



# **Pupil Premium Strategy Statement**

**2025 - 2026**

*\*Together we learn and grow\**

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 outcomes for disadvantaged pupils last academic year.

## School Overview

Metric	Data
School name	Maple Infants' School
Number of pupils in school (inc Nursery)	278
Proportion (%) of pupil premium eligible pupils	6%
Academic years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Barwell
Pupil premium lead	Helen Funnell
Governor lead	Sally Mackenzie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,070
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this year</b>	<b>£26,070</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Maple Infants' School, our mission is to nurture **ALL** children to be successful lifelong learners, confident individuals and responsible citizens and we strive to build strong relationships with all of our families.

Each child within our setting is unique, which includes those entitled to the pupil premium grant, and therefore our response to their needs reflects this. We have high aspirations for all of our children, however we recognise that those children entitled to the premium may face particular challenges. We strive to identify and overcome individual barriers to learning to support pupils to achieve and attain well and diminish the difference.

Our overarching aim is to promote a love of learning for all children, increase the number of pupils developing the knowledge and skills required to achieve at least age related expectations and be ready for the next stage of their education, whilst also participating fully in school life, opportunities and experiences with confidence.

## Challenges

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

Challenge number	Detail of challenge
1.	<b>Communication and early language</b> Vocabulary gaps identified, particularly within the early years, which can impact on interactions between peers and adults as well as attainment and learning. Of note, children currently in Year 2 were impacted by lack of opportunities for early socialisation and their parents struggled to access wider services (health visitors, baby & toddler groups etc) due to the COVID pandemic.
2.	<b>Attendance</b> Reduced attendance and poor punctuality causes children to fall behind in attainment and progress and prevents full participation in school life.
3.	<b>Early reading</b> Low starting points identified and challenges around catching and keeping up. Ensuring that all children have positive role models to promote reading and wider reading opportunities including reading for pleasure.
4.	<b>Writing fluency</b> Finding engagement and fluency in the writing process difficult in order to demonstrate application of their learning.
5.	<b>Aspirations – all stakeholders</b> Aspirations do not always reflect promoting the importance of building foundations of learning and positive learning behaviours now, for greater impact in the future. Shared understanding of definition of vulnerability is not always secure in recognising this as a 'state' not 'trait'.
6.	<b>Maintaining progress made in early years throughout KS1</b> Attainment differences between pupil premium and non-pupil premium are not diminishing enough within KS1 compared to EYFS. This is a particular challenge in reference to the continued impact on families of COVID in the formative years.
7.	<b>Access to wider opportunities</b> Complexity of family situations/circumstances has been identified to impact on some PPG pupil's ability to access wider opportunities and experiences.
8.	<b>Fragile sense of belonging</b> Lack of active listening and participation which negatively impacts on achievement. Children's sense of identity is fractured affecting feelings of belonging, both in terms of feeling able to be themselves and having opportunities to explore and develop skills and abilities they feel proud of.

## 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
1. Improve communication and language skills amongst disadvantaged pupils	<ul style="list-style-type: none"> <li>Targeted interventions addressing any gaps</li> <li>Lesson design explicitly highlights vocabulary (star words &amp; tiered vocabulary) and pre-teaching of this is incorporated into quality first teaching</li> <li>Explicit identification of vocabulary within curriculum &amp; through consistent use of Widgit symbols</li> <li>Rapid progress in acquisition of language skills</li> <li>Weekly overviews highlighting vocabulary to families</li> </ul>
2. There is a reduction in number of disadvantaged pupils whose attendance or punctuality causes concern	<ul style="list-style-type: none"> <li>Attendance and punctuality of all disadvantaged pupils is at least good</li> <li>Disadvantaged pupils access all of the curriculum as attendance and punctuality is good or better</li> <li>Regular monitoring identifies pupils at risk and swiftly identifies actions where there is concern (including EWO involvement)</li> </ul>
3. Pupils make good or better progress in reading	<ul style="list-style-type: none"> <li>Maintain increased focus on reading for pleasure – which includes involving PPG pupils with accessing the library/SparkEd book awards</li> <li>SSP continues to demonstrate positive impact on pupils reading</li> <li>Increased high quality reading opportunities in school with an adult</li> <li>Regular phonic assessments highlighted to parents and reviewed in school</li> <li>All pupils will have a high-quality text read aloud to them, by an adult in school, at least once a day</li> <li>All pupils will visit the school library at least once a week</li> </ul>
4. Increased fluency for writing demonstrated	<ul style="list-style-type: none"> <li>Staff's confidence in teaching writing is increased through understanding the research behind the Writing Framework</li> <li>Increased focus on key word writing for purpose and pleasure, including use of high-quality dictation and handwriting opportunities</li> <li>Inspire learning including writing at home</li> <li>Supporting families to understand the writing process and how to support their child</li> <li>Sensitive transition considerations between EYFS &amp; KS1 in writing development and teaching</li> </ul>
5. All stakeholder share high aspirations for all pupils regardless of starting points or need	<ul style="list-style-type: none"> <li>Parents are engaged in their child's learning in school and opportunities are sought for them to join their child in lessons where appropriate</li> <li>100% attendance at parents consultations</li> <li>Aspirational targets are set for pupils with appropriately identified support to achieve these</li> </ul>
6. Gaps between PPG and non PPG pupils continue to narrow	<ul style="list-style-type: none"> <li>Tracking and monitoring demonstrates gaps continuing to narrow from EYFS through to KS1</li> <li>Teachers are able to communicate progress, strengths and barriers within pupil progress review</li> </ul>

