

# Pupil Premium Strategy Statement

## Telford Infant School



### 2025-26 Strategy and Outcomes for 2024-2025

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 2025-26 and the outcomes for disadvantaged pupils last academic year 2024-25.

## School overview

Detail	Data
School name	Telford Infant School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	2025-2026 (Oct 2024 census): 253 on roll 21 FSM, 3 Post LAC FSM = 8.3% Total PP = 9.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025/2026 to 2026/2027 (year 2 of a 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	Termly updates at FGB. Full review - November 2026
Statement authorised by	Caroline Leavers Katie Taylor (Governors with responsibility for Pupil Premium)
Pupil premium lead	Louise Roberts (Headteacher)
Governor leads	Caroline Leavers Katie Taylor

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation financial year 2025-6 Based on October 2024 Census:	£39,705
Pupil premium funding carried forward from previous years	£0
<b>Total budget for financial year 2025-26</b>	<b>£39,705</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Although we have low numbers of disadvantaged pupils when compared to national figures, our intention is that all pupils, irrespective of their background or the challenges they face, enjoy coming to school, are given opportunities to extend their personal development, make strong progress and achieve high attainment across all subject areas, including progress for those who are already high attainers. Our intention is that any gaps in progress and attainment between disadvantaged and non-disadvantaged are diminished.

High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. Our aim is that they consistently experience exceptional learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn best. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school. Our curriculum is designed to inspire our children and expose them to realising their potential and raising their own personal aspirations.

We seek to understand our pupils' needs through close relationships with our families in order to understand their specific barriers and challenges. We provide pastoral support and work with families to support school attendance so that all children are able to engage with the full learning experience at Telford Infants.

We provide bespoke support for any complex family situations that prevent children from flourishing as challenges can be varied. We aim to enhance oral language skills, provide experiential learning, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities and ensure children have access to targeted high quality adult support through timely and targeted intervention programmes. Our approach is responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- \*ensure disadvantaged pupils are challenged in the work that they're set
- \*act early to intervene at the point need is identified
- \*adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Current attainment:</b> Our internal data indicates that some children eligible for the grant need to make accelerated progress in order to catch up and meet Age Related Expectations.</p>
2	<p><b>Self confidence:</b> Some children eligible for the grant have low self-esteem and resilience and require individualised, targeted support. This is evidenced through observations, pupil voice, THRIVE assessments and Pupil Progress minutes.</p>
3	<p><b>On entry difficulties:</b> Some of our children enter school with difficulties that need to be addressed in order to maintain good progress. Observations show that many of our EYFS and KS1 disadvantaged children continue to have been impacted by the disruption in education and early childhood experiences as a result of the pandemic. This includes their social and emotional development, mental health, self-regulation and a readiness to learn. A number of children eligible for the grant did not join at the start of Reception and needed support settling in. They also benefit from further support in the transition to a new year group.</p>
4	<p><b>Attendance:</b> Attendance monitoring over time indicates that attendance rates and the punctuality of a small number of eligible children has a detrimental impact on their overall attainment and progress.</p>
5	<p><b>Children's Services/Early Support:</b> A small number of children eligible for the Pupil Premium grant have Children's Services or Early Support involvement. This can indicate difficult home circumstances, resulting in emotional barriers to learning. This is evidenced in minutes of Child Protection, Child in Need and Early Support minutes and through conversations with parents.</p>
6	<p><b>Access to Enrichment Activities and other aspects of school life:</b> Through discussion with specific families some children do not have opportunities to access the same enrichment activities out of school as their peers. Additionally, families have indicated difficulties funding trips, purchasing uniform, milk etc.</p>
7	<p><b>Parental support:</b> Feedback from teachers indicates that some, but not all, disadvantaged pupils lack support at home with their home learning, including regular reading, phonics and 'take away' Home Learning in KS1.</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
Disadvantaged pupils to make strong/substantial progress in reading, writing and maths. Improve attainment for disadvantaged pupils.	Children eligible for the grant achieve at least Age-Related expectations in reading, writing and maths.
Disadvantaged pupils to continue to make expected or better than expected progress in phonics.	Children eligible for the grant to achieve the Phonics Screening threshold mark in Year 1.
Improved level of communication and language skills by the end of Reception.	Speech and Language links data indicates that levels of oracy have improved.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved wellbeing and engagement in all aspects of school life evidenced through parent feedback, pupil voice, staff observations, interactions and progress data, including THRIVE data.  A significant increase in participation in enrichment activities amongst disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall absence is on a par between disadvantaged and non-disadvantaged pupils.  The % of disadvantaged pupils who are persistently absent is no more than 3% lower than that of their peers.
All parents/families are well equipped to support children with learning at home.	All disadvantaged children make good progress from their starting points. Children are not disadvantaged because parents cannot support them at home.
Parents feel supported with financial aspects of accessing school including payment for trips, uniform, milk.	Children have access to trips, milk, uniform.

