

Pupil premium strategy statement –

Shirley 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	270
Proportion (%) of pupil premium eligible pupils	11.9%
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 to 2026/27 Year 3 2027/2028
Date this statement was published	19 th December 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Cate Gregory
Pupil premium lead	Cate Gregory
Governor / Trustee lead	Victoria Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,331
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£Nil
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>	£40,331

Part A: Pupil premium strategy plan

Statement of intent

At Shirley Infant School, we believe that every child deserves good or better learning. We are committed to securing strong achievement for all pupils and nurturing a passion for lifelong learning.

We do this in two keyways. First, we provide rigorous academic interventions in every year group to reduce gaps and ensure all pupils progress well. Second, we create a holistic, wrap-around culture that recognises the complexity of individual needs and supports each child's three-year journey through our schools. Supporting families and enabling children to feel safe, secure and ready to learn is central to our mission. Academic support, progress, challenge and extension for our disadvantaged (PP) pupils is of paramount importance. Equally, we continue to enrich our curriculum with a wide range of creative opportunities and new experiences designed to inspire, motivate and ignite individual talents and passions.

"Practise any art—music, singing, dancing, acting, drawing, painting, sculpting, poetry, fiction, essays, reportage—not to get money and fame, but to experience becoming, to find out what's inside you, to make your soul grow."

— Kurt Vonnegut

Through rigorous monitoring and tracking of pupil performance, we identify any pupils at risk of not making sufficient progress, including our most able disadvantaged learners. This information enables us to plan and deliver effective, personalised interventions, carefully matched to each child's needs and the challenges they face.

Our priorities

- Ensuring first quality teaching in all classes.
- · Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- · Providing targeted academic and emotional and social support for pupils who are not achieving the expected standards or are not making expecting progress.
- · Addressing non-academic challenges to attainment, including attendance, well-being and behaviour
- our PP children will leave Year R with at least a Expected in Communication and Language, Personal, Social and emotional Development and Reading. Our aim is for them to leave with minimal gaps if they have not achieved a Good Level of Development.
- Our focus is than to expect them to achieve at least 2 core subjects at ARE+ In Year 1 and secure the Phonics screen if they achieved Reading in Year R.

- To close the attainment gap in Year 2 achieving a combined ARE or GD. To achieve the phonics screen retake if they did not secure it in Year 1.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Low baseline speech, language and communication skills.</u></p> <p>Limited listening, attention and oral communication skills on entry to School impacting on children not always achieving combined ARE by end of KS1.</p> <p><u>September 2024:</u></p> <p>25% of PP pupils were “off track” (RBA) in communication and language</p> <p>71% of PP pupils were “off track” (RBA) in PSED</p> <p><u>September 2025</u></p> <p>14% of PP pupils were “off track” (RBA) in communication and language</p> <p>69% of PP pupils were “off track” (RBA) in PSED</p> <p>This is impacting listening and attention and speaking with their learning</p> <p><i>Prior to entry, parents and children are invited to take part in weekly communication workshops throughout the summer term. Evaluation shows that these sessions make a notable contribution to improving children's confidence and their readiness for learning in September.</i></p>
2	<p><u>Low early reading attainment</u></p> <p>Year R Early phonics’ teacher assessment upon entry, identified children who are commonly disadvantaged and eligible for pupil premium funding, can have less phonic knowledge and oral blending in Year R. Our internal data shows 23% are off track in September 2025 in word reading.</p>
3	<p><u>Low enrichment/ experiential learning opportunities</u></p> <p>Ongoing discussions with pupils and their families indicate that many require additional pastoral support, particularly in the areas of social, emotional, and mental health. These needs can affect engagement with school, which research shows is closely linked to children’s attendance in school and their attainment.</p> <p>Two-thirds of the families supported by our Family Support Worker are disadvantaged</p>
4	<p><u>Lack of basic writing skills</u></p> <p>Internal assessment shows that typically children are not confidently or consistently applying basic skills (such as sounds, punctuation and spelling) in their writing. This means that their writing is not meeting age-related expectations.</p> <p>Therefore, demonstrating this gap in attainment means we will need to tailor our provision to provide adaptive teaching to ensure our pupils make accelerated progress in writing.</p>

