

Enderby Road Infant and Nursery School

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 impact that last years spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	26.85% (including EYPP) 28.92% (R-Y2) 20% 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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anna Horsfield Headteacher
Pupil premium lead	Anna Horsfield
Governor / Trustee lead	Cath Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,020
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	£42,020

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 already 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, as well as supporting their academic and 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.

Our Pupil Premium Strategy has been carefully considered alongside research by the Education Endowment Foundation (EEF), our school demographic and the wider challenges faced by our disadvantaged pupils.

Long Term Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. For our disadvantaged pupils to make or exceed national expectations
- To ensure that the communication and language gap is narrowed effectively in EYFS and KS1.
- Our pupils feel happy and cared for at our school, whilst experiencing a wide range of opportunities and developing cultural capital.
- For the attendance of our disadvantaged learners to be above average.

Aims

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate support is assessed and addressed for our pupils and their families.
- Recognising that not all pupils who are disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Providing regular opportunities for pupil voice.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

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. This is evident from their entry to school in nursery through to Y2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that reading, writing and phonics attainment among disadvantaged pupils continues to be below that of non-disadvantaged pupils.
3	DfE data and school reports show that attendance at school has struggled to recover to meet national levels, this is especially noticeable with persistent absenteeism and was a target from the December 2024 Ofsted inspection – PA for 2024/25 was 11.8%. Our attendance data for last year indicates that attendance among disadvantaged pupils was 3.2% lower than for non-disadvantaged pupils. We will continue to work to reduce/remove this difference.
4	27% of our disadvantaged pupils are on the SEND register, 2 of which have EHCPs. There are currently 20% of children in school identified with SEND.
5	Our assessments, observations, and discussions with pupils and families indicate a high level of social and emotional need within our school community. This is partly due to limited access to external services and agency support, such as Early Help and Social Care. A number of parents face challenges in providing the foundations of early learning, resulting in many children entering nursery or reception working below age-related expectations. The IDSR also highlights that the school serves a community with above-average levels of pupil deprivation, which further contributes to these needs.

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 phonics and reading attainment among disadvantaged pupils.	Year 1 phonics outcomes in 2025/26 show that 80% of disadvantaged children meet the expected standard, in line with their non-disadvantaged. The children in year 2 leave the school ready for the expectations of KS2, with 75% of disadvantaged children leaving the school reading at EXS.
Improved writing attainment among disadvantaged pupils.	The children in year 2 leave the school ready for the expectations of KS2, with 75% of disadvantaged children leaving the school writing at EXS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 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 by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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
The Headteacher will monitor the impact of teaching and interventions and ensure class teachers maintain disadvantaged learners as a priority.	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact.	1,2,4
Purchase of standardised diagnostic assessments for Y2 reading. Training for staff to ensure assessments are interpreted and administered correctly.	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
Use of 'Little Wandle' (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Cost of licence and additional training if needed for new staff	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

Enhancement of our writing teaching/curriculum planning and delivery. Release time for DHT to visit another school to work with external advisor. Release time for monitoring and support within school. Purchase of the Widgit programme	Following the new DfE Writing Framework strong foundations are built in EYFS and KS1 through explicit, daily teaching of transcription (handwriting & spelling) and composition (oral rehearsal before writing), prioritizing quality over quantity, and focusing on clear, structured practice to build automaticity, freeing up working memory for ideas. https://educationendowmentfoundation.org.uk/news/how-the-simple-view-of-writing-can-help-you-develop-your-pupils-fluency-in-writing	2
Enhance formative assessment within the school so that staff use formative assessment to identify gaps in learning and adapt teaching and interventions accordingly.	EEF evidence shows that high-quality formative assessment has a strong positive impact on pupil progress, particularly for disadvantaged pupils, by enabling timely feedback and targeted support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	2,3
Internal and external staff training for teachers and TAs to ensure they have the skills and knowledge to meet the needs of all our SEND children in school	The EEF states that ‘supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’	4

Improve the quality of social and emotional learning. School will embed THRIVE approaches into routine educational practices which will be supported by professional development and training for staff.	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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Embedding language knowledge and development activities across the school curriculum. We will purchase resources and fund ongoing teacher training and release time.	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	1,2

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.	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.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
'Pupil Premium First' PP children (when appropriate) will be targeted first for questioning, coaching conversations and marking of their books.	Linked to work new Headteacher completed with Challenge Partners	2,3,4

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

Budgeted cost: £24,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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
Jigsaw programme in school and monitored by PSHE lead.	Supporting children's well-being, so children are ready to learn. 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.	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. EEF 'Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.'	All

Continued training for the school's Thrive practitioner in order to keep status. Access to Thrive online platform for assessment and support strategies.	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.	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

Total budgeted cost: £42,020

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 2024 to 2025 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.

Although the implementation of our SSP programme, Little Wandle, saw a huge increase in children achieving the expected standard at the end of year increasing from 62% in 2023 to 87% in 2024, this was not sustained for 2025, where only 74% of children achieved the expected standard, with only 54.5% of disadvantaged children reaching expected standard. We believe investing staffing and funding into the continued development of phonics in our school is essential for ensuring levels of attainment are increased and sustained, and all children have access to high quality phonics lessons, keeping in line with national expectations.

100% of the year 2 PP children passed their phonics screening.

Targeted interventions and support to raise attendance for all children, and for PP children in particular has not yet led to better attendance outcomes. The attendance for PP children at the end of the year was 93.1% (a slight decrease from 23/24) compared to their non pupil premium peers at 96.3% The role of attendance officer will be increased to have a rigorous daily routine to develop higher expectations for all our families. The attendance policy will be adapted to ensure processes around attendance are more rigorous.

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.