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
School name	Stalyhill Infant School
Number of pupils in school	129 pupils
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Pupil premium lead	Leah Plant
Statement authorised by	Leah Plant
Governor lead	Katie Buckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£ 22,840

Part A: Pupil premium strategy plan

Statement of intent

What are the current needs of our pupils?

Our school has relatively small numbers of pupils eligible for Pupil premium funding. Although they represent a low percentage of the total number of pupils, we remain committed to ensuring that all pupils, regardless of background, have equitable access to high quality teaching, enriching experiences and targeted support. We focus on targeted interventions and individualised approaches, ensuring that each eligible child's specific academic and pastoral needs are met.

Data analysis at the end of the last academic year showed that, although PPG pupil's progress across core subjects is at least in line with all other pupils, attainment was lower than other pupils in core subjects. (Last year there was a high number of pupils in receipt of PPG with special educational needs which meant that due to the nature of their needs and their starting points, attainment was lower)

Pupil Premium whole school summary (15)	At or above ARE 2026 (2025) All other non-disadvantaged pupils	Good Progress (Good+)
Reading	73% (68%) 83%	100% (20%)
Writing	60% (64%) 81%	100% (13%)
Maths	67% (73%) 83%	100% (27%)

Baseline information for children entering our Reception class in September 2026 show that a proportion of our children have entered school with communication, language and literacy skills (including physical literacy) below the expected level. Therefore, EYFS interventions will continue to be targeted towards this area, helping to ensure that we maximise progress and that children leave EYFS with the communication, language and literacy skills necessary to access the KS1 curriculum.

In line with the Federation Improvement Priorities, we will continue to prioritise improving disadvantaged pupils' outcomes in reading and writing, with a focus on securing strong foundations and addressing gaps in learning quickly. This will include strengthening the consistency of Read Write Inc. teaching through staff coaching, practice and masterclasses, while ensuring assessment informs phonics groupings and targeted keep-up interventions. In writing, we will continue to use our diagnostic tool to identify the specific barriers preventing PPG pupils from achieving age-related expectations, with a particular focus on foundational

skills including handwriting, spelling and sentence construction. We will use ongoing assessment and monitoring to ensure support is precisely targeted, interventions are effective and pupils can apply their learning independently. This year we will be continuing to receive support from the Turing Maths Hub to help sustain our mastery approach and keep up to date with current best practice in Mathematics, including offering external CPD to all staff, including TAs.

In school this year, we will also be continuing to prioritise the wellbeing of all of our PPG pupils. Social and emotional support will be available from day one and will be targeted to individual need. We will also be continuing to progress our Relational Inclusion strategy, which will further support behaviour and wellbeing.

The Key principles of our strategy plan are;

Rationale for the Development of Teaching:

The key ingredient of a successful school.

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for Pupil Premium spending.

Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.

Education Endowment Foundation

Rationale for Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Education Endowment Foundation

Rationale for Wider Strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment.

Education Endowment Foundation – Using your Pupil Premium effectively

Challenges

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

Challenge number	Detail of challenge
1	*Some pupils in receipt of PPG are working below ARE in core subjects. Academic support will include tutoring and targeted interventions. Children already working at ARE need to be targeted to also make accelerated progress to ensure they are reaching their full potential and secure with their learning ready to access KS2.*
2	*Previous and current year baseline assessment in EYFS indicates that pupils in receipt of PPG are showing narrower vocabulary and weaker oral and communication skills.*
3	*A proportion of pupils in receipt of PPG across school are displaying poor emotional wellbeing. They are displaying difficulties with attachment, separation anxiety, emotional regulation, coping skills, self-esteem and staying positive.*

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
All pupils in receipt of PPG are taught by an effective/highly effective classroom teacher.	✓ Teachers are supported to develop and improve their practice following the 5-part model – revisit, I do, we do, you do, review. ✓ Teachers are supported to develop effective strategies to enable all pupils to retain what they are learning. ✓ Teachers are supported to keep improving through high quality and targeted internal and external CPD using the principles from the EEF Effective Professional Development guidance report. ✓ Teaching profile across school remains strong with every teacher being judged as effective/highly effective. ✓ Teachers possess deep subject knowledge and deliver RWI sessions effectively, using a consistent approach that positively impacts on pupil reading progress and attainment. ✓ Teachers possess deep subject knowledge and deliver Maths mastery lessons effectively, using a consistent approach that positively impacts on pupil maths progress and attainment. ✓ Teachers possess a deep understanding of their PPG pupils and their needs, plan accordingly and are accountable for their progress at pupil progress meetings.
Pupils in receipt of PPG make accelerated progress to help close the gap in attainment in reading, writing and	End of year data shows that; ✓ Targeted pupils have made accelerated progress to help them achieve age related expectations in reading, writing and maths. ✓ The teaching of RWI is prioritised and CPD throughout school focus on the teaching of reading.

