

# Pupil premium strategy statement

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

Details	Data
School name	Garden Suburb Infants
Number of pupils in school	173 (Jan 2026 census)
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-27
Date this statement was published	February 2026
Date on which it will be reviewed	September 2027
Statement authorised by	The Governing Body
Pupil premium lead	Sarah Sands (Headteacher)
Chair of Governors	Anthony Shayle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£57,570</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Garden Suburb Infant School, we believe that the best way to ensure that disadvantaged children achieve their potential is for the Pupil Premium grant to contribute primarily to Quality First Teaching (QFT), with specific targeted interventions for children who need additional support.

In our school we have 21.4% of the children currently eligible, so this focus on QFT is imperative.

A major focus in our school, which caters for young children at the start of their educational journey, is on the development of core skills; we use a phonic teaching scheme (Little Wandle Letters and Sounds), with keep-up and catch-up interventions to ensure no child is left behind, and we are being fastidious in the delivery of this programme; we have a whole class maths intervention called “Mastering Number”, with a four-day-a-week whole class session, in addition to a daily maths lesson, which supports all children in number fluency.

The majority of our Pupil Premium children speak English as an additional language, and therefore specific support for language development, within a language rich environment, are vital for our children’s progress. The use of Colourful Semantics in all classes, not just for children with SEN, supports the building of coherent sentences in speaking as well as writing.

We recognise the importance of supporting children’s social, emotional & physical wellbeing, alongside fostering good learning behaviours. Interventions and opportunities to promote this are therefore integral to our programme of support.

Our approach will be responsive to shared challenges and to individual needs, with timely and robust diagnostic assessment to identify where additional action is needed and to track the effectiveness of this. We will:

- Ensure Quality First Teaching with effective feedback enables all children to make good progress.
- Ensure best practice in the Early Years Foundation Stage, including child led learning with quality adult interactions, enables all children to make good progress.
- Ensure children entitled to PP funding make good progress in literacy and numeracy, with targeted interventions where necessary, narrowing the gap in attainment between them and their peers.
- Ensure children with communication difficulties are given the necessary targeted support to develop the skills to make good progress across the curriculum.
- Help the children to develop good learning behaviours, through specific targeted support.
- Raise confidence levels and improve motor-skills through access to enrichment activities in art, music and physical education, as well as targeted support for motor skills.
- Ensure class teachers are acutely aware of the PP children in their classes, tracking their progress accurately and targeting them for interventions, acting early to intervene at the point need is identified.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments have shown that some of our children come to us with well-developed self-help skills, but a core of children have come with limited independence, and self-help skills which are not so established. All children need to have secure self-help skills, leading to them being active learners able to make decisions for themselves and manage their own needs. We therefore structure our curriculum to have a focus on the core learning behaviours of independence, co-operation, inventiveness, resilience and reflection.
2	Our assessments and observations in the EYFS also show that more children are coming with poor core strength and pencil grip. All children need to have developed the motor skills which will later support their written work. We therefore ensure that our curriculum and environment enable the development of physical skills, including fine and gross motor, core strength, hand and upper body strength.
3	Our children come with varied language skills, and this is reflected in our “Language in Common” data. Some of the children are articulate and have a wide vocabulary, but the majority (83%) speak English as an additional language, and some of our English-speaking children have speech and language concerns and/or limited vocabulary. Some of our children are skilled bilingual speakers, others are very new to English. All children need to have developed the language skills and vocabulary to access the curriculum. We give priority to assessing and developing speech and language skills, including the building of a rich vocabulary. Analysis of end of KS1 data, shows that competence in English was the biggest factor impacting attainment against the standardised assessment levels.
4	The children come with wide ranging differences in their cultural capital. For example, some are well-travelled and some are frequent museum-visitors, whereas others do not have access to the same enrichment out of school. All children need to have access to experiences that will enrich their understanding, put their learning in context and reflect their rich and culturally diverse backgrounds. We aim to enrich the cultural capital of our pupils through skilled creative arts teaching, a programme of visits and activities, and resources and experiences that reflect their diverse backgrounds, enabling the children to make connections in their learning.
5	The academic starting points of our children are varied, with a few children able to read, write and work with numbers but other children at a much lower starting point. All children need to have access to excellent teaching that will enable them to develop their working memory and learn the skills that will enable them to progress in their learning. We have a sound programme of teaching in the academic skills, with catch-up programmes and interventions for those children who need additional help.

