

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Purbrook Infant School
Number of pupils in school	270 (50 PP)
Proportion (%) of pupil premium eligible pupils:	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Lisa de Carteret
Pupil premium lead	Mr Paul Stray
Governor / Trustee lead	Mrs Sarah Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,535 (including service)
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	£76,535

Part A: Pupil premium strategy plan

Statement of intent

Purbrook Infant School, as a community, is committed to developing the learning of all children and adults. We aim to provide high quality teaching and learning which ensures that the needs of all children, irrespective of their background, are recognised and met. The focus of our pupil premium strategy is to support disadvantaged children, as part of our overall disadvantaged policy, to achieve their individual potential.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Planning a creative, stimulating and vocabulary rich curriculum, which is responsive to the needs of the children, allows us to close the attainment gap and also benefit the non-disadvantaged children in the school. We believe that the curriculum should fit the child and not the child fitting to the curriculum. As the years have passed, our pupil premium numbers have steadily increased. Our disadvantaged children have the common barriers to learning as a result of less support at home, weak language and communication skills, poor aspirations and attendance and punctuality difficulties. These barriers need to be addressed, alongside outstanding teaching, to ensure that our disadvantaged children achieve inline with their non-disadvantaged peers.

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 children indicate under-developed oral language skills and vocabulary gaps among many disadvantaged children.
2	Internal assessments indicate that attainment in reading, writing and maths is below non-disadvantaged children.
3	Poor parental engagement
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.28% (18-19), 3.52% (19-20) and 1.29% (20-21), 1.9 (21-22), 0.8 (22-23), 2.4% (23-24) and 1.53% (24-25) lower than for non-disadvantaged pupils.

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 diminished vocabulary gaps.	Assessments, observations, and discussions with children indicate a significant improvement in oral language skills among disadvantaged pupils. Vocabulary gaps among many between disadvantaged and non-disadvantaged will have diminished. Whilst good progress in this is made year-on-year, the language skills that children are starting school with are diminishing.
Improved reading attainment among disadvantaged pupils	KS1 reading outcomes in 2025/26 show that more than 82% of disadvantaged pupils met the expected standard. Actual outcomes in 2024/25 were 70% of disadvantaged children achieved ARE against 85% of non-PP. There was a 15% difference between disadvantaged and non-disadvantaged children with disadvantaged being lower. This was a significantly bigger difference than the year before where it was only 6%.
Improved maths attainment among disadvantaged pupils	KS1 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard. Actual outcomes in 2024/25 were 75% of disadvantaged children achieved ARE against 76% of non-PP. There was only a 1% difference between disadvantaged and non-disadvantaged children with disadvantaged being lower, but attainment was down on the previous year.
Improved writing attainment among disadvantaged pupils	KS1 writing outcomes in 2025/26 show that more than 78% of disadvantaged pupils met the expected standard. Actual outcomes in 2024/25 were 45% against 60% of non-pp. There was a 15% difference between disadvantaged and non-disadvantaged children with disadvantaged being lower and this difference was slightly higher than that of the year before.
Improved attendance of disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduces to 2%. Attendance of disadvantaged children was 93.5% at the end of 21/22 and 94.5% at the end of 22/23. Non-disadvantaged was 95.2%. There was a 0.8% difference. This went up again in 23/24 to 2.4% but down last year 24/25 to

	1.53%. This percentage needs to be maintained in 25/26
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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: £12,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops for writing, maths and phonics. Informing parents / guardians of more recent changes to teaching the above subjects and how to best help their children at home. This will be targeted at parent/s of disadvantaged parents. Allocated money allows time out of class to plan the relevant training / support that the parents need.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. To appropriately support their child, parents need to have the right and relevant tools (knowing to use sounds when reading for example, rather than letter names).	1,2
Release time for Pupil Premium Champion to interview PP children, complete provision maps and analyse PP data.	DFE requires a named Pupil Premium lead in school. This is a member of the SLT and is the Assistant Headteacher of the school who is able to have impact on school budgets	1,2,3,4

