



# Pupil Premium Strategy Statement

## Grindon Infant School



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 in Reception and KS1	114
Proportion (%) of pupil premium eligible pupils	54/114- 47%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	A Charlton
Pupil premium Lead	A Charlton
Governor Lead	G Bramley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70 240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£70 240</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Grindon Infant School our core aim is to ensure that every child, regardless of background, has the opportunity to thrive academically, socially and emotionally. We recognise that children eligible for Pupil Premium funding may face additional barriers to learning and we are committed to using this funding strategically to close the attainment gap and promote equity. Inclusion is at the heart of what we do. Our lessons are adapted using the EEF five ways so every child, no matter what ability or background can access the learning.

Our ultimate objectives that we strive for are to:

- Raise attainment for disadvantaged children through high quality first teaching and targeted interventions.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure that the majority of children will be competent readers by the time they leave our School; able to decode accurately and to comprehend what they have read.
- Support wellbeing and engagement by fostering a nurturing environment that promotes emotional resilience and positive behaviour.
- Enrich early experiences by providing access to cultural, creative and outdoor learning opportunities that build confidence, resilience and curiosity.
- Strengthen parental partnerships to empower families in supporting their children's learning journey from the earliest years.
- Develop children's independence when tackling academic tasks as well as self-care.

We use a tiered model of support:

- Quality First Teaching- investing in staff development to ensure inclusive evidence- based classroom practice. An oracy-rich curriculum with an inclusive pedagogy with use of scaffolding and differentiation to support access. Good use of formative assessment to identify gaps early and adapt teaching responsively. Children engage in first-hand experiences to deepen their understanding, develop practical skills and make meaningful connections to the world around them.
- Targeted academic support – small group and 1:1 interventions tailored to individual needs including small group Rapid Phonics catch up sessions.
- Wider strategies, including Breakfast Club, attendance support, enrichment activities, transition support and pastoral care. Additional curriculum

enrichments for pupil premium children, e.g. free access to activities, educational visits and music tuition.

Our strategy is informed by the Education Endowment's guidance and ongoing data analysis. We will rigorously monitor the impact of our actions and adapt as required to ensure every child has the best start in life.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We ensure we act early to intervene and ensure all staff take responsibility for disadvantaged children's 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	A high percentage of children enter Grindon Infant School with very low levels of communication and language skills.
2	A high percentage of children have low attainment on entry to Grindon Infant School.
3	<p>Outcomes:</p> <p><b>EYFS</b></p> <p>50% of pupils were Disadvantaged. 47% of Disadvantaged pupils achieved the GLD. Disadvantaged pupils were below Disadvantaged pupils Nationally.</p> <p><b>Y1 Phonics</b></p> <p>47% of pupils were Disadvantaged. 57% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there was an achievement gap of 26%. National Disadvantaged was 67%. The performance of Disadvantaged pupils in school is slightly below disadvantaged pupils nationally.</p>
4	Attendance of disadvantaged children is often lower than non-disadvantaged; in July 2025 achievement gap of 3.1%. (94.9%/91.8%)
5	Many of our disadvantaged children enter school with underdeveloped social-emotional skills and limited capacity to self-regulate. This impacts their readiness to learn, engagement in lessons and ability to access the curriculum.
6	Many of our disadvantaged children have limited access to enrichment opportunities outside school, which restricts their cultural capital, vocabulary development and ability to make meaningful connections across the curriculum.
7	A high percentage of disadvantaged children are also on the SEND register. October 2025 – 19/32 – 59%.