## 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.	Entry and exit screening of interventions, where appropriate, along with observations and book scrutiny, indicate significantly improved oral language among targeted children.
Improved reading attainment among disadvantaged pupils.	Tracking of the “Little Wandle Letters and Sounds” programme, along with phonic screening data and end of key stage data, show an increased number of disadvantaged children meeting expectations.
Improved maths attainment for disadvantaged pupils at the end of KS1.	Tracking of progress using the “Mastering Number” programme in class, along with end of key stage data, show an increased number of disadvantaged children meeting expectations.
Build the children’s core strength, pencil grip and handwriting, to support the raising of attainment in writing.	Fine motor/handwriting interventions outcomes show improvement
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing, demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
Improved access to enrichment activities for disadvantaged children.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## 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: **£14,428**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring the “Little Wandle, Letters and Sounds” phonics programme is implemented well, and enhancement of the teaching of literacy. Releasing the literacy subject lead to model teaching and monitor provision, and enabling peer support of staff observing lessons across the school. Tracking phonics attainment using the LW assessment tracker.</p> <p><b>Cost of programme and assessment tracker.</b></p> <p><b>Monitoring and development carried out by KS1 lead, with additional time allocated.</b></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   EEF</a></p>	3,5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed good practice in school.</p> <p><b>TLR 2a for Maths subject lead (FT), who receives time out of class</b></p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	5
<p>Releasing KS1 lead and EYFS Lead to model teaching and monitor provision, and enabling peer support of staff observing lessons across the school.</p> <p><b>TLR2b for KS1 lead (4 days pw) + TLR2a for EYFS lead (3 days pw), who receive time out of class</b></p>	<p>The focus on this support is to ensure Quality First Teaching is evident across the school, and to ensure that interventions are targeted appropriately.</p>	1,2,3,5
<p>Dedicated time for staff to carry out assessment activities, including moderation and identifying areas of need, through class-review days and pupil progress meetings.</p> <p><b>6 days for EYFS</b></p> <p><b>6 days for KS1</b></p>	<p>“Teachers use data to identify pupils’ needs, re-view progress every few weeks and address under performance quickly. They have manageable assessment for learning systems which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies” (DfE/NFER Evidence for Excellence in Education)</p>	1,2,3,5

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

Budgeted cost: **£30,194**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Interventions</p> <ul style="list-style-type: none"> <li>• Reading/Phonics (Little Wandle Letters and Sounds): <ul style="list-style-type: none"> <li>- Reception Keep Up</li> <li>- KS1 Catch-up / Reading</li> </ul> </li> <li>• Maths (including 5 Minute Box)</li> <li>• Speech and Language Support</li> <li>• Focused TA support in class</li> </ul>	<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   EEF</a></p> <p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	5

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

Budgeted cost: **£12,948**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture/Friendship Group/"Bucket-Time"/ Turn taking groups in Reception, Year One and Year Two (approx. 1 hour per year group pw = 3 hours pw)</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="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1
<p>Music Clubs – Choir, Recorder, Xylophone, Ukulele with music teacher</p> <p><b>1.5 hours per week</b></p>	<p>“Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p>	1,2,4
<p>Additional Music in Reception</p> <p><b>2 hours per week</b></p>		1,2,4

**Total budgeted cost (spend): £57,570**

## 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.

**In the EYFS:** 12 children were entitled to Pupil Premium funding, 9 boys and 3 girls. 11 of these children were also EAL (all 9 of the boys, and 2 of the girls), with 7 of them being in the earlier stages of English, (Proficiency in English A-C). 1 of these children had an EHCP and two were on SEND Support (all boys). In terms of GLD, there is a gap between PP children and their peers, with a gap in all areas except Personal, Social and Emotional Development, and Gross Motor Development.

Level of English continues to impact on the children's end-of-year EYFS attainment. 83.3% of this cohort (50 children) speak English as an Additional Language (EAL), with 20 of them in the earlier stages of English (A-C). A Good Level of Development was achieved by 100% of our English-speaking children, and 64% of our EAL children. Proficiency in English remains a key factor in meeting expectations; for example, all children who did not meet expectations in Reading, Writing or Maths, were in the early stages of English (A-C).