	<p>2023/24 end of year assessments show in writing :</p> <p>Year 2 36% of PP children achieved expected in writing. 5 of the 16 children had SEND and significantly low starting points. This will be a continued focus for the second year.</p> <p>Year 1 53% of our disadvantaged met age-related expectations in writing and 47% did not. 4 of our disadvantaged pupils who were emerging in writing at the end of Year R but left Year 1 meeting age-related expectations in writing.</p> <p>Year R 77% (15% increase from last year) of our disadvantaged met age-related expectations in writing compared to 62% of other pupils. We were pleased with the outcomes here.</p> <p>2024/25 end of year assessments show in writing</p> <p>Year 2 47% of PP children achieved expected in writing. 8 of the 15 children had SEND and significantly low starting points.(This is an 11% increase from last year).</p> <p>Year R 37% achieved expected GLD writing. (5/7 pupils did not achieve GLD). 3 of these pupils have high cognitive needs. They have had ongoing intervention to support their fine and gross motor. These will be monitored closely in year 1. They will continue pegs to paper as an intervention to support this along with additional transcription practice.</p>
5	<p><u>Underdeveloped vocabulary and oral communication skills</u></p> <p>Internal baseline data indicate that the gap in communication skills is widening for pupils who enter school disadvantaged in this area. A growing number of children are starting school with limited language skills, and a significant proportion of these pupils are within this focus group. Enhanced Early Years Language Acquisition is therefore a key priority for our current cohorts. 33% of the 2024–25 cohort required targeted support for oracy, speaking, and listening development.</p> <p>At our school, we recognise that developing effective speaking skills in our infant pupils is fundamental to their overall communication, social development, and academic progress. Our aim is to provide a rich, language-enriched environment in which children are encouraged to express their thoughts and ideas confidently. Every child is supported to:</p> <ul style="list-style-type: none"> • Develop Vocal Skills: Children learn to articulate their thoughts clearly using an expanding vocabulary appropriate to their developmental stage. • Foster Confidence: We build self-esteem through regular opportunities for verbal interaction in a supportive, nurturing environment. • Cultivate Social Skills: Children are guided in the social nuances of communication, including turn-taking, active listening, and responding appropriately.

	<ul style="list-style-type: none"> • Enhance Cognitive Development: Speaking is used as a vehicle to strengthen critical thinking and imaginative play, enabling children to express their understanding and interpretations of the world around them. <p>Oracy is part of the 25-26 SIP.</p>
6	<p><u>Insufficient mental computation skills</u> <u>(Added from 24/25 data)</u></p> <p>Children are not mastering maths fluency. Internal and external assessments show pupils are over reliant on 'counting on' as a method and not showing efficiency by the end of year 2. This is now a target for the second year strategy plan.</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
<p>(linked to challenge 1 and 5).</p> <p>To ensure that all children, particularly those who are disadvantaged, develop the skills to engage actively with others. By fostering strong oracy and language development, we support pupils in building confidence, expressing their ideas clearly, and developing key social skills such as empathy, collaboration, and turn-taking.</p> <p><i>Addressing barrier of lower oral and communication skills.</i></p>	<p><u>By the end of 2027-28</u></p> <ul style="list-style-type: none"> • Early identification of communication barriers will be in place across EYFS, KS1, informing planning for intervention. • Data for Communication & Language and Personal, social and emotional development to be within 5% of national consistently at the end of each Year R. • Pupils will demonstrate increased confidence in communicating with their peers during lessons, supported by teachers who model effective speaking and listening strategies (evident in lesson observations).
<p>(linked to challenge 2).</p> <p>To ensure high quality phonics provision across the school with a focus on our lowest 20%. We aim to secure missing milestones from the children's early years</p> <p><i>Addressing barrier of children having low reading attainment.</i></p>	<p><u>By the end of 3 year plan 2027-28</u></p> <ul style="list-style-type: none"> • PSC % for pupils in receipt of PP to be within 5% of National and LA including Year 2 retake pupils. • Data for word reading to be within 5% of national at the end of Year R. • <i>Swift action/intervention is taken to ensure rapid progress through Little Wandle assessment.</i>
(linked to challenge 3).	<u>By the end of 3 year plan 2027-28</u>

