



# Polehampton Church of England Schools' Pupil Premium Strategy statement: Polehampton Infants.

## Introduction

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	149
Proportion (%) of pupil premium eligible pupils	2% (3) 3 PPG (2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 – 2028 (reviewed Nov.25)
<b>Note to HoS/EH - I previously made a 3 year plan, do we now need to be on the trust plan as such?</b>	
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026 July 2027 July 2028
Statement authorised by	Phil Sherwood– Executive Head Liz Castell & Helen Medcalf – Head of Schools
Pupil Premium lead	Krista Pierro
Governor / Trustee lead	Sarah Tang

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13940
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b> <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>	<b>Funding received £13940</b> <ul style="list-style-type: none"> <li>• PPG x 6 (1480 x 6) = 8,880</li> <li>• PCLA x 2 (2530 x2) = 5,060</li> </ul>



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	<p><b>Actual spend for eligible pupils post October census £5,660</b></p> <ul style="list-style-type: none"><li>• FSM x 2 (£1515 x 2) = 3,030</li><li>• PCLA x 1 (£2,630 x 1) = 2,630</li></ul>
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## Polehampton Church of England Schools' Pupil Premium Strategy statement: Polehampton Infants.

### Part A: Statement of intent: Pupil Premium Strategy Statement – Polehampton C of E Schools

#### Our Intent

At Polehampton C of E Schools, our ambition is that every child makes strong progress and achieves aspirational outcomes, regardless of any potential barriers to learning. We are committed to ensuring that all pupils develop the academic, social, and emotional skills necessary to thrive—both in school and in later life.

We believe that promoting emotional wellbeing and resilience provides a foundation for learning success. Therefore, our approach seeks to nurture confident, reflective, and independent learners who can engage positively with the world around them.

#### Our Approach

We recognise that high-quality, inclusive teaching is the most effective means of narrowing attainment gaps. As such, our Pupil Premium strategy prioritises **Quality First Teaching** and evidence-informed practices that benefit all pupils—particularly those who are disadvantaged.

In directing Pupil Premium funding, we also consider the needs of other vulnerable learners, including children with social workers, young carers, and those experiencing emotional or social challenges. Our provision aims to strengthen both academic outcomes and emotional wellbeing across these groups.

Our decisions are guided by robust evidence, including the **Education Endowment Foundation (EEF) Teaching and Learning Toolkit**, to ensure our strategies represent the best use of resources and deliver measurable impact.

#### Key Principles

Our Pupil Premium funding is strategically targeted towards the following priorities:

- **Promoting mental health and wellbeing:** Equip children with healthy coping strategies and emotional regulation skills to enhance their readiness to learn.
- **Raising attainment in core subjects:** Accelerate progress in reading, writing, and mathematics for identified pupils through targeted, evidence-based interventions.
- **Meeting individual learning needs:** Provide tailored support for pupils with identified needs, particularly in **Speech, Language and Communication**, to ensure access to a rich and ambitious curriculum.
- **Improving attendance and punctuality:** Strengthen engagement with families to promote regular attendance and reduce persistent absence.

#### Our Long-Term Vision

Polehampton C of E Schools are currently engaged in a **four-year journey to become a Therapeutic Thinking School**. This initiative, part-funded through Pupil Premium, focuses on developing staff expertise in supporting pupils' emotional regulation, mental health, and behaviour—especially for those affected by adverse childhood experiences (ACEs). This therapeutic approach aligns with EEF research (e.g., +4 months progress) showing that emotionally literate and well-supported pupils are better positioned to succeed academically and socially.

Through these commitments, Polehampton C of E Schools will continue to foster a nurturing, ambitious, and inclusive environment where all pupils can 'let their light shine'.



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### Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium and targeted pupils.

