



Pupil Premium Strategy Statement 2025-2026

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	123 (139 including Nursery)
Proportion (%) of pupil premium eligible pupils	36 /123 = 29% (not including Nursery)
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 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Glyn Rushton
Pupil premium lead	Sara Dunks
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,040
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>	£40,040



Part A: Pupil premium strategy plan

Statement of intent

The focus of this plan is to ensure all disadvantaged children are supported fully to raise their attainment, attendance and enjoyment within school. We want all of our disadvantaged children to thrive and make progress in all areas of their learning.

At Scartho Infants' School and Nursery we believe that high 'quality first teaching' is at the heart of children making good progress and achieving high attainment across the curriculum.

Firstly, we want all of our children being able to read fluently and with enjoyment. We want to make sure we are fostering a positive attitude towards reading to help children have a life-long love for it. Our children will leave our school having a good foundation for the next stage in their education. Our children will have a good understanding of concepts in maths, the ability to write coherently and an awareness and understanding of the world around them. It is also our mission to ensure children can engage within a broad and balanced curriculum, which is full of real-life experiential opportunities.

To meet these objectives, we will focus on the following areas:

- High quality Professional Learning and on-going support to ensure staff are delivering high quality teaching, especially in reading, writing and maths.
- On-going development of the curriculum to ensure there are meaningful opportunities to learn in a sequential and progressive manner.
- Ensuring we provide high quality, research-based interventions to support those who have fallen behind to catch them up quickly and effectively.
- Provision of the same day interventions to support misconceptions being identified as early as possible.
- Creating a safe, supportive and caring environment for children to learn, with high levels of pastoral support removing barriers that may stop children achieving.
- Offering support and guidance to families through a wider level of pastoral support to help attendance and behaviours to learn.

The key principles of this strategy plan:

- To empower teachers to know their pupils and do what is best for them, through delivering high quality professional learning.
- To ensure there is high quality teaching happening in all classrooms and good curriculum planning to help children acquire the skills and knowledge they need.



- To ensure there is early identification of barriers to learning and these are supported early on in a child's educational journey.
- To use evidence based targeted intervention to support pupils who are at risk of falling behind.
- To empower parents/carers to understand how to best support their child at home.
- To empower children by making sure every child feels successful and valued.
- To find and nurture each child's passions.
- To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not.
- To develop support networks around children and their families through pastoral and community links.
- To ensure children access a knowledge rich curriculum where effective communication and high-level vocabulary is prominent.

Our strategy plan (see below) addresses all of the above, to ensure that all Pupil Premium children achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>FS2 at the end 2024-2025: GLD – PP 55% met compared non PP 59% met <i>Overall GLD declined - (72% 2023-2024) 58% 2024-2025 due to the area of Writing</i></p>
2	<p>FS2 on entry 2025-2026: Speaking – PP 17% expected compared non PP 28% expected Self Regulation - PP 33% expected compared non PP 40% expected Comprehension – PP 17% expected compared non PP 28% expected Numerical Patterns – PP 17% expected compared non PP 28% expected Past & Present – PP 0% expected compared non PP 12% expected Creating with Materials – PP 17% expected compared non PP 20% expected Being Imaginative & Expressive – PP 17% expected compared non PP 24% expected</p>
3	<p>Year 1 on entry 2025-2026: Reading – PP 59% expected compared non PP 44% expected</p>