<p>To increase interaction with parents through curriculum workshops, coffee mornings, phone calls pre -school bucket therapy, pupil premium champions to build strong relationships and improve attendance of pupils.</p> <p><i>Addressing barrier of low home learning opportunities</i></p>	<p>Families of disadvantaged pupils are showing increased engagement with curriculum activities, helping to reinforce learning at home and supporting their children's progress.</p> <p>Attendance continues to improve.</p>
<p>(linked to challenge 4)</p> <p>Fluent writing will support composition because the pupil's cognitive resource will be freed from focussing on handwriting, spelling and sentence construction and will be redirected towards writing composition.</p> <p><i>Addressing barrier of lack of basic writing skills.</i></p>	<ul style="list-style-type: none"> • End of year Early Years outcomes will be at least in line with national • Outcomes at the end of KS1 will be at least in line with national. • Increased writing opportunities across the curriculum to support retention of basic skills.
<p>(linked to challenge 6 – new barrier for 25-26: year 2)</p> <p>Pupils will develop and use efficient methods for calculating numbers by the end of Year 2.</p> <p><i>Addressing barrier of lack of maths fluency</i></p>	<ul style="list-style-type: none"> • Pupils will secure mastery and fluency in mathematics. • Observations of lessons will show teachers effectively modelling mathematical calculation methods. • Book scrutiny's will demonstrate that pupils can apply strategies across a range of learning opportunities.

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: £ 14,600

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Pedagogy</p> <p>To strategically build on the good practice and ensure continued rigorous and strategical oversight of Pupil Premium strategy ensuring high quality, targeted learning to ensure rapid progress from children's start points by EPP lead.</p> <p><i>Regular coaching with teaching staff on quality of teaching and learning. Particular focus on metacognition and scaffolding.</i> To ensure we have the high quality teaching for all pupils across the school.</p>	<p>Having a designated leader for PP enables a 'whole school' ethos of aspiration and attainment in line with the findings of the NFER Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. (NFER November 2015). Progress is tracked closely to diminish the difference between disadvantaged and non-disadvantaged groups.</p> <p>Regular pupil premium MAT updates and training for all staff – based on latest research.</p> <p><u>NFER: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report</u></p>	<p>1,2,3,4,5</p>
<p>Reading</p> <p>To drive the validated SSP programme to focus on the lowest 20% to secure missing milestones from children's early years. All children working within this group will have three reads with the class teacher as part of whole school provision and will read three times within school in addition to this. E books will be sent home to support additional reads of the book each week</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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2</p>
<p>Writing</p> <p>To ensure rapid progress for individual children in writing ensuring their sentence structure is secure. Children to write a basic sentence appropriate to their individual start points twice a week in addition to English teaching.</p>	<p><u>Research review series: English Updated 15 July 2022. Ofsted review states that</u></p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). <small>Footnote 62</small> Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. <small>Footnote 63</small> As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling.</p>	<p>4</p>
<p>Oracy</p> <p>To develop teachers knowledge and understanding of what effective oracy looks like and</p>	<p>Two key reasons for a focus on oracy education are its impact on:</p> <ul style="list-style-type: none"> • Children's cognitive development and learning in school; • Children's preparation for participation in the wider world. <p><u>Cambridge University states Nov 2019</u></p>	<p>1, 5</p>

how it embeds in the agreed teaching approach of the school.		
<p><u>Maths</u> <u>(added 25-26 Year 2 of plan)</u></p> <p>Whole-school training on mathematical fluency to enhance staff pedagogy. Daily fluency practice will be embedded across the timetable, beyond maths lessons, to reinforce basic skills and improve calculation efficiency.</p>	<p>EEF + 2 – Mastering Mathematics - the Ark Mathematics Mastery Primary School programme involved 5,108 pupils in 90 schools. The independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months' progress compared to other pupils in comparison schools. Improving Mathematics in Key Stages 2 and 3 EEF</p>	6

