

Pupil premium strategy statement 2025-28 – Pashley down Infant School

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.” Rita Pierson

These funds are designed to narrow the gap between pupils considered to be disadvantaged through low income, and all other pupils by targeting support. 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 high attainers. Any pupil eligible for FSM at any time in the preceding 6 years also attracts Pupil Premium funding. Looked after children and children of families in the armed services also are eligible for Pupil Premium funding.

At Pashley Down Infant School, we strive for the achievement of all our pupils. Our pastoral care and tracking of all pupils help us to identify any pupils who are at risk of not making enough progress and have helped us to plan and implement effective intervention strategies, both academically and in social and emotional health.

Our governing body tracks the achievement of children who qualify for the Pupil Premium Grant. They ensure their needs are clearly identified/met and that their progress is closely monitored throughout the school, as well as tracking the gap in their achievement as compared to their peers.

This statement details our school's use of Pupil Premium and Recovery 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 2024-25, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	18% (28 pupils)
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	21.09.2026

Date on which it will be reviewed	14.11.26
Statement authorised by	Andy Best / Jennifer Cruise
Pupil premium lead	Andy Best
Governor / Trustee lead	Jennifer Cruise

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (26-27)	£44,540
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>	£44,540

Part A: Pupil premium strategy plan

Statement of intent

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race, background or ability. Our Teaching & Learning ethos and Pupil Premium Strategy ensures that children are at the centre of our approach.

At Pashley Down Infant School, we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may affect their learning. We provide high-quality education to all pupils. This is realised through strong, shared values, policies, and exceptional, inclusive practice.

Our key priorities identified through school performance review & evaluation for 2026-27 are:

Raising Outcomes	Rapidly accelerate outcomes in Year 1 Phonics for disadvantaged pupils, so that they are at least in line with Pupil Premium National Averages. Rapidly accelerate outcomes for Pupil Premium and SEND learners in KS1 reading, writing and maths
Teaching and Learning	To strengthen staff's knowledge of SEN provision so that pupils can thrive within the classroom
Curriculum Development	Adapt current non-core curriculum to ensure key concepts, knowledge, skills and vocabulary are taught in depth, so that information is properly retained.
Behaviour and Wellbeing	To increase attendance so that it is at least in line with the national average To develop a whole school mental health approach that supports pupils and parents at school and at home

At Pashley, the pupil premium funding is designed to narrow the gap between pupils considered to be disadvantaged through low income, and all other pupils by targeting support. 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 high attainers. Any pupil eligible for FSM at any time in the preceding 6 years also attracts Pupil Premium funding. Looked after children and children of families in the armed services also are eligible for Pupil Premium funding.

At the core of our strategy is quality first teaching, with an emphasis on subject areas where disadvantaged students need the most support.

All areas identified for action and strategy using the Pupil Premium funding are linked to our School Development Plan. Our priorities are informed by our school self - evaluation. Analysis of data, progress rates and qualitative data ensures that the funds are used to maximise teaching and learning outcomes for these children. Research is used to help inform our practice and provisions in school .e.g. OFSTED Good Practice Series, The Education Endowment Fund and Sutton Trust research.

Challenges

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

Challenge number	Detail of challenge
1	PP Outcomes in Phonics, Reading and Writing Pashley uses its own phonics scheme. Our reading strategy in all our year groups ensures QFT of phonics and reading and explicit teaching of reading is prioritised by staff each day. On entry to Reception in 2026, there was a 39% gap between disadvantaged and 'all' children in word reading. Closing this gap throughout the children's time at school is a key priority. July outcomes in Y2 demonstrated that there had been a total of 18% increase in PP outcomes from end of Y1 and to end of Y2 in 2025-26, which demonstrates that the PP reading interventions that take place before school four mornings a week are having a positive impact, however PP outcomes in phonics were still 54%, compared to 67% nationally. 67% of the pupil premium pupils achieved the phonics screening in Y2. In July 2026, those PP pupils without SEND all achieved the phonics mark, and this is why developing teacher's confidence and strategies for teaching SEND is a key priority for the school in 2026-27.

2	Doubled disadvantaged crossover with SEND There is an increasing percentage of pupils who are PP and SEND, which means they have double barriers to their learning, and contributes further to them being able to narrow the gaps with non-disadvantaged pupils.
3	Attendance In 2025-26 the average attendance for Pupil Premium children was 92.2%, compared to 94.5% for non-pupil premium children. A significant contribution to this percentage was the number of PP pupils not arriving to school on time and being reluctant to attend.
4	Relationships & emotional wellbeing Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably anxiety. These challenges particularly affect disadvantaged pupils, including their attendance and attainment. For a significant number of children, there are the added complexities of neurodivergence.