	<p>meetings and articulate effectiveness of support in place</p> <ul style="list-style-type: none"> <li>• Shared year group pupil progress review meetings to increase wider awareness and shared actions for support e.g. support staff deployment</li> <li>• Support staff have increased understanding and enhanced skill sets as a result of participation in the schools' TA Deployment Project (Jan-July 2026) which positively impacts on children's progress</li> </ul>
7. Increase access to wider opportunities e.g. attendance at after school clubs/events etc	<ul style="list-style-type: none"> <li>• Leaders seek to increase awareness and understanding of a child's lived experiences in order to overcome any barriers which reduce access to wider opportunities</li> <li>• Opportunities undertaken for pupil voice</li> <li>• More PPG children access wider opportunities</li> </ul>
8. Increase sense of belonging and active participation	<ul style="list-style-type: none"> <li>• Increased active participation in lessons supported by teacher's enhanced focus on key children e.g. targeted questioning, increased direct interactions etc.</li> <li>• Teachers are able to identify where children need further support to actively participate and can identify barriers that they, as the leader of learning in their classroom, need to overcome to support the children's progress</li> </ul>

### 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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Key focus on active listening and participation of all to support sense of belonging. <b>EEF High Quality Teaching Research evidence – Learning Without Labels</b>	1 - 8
Reflecting realities texts & reading for pleasure	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal	1 - 8

	development. <b>Research evidence on reading for pleasure - Education standards research team</b>	
Little Wandle Revised Letters and Sounds	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. <b>EEF Phonics</b>	3, 4, 6, 8
Mastering Number at Reception and KS1	Project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. <b>NCETM</b>	1, 5, 6, 8
Professional development for all teaching and support staff	A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers. <b>EEF Guide to Implementation</b>	1, 3, 4, 5, 6, 8
Teacher monitoring of PPG progress and outcomes	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. <b>EEF Assessment and Feedback</b>	1, 3, 4, 5, 6, 7, 8

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of TAs to maximise impact – TLR project led by experienced teacher Jan-July 2026	Well-evidenced teaching assistant deployment can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. <b>EEF Teaching Assistants</b>	1 - 8
Pre-teach and consolidation targeted same day support	For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction allows activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practise skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. <b>EEF Individualised Instruction</b>	1, 3, 4, 5, 6

Structured interventions as directed through specific scheme of Little Wandle	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. <b>EEF Phonics</b>	3, 4, 6
Increased purchase of decodable text to support early reading	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. <b>EEF Reading Comprehension Strategies</b>	1, 3, 4, 6
Ongoing library development – PPG pupils directly involved in choosing texts	Research reports a link between library use and reading for pleasure; young people that use their library are nearly twice as likely to be reading outside of class every day. <b>Research evidence on reading for pleasure - Education standards research team</b>	1, 3, 4

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

Budgeted cost: £ 2,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, Emotional & Mental Health strategies/resources  Zones of Regulation	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <b>EEF Social and Emotional Learning</b>	6, 7
Increased understanding of barriers identified by families which impact on attendance	High attendance has a greater impact on progress and attainment. <b>DfE Working Together to Improve School Attendance</b>	2, 7
Setting good attendance expectations right from the start – targeted where needed	Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. <b>EEF Attendance</b>	2, 5, 6, 8
Letter Box Scheme	Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. <b>EEF Improving Literacy in KS1</b>	1, 3, 4, 8

