Pupil premium strategy statement – Poulner Infant School & Nursery

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	29 pupils or 17 % of school population
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	24.11.26
Date on which it will be reviewed	3.9.27
Statement authorised by	Jo Conner
Pupil premium lead	Nicky Homewood
Governor / Trustee lead	Nicky Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,678
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£53,678

Part A: Pupil premium strategy plan

Statement of intent

At Poulner Infant School and Nursery, we are committed to ensuring every child has the opportunity to succeed, flourish and reach their full potential, regardless of their background or starting point. Our school values of Collaboration, Creativity and Challenge underpin everything we do, helping children develop confidence, independence, resilience and a lifelong love of learning.

Through high-quality inclusive teaching and Ordinarily Available Provision (OAP), we aim to remove barriers to learning and ensure all children feel valued, included and able to thrive. We have high aspirations for every child and provide a rich, broad and stimulating curriculum, alongside enrichment opportunities that promote equity and belonging.

Our Pupil Premium funding is carefully targeted to improve outcomes for educationally disadvantaged pupils, both academically and socially. Through a whole-school approach, all staff take collective responsibility for raising attainment, fostering positive relationships, developing a strong sense of belonging and ensuring disadvantaged pupils actively participate in all aspects of school life.

This strategy outlines how we use our resources effectively to ensure every child has the opportunity to achieve, grow and thrive.

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 and communication skills among many disadvantaged pupils. These are evident from Nursery through to Y2 and are more prevalent among our disadvantaged pupils than their peers.
2	Attendance at parents' evenings, school arranged parental workshops and Q&A sessions as well as discussions with parents, indicate low levels of parental engagement.
3	Variable starting points in terms of background knowledge needed to access learning. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in reading and writing, than their non-disadvantaged peers.

4	Learning behaviours (particularly executive functioning, independence & resilience) are generally less than non-disadvantaged peers .
5	Vocabulary acquisition and life experiences linked to learning topics are limited, resulting in poor knowledge and understanding of key concepts which need to be explicitly taught.
6	Observations and assessments indicate that we need to continue to develop wellbeing opportunities for our disadvantaged pupils, to support their social, emotional and mental health needs.
7	Reduced access to reading opportunities and access to high-quality texts outside of school
8	Club registers show lower levels of engagement for children in afterschool clubs or extracurricular activities.
9	Increased use of digital devices at home, narrowing children's experiences.

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. Specific and ambitious vocabulary is planned across the curriculum and all children are immersed in a language-rich environment.
Improved parental engagement.	Parent Voice data shows an increased sense of inclusion and resulting engagement in their children's learning and wider school opportunities. Increased frequency of parents reading with their children at home, participating in coffee mornings and other school events.
Increased opportunities for all, in particular our disadvantaged children to challenge themselves and collaborate with others.	Qualitative data from Pupil Voice, teacher observations, children's work including making steady progress towards ARE. Participation in all school trips, as well as increased participation in inter and intra school sporting competitions, school clubs and wider school social events.

	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning Children's attendance will remain high because they are happy coming to school. All demonstrate Learning Hero habits and the associated language.
Improved Independence & Resilience for all ,but particularly our disadvantaged children, through providing an inclusive learning environment through Inclusive Ordinarily Available Provision. The curriculum is adapted to meet individual needs to ensure that all children make their best progress.	Qualitative data from student voice, student and parent surveys and teacher observations will show how the children understand the school's learning habits and use the associated language High Quality Ordinarily Available provision is embedded across the school. Improved PP conferencing delivered by Class teachers, including greater pupil voice and more focussed learning barriers and targets.
Improved maths attainment for disadvantaged pupils at the end of KS1. Improved Reading attainment for disadvantaged children at the end of KS1.	KS1 maths outcomes will show an increased % of disadvantaged pupils met the expected standard. KS1 Reading outcomes will show an increased % of disadvantaged pupils met the expected standard. Designated time for class teachers and individual pupils to discuss their learning, identify their success and plan achievable and ambitious next step targets together.

