



Trumps Green Infant School Pupil Premium Strategy 2025 - 2026

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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
School name	Trumps Green Infant school
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	1year
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Morris
Pupil premium lead	Sarah Morris
Governor	Zena Hazell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils within this intention. We ensure that the Pupil Premium Grant funding we receive is strategically invested to have impact and close the gap in all areas of learning in our curriculum.

We consider the challenges faced by all vulnerable pupils and we carefully identify and address any barriers to learning. The strategies we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. All strategies put in place to support pupils with SEND, those receiving the pupil premium grant defined as disadvantaged and those known to social care will also positively impact **all** pupils.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support in order to close the disadvantage attainment gap whilst benefiting the non-disadvantaged pupils in our school. All support is based on thorough assessment to identify needs.

We aim for all disadvantaged pupil to:

- Make accelerated progress
- Have high attendance
- Have access to all educational and extra-curricular opportunities by decreasing financial barriers
- Feel safe and happy and develop as lifelong learners, confident individuals and responsible citizens.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Lower attainment and progress
2	Multiple vulnerabilities including well-being/mental health
3	Lack of parental engagement
4	Attendance

Intended outcomes

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.

Improved phonics attainment among disadvantaged pupils	Year 1 phonics check in 2025/6 show that 85%+ of disadvantaged pupils met the expected standard, in line with ALL
Improved reading attainment among disadvantaged pupils.	EYFS and KS1 reading outcomes in 2025/6 show that 75%+ of disadvantaged pupils met the expected standard, in line with ALL .
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2025/6 show that 75%+ of disadvantaged pupils met the expected standard, in line with ALL .
To achieve and sustain improved wellbeing and access to learning for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/6 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/6 demonstrated by: <ul style="list-style-type: none"> • attendance for disadvantaged pupils being in line with ALL

Activity in this academic year

Teaching **Budgeted cost: £22765**

Activity	Evidence that supports this approach	Challenge
<p>Quality First Teaching in all learning incorporates:</p> <ul style="list-style-type: none"> • focused lessons designed with specific objectives, success criteria and end points • high challenge to engage all pupils in their learning • high levels of interaction and activity • high quality teacher questioning that promotes deep thinking • high quality teacher modelling and explanation • learning through dialogue, with constant opportunities for pupils to discuss • pupils accepting responsibility for their own learning • encouragement and authentic praise to engage and motivate pupils • the effective use of assessment tools to analyse data and put in place interventions required deploying adults effectively to maximise learning opportunities • modelling effective self-assessment and peer-assessment and giving children skills to peer assess • giving pupils opportunities to articulate how they solved problems/what strategies they used/how successful they were and to explain their reasoning • using mini pit stops/plenaries to celebrate success and give opportunities to magpie • giving children time to respond to high quality verbal feedback • the promotion of a “can do” attitude where children are encouraged to take risks and embrace challenge • making use of data analysis and pupil progress meetings to ensure interventions are put in place to guarantee progress and attainment expectations are met 		
<p>Focus on Quality First teaching (as above) with funds being allocated to support staff/ELSA salaries</p> <p>Continual professional development in staff meetings with a focus on pedagogy, high expectations in learning, excellent subject knowledge</p>	<p>Thorough continual assessments:</p> <ul style="list-style-type: none"> • formative through Afl (assessment for learning strategies) • summative in end of KS1 assessments provide evidence of strengths and areas of development for each pupil to help ensure they received the correct additional support 	1

	through interventions by teachers and support staff	
<p>Provision of CPD for all staff on a plethora of SEND strategies which have impact on ALL pupils as good practice</p> <ul style="list-style-type: none"> • ELCi (Enhanced Language and communication initiative) programme • NELI (Nuffield Early Language intervention) • Resilience Ball training roll out of strategies • SAATIS programme 2025 - 2027 • Ongoing training through STIP (Specialist teachers for Inclusive practice) – year round 	There is a strong evidence base that high quality SEND/behaviour/well being strategies have impact in ALL pupils particularly those with multiple vulnerabilities	1,2
Continuation of refresher training in “Little Wandle” throughout year 2025/6	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils	1, 2
<p>Enhancement of our Maths teaching and curriculum planning to include “Number stacks”</p> <p>Maths lead participation in Maths Hub CPD</p>	Recommended as a quality resource	1, 2
<p>ELSA sessions to provide sessions for those that need emotional literacy support</p> <p>Use “Happy Hut” as a sensory space for those that experience anxiety, worries or mental health issues</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)	2

Wider strategies Budgeted cost £3975 on school clubs + trips

Activity	Evidence that supports this approach	Challenge
Whole staff training on Zones of regulation with the aim of improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects	2
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	4
<p>To provide opportunities for extracurricular activities for all our disadvantaged pupils and to determinedly encourage participation – 2 clubs per term plus swimming</p> <p>To pay for all school trips for disadvantaged pupils so that financial barriers do not limit participation</p>	Disadvantaged pupils benefit from inclusivity, shared experience with peers beyond the school day	3, 4

Total budgeted cost: £26740

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our assessments during 2024/25 evidence that the progress and attainment of disadvantaged pupils was impacted positively through the provision on the 2024/25 pupil premium strategy document in Reception and Year 1.

Attendance for pupil premium children across the school was 91%, broadly in line with ALL at 95%

Year 1 phonics check 82% of pupil premium children achieved the phonics check, which is a huge improvement from the previous year of 40%.

In Year 2 KS1 assessments Reading 29%, Writing 29% and Maths 14% pupils achieved expected standards. 71% of our Year 2 children who are disadvantaged are also multiply vulnerable.