	<p>Writing – PP 47% expected compared non PP 44% expected</p> <p>Maths – PP 71% expected compared non PP 67% expected</p>
4	<p>Year 2 on entry 2025-2026:</p> <p>Reading – PP 31% expected compared non PP 78% expected</p> <p>Writing – PP 15% expected compared non PP 47% expected</p> <p>Maths - PP 31% expected compared non PP 72% expected</p>
5	<p>Attendance at the end 2024-2025: 93.2% whole school</p> <p>PP 92.5% compared to non PP 93.5%</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
To provide the highest quality EYFS environment and pedagogy, based on strong EYFS principles and best practice, with a focus on Prime Areas (Personal, Social and Emotional, Communication and Language and Physical Development) Literacy, Mathematics and the Characteristics of Effective Learning to secure a Good Level of Development (GLD) by the end of FS2 (Reception).	<p>High quality provision that promotes strong respectful relationships enabling children to thrive and flourish.</p> <p>Attendance is good. Children make good progress from low starting points and the number of children achieving GLD improves year on year with the gap between national and school diminishing.</p>
<p>To continue to ensure consistently high standards in all staff delivering phonics (RWI), including any new staff to the school.</p> <p>To ensure RWI resources are well maintained and available.</p> <p>To ensure that families are supported to help their child at home with reading/phonics.</p>	<p>The teaching of phonics is systematic and of a consistently high standard.</p> <p>Termly RWI assessments and Phonics Screening check indicates PP children make accelerated progress.</p> <p>Parents attend a FS2 RWI and Numeracy workshop to aid support linked to learning.</p>
Percentage of disadvantaged pupils meeting Age Related Expectations (ARE) rises each year, from previous attainment position.	Any gaps in learning are quickly identified and acted upon. These are targeted in class and where necessary through intervention.
To ensure the speech, language and communication skills of children eligible for pupil premium are fully supported so that maximum progress is made and as many pupils as possible gain age-appropriate language skills necessary for both learning and wellbeing.	<p>Children in FS1 and FS2 will make exceeding progress in Speech and Language. More Pupil Premium children will achieve ARE in those areas at FS2.</p> <p>All children in EYFS are assessed against the WellComm language and communication program, and those scoring below ARE benefit from interventions which support language development and understanding.</p>
<p>Added academic year 2025-2026:</p> <p>Improved attendance, to include lateness, persistent and severe absenteeism of children eligible for pupil premium. Attendance in line with National data set.</p>	<p>Added academic year 2025-2026:</p> <p>Attendance data and discussions held with parents/carers at Parent Consultation Evenings.</p>



	<p>Children / families identified causing concern, letters sent and school attendance improvement meetings held.</p> <p>School and families working together to improve daily attendance.</p>
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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: **£8,740.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject Leadership of English</p> <ul style="list-style-type: none"> • Core Curriculum Teams in place to support Subject Lead to monitor writing and reading. • Monitoring of the teaching of writing. • Monitoring the consistent delivery of RWI, ensuring that it is embedded effectively. • Monitor PP progress in reading, including lowest 20%, working with SENCo to support children requiring further intervention. • Writing moderation - internally and externally with other Wellspring academy schools. Monitor PP progress in writing. • RWI training planned to support teaching and learning staff to deliver RWI sessions. 	<p>Improving Literacy in KS1 - EEF</p> <p>The Reading Framework</p> <p>Using pupil premium: guidance for school leaders</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EEF Phonics has a moderate impact (+4 months) for a very low cost</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: Phonics Toolkit Strand Education Endowment Foundation EEF DfE Reading Framework</p> <p>The Writing Framework</p>	<p>1, 2, 3, 4</p>



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<ul style="list-style-type: none"> • Release time for Subject Lead to support mentoring and coaching. 		
<p>Targeted intervention of children eligible for pupil premium.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. EEF</p>	<p>1, 2, 3, 4</p>
<p>Forest School Training and development of Forest School sessions.</p>	<p>Studies have shown that children have higher physical activity levels in greenspaces compared to non-greenspaces and that children who spend more time outdoors have better motor skills and fitness, especially balance and coordination. Wheeler, et al, 2010</p>	<p>1, 2, 3, 4, 5</p>
<p>Big Talk Education for RSE</p>	<p>Big Talk Education's vision is to ensure as many children and young people as possible receive high quality Relationship and Sex Education, to help keep them safe, healthy and happy. The Big Talk educators will work with every year group providing sessions after delivering a parent/teacher session.</p>	<p>1, 2, 3, 4</p>
<p>Subject Leadership</p> <ul style="list-style-type: none"> • Foundation Curriculum Teams in place to support Subject Leads to monitor and drive subject development. • Cultural capital opportunities to enhance learning. • Identify PP children requiring support or development of a talent. • Professional Learning planned to support teaching and learning staff. • Subject Leads to attend specific training and networking sessions. 	<p>https://www.gov.uk/government/publications/pupil-premium</p>	<p>1, 2, 3, 4</p>
<ul style="list-style-type: none"> • Development of Quality First Teaching. 	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive</p>	<p>1, 2, 3, 4</p>



	effect on children eligible for the Pupil Premium.	
<ul style="list-style-type: none"> Additional three reads with an adult per week. 	<p>The Reading Framework</p> <p>Reading Comprehension Strategies. EEF</p>	1, 2, 3, 4
<ul style="list-style-type: none"> PSHE (using Jigsaw PSHE Curriculum) in class weekly. 	The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this improves pupil progress and attendance.	1, 2, 3, 4
<ul style="list-style-type: none"> TT Rockstars for KS1. 	Times Table Rockstars is a fun and challenging programme designed to help children master the times tables.	2, 3, 4
<ul style="list-style-type: none"> Numbots for FS2 to Year 2. 	Numbots is all about every child achieving the 'triple win' of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.	2, 3, 4