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
Children make rapid progress in phonics and reading and writing To reach national expectations in EYFS and Phonics outcomes To reach national expectations in Reading, Writing and Maths at the end of Y2	The 'disadvantaged' Year 1 Phonic Screening Check result is higher than in previous years and the gap is closed with non-disadvantaged pupils. Disadvantaged pupils achieve broadly in line with national averages (2/3 = 6/9 in July 2027 in Phonics) KS1 'in school data tracking' for attainment indicators demonstrate the gap is closing for 'disadvantaged' children in Reading and Writing.
Attendance of pupils eligible for pupil premium increases to above 94%	The gap in attendance of pupil premium and non-pupil premium pupils is narrowed.
To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged children	Wellbeing is supported through classroom strategies, interventions and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health. Children feel safe, cared for, valued, and trusted so that they can enjoy and achieve. As a result, there is a reduction

	in pupils arriving late for school, or who are reluctant to come in to school in the morning. There is an increased level of participation in enrichment activities, particularly among disadvantaged pupils. Attendance increases Pupil and Parent Surveys evidence they are satisfied with the support that has been put in place for them
--	--

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,477.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing quality first teaching by prioritising whole school CPD on improving, Reading and Phonics across the school.	Upskilling staff and providing high quality CPD linked to key priority areas will impact in the short and long term for all children. This will ensure sustainability of the funding allocated. Evidence from Education Endowment Fund - Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving Literacy in KS1 Recommendations Poster.pdf “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1, 3

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

Budgeted cost: £ 8,255.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke individual and group reading interventions led by TAs	Targeted interventions from a diagnostic assessment means pupils receive specific input and support to help close gaps and move their reading skills forward. Additional and explicit teaching of phonics and reading comprehension strategies have been proven to improve decoding, fluency and understanding of a text and thus improving overall reading attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF guidance report on Making the best use of Teaching assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2
SEN Intervention	Precision Teaching /Language Link/Sensory Circuits are used to support pupils with their language and attention and listening skills. The first two will develop their oracy to support their reading and writing and communication skills, where a significant number of children are entering school with a low number of words they know / understand. Sensory Circuits ensure pupils are calm and ready to learn to support them with listening and focus in their classroom learning. EEF_Social_and_Emotional_Learning. pdf(educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://pure.qub.ac.uk/en/publications/a-systematic-review-of-the-effectiveness-of-precision-teaching-fo/#:~:text=Abstract,with%20developmental%20disabilities%20are%20discussed.	1,2,3,4

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

Budgeted cost: £ 10,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free wrap around care for vulnerable families (£1,000)	We understand the importance of the need for breakfast for our children and the impact this has on their focus and motivation in class. For some of our vulnerable families, where poverty is a significantly increasing barrier for them to provide everything they want for their children, we ensure they have the opportunity to attend our Earlybirds and Ladybirds clubs and be provided with two meals a day (as well as their free school lunch). This also helps with motivating children to attend school and this is reflected in our attendance data. https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/#:~:text=Healthy%20breakfasts%20can%20help%20children,especially%20for%20the%20most%20vulnerable.	4
1:1 Mindfulness And Mindfulness sessions for parents (£3,528)	There is strong evidence to show that mindfulness meditation alters the structure and function of the brain to improve the quality of both thought and feeling. Our mindfulness coach works with children at a 1:1 or group level to support pupils in developing their self esteem, build strategies to regulate themselves and manage their anxieties. This has a positive impact on their behaviour, self-confidence and relationships with their peers. The impact of this is that incidents of behaviour decreases. https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf This has a contributory factor in supporting pupils with their anxiety about coming in to school and therefore can have a positive impact on attendance.	4
Farm Club	For those children who are anxious about coming into school, a soft-landing approach is a positive way to encourage them to come into school. Our outdoor learning practitioner supports a small group of pupils at the start of the school day with feeding our school pets and getting them out into their respected animal runs for the day. This has a positive impact on our attendance, which remains in line with national. https://semheducation.substack.com/p/the-power-of-a-soft-landing-a-gentle	4
After School Clubs and School Trips (£2,000)	There is strong evidence to show that opportunities in the wider-curriculum for disadvantaged pupils are less than for non-disadvantaged. This is mainly due to cost of these clubs for families. Pupils are therefore given a free club to attend through the year (of their choice) to ensure that there is no gap for opportunities between disadvantaged and non-disadvantaged families. This also has a positive impact on pupils attending school and thriving in the classroom, as these wider opportunities build self-confidence and positive relationships with peers. This is the same for school trips to ensure that all children can attend these. https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/background-supporting-the-enrichment-framework-for-schools-and-colleges#why-enrichment-matters	

	https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis	
--	---	--

Total budgeted cost: £ 60, 855.54

Part B: Review of the previous academic year – 2025/26

Outcomes for disadvantaged pupils

GLD and Phonics Outcomes 2026

2026 Outcomes	Disadvantaged		Non-Disadvantaged	
	School	National	School	National
EYFS GLD	45%	55% (estimate)	73%	72%
Phonics	54%	68%	84%	80%

Year 2 Outcomes July 2025

	Disadvantaged	Non-Disadvantaged
Reading	67%	75%
Writing	56%	75%
Maths	67%	80%

The gap between disadvantaged and non-disadvantaged in all areas continues to be significant, and therefore the school's priority continues to be to narrow the gap in 2026 - 27.

PP outcomes in all core subjects demonstrated that accelerated learning was taking place, when comparing the PP outcomes in Year 2 with their outcomes at the end of Y1 in July 2025. This is evidence that the targeted interventions for pupils in Y2 in Reading have had positive impact, but also quality first teaching in class is having the most impact. A significant number of pupils in Y2, eligible for pupil premium funding, received weekly mindfulness sessions and most of these pupils made accelerated progress academically with teachers pointing to the positive impact it had on their confidence and ability to focus.

Phonics and EYFS GLD will continue to be a priority for our pupil premium children, as there continues to be a significant gap between pupil premium and non-pupil premium outcomes. This will be through academic interventions, mindfulness support and also in Year 1, a focus on the importance of punctual attendance.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.