The percentage of girls achieving GLD continues to be higher than the boys, with a much larger gap than last year. There are fewer girls than boys (only 38% of the cohort are girls). A higher percentage of the boys are disadvantaged, have SEN or are summer born, compared to the girls.

**In Year One:** 14 out of the 59 children were entitled to Pupil Premium funding (24%). 11 of the PP children were also EAL. 7 of the PP children were EAL and SEN.

In Year One Phonics:

- There was a gap between PP children and their peers in phonics (the majority of these children are also EAL/SEN).
- Boys performed better than girls in the phonic screening check.
- 8 of the children joined during Year 1, so did not complete the full phonics programme. With additional catch-up lessons, 62.5% of these children (5 children) passed the phonic screening.
- Of the children who had been in the school since Reception autumn or spring, 87% passed the phonics screening.
- Children new to English (A, B or C) didn't do as well as children who speak English competently or fluently (often these children are also newer to the school).

In the Year One end-of-year assessments:

- The percentage of Pupil Premium children meeting expectations was lower than non-PP children in all areas (marginally in maths), but more PP children were Working at Greater Depth in reading and maths
- Boys did better than girls in all subjects. One third of the girls were at the early stages of English (EAL A-C, so not yet competent or fluent speakers of English), compared to one seventh of the boys.

**In Year 2:** There are no statutory assessments for this year group, and so no national comparisons.

- Generally, we have found that the biggest factor influencing attainment is competence in English. Children with a good level of English (including many EAL children), generally do well; children who are newer to English are ultimately capable of doing well, but may take longer to achieve assessment points across the curriculum related to the use of English.
- A higher percentage of boys met expectations, compared to girls.
- There is a high percentage of children with EHCPs in this year group. Some of these children achieved well in reading and maths, but writing proved more challenging.

- Fewer Pupil Premium children, who are predominantly also EAL, met expectations than their peers, although in reading more PP children were working at greater depth:

	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
All students (70)	42.9%	24.3%	57.7%	7%	43.7%	23.9%
	(30)	(17)	(41)	(5)	(31)	(17)
	67.2%		64.7%		67.6%	
	(47)		(46)		(48)	
Pupil Premium <i>Ever 6 FSM</i> (20)	35%	30%	60%	0%	35%	20%
	(7)	(6)	(12)	(0)	(7)	(4)
	65%		60%		55%	
	(13)		(12)		(4)	

**Across the school, we feel that our focus on mastering the core skills in literacy and maths, through good quality first teaching and targeted interventions, supported by wider strategies related to good-behaviour and well-being, are wholly appropriate for our young children with this wide range of, and sometimes complex, needs.**

## Externally provided programmes

Programme	Provider
Language Enrichment Programme	Wave Speech and Language Therapy
Talk Boost KS1	I-CAN
5-Minute Maths	The Five Minute Box
Little Wandle Letters and Sounds	Little Wandle
Mastering Number	NCETM

## Further information (optional)

Our pupil premium strategy will be supplemented by additional funding that does not come from pupil premium; for example, to deliver interventions we are providing more TA support than is covered by the grant (in addition to the funds stated on the form):

- In previous years, we employed a teaching assistant who is registered with the National Tutoring Programme, to deliver School-Led Tuition. We focused this support on regular keep-up and catch-up sessions for Little Wandle Letters and Sounds for identified KS1 children (15 hours each, or as needed). We no longer receive this grant so we now use Pupil Premium funding to pay for all intervention support, including the Letters and Sounds programmes.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration is important, and we have a good range of after-school clubs (gymnastics, dance, football, multi-sports, chess, art, drama/singing, science). Disadvantaged pupils will be encouraged and supported to participate, and some clubs offer an additional free place, but Pupil Premium funding does not currently cover the ability to supplement the fees for these programmes.
- The delivery of the “Language Enrichment” and “Talk Boost” programmes, to foster the development of oral language and vocabulary, was previously (2021-22) funded by a government grant of £6,000, via the Local Authority, but we no longer receive this funding. We continued with these interventions for a while, and they are still available to us, but focus on vocabulary and developing speech and language as a major part of our whole class teaching.