

Pupil Premium Strategy Statement Trumps Green Infant School

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

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	1.9.26
Date on which it will be reviewed	31.8.27
Statement authorised by	Sarah Morris
Pupil premium lead	Sarah Morris/Zena Hazell
Governor / Trustee lead	Chris Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15390

Part A: Pupil Premium strategy plan

Statement of intent

Our approach is informed by evidence from the Education Endowment Foundation (EEF) and our own assessment of pupils' needs and outcomes.

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress from their starting points and achieve high attainment across all areas of the curriculum. Our pupil premium strategy is designed to support disadvantaged pupils in achieving these outcomes. We ensure that pupil premium funding is strategically targeted to maximise its impact and improve outcomes across the curriculum.

We carefully consider the challenges faced by disadvantaged pupils and other vulnerable groups, identifying and addressing barriers to learning through evidence-informed approaches. The strategies outlined in this statement are intended to meet pupils' individual needs, regardless of whether they are eligible for pupil premium funding. Provision for pupils with SEND, those eligible for the pupil premium, and those known to social care also contributes positively to outcomes for all pupils.

Quality first teaching is at the heart of our approach, with a focus on the areas where disadvantaged pupils require the greatest support to close attainment gaps while benefiting all learners. Our provision is informed by robust assessment, enabling us to identify need accurately and respond effectively.

We aim for all disadvantaged pupils to:

- Make accelerated progress from their individual starting points.
- Achieve high levels of attendance and punctuality.
- Access the full range of educational and enrichment opportunities by reducing financial barriers.
- Feel safe, valued and included, developing as lifelong learners, confident individuals and responsible citizens.

We adopt a whole-school approach in which all staff take collective responsibility for improving outcomes for disadvantaged pupils and maintaining high expectations of what they can achieve.

Challenges

Detail of challenge	Challenge number
Lower attainment and progress	1
Attendance	2

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.	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 2026/7 show that 100%+ of disadvantaged pupils met the expected standard & in line with ALL
Improved reading attainment among disadvantaged pupils.	EYFS and KS1 reading outcomes in 2026/7 show that 80% + 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 2026/7 show that 80%+ of disadvantaged pupils met the expected standard/in line with ALL .
Improved writing attainment among disadvantaged pupils.	KS1 writing outcomes in 2026/7 show that 80%+ of disadvantaged pupils met the expected standard/in line with ALL .
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/7 demonstrated by attendance for disadvantaged pupils being in line with ALL

Activity in this academic year £15390

Teaching Activity	Evidence that supports this approach	Challenge
Quality First Teaching in all learning incorporates: <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 		

<ul style="list-style-type: none"> • 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 through interventions by teachers and support staff 	1
<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) • PIN's project • Ongoing training through STIP (Specialist teachers for Inclusive practice) - year round 	<p>There is a strong evidence base that high quality SEND/behaviour/well being strategies have impact in ALL pupils particularly those with multiple vulnerabilities</p>	1
<p>Continuation of refresher training in "Little Wandle" throughout year 2026/7</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils</p>	1
<p>Enhancement of our Maths teaching and curriculum planning to include "Number stacks"</p> <p>Maths lead participation in Maths Hub CPD</p>	<p>Recommended as a quality resource</p>	1
<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>	<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>	1

Wider strategies £0

Activity Attendance	Evidence that supports this approach	Challenge number(s) addressed
High engagement with Headteacher/Attendance officer through, verbal and written communication	CPoms evidence of conversations Attendance spreadsheet evidencing hierarchy of letters sent Validation/reporting from Surrey Attendance officer termly visits/scrutiny	2

Part B: Review of the previous academic year

Attendance

91% attendance for PPG children, 93% for Children with SEND, 94% of children with EAL, all broadly in line with All.

GLD

73% of disadvantaged children achieved GLD

NELI

92% made significant improvement.

ELSA

100% of our children who attended ELSA sessions made progress against their set targets.

Barnados

100% of children who attended sessions made progress against their targets

Phonics

Year 1 94% of disadvantaged children achieved the phonics check.

Year 2 retakes 67% of disadvantaged children achieved the phonics check.