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

Budgeted cost: £67,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a trained ELSAs who work disadvantaged pupils who are having social and emotional difficulties.	Social and emotional learning programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. They allow children to label emotions and work on skills to help them self-regulate.	3,4
Information Carrying Words (ICW) intervention in Year R. Many PP children may enter school with a vocabulary deficit compared to their peers, making it harder for them to access the curriculum.	Embedding rich language activities can boost outcomes, and ICW activities naturally integrate into reading, writing, and speaking tasks. It also fosters attentiveness and engagement in lessons because ICW can help to follow instructions successfully.	1,2
Implementation of Early Talk Boost which is a targeted intervention for Year R children with delayed language. It helps to boost their language skills to narrow the gap between them and their peers.	On average, children make 6 months of progress in their language skills over the course of the 9-week program, compared to the typical 2 months of progress expected in that time. (According to ICAN data) Evidence shows it helps close the language gap for disadvantaged pupils, including those eligible for Pupil Premium. The data from Early Talk Boost provides a robust basis for demonstrating impact and aligning with EEF recommendations for oral language interventions.	1,2
Implementation of Talk Boost which is a targeted intervention for KS1 children with delayed language. It helps to boost their language skills to narrow the gap between them and their peers.	On average, children make 18 months of progress in their language skills over the 10-week program, compared to the typical 6 months of progress expected during this time. (According to ICAN data). 86% of children were able to better understand and use new vocabulary. 73% of children demonstrated significant improvements in sentence-building and storytelling.	1,2

Continued employment of a speech and language therapy assistant to develop and implement speech and language programmes for those with specific speech and language difficulties.	Studies of oral language interventions consistently show a positive impact on learning. Difficulties with speech and language will impact on all areas of the curriculum.	1,2
Some PP children to have paid sessions in breakfast or after school club if attendance is starting to drop or lots of lates are being seen.	Breakfast clubs have shown to improve levels of punctuality and attendance as well as performance in the classroom. It has allowed us to reduce the number of lates for a number of specific children as they now attend breakfast club and are no longer late.	3,4
Provision of unfunded 1:1 adult support for a pupil at significant risk of permanent exclusion while awaiting the outcome of an Education, Health and Care Plan (EHCP).	Evidence shows that early, intensive support for pupils with significant social, emotional and behavioural needs can reduce the risk of exclusion and improve engagement with learning. Disadvantaged pupils and those with emerging SEND are disproportionately represented in exclusion data, particularly where needs are unmet or delays occur in accessing statutory support. Consistent adult support helps pupils to regulate emotions, remain safe and build positive relationships, which in turn supports attendance, behaviour and access to learning. Maintaining placement in mainstream education while awaiting EHCP outcomes is critical in preventing long-term disengagement, escalation of behaviour and negative academic and social outcomes.	3,4
Pay for enrichment activities for those PP children who cannot afford school trips, for example.	Children should have equal opportunities to access all the opportunities that the school can offer without cost being an issue.	3
Bottom 20% top up phonics to provide extra practice for children who are making the slowest progress.	Phonics is one of the most effective ways to teach early reading, particularly for children aged 4–7. Effective phonics teaching and interventions / catch up allows disadvantaged pupils to close close attainment gaps in reading and writing.	2

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

Budgeted cost: £2165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shared use of a Family Support Worker. She works with hard to reach parents on parenting techniques, behaviour support and attendance issues.	When parents take a more active role in their child's education there is an increase in their child's academic success. More frequent behaviour difficulties could impact on their academic progress.	3,4
Employed a Family Liaison Officer to work with hard to reach families and help support those families with poor attendance.	Evidence suggests that parental engagement at infant level supports the attendance of young children. Simply put, pupils at this age are generally not responsible for their own attendance.	4
LSA overtime to support teachers with after school clubs that are aimed towards pupil premium pupils	Providing stimulating environments and activities or develop additional personal and social skills are shown to have more of an impact on attainment than those that are solely academic in focus.	2