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

Budgeted cost: £ 14'171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Oracy</u></p> <p>Programmes run by specialised staff used to improve listening, narrative and vocabulary skills for disadvantaged pupils who have identified low spoken language skills. (communication and language group, talk about groups, Neli language, pre school bucket therapy Speech and language therapy, tales toolkit, EAL specialist teacher).</p>	<p>Sutton trust supports this 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Through our baseline we have found there are increased number of children coming into school with poor oral skills.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 5
<p><u>Mathematics</u></p>	<p>Fluency demands more of students than memorisation of a single procedure or</p>	6

<p>To run the Numbots numeracy programme to support closing gaps in children's mathematical development and fluency. Access will be given to children at home but also a club will be run in school.</p>	<p>collection of facts. It encompasses a mixture of efficiency, accuracy and flexibility. Quick and efficient recall of facts and procedures is important in order for students to keep track of sub-problems, think strategically and solve problems.</p> <p>Fluency also demands the flexibility to move between different contexts and representation of mathematics, to recognise the relationships and make connections, and to make appropriate choices from a whole toolkit of methods, strategies and approaches.</p> <p>- Maths Hub, Solent</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12'008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment</p> <p>To continue to enrich experiences for all disadvantaged children. (all to attend a club, a pre-teaching experience for each topic and a Pupil Premium Champion to drive to organise additional opportunities for the children.</p>	<p>We believe first hand experiences will support the children in becoming curious learners and increase their thirst to find out more. We strive for all children to have high aspirations for themselves linking to our statement. "Every Child, Every Chance, Every day"</p> <p>To continue to use 'pre teaching' as a strategy to support children's understanding of new vocabulary based on findings from Sutton trust report.</p>	3
<p>Social and emotional literacy</p> <p>To move into Year 2 of the TAEES project with the LA to further embed attachment and trauma practice across the whole school policies and practice, vision and ethos.</p>	<p>Sutton Trust " Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers"</p> <p>Research from Sutton Trusts states 'it gives children who are not considered "academic" a voice and a chance to flourish. It then gives the "academic" children a chance to think outside the box and to see that the non-academic have inspiring ideas. It gives all children value'.</p>	1, 3,

	<p>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):</p> <p>EEF Social and Emotional Learning</p>	
<u>Social and Emotional literacy</u> To support key children with trauma informed approach strategies to support their emotional development and well being. To continue to run the Hamish and Milo intervention	<p>Hamish & Milo was successful whilst we were part of the working party with the University of Bath it was quantified the impact of this intervention. Several case studies show that this bespoke intervention benefits children's emotional wellbeing. It has various focuses, one of which is mindset and attitude</p> <p>EEF Social and Emotional Learning</p>	3
<u>Attendance</u> Attendance Officer to monitor attendance, hold meetings with families of children whose attendance falls below 90%, and continue to use Graduated Response for Attendance Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (95% and below)	<p>The DfE guidance (Improving School Attendance) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>See attendance action plan for 2024/25</p>	3
<u>Social and Emotional literacy</u> Family Support Worker continue to work with families who need us the most, in order to offer pastoral support MHST continue to offer courses on school premises to support parents supporting with their children's anxiety	<p>The FSW is a crucial resource for disadvantaged families, signposting them to various kinds of support including food vouchers, listening to them, and facilitating meetings between them and other professionals. We have found that the MHST courses for parents give them a range of strategies they can implement.</p>	3
<u>Enrichment</u> JEP cluster schools to run enrichment opportunities with secondary school to support the transition to secondary and children feeling confident to attend secondary. Offer quality first teaching within key subject areas, science, Art, Food Technology and PE	<p>EEF Social and Emotional Learning</p> <p>Our clusters aim to prevent the possibility of school refusals due to social emotional aspects of learning and enabling high aspirations for children to strive to where they feel confident in an areas of the curriculum,</p>	3

Total budgeted cost: £ 40.331

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Intended outcome

To ensure that all children, particularly those who are disadvantaged, develop the skills to engage actively with others. By fostering strong oracy and language development, we support pupils in building confidence, expressing their ideas clearly, and developing key social skills such as empathy, collaboration, and turn-taking.