Challenge number	Detail of challenge
1	<p><b>Writing, Phonics and Vocabulary</b></p> <p>Assessments and teacher feedback show that a higher percentage of our PPG children are demonstrating below age expectation literacy levels than our not PPG children. This percentage is more significant in writing than reading.</p>
2	<p><b>Reading, Phonics, and Parental Engagement</b></p> <p>Internal and external assessments indicate that the reading attainment of some of our disadvantaged pupils is significantly below that of non-disadvantaged pupils. Some of these pupils demonstrated poor reading, comprehension and writing/vocabulary skills. In some cases, pupils received less parental input at home to support in this area.</p>
4	<p><b>Mental Health and Wellbeing</b></p> <p>Parental feedback (monitored through school recording system) suggests a high percentage of our PPG children have experienced Adverse Childhood Experiences (ACEs). Experiences of ACEs is linked to lower attainment and greater risk of experiencing mental health difficulties.</p>
5	<p><b>Additional Needs</b></p> <p>Our assessments, observations and evidence indicate that 90% of our PPG pupils who also have an additional need which impacts their learning. These pupils require specific adaptations and support.</p> <p>A small number of these pupils present with complex needs. These difficulties impact daily life in school in areas such as social and emotional wellbeing, learning and attainment.</p>

### 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
<p><b>Enable greater progress in writing for our targeted children.</b></p>	<p>➤ <b>All PP children will have met or surpassed their personal end of year writing target.</b></p> <p><b>Support strategies:</b></p> <ul style="list-style-type: none"> <li>○ Whole School RWI package</li> <li>○ Targeted Handwriting interventions (LetterJoin)</li> <li>○ TA Small group support in writing lessons</li> <li>○ Precision Teaching</li> <li>○ Colourful semantics</li>   <li>○ Whole School, highly structured writing programme (Jane Constatine – The Write Stuff). Specific resources downloaded to support PP children.</li> <li>○ Quality assure targets during pupil progress meetings.</li> <li>○ RWI 1:1 support</li> </ul>



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	<p><b>How will we measure?</b></p> <ol style="list-style-type: none"> <li>1. End of year attainment data</li> <li>2. Termly Pupil Progress meetings</li> <li>3. Teacher feedback</li> <li>4. RWI data</li> </ol>
<p><b>Enable greater progress in writing for our targeted children.</b></p>	<p>➤ <b>All PP children will have met or surpassed their personal end of year reading target.</b></p> <ul style="list-style-type: none"> <li>○ RWI programme (whole school)</li> <li>○ RWI 1:1 support</li> <li>○ Precision Teaching</li> <li>○ Regular readers</li> <li>○ Quality assure targets during pupil progress meetings.</li> <li>○ ABC 2 Read support</li> </ul> <p><b>How will we measure?</b></p> <ol style="list-style-type: none"> <li>1. End of year attainment data</li> <li>2. Termly Pupil Progress meetings</li> <li>3. Teacher feedback</li> <li>4. RWI data</li> </ol>
<p><b>Promote healthy coping strategies to support our targeted children's mental health and wellbeing.</b></p>	<p>➤ <b>All PP children will have access to a therapeutic intervention or group to promote positive wellbeing.</b></p> <p><b>Support strategies:</b></p> <ul style="list-style-type: none"> <li>○ Nature group (EEF +3)</li> <li>○ Targeted therapeutic support from external agencies for specific pupils</li> <li>○ Access to one sport, music or craft club per term.</li> </ul> <p><b>How will we measure?</b></p> <ul style="list-style-type: none"> <li>○ Intervention attendance data (tracking grid and teacher records).</li> <li>○ Club records (tracking grid)</li> </ul> <p>➤ <b>All children will be exposed to a whole school approach to mental health, wellbeing and behaviour to promotes healthy coping strategies.</b></p> <ul style="list-style-type: none"> <li>○ On-going engagement from SLT with 'Therapeutic Thinking' networks.</li> <li>○ Refresher training for staff regarding 'Therapeutic Thinking'</li> <li>○ Access to staff training around mental health and wellbeing.</li> </ul> <p><b>How will we measure?</b></p> <ol style="list-style-type: none"> <li>1. Exclusion data</li> <li>2. Teacher records regarding behaviour and mental health on internal recording systems</li> <li>3. Staff CPD records</li> </ol>
<p><b>Enable the development of oracy</b></p>	<p>➤ <b>All children will be provided with varied opportunities to develop oracy skills through a whole school approach to oracy, with additional individualised support.</b></p>



