

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Enderby Road Infant and Nursery School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	29.4% (including EYPP) 32.6% (R-Y2) 15% EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jo Smeaton Headteacher
Pupil premium lead	Jo Smeaton
Governor / Trustee lead	Cath Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,492
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,492
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have a successful start to their educational journey. As a small infant school, we have a unique opportunity to tailor our provision to children's specific needs enabling every child to matter and make the progress they deserve. The focus of this pupil premium strategy is to ensure all of our disadvantaged children have the same access and opportunities in school whether they need additional academic support in school or are a high achiever.

We will consider the challenges faced by children who are more vulnerable such as those with a social worker or in local authority care. Activities outlined in this plan will enable all vulnerable children to have equal access in school and support their academic as well as social/emotional achievement.

Wave 1 quality first teaching has been proven to be the most effective way of raising attainment in school for all children. Our plan will ensure sufficient time and training is spent developing our offer in school. We will have a particular focus on developing early reading skills and ensuring high quality phonics provision. Our SSP, Little Wandle, is structured and consistent making sure any gaps in provision are tackled quickly and effectively through rigorous monitoring and swift catch up and keep up sessions. By focusing our efforts to enhance the reading provision in school, we not only target our disadvantaged children, but also the non-disadvantaged too: ensuring great progress across the school.

From our internal monitoring, we have noticed a need to support the children's language and communication skills. This has become even more noticeable over the last few years where children starting in EYFS have greater speech and language needs and delays in their overall levels of vocabulary and comprehension. Therefore, our strategy is also integral in the wider school plans for supporting this key area for development as we use funding to support the children's development and 'catch up' for phonics and language. We will do this through using targeted teacher led support groups and use of government, evidence-based schemes such as NELI.

Developing the children's well-being and wider emotional development within school is also a priority for us. Many of our children need additional support from the adults in school to help them with emotional resilience and coping strategies to give them a secure base for them to access all aspects of school life. We will use targeted support through the Thrive programme, following a process of assessment, to ensure our children are given this secure start with us.

Our approach will be based on diagnostic assessments of the children's needs and will meet the children from their individual starting points. We will ensure our plan is effective by:

- having key members of staff available to track and monitor progress of disadvantaged children
- 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
- use pupil voice to assess and guide our decisions, particularly on matters relating to children's well-being

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Y2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our diagnostic assessment and school reports show that attendance at school has struggled to recover to meet national levels, this is especially noticeable with persistent absenteeism – 2 out of the last 3 years with a PA above 20% and well above national figures. Pupil premium children PA is at 31%
4	Our Thrive assessments, observations and discussions with pupils and parents have identified some social and emotional issues for pupils within school, including pupil premium pupils. These have included difficulties for emotional regulation and ability to work effectively alongside their peers. These challenges particularly affect the disadvantaged pupils.
5	Despite tracking PP children involved in extra-curricular activities, we have noticed a lower number of disadvantaged children involved in enrichment activities after school.
6	Our diagnostic assessment and discussions with children have shown a significant lack of engagement from the disadvantaged children with teachers reporting 56% of them having less than good engagement levels in class.

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Consistent trend of KS1 reading outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 until 2026/27 demonstrated by: • A sustained level of good whole school attendance of 96%+ • Reduced PA to be within national figures • Level of attendance for the disadvantaged children being in line with non-disadvantaged
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 until 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • 20% reduction in referrals for social and emotional support in school to pastoral lead/Thrive practitioner • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve higher engagement and participation levels from PP children across all aspects of extra-curricular and enrichment activities.	Data will show an increased level of participation in all areas of extra-curricular activities for disadvantaged pupils. • Increase in PP children attending clubs through reduced costs and targeting of pupils • Expansion of breakfast club and after school club facilities for all • Continued development of free enrichment activities built into the curriculum for all children to access • PP children targeted for additional events in school such as sporting or musical events.
Disadvantaged children to demonstrate high levels of engagement across all aspects of the curriculum.	An increase of engagement levels for all disadvantaged children in learning to 90% engagement.

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)

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of Purple Mash computing programme and additional devices to increase provision of IT across the school and improve high level of engagement for all children. Training for staff to ensure the programme is delivered effectively to raise standards in computing across the school £3600	The EEF provides pointers for effective computing teaching in its toolkit. An effective system is needed in school to ensure coverage and consistency in teaching the computing curriculum to raise standards across the school. https://www.headteacherupdate.com/best-practicearticle/computing-supportingeffective-teaching/66993/ http://educationendowmentfoundation.org.uk/toolkit/	6
Further develop and extend the roles of maths and English leads in school. New focus of: targeted non-contact time given each week, half termly monitoring time, half termly meeting with HT, attendance at maths and English training courses, involvement in English Hub and Maths Hub training - to support the development of these subject areas and to increase levels of monitoring and scrutiny. £5000	Strong evidence base to support the developments of the teaching of maths and English in primary schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacyks-1 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/earlyyears-and-key-stage-1mathematics-teaching	1,2,6
Staff to implement Little Wandle programme consistently across the school to small groups, to ensure fidelity to the SSP programme and regular coaching from phonics lead. £2500	Little Wandle Letters and Sounds is one of the DFE validated systematic synthetic phonics teaching programmes.	2

