



Prior Heath Infant School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	5 (2.8%) 3 FSM 2 service
Academic year that our current pupil premium strategy plan covers	2025/26
Date this statement was published	1.11.25
Date on which it will be reviewed	July 2025
Statement authorised by	Lindsey Chivers
Pupil premium lead	Lindsey Chivers
Governor lead	Paul Heagren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5295
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£5295

Part A: Pupil premium strategy plan

Statement of intent

At Prior Heath Infant School, we are committed to ensuring that every child, regardless of background, need, or starting point, receives the highest quality education and the support they need to flourish. Our use of Pupil Premium funding is carefully planned to address barriers to learning and to promote equity, inclusion, and opportunity for all.

We recognise that some pupils may face additional challenges that can impact on their progress and attainment, including social, emotional, or special educational needs, and we are determined that these should never be a barrier to success. Our Pupil Premium strategy is therefore closely aligned with our whole-school development priorities.

Our key aims are to:

- **Ensure that provision across the school meets the PSED and SEND needs** of individual children and classes, ensuring every pupil feels safe, valued, and ready to learn.
- **Strengthen provision for the lowest 20% of children in phonics**, ensuring that high-quality, systematic teaching and targeted intervention enables all pupils to become confident, fluent readers.
- **Improve outcomes for the lowest 20% of children in writing**, through high-quality teaching, early identification of need, and targeted support to develop vocabulary, fine motor skills, and confidence as writers.
- **Enhance provision for the lowest 20% of children in the foundation subjects**, ensuring that all pupils access a rich, broad, and balanced curriculum that promotes curiosity, creativity, and deeper understanding.

Our approach is rooted in evidence-based practice, high expectations, and strong relationships. We focus on high-quality teaching as the most powerful lever for improvement, complemented by timely, tailored interventions and robust pastoral support.

Through effective use of Pupil Premium funding, we aim to ensure that every child, including those who are disadvantaged or vulnerable, makes strong progress from their starting points, develops a lifelong love of learning, and is well prepared for the next stage of their education.

Challenges and intended outcomes

This details the key challenges to achievement that we have identified among our disadvantaged pupils and the outcomes we are aiming for by the end of our current strategy plan.

Challenge number	Detail of challenge	Intended outcomes
1.	Some pupils have underdeveloped personal, social and emotional skills, affecting their ability to regulate emotions, form positive relationships, and engage confidently with learning.	Provision across the school consistently meets pupils' PSED and SEND needs, leading to improved self-regulation, engagement, and readiness to learn.

2.	Some pupils have lower attendance or poor punctuality, reducing learning time and continuity.	Attendance and punctuality for disadvantaged pupils improves, ensuring consistent access to high-quality teaching and intervention.
3.	Some disadvantaged pupils have limited access to enrichment and wider curriculum experiences beyond the classroom, such as trips, clubs, cultural activities, and extracurricular opportunities. This can impact their cultural capital, confidence, and ability to make meaningful connections in their learning.	Disadvantaged pupils are actively encouraged and supported to participate in enrichment opportunities, broadening their experiences, developing confidence and curiosity, and enriching their understanding across the curriculum.
4.	A proportion of disadvantaged pupils have gaps in early phonological awareness and decoding skills, which restricts progress in phonics and early reading.	Pupils make strong progress in phonics through systematic, high-quality teaching and targeted intervention, enabling them to become fluent, confident readers.
5.	A proportion of disadvantaged pupils have gaps in their mathematical knowledge and understanding, which restricts progress in this core subject.	Pupils make strong progress in maths through systematic, high-quality teaching and targeted intervention.

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 and how we will measure whether they have been achieved.

Challenge	Planned Activity / Actions	Success Criteria
1.	<ul style="list-style-type: none"> Implement whole-school PSED curriculum and strategies. Small-group and 1:1 intervention for targeted pupils (e.g. social skills groups, nurture sessions, ELSA). Staff training to support emotional regulation and positive behaviour. Regular monitoring and review of PSED progress. 	<ul style="list-style-type: none"> Reduction in behaviour incidents and improved emotional regulation. Increased pupil engagement and readiness to learn. Staff consistently apply strategies to support PSED and inclusion. Positive pupil and parent voice reflecting improved wellbeing.
2.	<ul style="list-style-type: none"> Regular monitoring of attendance and punctuality data. Early intervention with families where attendance / punctuality is of a concern. Support for barriers to attendance e.g. funding for transport. 	<ul style="list-style-type: none"> Overall attendance of disadvantaged pupils improves. Reduction in persistent absence and lateness. Increased parental engagement regarding attendance.