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<p>skills for our targeted children.</p>	<p><b>Support strategies:</b></p> <ul style="list-style-type: none"><li>➤ Teacher CPD (delivered through TKAT) on the development of oracy, with a focus on pupil premium children.</li><li>➤ Speech and Language Therapy to be delivered by a trained HLTA, across the school.</li><li>➤ 'Nature Club' provided on a 1:1 and small group basis with oracy skills included in its planned outcomes.</li><li>➤ Learning walks to oversee oracy skills being enhanced throughout the curriculum.</li><li>➤ Individualised Provision Plans for specific pupils.</li><li>➤ Opportunities for Pupil Premium children to engage in whole school, trust and class events that encourage oracy development.</li></ul> <p><b>How will we measure?</b></p> <ul style="list-style-type: none"><li>➤ Teacher observations and feedback.</li><li>➤ Teacher assessment data.</li><li>➤ Intervention data.</li></ul>
<p>Provide strong QTF and bespoke support for pupils with additional needs.</p>	<p>➤ <b>All children will be provided with strong, Quality First Teaching strategies within the classroom. Children with additional needs will be supported through targeted and/or individualised provision.</b></p> <p><b>Support strategies:</b></p> <ul style="list-style-type: none"><li>○ Teaching assistants to provide targeted and individualised interventions, directed by class teachers and/or school SENCo.</li><li>○ Speech and Language Therapist to be delivered by a trained HLTA, across the school.</li><li>○ RWI 1:1 support</li><li>○ Learning walks to oversee SEND provision.</li><li>○ Individualised Provision Plans for specific pupils.</li></ul> <p><b>How will we measure?</b></p> <ol style="list-style-type: none"><li>1. Tracking statements rather than levels for progress data.</li><li>2. Intervention data.</li><li>3. Teacher and family feedback regarding social, emotional and mental health needs.</li><li>4. Attendance data.</li></ol>



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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: £3,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Leadership capacity to improve the outcomes for Pupil Premium pupils' teaching and learning.  £3,040	A number of research studies indicate that schools who have a leadership team who set high expectations, have a clear vision, and strategically supported its pupil premium learners was a distinguishing factor in increasing pupils learning outcomes. <a href="https://www.csscni.org.uk/news/new-research-demonstrates-the-importance-of-effective-leadership-serving-disadvantaged">https://www.csscni.org.uk/news/new-research-demonstrates-the-importance-of-effective-leadership-serving-disadvantaged</a>	1,2 & 5

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

Budgeted cost: £9,697.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants to deliver literacy and numeracy interventions for Pupil Premium children. (£5791)	The EEF's "Teaching Assistant Interventions" summary shows that when TAs deliver small-group or one-to-one structured interventions, <b>the average benefit is about +4 months' additional progress compared to similar pupils.</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2 & 5
Read Write Inc whole school package (£1400)	Research shows that systematic synthetic phonics which shows positive impacts on early reading skills: <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</a> With a particular impact on children from targeted groups: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a>	1 & 2



