

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Calmore Infant School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	48 children – 27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-26, 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Willes, Headteacher
Pupil premium lead	Sarah Willes & Adele Weaver Headteacher & Deputy Headteacher
Governor / Trustee lead	Chris Prior Lead for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,350

Part A: Pupil premium strategy plan

Statement of intent

1 When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF (Education Endowment Fund), Teaching and learning toolkit, as well as Ofsted's reports on the use of pupil premium. We have chosen approaches to support pupil premium children based on both research and our prior experience of strategies that have worked well in previous years. These include, a whole school ethos of high expectations for all children, identifying and addressing barriers to learning.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The activity we have outlined in our statement is also intended to support the children identified by the school, regardless of whether they are disadvantaged or not.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We are conscious that we only have our children at Calmore Infant School for 3 years and need to give every child the best possible experiences, opportunity and provision. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

We know that our staff are the experts on our children, they know the children well. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Having completed the first 3 years of our strategy, we have reviewed and adapted our plan to ensure we are meeting the changing needs of our children in school in the current climate of need for each cohort.

Principles

- We ensure that teaching and learning opportunities challenge and meet the needs of all the pupils.
- We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2 and thus lead to the ability to achieve in the future.
- To ensure that all children have equal access to the extended school curriculum, including school trips, after school sports clubs and competitions.

The range of provision the school and Governors consider making for this group include and would not be limited to:

- Reducing group sizes thus improving opportunities for effective teaching and accelerating progress
- The use of LSA support in each Year Group - providing small group work intervention or pre-teach planned by an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- Use of nurture group, ELSA and Dots as appropriate to support children to help remove barriers to learning.
- Use of Action Research to inform staff CPD and school improvement in order to identify specific challenges within the classroom and develop practical solutions based on evidence-based principles.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition to Junior school, transition internally and into EYFS.
- Additional learning support.
- Paying for activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Emotional support during lunchtimes by providing activities to engage and promote wellbeing values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language & Communication:</p> <p>The school has a high number of children receiving SALT support. Weak Speech, Language and Communication skills has identified pupils not currently under SALT but considerably behind in language acquisition.</p> <p>These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than that of their peers.</p>
2	<p>Early Years Entry:</p> <p>Previous and current School baseline for children indicates low attainment on entry to the Early Years Foundation Stage in all areas. School staff have noted that the greatest area of need within the EYFS is a higher than average Speech, Language & Communication need.</p> <p>Discussions, observations and assessments made suggest disadvantaged pupils generally have greater difficulty with phonics and early reading skills than their peers, this negatively impacts on their development as early readers due to the low starting point.</p>
3	<p>Family Life:</p> <p>Chaotic family lives and high Children's Services involvement show that children identified as disadvantaged are increasingly suffering attachment, wellbeing and social and emotional difficulties due to Adverse childhood Experience's.</p>
4	<p>Home Aspiration and Support</p> <p>Limited home support and aspirations for children, evidence of limited exposure to language and vocabulary. Children are not able to talk or learn through talk consistently. High use of dummies, screens and limited talk interactions take place.</p> <p>The impact of lockdown and restrictions has reduced the opportunities that children have accessed, in particular for vulnerable children. Parental engagement with children remains a challenge for families. Lack of services and pressure on social and health services mean that school has to support beyond the school role.</p>
5	<p>Wellbeing:</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations as well as having limited strategies for self-regulation and wellbeing. Decrease in adult and child resilience and self-help strategies.</p>
6	<p>Emotional Literacy:</p> <p>Identified by assessments, observations and discussions with pupils, families and staff have identified that Emotional Literacy is low. This is presenting as low self-esteem, poor attachment, characteristics of effective learning are poor, e.g. listening, attending, independence, interaction with peers, resilience).</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
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 reading attainment among disadvantaged pupils.	End of KS1 reading outcomes in 2024/25 show that more than national average of disadvantaged pupils met the expected standard. Children identified as vulnerable pass the phonics screening and are able to read with fluency and for enjoyment. 24/25 Phonics screening was 91% Children identified as vulnerable are at least age-related expectation by the end of the academic year, using our phonics expectation.
Improved writing attainment among disadvantaged pupils.	End of K1 writing outcomes in 2024/25 show that more than national average of disadvantaged pupils met the expected standard. Evidence of improved use of vocabulary and language in children's writing.
Improved Mathematics attainment among disadvantaged pupils.	End of K1 maths outcomes in 2024/25 show that more than national average of disadvantaged pupils met the expected standard. Evidence of improved use of reasoning in pupil's work.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in anxiety and emotional barriers to learning • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attainment in the Early Years goals for all pupils in our school, particularly our disadvantaged pupils.	Achievement in the end of EYFS learning goals in 2024/25 show that more than national average of disadvantaged pupils met the expected standard at the end of Year R.