3.	<ul style="list-style-type: none"> • Provide funding for school trips and enrichment activities. • Provide a broad range of enrichment activities. • Monitor participation and target disadvantaged pupils not accessing opportunities. • Engage families to support participation in enrichment. 	<ul style="list-style-type: none"> • Increased participation of disadvantaged pupils in enrichment opportunities. • Pupils demonstrate greater confidence, enjoyment and sense of belonging. • Reduced barriers to participation. • Enrichment positively impacts engagement, well-being and learning outcomes.
4.	<ul style="list-style-type: none"> • Deliver high-quality, systematic phonics teaching using ULS scheme. • Provide targeted 'keep up' phonics intervention. • Regular assessment and tracking of phonics progress. • Staff training and coaching to ensure consistent phonics delivery. 	<ul style="list-style-type: none"> • Lowest 20% of pupils make accelerated progress in phonics. • Pupils develop fluent decoding skills and confidence in reading. • Targeted interventions show measurable impact. • Pupils demonstrate enjoyment and confidence in reading.
5.	<ul style="list-style-type: none"> • Deliver high quality maths lessons and daily mastering number sessions. • Provided targeted maths interventions. • Regular assessment and tracking of progress in Maths. 	<ul style="list-style-type: none"> • Lowest 20% of pupils make accelerated progress in Maths. • Targeted interventions show measurable impact. • Pupils demonstrate increased confidence in Maths.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching, monitoring and CPD for all staff.	EEF research demonstrates that good teaching is the most important way that schools can improve outcomes for disadvantaged children.	1,4,5
CPD for teaching staff to ensure consistent approaches across reading, writing and maths.	Colourful Semantics The Writing Framework The Reading Framework OFSTED review series Maths OFSTED review series English DfE Maths Guidance	4,5

A HLTA with responsibility for leading on PSED interventions will be appointed and used to support staff across the school.	EEF Social and Emotional Learning	1
Support staff will have regular training. Senior leaders, including the SEND Manager, will identify training needs.	EEF - Making Best Use of Teaching Assistants Timely and relevant training will support the team to continue to be effective in their role and support the needs of children across the school.	1,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for subject leaders and senior leaders to support the development of the curriculum and pedagogical approaches employed across the school.	EEF evidence: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1,4,5
Small group writing, reading and maths sessions with a teacher.	Small group tuition has an average impact of four months' additional progress over the course of a year EEF - Small Group Tuition EEF Shining a Spotlight on Reading Fluency The Writing Framework The Reading Framework	4,5
Termly pupil progress meetings with senior leaders to ensure that children entitled to pupil premium funding are on track to meet their targets.	Regular review of progress will ensure that children are identified for extra support if progress isn't being maintained. https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/	4,5
Additional opportunities for adult-led 1:1 or small group phonic sessions.	The more graphemes children learn to read and write, the more words they will be able to read and spell, and, as they decode unfamiliar words, they encounter new vocabulary. DfE Reading Framework	4

PSED interventions led by teachers and support staff. Children will be identified in pupil progress meetings and included as part of provision mapping.	EEF Social and Emotional Learning	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions	Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools (May 2015)	1
Pet therapy sessions	Pet therapy research paper	1, 2
Lunchtime play club	EEF Social and Emotional Learning Explicit teaching of play skills.	1
Enrichment opportunities e.g. school trips, visiting speakers and after school clubs.	An Unequal Playing Field Cultural Capital	3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

Of the 8 children in receipt of pupil premium:

Year 1 children attaining EXS+

Reading 2/2 (100%)

Writing 2/2 (100%)

Maths 1/2 (50%)

Year 1 phonics screening check

2/2 children passed (100%)

Year 2 phonics screening check retakes

1/1 (100%)

Year 2 children attaining EXS+

Reading 3/4 (75%)

Writing 3/4 (75%)

Maths 3/4 (75%)

There was evidence of progress for the child who did not achieve EXS+, including passing their phonics check retake. Time bonded interventions and 1:1 phonics tutoring sessions were delivered with clear targets and expectations identified. These interventions were monitored by the Senior Leadership Team and the SEND Manager.

Enrichment

Club analysis showed that 75% of pupils in receipt of pupil premium (6/8) attended at least one after school enrichment club during the 2024/25 academic year.

Every child entitled to pupil premium funding attended at least one school trip during the academic year and participated in all enrichment activities that carried an additional cost e.g. subject specific workshops.

All children in receipt of pupil premium were provided with branded items of school uniform.

Children in receipt of pupil premium were included within lunchtime pastoral clubs to support their social and emotional development.

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
Music enrichment sessions	Rocksteady Music School
Musical theatre and street dance enrichment sessions	Terri Jayne Theatre Arts
Sport enrichment sessions	360 Sports Education