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<p>ABC 2 Read to work with targeted children. This organisation provides regular reading (x2 30 min slots p/w) and promotes both reading for pleasure as well as targeting areas of specific need.</p> <p>(£720)</p>	<p>Reading for pleasure correlates strongly with higher vocabulary and comprehension skills and improved learning outcomes. <a href="https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing">https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing</a></p> <p>ABC 2 Read Report states that 97% of teachers feedback an increase in reading levels and attitude to read <a href="https://www.abctoread.org.uk/wp-content/uploads/2022/05/annual-report.pdf">https://www.abctoread.org.uk/wp-content/uploads/2022/05/annual-report.pdf</a>.</p> <p>EEF recommends using strategies such as reading aloud, exposure to varied vocabulary and collaborative activities to rehearse thoughts as effective strategies for improving reading and writing. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1, 2 &amp; 5</p>
<p>Speech and Language interventions lead by a speech and language trained Higher Level Teaching Assistant for targeted pupils.</p> <p>£1,158.30</p>	<p>The Education Endowment Foundation (EEF) Teaching &amp; Learning Toolkit, demonstrate that oral language interventions (focusing on speaking and listening) typically deliver around +6 months' additional progress on average, especially for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions%20">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions%20</a></p> <p>The EEF also found evidence of impact from SALT interventions on improving phonological understanding and improving vocabulary. <a href="https://pubmed.ncbi.nlm.nih.gov/12918003/">https://pubmed.ncbi.nlm.nih.gov/12918003/</a></p>	<p>1, 2 &amp; 5</p>
<p>Letterbox subscription</p> <p>£628.00</p>	<p>To promote home learning, access to high quality texts and resources &amp; parental engagement.</p> <p>67% of our PPG parents/guardians 'opt in' for this scheme and share that they look forwards to sharing the books and learning resources with their child each month. <a href="https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing">https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing</a></p>	<p>2</p>

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

Budgeted cost: £2,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Access to external agencies to provide interventions aimed to boost self-esteem and wellbeing. £900.00</p>	<p>Wellbeing interventions have been found to have a positive impact on mental health:  <a href="https://pubmed.ncbi.nlm.nih.gov/38884838/">https://pubmed.ncbi.nlm.nih.gov/38884838/</a></p>	<p>4 &amp; 5</p>
<p>Funding for sports or activity club after school per term.</p> <p>This funding may also be used for specific sports or club fees outside of school.          (£1,907)</p>	<p><i>Education Endowment Fund Teaching &amp; Learning Toolkit + 1 month (evidence strength = moderate)</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <i>Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.</i></p>	<p>4</p>
<p><b>Breakfast Club</b>          (£0 cost)</p>	<p>EEF demonstrated +2mnths in reading, writing in maths for KS1. Not evidence for KS2. However, 70% of schools in this study continued with breakfast clubs due to improvements documented in concentration, behaviour and <b>attendance</b>.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Magic%20Breakfast%20report.pdf?v=1668526225">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Magic Breakfast report.pdf?v=1668526225</a></p> <p>Research and analysis: Securing good attendance and tackling persistent absence highlights breakfast clubs as a way of improving attendance.</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p>	<p>3</p>

**Total budgeted cost: £15544.30**

**Part B: Review of the previous academic year**



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### Outcomes for Pupil Premium pupils

- **Support our targeted families to increase attendance and punctuality: *Attendance data for PPG children will demonstrate an increase for 90% of targeted pupils:***
  - **Partially met.** 4/6 pupils did maintain or increase their attendance. The remaining two pupils attendance did decline due to specific reasons. This is evidenced through attendance data.
  - **Enable greater progress in reading and writing for our targeted children: *All PPG children will have met or surpassed their personal end of year writing target:***
- Reading – Partially met.** 4/6 pupils met or surpassed their end of year reading targets. The children who did not meet their targets had wider SEND needs, including long term absence from school.
- Writing – Partially met.** 4/6 pupils met or surpassed his end of term writing targets. The children who did not meet their targets had wider SEND needs, including long term absence from school. Writing as a school has been identified as an area of development and incorporated within the school improvement plan.
1. **Promote healthy coping strategies to support our targeted children’s mental health and well-being: *All PPG children will have access to a therapeutic intervention or group to promote positive wellbeing: MET.***
    - All children participated in Nurture Club, Forest Schools, Emotional Literacy groups or Sports mentorship groups. A few children participated in play-therapy.
    - Evidenced in intervention trackers.
    - Positive engagement from all pupils in the above interventions.

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Read Write Inc

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A