

## Pupil premium strategy statement December 2025

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	FGB
Pupil Premium lead	Tracey McKee
Governor leads	Trudie Cole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (FSM 6 & Post Looked After)	£75,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£75,750

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium provides funding for pupils eligible for free school meals (FSM) and children who have been looked after for more than six months, helping to narrow the attainment gap. Schools receive £1,515 per FSM/Ever 6 pupil and £2,630 for Looked After Children.

The proportion of pupils eligible for Pupil Premium at Wootey Infant School is consistently above the national average, as is the percentage of pupils with SEN, many of whom also receive Pupil Premium funding.

The school faces key challenges in supporting disadvantaged pupils, including improving attendance, developing numeracy and literacy skills, supporting mental health and resilience (particularly for pupils who have experienced trauma), raising aspirations, and ensuring all staff take responsibility for disadvantaged pupils' outcomes. There is a strong emphasis on supporting pupils with complex home circumstances, including those in temporary accommodation or with social care involvement, to settle quickly into school life and flourish emotionally, socially and academically.

Wootey Infant School is committed to using Pupil Premium funding to remove barriers to learning and help pupils achieve well. The strategy focuses on early intervention, high expectations, and appropriate challenge, with the aim that all Pupil Premium pupils reach age-related expectations as quickly as possible, ensuring all children are well prepared, academically and emotionally, for their next stage of learning.

The strategy also prioritises developing cultural capital through inclusive wider experiences, which support vocabulary development, aspiration and long-term outcomes for all pupils.

We will ensure effective provision through high challenge, early intervention, and a whole-school commitment to high expectations for disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	External data shows that the school's overall Phonics attainment in Year 1 is in line or above national average. We want this to continue. Support with Reading at home can be less forthcoming from parents of Disadvantaged families.
2	Our internal assessment shows that the gap between the percentage of Disadvantaged children working at ARE in Writing compared to Non-Disadvantaged, is consistently more than in Reading and in Maths.
3	On entry to Year R our observations and assessment of speech, language and vocabulary lag other children, which affects all areas of learning.

4	<p>In our school for children in Key Stage 1, <b>48.6%</b> (18) achieved a Good Level of Development (GLD). The proportion of our school achieving GLD is <b>3.1% lower than</b> the national percentage of <b>51.7%</b>. 2025 data shows a 10% gap between all pupils and those with Disadvantage.</p> <p>Gross motor skills, Self-regulation, Numerical patterns and Number is lower than LA, Regional and National averages.</p>
5	<p>In the Year 2 Phonics screening, the percentage of Disadvantaged children achieving the pass mark has been below the percentage of Non-Disadvantaged children. Our overall average score been significantly below the national average score over the past 3 years. There is evidence to show less participation in homework practice from disadvantaged children.</p>
6	<p>The overall attendance of disadvantaged children lags the national average percentage for all children nationally and for those who have Disadvantage. In 2024.25 the overall percentage for Disadvantaged children was 90% [2.7% Gap-to-National: Disadvantaged; 5.8% gap National: Non-Disadvantaged].</p> <p><b>26.8%</b> of our school's Disadvantaged cohort are <b>persistently absent</b>. This is <b>16.5%</b> higher than the <b>national Non-Disadvantaged</b> cohort. <b>2.4%</b> of our school's Disadvantaged cohort are <b>severely persistently absent</b>. This is <b>1.8%</b> higher than the <b>national Non-Disadvantaged</b> cohort at <b>0.6%</b>.</p>
7	<p>The school receives a regular number of Disadvantaged children who have experienced domestic violence. These children may stay on roll for varying lengths of time. They do not always appear on the school's external data. Supporting the mental health of transient children to ensure they can learn is ongoing work for our staff.</p>
8	<p>Within our cohorts of Disadvantaged children we also have many children with SEN. Supporting the social and emotional mental health of some these children especially those who are school avoidant or struggle to regulate behaviour can be challenging.</p>
9	<p>Our assessments, observations and discussions with pupils and families have identified behavioural, social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their 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
Ensure the percentage of Disadvantaged children passing the Phonics Screening Check [PSC] in Year 1 remains close to or better than the national average.	Year on year increase in number of Disadvantaged pupils reaching PSC standard by end of Year 1
Ensure the percentage of Disadvantaged children passing the Phonics Screening Check [PSC] in Year 2 remains close to or better than the national average.	Year on year increase in number of Disadvantaged pupils reaching PSC standard by end of KSI
Raise outcomes for pupils in Reading	Year on year narrowing of gap in ARE for Reading
Raise outcomes for pupils in Writing	Year on year narrowing of gap in ARE for Writing
Raise outcomes for pupils in Maths	Year on year narrowing of gap in ARE for Maths
Improve the attendance of Disadvantaged children so that it is at least in line with the national percentage for this group.	The overall attendance figure for Disadvantaged children is at least in line with the national percentage. (This is especially the case when children with SEN are removed from the data). The school can show robust tracking and case study evidence of where attendance has been improved through the school's targeted interventions and children on agreed action plans for attendance.
Disadvantaged Children with poor mental health and/or trauma related behaviour are supported to regulate and access their learning regularly.	The school can show case study evidence of the impact of pastoral care and strategies to support mental health. Evidence will include children and