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: £ 48,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To train all staff to use the Talk Boost Language intervention.</p> <p>To screen all children on entry to identify children in need for Talk Boost Language Intervention.</p> <p>Attendance on Oracy Action research project to develop Oracy in school.</p> <p>Use of Helicopter stories in Year R to record children's stories and share with peers to act out.</p>	<p>Standardised assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>The EEF identifies that there is wider evidence that approaches similar to those used in the Early Talk Boost programme can support children's language development.</p> <p>Higher than average numbers of children access SALT in Reception –20% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist assistant.</p>	1,2
<p>Speech and Language assistant to liaise with SALT and implement speech and language program</p> <p>Support to be given to TA's in all year groups in order that opportunities can be maximised.</p> <p>Increase impact of interactions & interventions</p>	<p>Most children are working in the 22-36-month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>In KS1, children are unlikely to use talk to connect ideas and explain what is happening coherently</p>	1,2
<p>Embedding dialogic activities across the school curriculum and in daily school life.</p> <p>Use of training time, phonics training for partner work.</p> <p>Give children confidence and opportunities to ask questions.</p> <p>Action Research project- Oracy, SLT & English lead to take part in AR project focussing on Oracy in school. Share with staff and undertake own project to improve learning to and learning through talk.</p>	<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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2

<p>Allow time for paired and group discussion. Use a range of questioning strategies. Ask children how they feel. Ask open-ended questions. Promote a balance of talk between teacher and pupils. Introduce a 'talk charter'</p>		
<p>Purchase Read write Inc (DFE validated) training for whole staff CPD to further develop our phonic teaching. Use of trainer to support literacy leader development.</p> <p>Purchase phonics online portal for training and resources.</p> <p>Fund teacher and TA release time, peer support and coaching to develop high-quality first-hand phonics teaching for all staff.</p> <p>Training for staff to support children identified as needing BR@P reading intervention 1-1</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4,6</p>
<p>Implement Nurture, Elsa and My happy mind in addition to Dots (mindfulness support and strategies) to support children to be more emotionally resilient and successful. Reducing barriers to learning.</p> <p>Staff to undertake training on the awareness of and implications for supporting children with Attachment needs in order to ensure relationships are successful.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>EEF- Improving Social and Emotional Learning in Primary schools</p>	<p>5,6</p>

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

Budgeted cost: £ 13,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Talk Boost, a language catch up intervention to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Tips By Text- EEF Action research Trial to test the impact of sending text messages to parents on improving literacy, maths, and social and emotional outcomes of children (age 4–5) in Reception.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF's Early Years Toolkit indicates that parental engagement approaches significantly influence pupils' outcomes. The Tips by Text programme utilises a format that actively involves parents by providing specific and easily implementable activities aimed at enhancing language, literacy, numeracy, and socio-emotional skills. This format, derived from READY4K!, has already demonstrated positive effects on child outcomes in the United States – the programme improved literacy outcomes for 4–5 year-olds by the equivalent of two months of additional schooling.</p>	1,2,4,6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,6
<p>Keep up interventions for children at risk of not keeping up with peers in their learning.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attachments Awareness Training for new staff</p> <p>My Happy Mind training for school staff.</p> <p>My Happy Mind implementation in classes.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>EEF- Improving Social and Emotional Learning in Primary schools</p>	<p>3,4,5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All areas as needed</p>

Total budgeted cost: £ 71,340

Part B: Review of outcomes in the previous academic year 2024 to 2025 review. Pupil premium strategy outcomes - This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils in school. The use of Talk Boost has helped develop language and Oracy skills and early indicators show an improvement.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Reading ability was significantly improved for children that undertook additional language work.</p> <p>Majority of children identified as vulnerable passed the phonics screening and are able to read with fluency and for enjoyment. Attainment in phonic screening in Year 1 June 25 with 85.5%. 83% Year 2 retakes passed phonics screening.</p> <p>Majority of children identified as vulnerable are at least age-related expectation by the end of the academic year, using our phonics expectation. Use of sight-reading focus provision teaching for children that have struggled with phonics has improved reading attainment.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>End of KS1 writing outcomes in 2025 show increase in number of disadvantaged pupils meeting the expected standard. A second year of increase attainment.</p> <p>Evidence of improved use of vocabulary and language in children's writing. Link between children identified as SEND and vulnerable in Year 2 cohort July 2025.</p>
<p>Improved Mathematics attainment among disadvantaged pupils.</p>	<p>End of KS1 maths outcomes in 2025 show 71% of disadvantaged pupils met the expected standard.</p> <p>Evidence of improved use of reasoning in pupil's work. Identified by external sources and also used as a baseline for maths hub work project.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in anxiety and emotional barriers to learning • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attainment in the Early Years goals for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Achievement in the end of EYFS learning goals in 2025 show a decrease in the number of disadvantaged pupils that have met the expected standard at the end of Year R. This is due to the high number of SEND within the cohort. 60 of children not getting GLD also have an EHCP in place.</p> <p>The progress has also been recognised in phonic knowledge and ability with children achieving well in reading assessments and making consistent progress.</p>