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

Budgeted cost: **£25,350.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> One HLTA and two Level 3 teaching assistants leading 'Stepping Stones' AP for six children. 	<p>Disadvantaged children benefit from high quality teaching, especially where this includes a mixture of children from different social backgrounds and a strong educational component.</p> <p>EEF Early Years interventions.</p>	2, 3, 4
<ul style="list-style-type: none"> HLTA working as an ELSA in school, liaising with Compass Go to support children and families. 	<p>The average impact of successful social and emotional literacy intervention is an additional 4 months progress over the course of a year. Alongside academic outcomes, social and emotional literacy interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF</p>	2, 3, 4
<ul style="list-style-type: none"> One to one RWI interventions. 	<p>Phonics approaches are effective in supporting young readers to master the basics of reading, with an average impact of an additional 4 months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) and is</p>	1, 2, 4



	<p>more effective on average than other approaches to early reading. EEF</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. EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£14,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Attendance of all pupils is monitored closely, daily phone calls are made to challenge parents of absent children, this is followed up by the Senior Leadership Team and ultimately by the Education Welfare Service. Holidays are not authorised unless there are significant mitigating circumstances. Further training for the Attendance Champion. 	<p>Children with good attendance generally achieve more and are happier at school. Good attendance increases a child's academic success and improves their chances in life.</p>	5
<ul style="list-style-type: none"> Dedicated SENCo time to ensure that referrals are made to external agencies and for the management of EHCPs and EYIF applications, ensuring these pupils receive the support necessary. 	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. EEF</p>	1, 2, 3, 4



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<ul style="list-style-type: none"> • Subsidising Rocksteady music sessions. 		1, 2, 3, 4
<ul style="list-style-type: none"> • Use of Software, Data Analysis tracker for eligibility. 	Children will be identified as being eligible for PP as soon as the system is alerted using the NI numbers of the parents. This allows for the PP numbers to be accurate and to generate the correct funding.	1, 2, 3, 4, 5
<ul style="list-style-type: none"> • Improvements to home-school communication to support parental engagement including: <ul style="list-style-type: none"> ○ Seesaw ○ ClassDojo (free) ○ Termly curriculum overviews ○ Home Learning 'pick'n'mix' fun and engaging activities ○ Workshops for parents ○ Drop Everything And Read weekly sessions (parents support at start of the day, once weekly) 	EEF identifies parental involvement as having up to 3 months added progress for children. Parental engagement has a positive impact on additional progress.	1, 2, 3, 4, 5
<ul style="list-style-type: none"> • Reduced costs / subsidised for trips/visitors. 	Experiential learning is crucial to development. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months progress. EEF	1, 2, 3, 4

Total budgeted cost: £48,610.00

School Budget subsidised: £8,570



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

FS2 at the end 2024-2025:

GLD – PP 55% met compared non PP 59% met

Overall GLD declined - 72% 2023-2024 to 58% 2024-2025 due to the area of Writing (National GLD 68%)

Teacher Assessments Year 1 at end 2024-2025:

Reading – 69% PP 40% non PP 78%

Writing – 50% PP 30% non PP 56%

Maths – 65% PP 40% non PP 73%

National Phonics Screening Check:

Y1 Phonics – 78% (2023-2024 42%) PP 60% met non PP 84% met

Teacher Assessments Year 2 at end 2024-2025:

Reading – 65% PP 50% non PP 67%

Writing – 46% PP 40% non PP 43%

Maths – 58% PP 40% non PP 57%

National Phonics Screening Check:

Y2 Phonics retake – 86% (2023-2024 85%) PP 70% met non PP 91% met

Significant improvement seen in the outcomes for children at the end of Year1 in the Phonics Screening Check from the previous academic year. At the end of Year 2, the gap had diminished and the Year 2 Phonics recheck was in line with previous academic year, accelerated progress made from the end of Year 1 2023-2024 Phonics Screening Check.

Writing is an area that has impacted pupil progress across the school and particularly attaining GLD at the end of FS2. Writing has therefore been identified as a whole school priority during 2025-2026.

Attendance has been added to the three year strategy for 2025-2026 to support raising pupil outcomes through regular daily attendance; ensuring the carefully planned curriculum is accessed by all.

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
Times Tables Rockstars	TT Rockstars
Data Analysis and Assessment	Insight Data Tracker



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Jigsaw (PSHE)	Jan Lever Group
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