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: *£ 53,678*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a school reading spine	EEF Wrapped Up in Reading: building longevity into book gifting	1,6

Purchase of Reading Fluency books for children who have completed the Little Wandle phonics program	DFE Research evidence on reading for pleasure Education standards research team May 2012	1,3,6
Explicit staff training on the awareness and understanding of Executive Functioning, neurodiversity and Communication friendly classrooms through the PINS project and Walkthrus professional learning programme	EEF What does evidence tell us about supporting children's self-regulation and executive function in the early years? Research demonstrates the importance of teachers using metacognition approaches to support pupils to think about learning more explicitly by teaching them specific strategies for planning, monitoring, and evaluating their learning.	1,4,5
Embedding dialogic activities across the school curriculum, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. Teachers use formative assessment in every lesson and adapt lessons to meet the needs of all pupils.	Oral language interventions | Teaching and Learning Toolkit | EEF	1,3,6
Termly PP conferencing and Pupil Progress meetings to address gaps in learning and raise profile of pupil's needs and accelerate progress	Based on our experiences, raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Use of Local Authority Maths Advisor for staff CPD	3

guidance in school and to access Maths Hub resources and CPD	Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1	

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

Budgeted cost: £ *18,345*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading	EEF Wrapped Up in Reading: building longevity into book gifting	1,2,3,6
Phonics keep up interventions	EEF Teaching & Learning Toolkit - Phonics	3,4
Targeted interventions based on data and Pupil Progress meetings	EEF Targeted academic support	3
Provide trained ELSA to deliver one to one and small group support for our children	EEF Personal Social and Emotional Development	1,3,4,5

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

Budgeted cost: £ *12,432*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve opportunities and quality of PLAY through OPAL play scheme (over 3 years)	Quality play based learning will greatly benefit pupil's social and mental wellbeing, ability to problem solve, gross and fine motor control, increase independence as well as collaborative learning. Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of	4,5,6,8,9,

	the pupils and their progress in their learning	
Participate in inter and intra school sports competitions	EEF Teaching & Learning Toolkit - Physical Activity	7
Pupil leadership opportunities (play leaders, computing monitors etc.)	Improving Social and Emotional Learning in Primary Schools	1,2,3
Increase extra-curricular clubs on offer	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning	12389
Greater opportunities for parent involvement in school life as well as to support parents responding to needs , through information evenings, Poulner Coffee cup initiative	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Working with parents to support children's learning/Education Endowment Foundation 2021	
Recognise and celebrate success through our Learning Heroes and Top Table award	Improving Social and Emotional Learning in Primary Schools	3,4,5
Promote our school values through assemblies and the curriculum	Improving Social and Emotional Learning in Primary Schools	3,4,5

Total budgeted cost: £ *53,678*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school data for the end of year 2025//2026

Good level of Development

GLD 2025	2026
72%	75.5% National 72.3%

Year 1

Reading	Writing	Maths	Phonics
65%	62%	72%	88%

Year 2

Reading	Writing	Maths	Phonics
73%	63%	78%	

Actions from previous year and the impact

Intended outcome	Success Criteria	As of end July 25
Some of the children eligible for Pupil Premium are also SEND and also have an EHCP or working below age related expectations. Some teaching is not tailored enough to meet the needs of all pupils.	• Rigorous monitoring of SEND/below expected children • Discussion at pupil progress meetings • SENCo support for staff, regular meetings to discus progress and	SEN children make better than expected progress from their starting point SENCo supports staff with target setting One page profiles are written to ensure staff has specific knowledge of the children.
Pupil Premium children make appropriate and good progress in reading, writing and maths. Targeted support will ensure that those children not attaining in line with their peers, will make accelerated progress to diminish the difference	• Maths intervention as required • Precision teaching intervention for phonics and maths • All children will receive 1:1 reading on a regular basis • Staff CPD • Pre-teaching sessions used to ensure children require knowledge prior to a lesson	Daily keep up and catch up programmes for Phonics ensured that year 1 pupils achieved higher than the national average at the phonics screening test All staff have received phonic training 3 weekly assessments take place for those children on an intervention and half termly for all pupils Keep up catch up interventions for phonics ensured gaps in phonics knowledge was addressed
Emotional well being and resilience impacts on ability to sustain challenge and therefore make progress. Some Pupil Premium children have low self-esteem and a lack of 'growth mind-set' which in turn impacts on their attitude to tackle new or challenging tasks. Through support we will give children different strategies to develop and extend focus and self-regulation.	• Training for ELSA (attendance at ELSA support groups) therapeutic interventions • Play therapist commissioned to work 1:1with children. • Liaison with Educational psychology service	Weekly individual or group ELSa sessions Elsa attends support groups for CPD School councillor commissioned to work with individual children having a positive impact for those children and families.