Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Drayton Community Infant School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Sarah Hutt
Pupil premium lead	Lou Boyce
Governor / Trustee lead	Maureen Hanke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
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	£18,180

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding is given to schools to support eligible groups of children. Drayton Community Infant School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

Our aim is to ensure that the achievement of those pupils eligible for Pupil Premium funding is at least in line with their peers. We are committed to spending this money to ensure that these pupils are safe, healthy, confident individuals; and active, successful learners with high aspirations for their future.

We aim to provide experiences, support and resources to ensure these children achieve equal progress to other children with similar starting points.

We recognise that with younger children, we need to invest in developing a child's independence in learning, their self-esteem, their speech and communication and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language of PP pupils on entry to is significantly low. This slows progress in reading and writing in Key Stage 1.
2	Regulation of emotions and behaviours, impacting on learning for themselves and others
3	Lack of life experiences outside the local area, mean that the gap in language acquisition and experiences continues to widen
4	Attendance rates for pupils eligible for PP are below that of their peers. This reduces their school hours and causes them to fall behind on average.
5	Parental aspirations for PP children and their own mental health need impacts on school life

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
Improve oral language skills for pupils eligible for PP in Reception classes	% of PP pupils to achieve a GLD at the end of EYFS to be in line with their peers The gap between PP and non-PP pupils in speech and language development narrows.
Plan and teach high quality phonics sessions, providing additional support where required.	80% or more of PP pupils to achieve the phonics standard at the end of Year 1 The gap between PP and non-PP pupils outcomes in phonics narrows
PP pupils to achieve as well as their peers nationally in reading, writing and mathematics at the end of KS1	% PP pupils to achieve ARE in reading to be in line with National and their peers % PP pupils to achieve ARE in writing to be in line with National and their peers % PP pupils to achieve ARE in maths to be in line with National and their peers
Despite children's social, emotional and economic barriers, children will attain well and make good progress in all areas of their learning. Children will be actively engaged in their learning.	Pupils will attain as well as their peers in all areas of learning and will be engaged in all areas of the curriculum
Attendance of PP children is in line with peers and at or above national.	PP pupils will attend as well as their peers which will be in line with or above national.
Increased access to enrichment activities during the school day and after school	Pupils are offered and take up a range of activities both during the school day and after school.
Higher rates of parental engagement through home reading, parent information events and family learning sessions.	PP pupils to read regularly at home with their families. Parents of PP pupils to attend parent information events, online workshops and family learning sessions in school.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Speech and Language Teaching Assistant working 1 day per week, leading sessions and supporting staff in providing interventions and support in class	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions - EFF	1
EMbedding phonics scheme 'Little Wandle' across the school – consistent synthetic approach - Training for teachers and support staff - Information for parents - Purchase of more books to support reading at home - Engagement with Wensum Hub – half termly sessions with English lead - Leadership support from partnership school ½ termly	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written - EEF	1 2
Embedding talk for writing across the whole school.	Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.	
Continuing to embed - Improving the quality of teaching through whole school CPD and mentoring across the year, delivered by Mark Burns. Areas of focus include planning, building independence in the classroom, assessment, pedagogy and inclusion.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment - EEF	1 2

Embedding Teaching and Learning Communities for teachers and introducing these for support staff. Allowing staff to challenge and support each other in different elements of teaching, leading from research.		
Training for support staff in key areas such as phonics, reading, writing and mathematical subject knowledge. Lead by subject leaders under a CPD framework provided by VNET.	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions - EFF	1 2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group work following advice from Speech and Language therapist Talk Boost 1 day of TA dedicated to Speech and Language	Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Language delay can significantly impact children's attainment.	1
Targeted phonic interventions for Year 1 and Year 2. Setting of groups, constantly reviewed and changed in light of assessment. Setting across year groups, led by reading lead. TAs building on class teaching to lead interventions. TAs working across classes to group children effectively and specialise in a focussed area.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. - EFF Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions - EFF	1 2
ELSA intervention – total of 2 days per week from trained TA	ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping	1 2

	to ensure safe practice for ELSAs and pupils alike.	
Music tuition for small groups and individuals by specialist – Spring & Summer Term	Music from early childhood onwards helps children to speak more clearly, develop a larger vocabulary, and strengthen social and emotional skills	1 2 3 5