maths by the end of KS1.	✓ Writing diagnostic tool is implemented to help identify specific gaps ✓ PPG pupil's progress is monitored every half term and intervention put into place. ✓ PPG pupils already working at the expected level are targeted through our lead learner programme in the Summer Term. ✓ EYFS pupils who require S&L support are identified quickly and support is put into place.
Targeted academic support and intervention for pupils in receipt of PPG is well planned, implemented effectively and has a positive impact on the progress and attainment of pupils.	End of year data shows that; ✓ Targeted pupils have made accelerated progress to help them achieve age related expectations in reading, writing and maths. ✓ PPG pupil's progress is monitored and intervention put into place. ✓ Interventions are implemented effectively and reviewed regularly to ensure success.
PPG pupils in EYFS are given targeted support within communication, language and literacy to ensure they meet ELG.	✓ WELLCOMM implemented ✓ Appropriate intervention is in place for pupils following assessment. ✓ Ongoing support from SALT specialist throughout the year is utilised. ✓ Physical Literacy intervention in place ✓ Targeted pupils meet CLL ELG at end of EYFS.
Individual support is in place for identified children.	✓ PPG pupils attendance is monitored every 4 weeks and appropriate support/action put into place. ✓ Individual pupils requiring targeted support receive this appropriate to their needs. ✓ PPG pupils make good academic progress. ✓ PPG pupils demonstrate a good sense of wellbeing, both in school and at home.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,500.00

Activity (EEF Recipe for success)	Evidence that supports this approach	Challenge number(s) addressed
-Coaching continues to be used across school to support teacher development focused on school development priorities. *- (Professional development activities should be appropriately spaced and aligned—avoid one-off inputs)*	✓ Effective Professional Development EEF 2021 ✓ Putting Evidence to Work: A Schools Guide to Implementation. (Professional	1 2

Internal CPD inc. - *Quality first teaching – 5 part lesson Teaching and Learning principles* - *Reading lead RWI masterclasses.* - *Learning to learn and feedback follow up sessions* - *Writing – Grammar focus, writing diagnostic tool and subsequent pupil support.* *(Ensure a tight focus on pupil outcomes by supporting staff to apply general pedagogy to specific subject domains)* *(Effective professional development includes both initial training as well as high-quality follow-on coaching)*	Development) EEF 2019 ✓ Coaching has proven to empower teaching staff to take ownership of their own development and to keep improving. (Staff survey) ✓ Only using accredited Coaching training. (Use highly skilled coaches)	1 2
CPD external inc. - *RWI training and development days* - *Lacey Green writing training* - *Teaching and Learning/curriculum/subject lead* - *North west Turing Maths hub*		1 2

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

Budgeted cost: £ *20,740.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to deliver literacy and numeracy group interventions – all year groups	✓ EEF Teaching and Learning toolkit evidence summaries. ✓ EEF Guidance Report - Improving Literacy in the EY and KS1. September 2020 ✓ EEF Guidance Report - Improving Mathematics in the EY and KS1. January 2020 ✓ EEF Guidance Report - Making best use of Teaching Assistants. October 2018 See Interventions – Recipe for success document. ✓ EEF Teaching and Learning toolkit evidence summaries.	1 2
Specific writing intervention delivered following diagnostic identification of individual gaps.		1 2
TA 1:1 RWI 'keep up' assisted blending and tutoring.		1 2
WELLCOMM SaLT programmes to identify and support pupils needing CLL intervention.		1 2
		1 2
		1 2

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

Budgeted cost: £600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trip/visitor – contributions for PPG pupils.	Programmes used previously with success. (Feedback from staff, parents and children)	3
Lunchtime support for PPG pupils		3
Attendance monitoring and support		3
TA Interventions to support wellbeing *-Lego Think Bricks* *-My Happy Mind* *-Check ins* *- Zones of Regulation*		3

Total budgeted cost: 22,840.00

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 2025 to 2026 academic year.

Please see impact statement 2025 2026

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