>Parental engagement in the Early Years is consistently associated with children's subsequent academic success: Parental engagement EEF</p> <p>Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's personality and talents to the full</p>	4, 5
<p>Enhancement of the social and emotional curriculum through subsidising enrichments including clubs, trips and activities (£120).</p>	<p>Outdoor adventure learning can have a positive impact on academic learning and non-cognitive outcomes such as self-confidence – the impact is greater for more vulnerable students</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional interventions that develop a positive school ethos and support greater engagement in learning</p>	4, 5

	<p>also evidence positive impact for learners in academic and non-academic skills:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities</p>	
<p>Purchasing ingredients for Cook and Connect - small group cooking followed by family sharing and chatting sessions to engage with families, creating strong links between home and school – YR focus (£70)</p>	<p>Developing effective parental engagement for all parents to improve their children's attainment has strong impact. There is evidence to suggest that parental engagement is consistently associated with pupils' success and support for parents with their first child will benefit their siblings.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs</p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in the DfE's Behaviour in Schools - Advice for headteachers and school staff Feb 2024 advice.</p> <p>This will involve training and release time for key staff to develop and</p>	<p>The DfE guidance recognises that good behaviour is central to a good education and poor behaviour can have multiple negative impacts on children including on their wellbeing and attendance at school</p> <p>The EEF find that targeted interventions and universal approaches have positive overall effects, particularly when teacher's behaviour management skills are improved: Behaviour interventions EEF</p>	4

implement new procedures (1/2 day supply £95)		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for key staff to develop and implement new procedures (1/2 day supply £95)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Article 28 of the UN convention on the rights of the child states that children have a right to education	5
Contingency fund for acute issues. (£500)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £7,557

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

<i>Outcomes for disadvantaged pupils in the 2024 to 2025 academic year:</i>			
<i>Pupil Group</i>	<i>Pupils</i>	<i>National</i>	<i>School</i>
<i>Year 1 Phonic Screening</i>			
<i>All pupils</i>	40	80%	90%
<i>Disadvantaged</i>	2	67%	100%
<i>Non-disadvantaged</i>	41	83.5%	89.5%
<i>KS1 Reading – Expected Standard</i>			
<i>All pupils</i>	50	<i>n/a</i>	64%
<i>Disadvantaged</i>	4	<i>n/a</i>	25%
<i>Non-disadvantaged</i>	46	<i>n/a</i>	67%
<i>KS1 Maths – Expected Standard</i>			
<i>All pupils</i>	50	<i>n/a</i>	76%
<i>Disadvantaged</i>	4	<i>n/a</i>	50%
<i>Non-disadvantaged</i>	46	<i>n/a</i>	78%
<i>KS1 Writing – Expected Standard</i>			
<i>All pupils</i>	50	<i>n/a</i>	64%
<i>Disadvantaged</i>	4	<i>n/a</i>	25%
<i>Non-disadvantaged</i>	46	<i>n/a</i>	67%
<i>Social, Emotional and Mental Health</i>			
<i>Pupils receiving support</i>		<i>Pupils receiving targeted intervention</i>	

<i>All pupils (Y1&2)</i>	94	<i>All pupils (Y1&2)</i>	94
<i>All pupils supported</i>	27	<i>All pupils supported</i>	16
<i>Disadvantaged</i>	3	<i>Disadvantaged</i>	3
<i>Attendance</i>			
<i>Total attendance</i>		<i>Persistent absence</i>	
<i>All pupils (Y1&2)</i>	95.71%	<i>All pupils (Y1&2)</i>	2.13%
<i>Non-disadvantaged</i>	95.69%	<i>Non-disadvantaged</i>	2.27%
<i>Disadvantaged</i>	96.49%	<i>Disadvantaged</i>	0

Last year marked the end of a previous pupil premium strategy plan. The small number of disadvantaged pupils in each cohort means that all data must be read with caution. Due to the small numbers, outcome-based data fluctuated considerably year-on-year, so lacks validity. (Average number of pupils included in the data set was 3.)

Teacher-led tutoring was seen to be particularly effective in improving outcomes in phonics.

Staff training and development was accessed in full and improved teacher knowledge and confidence.

Throughout the period of the last plan, the FSA role increased from part-time to full-time meaning a greater number of pupils and their families were able to access support. The quantity of referrals did not reduce, but the timeliness of response improved. Pupil conduct has been a growing concern across the period of the last plan. The reasons behind this link to PSED and wider family issues. This needs further exploration.

Enrichment opportunities were well-attended, but should be more consistently planned, with greater range and scope moving forward.

Attendance improved year-on-year. Deeper analysis suggests exploration of intersectionality would be beneficial.

The funding was used to positive affect but until all disadvantaged pupils consistently achieve in line with their non-disadvantaged peers, particularly in Reading, Writing and

Maths, our intended outcomes should be reviewed but maintained. The above review has informed the intended outcomes for the new plan.

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.

Programme	Provider
Drawing and Talking	FSA + TA
Working on Worries	FSA
ELSA	FSA + TA
Talk Boost	TA
Wellcomm	TA
Play Therapy	Apprentice Play Therapist