<p>Increase access to wider opportunities and develop aspirations through meeting and hearing about inspiring people</p>	<p>Full participation in school life <b>EEF Toolkit</b>  Meeting inspiring guest speakers who raise aspirations, driving higher achievements in later life.  <b>National Child Development Study 2022</b></p>	<p>5, 7, 8</p>
<p>Supporting interaction and communication opportunities at lunchtime &amp; playtimes – OPAL project</p>	<p>Research highlights the need to prioritise the development of young children's early communication and language, with an emphasis on supporting educators to model, support and engage in high-quality interactions. <b>EEF Supporting High Quality Interactions</b></p>	<p>1, 5, 7</p>
<p>Monitoring of behaviour policy and practices</p>	<p>Research identifies respect, fairness and being listened to as vital features of the caring, nurturing relationships needed to feel included in school. Develop conflict resolution approaches that focus on dialogue with children and working together to develop shared responsibility and problem solving.  Collective worship focus on key values which support belonging e.g. respect, growth mindset etc  <b>Research on belonging – University of Bath</b></p>	<p>1, 5, 7, 8</p>

**Total budgeted cost: £ 26,070**

## Part B: Review of previous academic year

### Outcomes for disadvantaged pupils

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

- Language rich environment and key vocabulary continue to be promoted regularly with families via our 'Weekly Overviews'. These have continued to support links between home and school and have highlighted the importance of vocabulary. All areas of the curriculum include specific vocabulary identification to support communication skills and staff dual code this with relevant 'widget' symbols. Staff have taken time to consider use of tiered language when designing learning opportunities.
- Attendance for non-PPG and PPG groups are broadly were line with one another compared to national figures. Our PPG cohorts are small in each year group and there are key identified families who at time have given particular cause for concern and require regular support to attend school on time and reduce absence. For 2024-2025 attendance for pupils not eligible for PPG was 96.4%, compared to 94.4% for those eligible for PPG.
- There has been a continued increased focus on reading for pleasure in school which has included children taking their own selected books home alongside their identified decodable text. The SSP is well established and data indicates that this is having a positive impact for all readers, particularly those in Reception. SSP continues to be embedded, which includes ensuring relevant interventions are effective and new staff receive training as part of their induction. Children eligible for PPG were actively involved in the development of the new school library, choosing texts to be included.
- Weekly overviews have continued to support families in identifying opportunities for writing for purpose and pleasure at home to support in-school learning. Lesson planning and design has identified opportunities for playful and purposeful writing which engages children in the process e.g. using high quality texts which inspire the children. Interventions took place across the school, to support children's writing development through muscle memory strength. Writing continues to be a focus in the next academic year, particularly for PPG pupils.
- All children made good progress relative to their own starting point. At the end of Reception 50% of children eligible for PPG met the Good Level of Development. In Year 1, 100% of children eligible for PPG met the expected standard in the Phonics Screening. Of those children required to re-sit the screening in Year 2, 67% of those eligible for PPG met the standard. In Year 2, 50% of those eligible for PPG achieved the national expectation in Reading and maths, with 40% in writing.
- All parents of PPG pupils attended parent consultations either alongside other families or invited to attend separate meetings to ensure their attendance and maximise aspirations for all. Staff have high aspirations for all children and were keen to ensure that children with PPG status were able to experience success and were ready for the next stage in their education.
- Staff know children incredibly well and are able to confidently communicate their progress, strengths and barriers. Progress for many PPG pupils is not just academic and with multi-complexities in place for many of our pupils, progress is observed also in confidence, resilience and social development.
- Staff sought to develop and maintain strong communication and partnership with parents of PPG pupils so that they were fully appraised of the child's 'lived' experiences.

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Mastering Number	NCTEM
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Tapestry	The Foundation Stage Forum Ltd

## Further information – guidance we have used

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284286/reading\\_for\\_pleasure.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf)

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/Professional-Development-Summary\\_2021-12-07-103959\\_aibu.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/Professional-Development-Summary_2021-12-07-103959_aibu.pdf)

[https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using\\_Pupil\\_Premium\\_-\\_Guidance\\_for\\_School\\_Leaders.pdf](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital>

<https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances#:~:text=The%20new%20research%20shows%20that,standard%20English>

[https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working\\_together\\_to\\_improve\\_school\\_attendance\\_-\\_August\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)

<https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671525015>

<https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years>

<https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/>

<https://www.london.gov.uk/sites/default/files/2024-01/Belonging%2C%20identity%20and%20safety%20in%20London%20schools%20UoB%20for%20VRU%284%29.pdf>

<https://researchschool.org.uk/unity/news/pupil-premium-and-send-learning-without-labels>

<https://www.gov.uk/government/publications/the-writing-framework>

<https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school>

<https://www.gov.uk/government/publications/from-trait-to-state-how-ofsted-might-consider-conceptualising-vulnerability-for-inspection-and-regulation>