8	A significant number of disadvantaged children come from families with low levels of parental engagement, which impacts their learning, attendance and emotional well-being.
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## 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
Accelerate oral language development through structured oracy programmes, early intervention (Pre teaching, NELI, Language Bug, Rapid Phonics) and SALT.	Observations show increased pupil talk time and improved sentence structure. Children confidently use subject-specific vocabulary in classroom discussions.
Disadvantaged children will make accelerated progress from their starting points, particularly in early language, phonics and number, so that gaps close with their peers by the end of Key Stage 1.	<p>Improve oral language and vocabulary through targeted interventions and high quality teaching.</p> <p>Raise attainment in phonics and early reading through a structured programme Rapid Phonics.</p> <p>Strengthen early number sense and fluency.</p> <p>Embed inclusive teaching practices that support all learners, especially those with SEND or low starting points.</p>
<p>Narrow/close attainment gaps between disadvantaged children and their peers.</p> <p>More disadvantaged children in Reception achieve GLD at the end of Reception.</p> <p>Disadvantaged children in Year 1, make at least expected progress in reading, from their individual starting points, with more children achieving the expected standard in the Year 1 Phonics Screening Check.</p>	<p>64% of disadvantaged children achieve GLD at the end of Reception.</p> <p>65% of disadvantaged children pass the Year 1 Screening Check.</p> <p>Regular progress tracking shows reduced gaps in attainment between disadvantaged children and non-disadvantaged children.</p>
Disadvantaged children will have improved attendance and punctuality, reducing persistent absence and ensuring they are present, ready and able to learn.	<p>Reduce the percentage of disadvantaged children who are persistently absent.</p> <p>Increase overall attendance for disadvantaged children to at least in line with the national average.</p> <p>Foster a culture of belonging and routine, ensuring school is a safe and welcoming place for all children.</p>
Disadvantaged children will develop stronger social and emotional skills, including the capacity to self-regulate, enabling them to engage positively with learning and make sustained academic progress.	<p>Children can identify and name a range of emotions from the Zones of Regulation chart.</p> <p>There will be an increased use of emotional vocabulary in classroom discussions.</p>

	<p>There will be a reduction in behaviour incidents.</p> <p>Children will demonstrate use of self-regulation strategies independently.</p> <p>Observations will show improved ability to transition between tasks and manage frustration.</p> <p>Children show increased participation in group work, play and collaborative learning.</p> <p>Children are more settled and focused during lessons, with improved time on task.</p> <p>Attendance and punctuality improve for children previously affected by emotional barriers.</p> <p>Disadvantaged children with identified social-emotional needs make expected or better progress in reading, writing and maths.</p> <p>Gaps in attainment between disadvantaged children and their peers begin to close.</p> <p>Positive movement in scores from The Boxhall Profile.</p>
Disadvantaged children will have increased access to enriching experiences that build cultural capital, broaden vocabulary and deepen understanding across the curriculum, closing gaps in knowledge and language with their peers.	<p>At least 90% of disadvantaged children participate in planned educational visits, workshops or extracurricular activities.</p> <p>Teachers report increased use of subject-specific and descriptive language in oral and written work.</p> <p>Children make more frequent and meaningful connections between enrichment experiences and classroom learning.</p> <p>Disadvantaged children show accelerated progress compared to their starting points.</p> <p>In pupil voice, over 85% of disadvantaged children report enjoyment, confidence and learning from enrichment activities.</p>
Raise achievement in Reading, Writing and Mathematics for disadvantaged children, including those with SEND, through targeted interventions and quality first teaching. Ensure all children regardless of ability can access the curriculum.	<p>SEND children who are also disadvantaged will make at least expected progress in Reading, Writing and Mathematics.</p> <p>The attainment gap between SEND disadvantaged and their peers will narrow year on year.</p> <p>An increased percentage of SEND disadvantaged children will pass the Year 1 Phonics Screening Check.</p>
Disadvantaged children will benefit from increased parental engagement, leading to improved attendance, home learning support and stronger relationships and ultimately boosting well-being and attainment.	<p>At least 75% of disadvantaged families attend school led cafes and parents' evenings</p> <p>Growth in parental involvement in home learning activities such as reading diaries, homework or phonics practice.</p> <p>Positive feedback from parent surveys</p>

