

Pupil premium strategy statement 2024-2027

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	Boldmere Infant and Nursery School
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Samantha Kenny
Pupil premium lead	Samantha Kenny
Governor / Trustee lead	Under the responsibility of the Education & Standards committee.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Recovery premium funding allocation this academic year	N/A
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	£47,360

Part A: Pupil premium strategy plan

Statement of intent

At Boldmere Infant and Nursery School, we believe that the use of Pupil Premium funding should provide inclusivity for all pupils across all areas of school life. We want our pupils to be happy, confident and inquisitive learners and we believe that this will be a key element in ensuring that they make good progress, achieving their personal best. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers.

We allocate funding by providing small group and 1:1 intervention to provide opportunities to close any gaps in their learning, address misconceptions that they may have and embed new skills, whilst also supporting the physical, social and emotional well-being of pupils through the enrichment opportunities that we offer.

In the context of our school, the proportion of children who receive Pupil Premium funding is relatively low at 13.3%. Whilst this figure is below National average, it is higher than the local context which is approximately 13%. Implementation of provision is driven by pupil progress meetings and the close collaboration between class teachers, senior leaders and the year group teams.

We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. High quality teaching is at the heart of our approach, with a focus on areas in which vulnerable pupils require the most support. Lessons and interventions are designed to fulfil the children's targeted needs whilst offering cross-curricular links.

We are focussed on promoting all of our pupil's wellbeing, supporting their social and emotional needs through the use of specific targeted interventions both 1:1 and within a small group. Our strategy is integral to these wider school plans for education recovery, in its targeted support.

Common barriers to learning for disadvantaged children can include; less support at home, weak communication and language skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and no "one size fits all". Our ultimate objectives are:

Priority 1: To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Priority 2: To provide enrichment opportunities to enable pupils to access the wider curriculum.

Priority 3: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that all children make progress from their identified starting points.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Mental health and wellbeing
3	Improve the spoken language ability of children in Reception
4	Phonics attainment in Year 1 is slightly lower than previous years
5	Outcomes in children achieving higher attainment in core subjects

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 improve attainment of our disadvantaged pupils in Reading across all of the year groups.	For our disadvantaged pupils to make good progress against their individual targets in Reading. Increase numbers of disadvantaged pupils achieving higher attainment.
To improve attainment of our disadvantaged pupils in Writing across all of the year groups.	For our disadvantaged pupils to make good progress against their individual targets in Writing. Increase numbers of disadvantaged pupils achieving higher attainment.
To improve attainment of our disadvantaged pupils in Maths across all of the year groups.	For our disadvantaged pupils to make good progress against their individual targets in Maths. Increase numbers of disadvantaged pupils achieving higher attainment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated by pupil voice questionnaires, parent surveys and teacher observations.
To improve attainment in Phonics.	To meet expected standards in Phonics screening in Year 1 and Year 2 re-takes
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall absence rate of disadvantaged pupils to be in line with non-disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop oral language skills and vocabulary- EYFS staff undertaking training in the WellComm Early Language assessment & Intervention programme. The programme is used by many Birmingham school and forms part of the DLP.	Wellcomm is a GL assessment speech & language toolkit. The aim was to design a screening and early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to Wellcomm being a well-evidence early language programme available in schools in Birmingham, monitored by DLP.	1,2 and 3
Continuation of the Sound Start Phonics to ensure fidelity across the year groups.	DFE – OFSTED does not have a preferred programme or approach. What's important is that schools take an approach that is rigorous, systematic , used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged. DFE - Choosing a Phonics scheme	1 and 4
To continue to improve the quality of mental health and wellbeing to support learning	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. The interventions will be used for both disadvantaged and non-disadvantaged pupils. Social and emotional learning.	2