Total budgeted cost: £80204

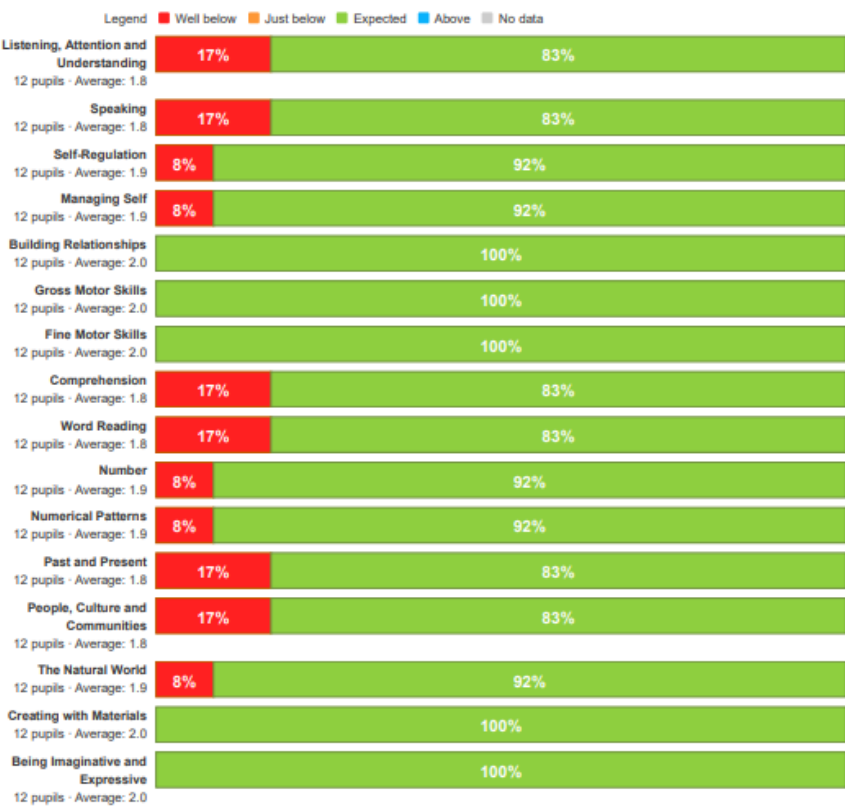
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

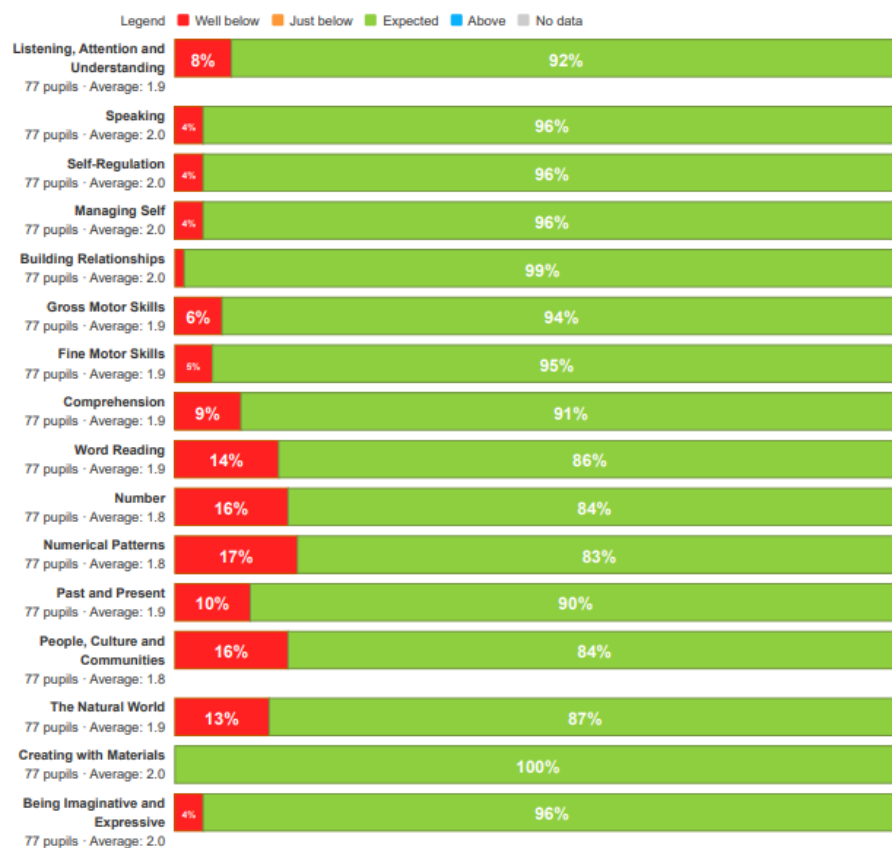
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Year R End of Year Data 24/25