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

Budgeted cost: £2180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of healthy eating, tables manners & conversation – 2 adults eating with the children each day in the hall Introduction of manners rewards Family Liaison Advisor (FLA) working with families requiring support. Holding parent events to support routines and healthy eating.	General eating habits are formed in the first few years of life, so it is important that we encourage our children to eat nutritious food. Children need a healthy balanced diet containing foods from each food group so they get a wide range of nutrients to help them stay healthy. When you teach children good table manners, you are giving them important tools for social interaction that will serve them for the rest of their lives.	2 3
Role of the school secretary to monitor pupils and follow up quickly on absences. First day response provision. Standing agenda item on all DSL meetings with concerns and actions logged ½ termly whole school monitoring with office staff alerted of children of concern. All absences to be recorded on CPOMS for DSL alerts to pick up quickly. Attendance cards submitted termly to all pupils with face-to-face meetings for those of concern. Positive update letters for families regularly where good progress is made.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. DfE report on attendance and attainment showed strong link between attendance and attainment. Pupils with 100% attendance 4.7 times more likely to achieve than those with 85%.	4 5

FLA support for families where attendance is low and/or punctuality is poor. Fast Track procedures carried out where progress is not sufficient over a period of time with support.		
FLA and TAs supporting settling in the morning through early group and breakfast provision Provide subsidised in school after school club 50% for all PP pupils	Research shows that routines support healthy social emotional development in early childhood. In particular, children with regular routines at home have self-regulation skills, the building blocks of good mental health. When children learn to regulate feelings and behaviors, it means they are able to identify their feelings and have skills to manage those feelings so that they don't feel overwhelmed. Young children who learn to do this well are better able to adapt to everyday challenges, stressors, and new expectations.	2 4 5
Planned enrichment activities provided at lunch times for identified groups by additional MSA Programme of activities at playtime to promote a range of physical exercise and creativity. Spot on Coaching – outside provider offering 2x lunch times to support gross motor skills, communication, team building and sporting skills	Sheffield Hallam October 2020, Tim Vernon -Active students are happier (70% v's 50%) and more confident to try sport (76% v's 38%) than inactive students. -Young people report that being physically active improves their mood (71%), behaviour (55%) and schoolwork (49%). -The vast majority of staff agree with this, with 93% reporting they feel that being active benefits pupil behaviour and 92% reporting they feel it has positive effects on schoolwork. -Activity provides social opportunities and enables students to connect with one another, with 59% agreeing that it helps them to make friends. -Physical activity has the potential to reduce stress and anxiety by providing routine and structure and increasing feelings of wellbeing: 71% of students and 99% of staff feel that being active has a positive effect on their mood. -Students who are active report higher levels of happiness and self-worth	2 3

	-87% of staff feel that being physically active has a positive impact on the school environment (ethos, values, culture, identity) -The majority of students surveyed (78%) enjoy being physically active.	
Provide subsidised school visits/in school events/after school clubs 50% for all PP pupils Provide subsidised after school clubs for all PP pupils	Learning is understood developmentally. Opportunities for play and activities, which evoke laughter and satisfaction, should be initially prioritised over academic expectations. Provide meaningful, practical and multi-sensory experiences for new learning, with tasks, which are broken down into small steps and actively modelled.	3
Use of Family Matters (YMCA) in supporting families and individuals	It is an upsetting reality that children are not immune to the psychological and emotional traumas in the world around them. More sophisticated research and training has brought a greater awareness of just how deeply social issues are felt by even the youngest children in our society. However, the positive news is that, whilst our awareness of this issue has increased, so has the repertoire of tools and techniques available for therapeutic support. Since its inception in 2016: - They have supported over 1700 children and young people with clinical interventions - They have provided clinical support to over 100 schools and settings - 76% of clients show improvement following clinical support Engagement with relevant professionals leading to reduction of family related incidents/issues affecting the children's emotional and social well-being	2 3 4 5

Total budgeted cost: £18,180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

See the Pupil Premium Review Statement 2023/2024

Outcomes for PP pupils in writing were in line with National from 2022. Reading and maths at the end of KS1 were above National for 2022. The percentage of PP children in Year 2 was 8%.

Reading – School 67% (National 2022 54%)
Writing – School 44% (National 2022 43%)
Mathematics – School 69% (National 2022 56%)

Outcomes for PP pupils in phonics at the end of Year 1 were above national. Outcomes at the end of year 2 were below the national for PP. Significant improvements have been made in phonics.

Year 1 Phonics – School 100%, National 79% (2023)
Year 2 Phonics – School 78%, National 89% (2023)

Attendance for all pupils and PP pupils improved in 2024-2025 from the previous year. Attendance for PP pupils is below all pupils but is slightly above the national for this group. Work is needed to continue to improve attendance and persistent absence for PP pupils.

Working with families around attendance saw significant improvements in individuals' attendance and punctuality. This was actioned through fast track, support plans, access to breakfast and after school club and incentives and rewards.

Whole school attendance – 94.7%
PP pupil attendance – 90.7%

Early speech and language support has enabled the school to work more closely with parents to support pupils with individual plans. Further support has been provided by the Speech and Language therapist, supporting individuals and upskilling school staff to embed good practise in their day-to-day teaching and provision.