To provide CPD training for AHT to support LAC and PLAC children to then be delivered to staff through training. To secure TIASS accreditation, including CPD for all staff.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. TIASS (Trauma informed) training for all staff support effective teaching. EEF - Providing CPD to improve children's outcomes	1 and 5
To provided CPD training to all staff to support the sensory needs of children and to implement sensory areas within school to support interventions. Training from EdPsych and Beacon Behaviour support.	EEF research says areas that commonly need additional focus include speech and language, motor skills to support writing, and sensory needs. Preparing children for Literacy	1,2 and 5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of new reading books (higher bands) linked to SoundStart! phonic programme to ensure opportunities for all children to read a range of texts (reading for pleasure) at an appropriate level.	EEF research and Government direction towards schools adopting a fidelity towards an effective synthetic, systematic phonics program. EEF - Phonics to support reading DFE - Reading for pleasure	1,4 and 5
To continue with 1:1 targeted phonics interventions delivered by highly skilled staff. Continued phonic CPD for all staff delivered by AHT and SoundStart! Consultant.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF - Phonics – High impact for very low cost.	1 and 4 1,4, and 5

	EEF Report: Structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy EEF - Small group tuition	
Effective deployment of staff to support key children in year groups, including LAC and PLAC. Provide additional staff to support children requiring 1-1 provision.	CPD to ensure effective use of TA's within the classroom and when delivering targeted intervention EEF - Deployment of TAs	1, 2, 3, 4 and 5

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

Budgeted cost : £6,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide wider experiences beyond the curriculum as part of a progression plan for personal development. (Trips and visits to be funded or partially funded by school / access to music lessons / additional sports clubs.)	Teachers will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Using your pupil premium funding effectively.	1, 2, 4 and 5

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

What has been the impact of the 2024-2025 Pupil Premium?

1. Infant School

Amount of Pupil Premium funding received 2024-2025.

Number of pupils eligible	55 children (17.7%) (including LAC and PLAC; and 0 service pupil)
TOTAL PP received	£47,360

Key expenditure

	Area of spend	Focus	Total allocation
Teaching	Sound start phonics (Big Cats)	English - reading	Total 22,000
	Developing early language skills	Speaking and listening	
	Improving the quality of mental health and wellbeing	Personal and Social	
Targeted support	Purchase of new books to support the SoundStart! phonic scheme	English - reading	Total 25,000
	1:1 Targeted phonics interventions	English - reading	
	TA support in classes and for focused interventions including resources to support these interventions	English and Maths	
Wider strategies	Funding for school trips/music lessons	Personal and social	Total 3,000
	Free milk	Personal and social	
	Lunchtime clubs	Personal and social	

Performance of disadvantaged pupils 2024-2025

Reception – EYFS

12% of the cohort were in receipt of Pupil Premium

45% of the pupil premium pupils were receiving SEN support. 5 children

33% of pupil premium pupils met the expected standard (ie a Good Level of Development) at the end of Foundation Stage in July 2025.

Year 1 phonics:

16% of the cohort were in receipt of Pupil Premium

38% of the pupil premium pupils were receiving SEN support. 5 children

71.4% of pupil premium pupils met the expected standard (ie 32/40) in the Year 1 Phonics Screening Check in July 2025

End of Key Stage One:

32% of the cohort were in receipt of Pupil Premium

48% of the pupil premium pupils were receiving SEN support. 14 children

40% of pupil premium children met the expected standard at the end of Key Stage 1 in Reading in July 2025.

25% of pupil premium children met the expected standard at the end of Key Stage 1 in Writing in July 2025.

35% of pupil premium children met the expected standard at the end of Key Stage 1 in Maths in July 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Foundation
Wellcomm (new in 2024-25)	GL assessment
SoundStart Phonics	SoundStart Phonics

Fun Friends	Friends Resilience Hub
ELSA	Futures in Mind
Pony Club	Pony Club (Warwickshire)
Big Cats reading books	Collins
Beacon Behaviour SEMH (new in 2024-25)	Beacon School support (Birmingham)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A