	parent surveys and any relevant academic and attendance data.
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## 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: £18,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff on improving behaviour in schools including de-escalation techniques, self-regulation support, Neurodiversity awareness and provision	<p>EEF Improving Behaviour in School</p> <p>EEF Metacognition and Self-Regulated Learning</p> <p>In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p>	4, 7, 8, 9
<p>Training for all staff on improving Literacy</p> <p>Phonics, Reading, Spelling, Handwriting and Writing training from RWI (online &amp; on site)</p>	<p>EEF Improving Literacy in KSI</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation</a>   <a href="#">EEF DfE Reading Framework</a></p> <p>2019-2020 school research by HT, DH &amp; EY Lead</p> <p>Writing Framework 2025</p>	1,2,3,9
Training for all staff on improving Mathematics in the Early Years and KSI	EEF improving Mathematics in the Early Years and KSI	3,4

Deployment of English Lead with daily non-contact time	<p>DfE Reading Framework</p> <p>2019-2020 school research by HT, DH &amp; EY Lead</p> <p>EEF improving Literacy in KSI</p> <p>RWI guidance</p>	1,2,3,9
Maths Leader training including NPQLM	<p>EEF improving Mathematics in the Early Years and KSI</p> <p>DfE NPQLPM evidence</p>	3,4
SENCO training including NPQ SENCo	<p>DfE NPQ for SENCOs evidence</p> <p>EEF SEN in Mainstream Schools</p>	
NELI training and implementation	<p>Nuffield Study</p> <p>EEF Supporting Communication and Language in the Early Years</p>	3,4
Language Links training and implementation	<p>DfE Speech and Language needs in the Early Years: a rapid evidence review with case studies findings report September 2025</p> <p>Infant Language Link research study</p>	1,2,3,9
Talk Through Stories training & implementation	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF Supporting Communication and Language in the Early Years</p> <p>RWI Talk Through Stories evidence</p>	1,2,3,9
My Happy Mind training and implementation	NHS commissioned	4,6,7,8,9
Outdoor learning lead training and support	NCSL Embedding outdoor learning within the primary curriculum	7,8,9

Training Subscription costs RWI & OUP £2000

English Leader Time £7,000

Reading & Phonics, Talk Through Stories & Maths training & release costs £2,500

Maths Leader release time £2000

Assessment Leader release time £2000

Teaching and Learning Lead release time £2000

Outdoor Learning Lead release time and support given by additional LSAs £1000

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

**Budgeted cost: £ 44,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide RWI small homogenous groups  RWI-1:1 tutoring  Pinny Time	DfE Reading Framework  2019-2020 school research by HT, DH & EY Lead  EEF improving Literacy in KSI  RWI guidance	1,2,3,9

<p>RWI additional small group provision</p> <p>Parental access to on-line RWI videos</p>	<p>DfE Reading Framework</p> <p>2019-2020 school research by HT, DH &amp; EY Lead</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>NELI</p>	<p>Nuffield Study EEF</p>	<p>3,4</p>
<p>Language Links</p>	<p>SaLT Therapists (Solent NHS) recommendations.</p> <p>DfE Speech and Language needs in the Early Years: a rapid evidence review with case studies findings report September 2025</p> <p>Infant Language Link research study</p>	<p>1,2,3,9</p>
<p>Nurture provision</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>6,7,8,9</p>

Language Links intervention £2,500

RWI interventions / tutoring £6,000 (3 hrs per yr group per week)

NELI intervention £1600 (30 mins per day)

LSA 1:1 SEMH support £18000

HLTA led Nurture provision £2000

Art Therapy £1950

ELSA / TALA

Provision of staff to enable small homogenous RWI groups £12,600 (4 x staff members)

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

**Budgeted cost: £ 13,070**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance & lower Persistent Absence (PA) through monitoring and personal intervention may include use of Alton Cluster Family Support	DfE's <a href="#">Improving School Attendance</a> advice.	6,7,8,9
Alton Cluster Family Support-Parenting	Narrowing the Gap – OUP Maximising the Impact of Teaching Assistants:	6,7,8,9
Support temporarily housed pupils to be in best position to learn and engage in school life	Guidance for school leaders and teachers – Anthony Russell The Sutton Trust	
Ensure Safeguarding procedures are manageable when cases increase	Closing the Gap – NCSL The Pupil Premium – OFSTED Closing the Gap – NCSL The Pupil Premium – Making It Work for Your School – OUP Pockets of Poverty – DfCSF Too Young to Fail – Save the Children	
Core Values/PSHE review, supporting pupil wellbeing	My Happy Mind research – Government/NHS supported	6,7,8,9