Pupil Premium Data



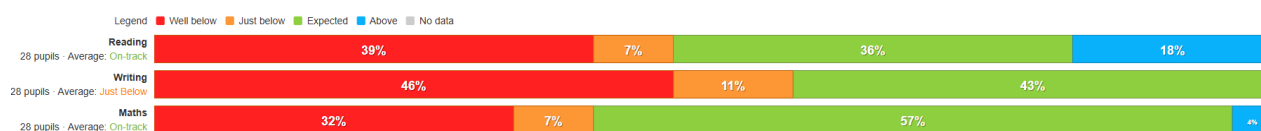
Non-Pupil Premium Data



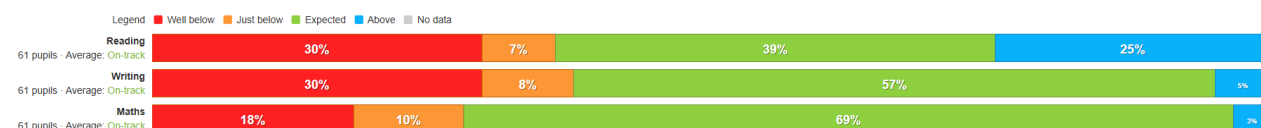
PP children are largely keeping pace with peers in physical development, expressive arts and design and personal, social and emotional development (PSED). Language, literacy and early number show the largest vulnerability for PP children. PP children are over twice as likely to be well below in speaking. Reception data shows that children eligible for Pupil Premium generally settle well into school routines and demonstrate strengths in personal, social and physical development. However, a higher proportion of Pupil Premium children enter Reception with weaker communication and language skills, particularly in speaking and listening, which impacts early literacy development. Early number skills are a relative strength.

Year 1 Data End of Year Data 24/25

Pupil Premium Data



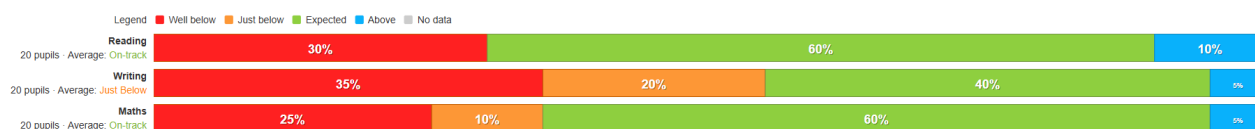
Non-Pupil Premium Data



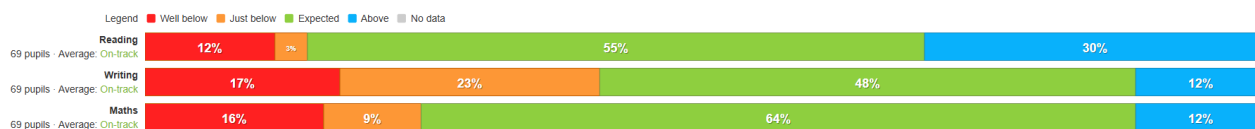
The largest gap is in Writing (19%). Reading and Maths also show clear disadvantage for PP pupils. PP pupils are far less likely to be working at greater depth, particularly in Writing. Pupil premium pupils are significantly higher in “well below” across all subjects, especially writing. Writing is the highest priority, with both attainment and greater depth outcomes being the weakest.

Year 2 Data

Pupil Premium Data



Non-Pupil Premium Data



No overall change in attainment profile from last year, when they were in Year 1. Pupils have broadly maintained position, but progress has not accelerated. The writing gap is the widest and the maths gap the smallest. Cohort analysis shows that while most pupils make expected progress from Year 1 to Year 2, Pupil Premium pupils are not yet making accelerated progress to close attainment gaps. Outcomes in reading and maths have been maintained, however writing remains the weakest subject for pupil premium pupils, with no reduction in the proportion working below age-related expectations.

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
Number Sense Maths	Number Sense Maths Ltd

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.