## Activity in this academic year – 2025-26

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Attainment of Disadvantaged Youngsters – sign up for the RADY project. Headteacher to lead. This is a long term whole school approach part of our curriculum.	RADY is an approach (established in 2013) to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. It was recommended by Warwickshire School.	1,2,3,4,5,6,7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed THRIVE as a whole school approach to support mental health, well being and behaviour.	Education Endowment Foundation - Behaviour intervention – enhancing a positive school ethos and improving discipline and engagement with learning amongst some of our vulnerable learners. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	2

	Thrive offers a trauma-informed whole school approach that helps to improve the mental health and wellbeing of children. It involves identifying and addressing the needs of pupils, staff and the wider community and creating an environment that removes barriers to learning.	
Speech and language links programme for pupils whose screening indicates additional, intensive support is needed.	<p>Education Endowment Foundation – Oral Language Interventions</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 impact on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>The Speech and Language Links intervention was recommended to the school by the Warwickshire SALT team.</p>	1, 2, 3
Reading – EPATT intervention for those who need additional catch up support.	<p>In order to further support schools to meet literacy difficulties, the Staffordshire Educational Psychology Service has developed an EP Literacy Approach which focuses on the enjoyment of reading and improving decoding skills and specialist support if children are not making expected progress with the approach.</p> <p>EPATT was recommended to the school by Warwickshire Educational Psychology Service.</p>	1
Additional phonics sessions for disadvantaged children who require further phonics support.	<p>Education Endowment Foundation - Phonics</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1

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

Budgeted cost: £19,705

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>

<p>Introduction of OPAL to improve wellbeing at lunchtimes.</p>	<p>Our school believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. We believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities.</p> <p>The school is part of the 'Outdoor Play and Learning' (OPAL) scheme.</p> <p>The OPAL Primary Programme rationale is that</p> <p><i>“... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.”</i></p>	<p>2, 4, 6</p>
<p>Payment for Trips</p>	<p>It is important that all children have equal access to enrichment opportunities regardless of economic background. Our children benefit from activities that enhance the curriculum and bring learning alive.</p>	<p>6</p>
<p>Payment for new uniform through our Online shop and access to free preloved uniform.</p>	<p>Children need to feel included and have a sense of belonging to their school community.</p>	<p>6</p>
<p>Payment for Milk once the pupil turns 5 years.</p>	<p>Children need to feel included and have a sense of belonging to their school community.</p>	<p>6</p>
<p>Disadvantaged children to be offered the opportunity to attend a</p>	<p>Education Endowment Foundation – Participation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music,</p>	<p>6</p>

<p>paid extra-curricular club (beyond school hours). The place will be funded for a term by school.</p>	<p>painting, or sculpture. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p>Attendance at a club is aimed to support learning and development and enhance social experiences and widen their cultural capital.</p>	
<p>Enhanced focus on attendance and offer of Early Help for families requiring additional support.</p>	<p>DfE report on attendance (Working together to improve School attendance May 2022) and attainment showed strong link between attendance and attainment. Pupils with 100% attendance 4.7 times more likely to achieve than those with 85%.</p>	<p>4</p>

**Total budgeted cost: £ 39,705**

## **Part B: Review of the previous academic year – 2024-25**

### **Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that;

38% of disadvantaged reception pupils made a Good Level of Development compared to 72% of non disadvantaged reception pupils. This is an attainment gap of 34%, the previous year attainment gap was 25%. However, it should be noted that out of the 8 disadvantaged pupils, 3 of them have an EHC plan which affects the data.

60% of disadvantaged year 1 pupils passed the phonics screening check, compared to 88% of non disadvantaged year 1 pupils. This is an attainment gap of 28%, the previous year attainment gap was 13%.

80% of disadvantaged year 2 pupils achieved age related expectations in reading, compared to 95% of non disadvantaged year 2 pupils. This is an attainment gap of 15%, the previous year attainment gap was 12%.

55% of disadvantaged year 2 pupils achieved age related expectations in writing, compared to 89% of non disadvantaged year 2 pupils. This is an attainment gap of 34%, the previous year attainment gap was 26%.

82% of disadvantaged year 2 pupils achieved age related expectations in maths, compared to 92% of non disadvantaged year 2 pupils. This is an attainment gap of 10%, the previous year attainment gap was 13%.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that disadvantaged children made strong progress from their starting points, but did not close the attainment gap between themselves and their non disadvantaged peers. However, the gap was narrowed in year 2 maths. A proportion of these children also have a special educational need and have an Education and Health Care Plan.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance data demonstrates that disadvantaged children attend rate for 2024/25 was above national at 93.2% (national 92.2%) previous year 92.8%. Attendance for non disadvantaged pupils for the same period was 97.2% (national 95.8%). The gap between disadvantaged and non disadvantaged pupils was 4% (national gap is 3.6%). Attendance for both groups has improved from 2023/24.

Our evaluation of the approaches delivered last academic year indicates that the RADY approach (Raising the Attainment of Disadvantaged Youngsters) and the EPATT reading scheme had a positive outcome on our disadvantaged children.

Speech and language links programme continues to improve the listening skills and vocabulary understanding and application for many children in reception who enter school with lower than average communication skills.

Thrive continues to provide a safe space for many disadvantaged children to express their worries and support to be provided for their Social, Emotional and Mental Health so that they can access learning in the classroom with their peers.

Our teaching assistant apprentice continued to support many disadvantaged children with both academic and social interventions including balance ability, MOVES (gross motor skills) and one to one reading.

Many disadvantaged families took the extended offer for trips, uniform and an after-school club to be paid for. Food vouchers and boxes were also provided to some disadvantaged families upon request.

## Externally provided programmes

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

Programme	Provider
Education City subscription	Education City
Speech and Language Link subscription	Speech Link Multi Media
RADY	Challenging Education
EPATT	Warwickshire Educational Psychology Service