In 24/25, 2 of the PP children (40% of those on roll at the time) took part in a talking group led by our speech and language therapist. These pupils demonstrated a quicker readiness to learn, and the intervention also helped to establish earlier and more positive relationships with parents.

In Year two of the strategy, we aim to increase attendance from families at these sessions, as we found the intervention had a significant impact on the learning of the pupils who attended.

The NELI programme did not demonstrate sufficient impact on pupil progress relative to the time and capacity required for planning and delivery. Consequently, we will discontinue its use. Instead, we will continue to implement Bucket and Colourful Semantics interventions, as these have evidenced more substantial and consistent impact on pupil outcomes.

24/25 data shows 50% of pupils achieved GLD for PSE and 34% for CL. This was 39% behind the rest of the cohort. 3 of the pupils had significantly lower starting points and will be monitored closely in year 1. This will be a continued focus in year 2 of the strategy.

Intended outcome

To ensure high quality phonics provision across the school with a focus on our lowest 20%. We aim to secure missing milestones from the children's early years

Early identification of reading barriers will be in place across EYFS and KS1, informing planning and assessment and therefore raising attainment for all pupils.

In Year 1 75% of the PP children passed the phonics screening. This is a gap of 5% in comparison to the rest of the cohort.

In Year 2 53% of the PP children secured expected in reading. This is a gap of 17% in comparison to the rest of the cohort. In this cohort 48% of the PP pupils have SEND with some cognition barriers.

In Year R 43% of pupils achieved GLD for reading. 3 of the pupils had significantly low starting points. These pupils will be tracked closely. This will be a continued focus in year two of the strategy.

To increase interaction with parents through curriculum workshops, coffee mornings, phone calls pre-school bucket therapy, pupil premium champions to build strong relationships and support attendance.

As a result of our **targeted attendance focus**, we take pride in our strong overall attendance and remain committed to ensuring that **disadvantaged children build key relationships** with our **Pupil Premium Champions**. These champions work closely with families, making sure they have what they need to strengthen the **home-school relationship** and providing support whenever required.

Our **Family Support Worker** delivers targeted assistance to our most vulnerable families, ensuring they receive the additional help needed. This approach has contributed to a significant improvement in attendance in 2024.25:

- **Overall Attendance:** Increased from **92.3% to 93.6%**
- **FSM Attendance:** Increased from **92.2% to 93.3%**

This progress reflects our dedication to removing barriers, fostering engagement, and creating a supportive environment for every child.

Fluent writing will support composition because the pupil's cognitive resource will be freed from focussing on handwriting, spelling and sentence construction and will be redirected towards writing composition.

In KS2 47% of pupils achieved expected in writing. This is a gap of 23% in comparison to the rest of the cohort. In this cohort of the PP pupils have SEND with some cognition barriers.

This year, we adapted the learning journey for the bottom 20% of pupils to place greater emphasis on the transcription element of writing. While this approach has supported increased independence, the overall impact was not as significant as anticipated. This area will therefore remain a key focus for 2025/26.

Year R 37% achieved expected GLD writing. (5/7 pupils did not achieve GLD). 3 of these pupils have had ongoing intervention to support their fine and gross motor. These will be monitored closely in year 1. They will continue pegs to paper as an intervention to support this along with additional transcription practice.

Pupils will develop and use efficient methods for calculating numbers by the end of Year 2.

This priority has been added to the improvement plan. Through additional CPD on developing fluency, alongside pupil conferencing, it was identified that although pupils were able to solve calculations, they were not consistently selecting the most efficient strategies or applying their existing knowledge effectively. This will therefore be a key focus for 2025/26. Staff will receive ongoing CPD, and the Maths

Lead will attend Maths Hub training to support this development. Fluency will also become a whole-school focus during work scrutiny and book looks.

In 2024/25, 65% of PP pupils achieved the expected standard in mathematics, representing a 19% gap when compared with the rest of the cohort.

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

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.