



Pupil premium strategy statement – Ashfield Infant and Nursery School 2025-26

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	199 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Amy Barclay
Pupil premium lead	Emma Johnston
Governor / Trustee lead	Jenna Pears

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,475



Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that all disadvantaged pupils at Ashfield Infant and Nursery School are supported to achieve highly, both academically and personally, so they can access the full curriculum and flourish as confident, resilient learners. Our strategy is designed to ensure that our most vulnerable pupils receive high-quality teaching, targeted intervention, and wider support that addresses the challenges they face.

High-quality teaching is integral to our approach. of background or the barriers children may face, our intention is to have high expectations of all pupils so that they make at least expected progress and achieve well across all subject areas – performing to the best of their ability. We understand and support the needs of all pupils, regardless of whether they are disadvantaged or not and provide a clear pastoral offer. We take into consideration the many challenges faced by our vulnerable pupils, including those who are: young carers, in care, refugees, are new arrivals, those with special educational needs and disabilities or those who are known (or previously known) to children’s social care.

Our ultimate objectives are to:

- **Close attainment gaps** between disadvantaged pupils and their peers in reading, writing and mathematics.
- **Ensure strong progress** for all disadvantaged pupils from their starting points, particularly in early language, phonics and early number.
- **Improve attendance and punctuality**, reducing persistent absence among disadvantaged pupils.
- **Support wellbeing, self-regulation and positive behaviour**, enabling pupils to be ready to learn each day.

Challenges

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

Challenge number	Detail of challenge
1	<i>Gaps in early reading and phonics</i> Difficulty with decoding and comprehension impact progress across all subjects and reduce engagement and independence with learning.
2	Attendance and punctuality



	Disadvantaged pupils are more likely to have lower attendance or patterns of lateness, resulting on loss of learning time and reduced continuity.
3	Social, emotional and wellbeing needs Some disadvantaged pupils require additional support with emotional regulation, resilience, confidence and behaviour. External factors, including home circumstances, can impact readiness to learn, concentration and relationships with peers
4	Speech, language and early communication Many disadvantaged pupils enter school with lower levels of language acquisition, limited vocabulary, and weaker communication skills. This affects early reading, phonics progress, social interaction and overall access to the curriculum.

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
<i>Strong early reading and phonics attainment</i>	A higher proportion of disadvantaged pupils meet age-related expectations in phonics and early reading. At least the national average of disadvantaged pupils pass the Year 1 Phonics Screening Check by the end of the strategy. Reading fluency and decoding show consistent improvement through formative assessments and reading benchmarking.
Improved attendance and punctuality for disadvantaged pupils	Attendance for disadvantaged pupils moves closer to, or exceeds, whole-school averages. Reduction in persistent absence among disadvantaged pupils, monitored termly. Improved punctuality, with fewer late arrivals recorded across the academic year.
Improved social, emotional and wellbeing outcomes	Disadvantaged pupils demonstrate improved emotional regulation and fewer behaviour incidents. ELSA assessments, wellbeing scales or pastoral records show clear progress. Pupils report feeling more confident, settled and ready to learn through pupil voice activities.
Improved speech, language and communication skills	Increased vocabulary use, improved sentence structure and stronger communication observed across EYFS and KS1. Pupils demonstrate improved listening, attention and conversational skills in classroom observations.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school</i>	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EEF	1 + 4
Continuing CDP for all staff – Little Wandle SSP	The Ofsted English Review (July 2022) states that systematic synthetic phonics and direct instruction are particularly effective approaches; this is especially true for children from more deprived backgrounds and those who have reading difficulties.	1 + 4
Class based LSAs used to support individuals or small groups through 1:1 tuition	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1+ 4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>ELSA provision for 1:1, small group and parental support if needed</i>	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): educationendowmentfoundation.org.uk	2 + 3
<i>Drawing and Talking intervention</i>	Evidence and case study testimonials indicate that talking and drawing therapy is an effective intervention that supports children's mental health. It helps children to process their thoughts and feelings and lower their anxieties. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6124538/	3

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

Budgeted cost: £5,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for breakfast club	Research from Family Action has found that breakfast consumption of children improves cognitive function, particularly memory, attention, and executive function. It has also proven to improve academic performance, including pupil attainment levels. https://www.family-action.org.uk/ourvoices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/	2
<i>Attendance monitoring and graduated approach to support families with attendance</i>	EEF- 'Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.'	2

Total budgeted cost: £37,475



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>EYFS Outcomes</u>		
Area of learning	AINS (non PP)	National
PSE	66.7% (86.3%)	67.1%
Communication	83.3% (78.4%)	72.4%
Literacy	66.7% (64.7%)	53.2%

<u>PSC Outcomes</u>	
AINS (non PP)	National
80% (74%)	67%

End of Key Stage 1 (Expected or above)

	AINS (non PP)	National*
Reading	100% (83%)	58.8%
Writing	85.7% (81.1%)	50.0%
Maths	100% (83%)	59.9%

***data collection not statutory**

ELSA

57% of children in receipt of PP received support from our trained ELSA throughout the academic year. 38% of those had a short term intervention while an additional 15% accessed the provision intermittently when additional support was needed.

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.

Programme	Provider
Drawing & Talking Training	Drawing & Talking
Little Wandle Phonics Scheme	Collins
ELSA	ELSA- Support



Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A



Further information (optional)

To reduce the financial burden on parents and carers of children in receipt of Pupil Premium, we do not ask for contributions towards school trips.

We also access the WELL project to support our disadvantaged pupils. The focus of the implementation plan for this project is based on physical development leading to greater fine motor control and improved handwriting,