Specialist instrumental music teaching	DfE Music guidance - iRock	9
Programme of SEMH CPD for all staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	7,8,9
LSA 1:1 SEMH Support		7,8,9
LSA 28.75 hours per class to support SEMH		7,8,9
TALA & ELSA supervision & delivery		7,8,9
Art Therapy		7,8,9
6 Days Educational Psychologist time	EEF	7,8,9

Administration of financial/wellbeing support/signposting £900

Uniform, milk, glasses £1,500

Educational experiences subsidy £2000

Music instrumental experiences/provision £1,000

PSHE resources £600

Alton Cluster Family Support Worker £3,070

Educational Psychologist provision (6 days plus Therapies Supervision) £4000

**Total budgeted cost: £ 76,220**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Pupil Premium used for	Brief summary of the intervention or action, including details of year groups and pupils involved	Outcomes
RWI interventions	1:1 tuition [including Pinny Time, Speed Minutes and Reading fluency practise]	In the past three years the school has had some very positive but varied outcomes at the end of EYFS and KS1 for its disadvantaged pupils. Last year outcomes fell in GLD, Year 2 Phonics and Reading End of KS1 for Disadvantaged pupils. It is important to note that 3 out of the 4 children who did not pass the Phonics Screening Check at the end of KS1 were on had an EHCP, and all 4 were on our SEND register.
Provide small RWI groups or one to one to ensure progress in Phonics.	Small group tuition and one to one tuition was provided for children across the school, ensuring all staff are trained to a high standard.	<p>The percentage of PP children passing the PSC in Year 1 [75%] compared to National: Year 1 67%. Outcomes have improved since the previous year.</p> <p>2025 data shows 86% [6 out of 7 children] retaking PSC in Year 2 in our school are Disadvantaged. Of the 4 that did not pass, all were on SEND register and 3 of the 4 had EHCPs.</p> <p>Year 2 [50%] compared to National [ ]</p>
Extending school time - After School Club targeted free spaces for disadvantaged children or children	There were two children who were given subsidised places at After School Club.	There were two Disadvantaged children who benefitted from a free After School Club place. This helped the attendance and

<p>experiencing trauma. Extra-Curricular Financial support for clubs and school trips.</p>		<p>sense of belonging for these children. Many children received financial support for school trips. These enrichment activities helped these children for a sense of belonging within the school community.</p>
<p>Further training of a member of staff to be an ELSA to support with SEMH.</p>	<p>All children that need it, receive ELSA support</p>	<p>All children that needed it, received ELSA support</p>
<p>Training of 2 LSAs to ensure high quality Nest provision.</p>	<p>All children on SEND register for SEMH that need Nest provision, will have access to it.</p>	<p>Case studies show improved attendance for these children and increase in time in school [reduced hours provision].</p>

	2019 <sup>(National)</sup>	2022 <sup>(National)</sup>	2023 <sup>(National)</sup>	2025
<b>(Word) reading % EYFSP- all</b>	<b>67 (77)</b>	90 (75)	86 (76)	88%
<b>(Word) reading % EYFSP- disadvantaged</b>	<b>56 (62)</b>	100 (60)	86 (62)	84%
<b>Writing % EYFSP- all</b>			68%	76%
<b>Writing % EYFSP- disadvantaged</b>			56%	68%
<b>Maths % EYFSP [Number] - all</b>			70%	76%
<b>Maths % EYFSP- disadvantaged</b>			67%	68%
<b>GLD- all</b>	<b>58(72)</b>	<b>77 (62)</b>	<b>68 (67)</b>	<b>63%</b>
<b>GLD - disadvantaged</b>	<b>44 (56)</b>	<b>67 (49)</b>	<b>64 (52)</b>	<b>53%</b>
<b>Phonics % YI -all</b>	65 (82)	81 (76)	72 (79)	85%
<b>Phonics % YI - disadvantaged</b>	47 (71)	73 (66)	53 (67)	80%
<b>Phonics End of KSI - all</b>	81 (91)	75 (87)	94 (89)	91%
<b>Phonics % End of KSI - disadvantaged</b>	100 (85)	60 (78)	83 (81)	50%
<b>Reading % KSI -all</b>	66 (77)	38 (68)	72 (68)	66%
<b>Reading % KSI - disadvantaged</b>	69 (62)	33 (52)	58 (54)	54%
<b>Writing % KSI -all</b>				65%
<b>Writing % End of KSI - disadvantaged</b>				50%



<b>Maths % KSI -all</b>				74%
<b>Maths % End of KSI – disadvantaged</b>				68%

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin
Talk Through Stories	Ruth Miskin
Language Links	Speech & Language Link
NELI	Nuffield
My Happy Mind	myHappyMind