Regular updating and renewing of decodable reading books and to develop Y2 fluency reading books £1000	DfE validated Systematic Synthetic Phonics programme 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	
Purchase of standardised diagnostic assessments for Y2 reading. Training for staff to ensure assessments are interpreted and administered correctly. £500	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2

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

Budgeted cost: £4656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify children with speech and language needs as early as possible and ensure that support programmes are in place. - Trained TA from working in EYFS delivering the SALT programmes. - NELI assessments completed on entry and programme being delivered by TAs to targeted pupils. £1656	Early identification of issues with speech and language are key. Each year we are seeing an increased number of pupils enter school significantly below in speech, language and communication. Numbers of pupils entering significantly below in speaking has increased. This delay on entry significantly impacts pupils progress during their EYFS year and if not addresses, the rest of their school career. Having a TA trained on the Neli programme ensures that issues are picked up pretransition and that programmes are in place as soon as possible and intervention begins quickly. Best Start in Speech, Language and Communication: Supporting evidence (publishing.service.gov.uk)	1

Targeted phonics intervention for Y1 and Y2 to support with any identified gaps following Little Wandle assessment. Catch up and Keep up interventions. £3000	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a new extended Pastoral Lead/attendance officer role in school to offer nurture support and manage Early Helps. To take a lead role in managing the provision for disadvantaged including liaising with the local authority regarding 'Fuelled' programme of support. To take the lead in managing all attendance matters in school. £26,409	We have a number of disadvantaged children and families who need additional social and emotional support. Having a dedicated member of staff to lead on this ensures that timely support is given and access to external agency support is facilitated effectively. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Working Together to Safeguard Children 2018 (publishing.service.gov.uk) Troubled Families Early Help System Guide (publishing.service.gov.uk)	3,4,5,6
To implement new PSHE programmes to support to well-being and recovery of pupils following periods of disruption to learning.	After periods of school closure and lockdowns, a school focus of good PSHE structure across the school is needed. Evidence suggests that focusing on children's SEL will promote improvement for their well-	1,4,6

Jigsaw programme to be implemented in school and monitored by PSHE lead. £1000	being as well as better engagement levels in school. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Continue to offer support for disadvantaged children and their families by offering free uniform, trips, milk etc. Approx. £2000	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.	All
Continued training for the school's Thrive practitioner in order to keep status. Access to Thrive online platform for assessment and support strategies. £500	Evidence suggests that children with attachment difficulties can struggle to manage all areas of their life and emotional development. This in turn, effects their education. It is essential that school staff are made aware of these difficulties and understand how to support children effectively in school. https://learning.nspcc.org.uk/childhealth-development/attachment-earlyyears Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Development of Mental Health and Well-being Lead role in school. Training as required and additional meetings for the school's well-being team to implement strategies and support packages. £1000	Both targeted interventions and universal approaches can have positive overall effects:	4

Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training for the Pastoral Lead as the appointed attendance lead to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
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Total budgeted cost: £48,165

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 to 2024 academic year.

Our internal monitoring of last year's pupil premium strategy and current performance of our disadvantaged children suggests that the outcomes and targets set previously have not all fully been realised.

The implementation of our SSP programme, Little Wandle, has seen a huge increase in children achieving the expected standard at the end of year increasing from 62% in 2023 to 87% in 2024. We believe investing staffing and funding into the continued development of phonics in our school is essential for ensuring this level of attainment is sustained and all children have access to high quality phonics lessons and keep in line with national expectations. We have high aspirations that all of our children will develop vital early reading skills and by keeping phonics in the spotlight, helps to focus on developments for the children.

In addition to this, targeted interventions and support to raise attendance for all children, and for PP children in particular has not yet led to better attendance outcomes. Although our overall attendance was roughly in line with national at the end of 2024 at 94%, our PA remains high at 20%. This continues to be an area of focus for us as a school and was also discussed in our recent OFSTED inspection. The role of attendance officer will be increased to have a rigorous daily routine to develop higher expectations for all our families. The attendance officer role will increase during the next academic year to accommodate changes and support progress in this area.

The need for pastoral support continues to be a priority for the children in our school, particularly those from disadvantaged backgrounds. These children were supported through 1:1 sessions, Early Help meetings and home visits as appropriate. The outcomes for PP pupils were improved by having a member of staff responsible for leading on this. The importance of this role continues to be a priority in order for appropriate and timely support to be given to our disadvantaged children. Therefore, we will now develop this further in school by making a specific Pastoral Lead role in school a 5 day a week role.

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
Little Wandle	Little Wandle Letters and Sounds Revised
Little Wandle books	Harper Collins
Purple Mash	2simple
Jigsaw	Jigsaw Education Group
Thrive	Thrive online assessment and support strategy
Neli	Nuffield Foundation

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.