	Attendance for disadvantaged children improves.
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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: £1225 + £2000 + £225 + £580 = £3030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastering Number CPD delivered by LA to all staff plus resources to run the programme.  Nursery take part in Maths Champions (EYFS)	EEF guide to pupil premium – tiered approach – high quality teaching is the top priority, including CPD.  Mastering Number and Maths Champions are both 'Promising Programmes' from EEF.	1,2,3,6,7,8
SEND CPD -Supporting children with SEND - based on research from the Education Endowment Foundation delivered by LA.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF recommends high quality, adaptive teaching with scaffolding.  Effective strategies for SEND children often benefit all learners, especially when focused on inclusive teaching and early intervention.	1,2,3,7
CPD – new staff access Pearson's Phonics Bug Training and Talk for Writing training.	EEF guide to pupil premium – tiered approach – high quality teaching is the top priority, including CPD.	1,2,3,7

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

Budgeted cost: £64,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ 2 Full Time Teaching Assistants to support high-quality provision within the classroom and deliver targeted interventions such as NELI, Rapid Phonics.	<p>EEF provides strong evidence that both 1:1 tuition and small group work can significantly boost children's progress, especially when targeted and well-implemented. 1:1 – On average children make 5+ months' additional progress over the course of a year. Small group- Typically leads to 4+ months' additional progress when children work in small groups – ideally 2-5.</p> <p>NELI – EEF Promising Programme. Children receiving NELI made an average of 3+ months additional progress in language skills. Disadvantaged children showed even greater gains – up to 7+ months. Improvements were also noted in early word reading and behaviour with effects sustained up to two years after the intervention.</p>	1,2,3,5,6,7

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

Budgeted cost: £746.25 + £2000 + £8000 + £2422+ £563.40 + £1000 = £14,731.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew A Star Attendance Solutions- HT and SBM continue to rigorously use A Star attendance systems to improve attendance and punctuality across school for PP children and reduce PA.	EEF evidence shows that wider strategies, like improving attendance can significantly boost attainment for disadvantaged children. Poor attendance is strongly linked to lower academic outcomes, especially for disadvantaged children.	1,2,3,4,6,7,8
Subsidise cost of Breakfast Club.	EEF research shows that subsidising Breakfast Club using Pupil Premium Funding can boost attainment by up to 2 months' progress in Reading, Writing and Mathematics. Research also showed that improvements could also be seen in concentration and behaviour, contributing to a more productive classroom environment.	1,2,3,4,5,7,8

Provide a range of stimulating, enriching experiences through visits and visitors to School. Increase in extracurricular activities/clubs including swimming.	EEF research supports spending funding on enriching experiences as part of the wider strategy to boost attainment, especially for disadvantaged children. These experiences build cultural capital, motivation and engagement, which are linked to improved academic outcomes.	1,2,3,4,5,6,7,8
Provide a daily drink of milk for disadvantaged children.	EEF supports well-being and nutrition. A daily drink of milk contributes to better physical health, which is linked to improved concentration and learning. Nutritional support helps children settle into the school day. This also promotes inclusion; offering all children, regardless of background, a drink of milk can reduce stigma and foster a sense of belonging.	1,2,3,4,5,7,8
Renew online subscriptions for children to use at school and at home – PurpleMash, Phonics Bug.	EEF research shows that homework supported by online subscriptions, digital technology and access to books at home can improve attainment, especially when the tasks are well-designed and linked to classroom learning.	1,2,3,6,8
Purchase resources to support self-regulation linked to zones of regulation.	EEF research shows that self-regulation and emotional support strategies, like Zones of Regulation, can significantly boost attainment by improving behaviour and engagement in learning.  EEF rates self-regulation as having moderate impact (5+ months' on attainment when well implemented.)	1,2,3,4,5,6,7,8

**Total budgeted cost: £82,345.65**