



Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

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	Sitwell Nursery & Infant School
Number of pupils in school	214 (October 2022) 218 (October 2023) 212 (October 2024) 219 (October 2025)
Proportion (%) of pupil premium eligible pupils	27 – 12% (April – budget setting) 29 – 14% (October 2022 Census) 29 – 14% (April – budget setting) 28 – 13% (October 2023 – Census) 29 – 14% (April – budget setting) 28 – 13% (October 2024 – Census) 28 – 11% (April – budget setting) 22 – 10% (October 2025 – Census)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	November 2022 (original) October 2023 (Updates) October 2024 (Updates) October 2025 (Updates)
Date on which it will be reviewed	July 2026
Statement authorised by	Kirstey Peart (Headteacher)

Pupil premium lead	Kirstey Peart (Headteacher)
Governor/Trustee lead	Amena Dove (Governor responsible for PP)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 2022 Budget x 22 + 3 LAC + 2 Service children) (April 2023 Budget x 27 + 2 LAC + 2 Service children) (October 2024 Revised Budget x 25 + 2 LAC + 1 Service child) (October 2025 Revised Budget x 24 + 4 LAC + 1 Service child)	£38,340 £45,015 £42,480 £47,230
Recovery premium funding allocation this academic year (£145 x 22 + 3 LAC children in October census) (£145 x 27 + 2 LAC children in October census) (£145 x 25 + 2 LAC children in October census) Not applicable 2025-2026	£3,028 £4,205 £3,915 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2022-2023	£41,368
Total budget for this academic year 2023-2024	£49,220
Total budget for this academic year 2024-2025	£46,395
Total budget for this academic year 2025-2026	£47,230

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

Our intention is that all children, regardless of circumstance or disadvantage, are equipped to attain highly and make strong progress across all subject areas. The focus of our Pupil Premium Strategy is to allow all disadvantaged children to achieve these aims, including good progress for those children already attaining age related expectations or better.

We will focus on the specific challenges faced by vulnerable children, such as those who have a social worker, work with multi-agency teams or have additional needs. The activities we have outlined in this statement are also intended to support the needs of our most vulnerable children.

High-quality teaching is the main driver for our strategy, as our SDP demonstrates, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. With clarity, in the intended outcomes below, our belief is that non-disadvantaged children's attainment will be sustained and developed alongside progress of their disadvantaged peers.

Our strategy is also clearly linked to Sitwell Nursery & Infant's wider plans for education recovery, notably in our targeted support for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to the familiar and regular challenges faced by younger children and individual needs but embedded in diagnostic assessment and evidence about the impact of disadvantage. To ensure they are effective we will provide disadvantaged children with suitably challenging work and act swiftly to intervene as additional needs are identified. At Sitwell Nursery & Infants, we adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes, demonstrate accountability and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data tracking shows that over the last academic year disadvantaged children's attendance was 92.4% in comparison to non-disadvantaged children with attendance of 94.3%. Punctuality for disadvantaged children is also a concern and is monitored closely.

	<p>School monitoring and national research indicates that poor attendance and punctuality negatively affects the academic progress and attainment of disadvantaged children.</p> <p>PP children average attendance 2024-25 = 92.3%</p> <p>All children average Attendance 2024-25 = 94.5%</p> <p>Gap – 2.2%</p>
2	Assessments, observations and on entry EYFS baseline assessments demonstrate clear issues with oracy and language primarily amongst our F2 children, but also within some children in KS1. Issues arising include both pronunciation and understanding of language. All children eligible for PP funding were below both Listening, Attention & Understanding and Speaking on entry into F2. This is now happening year on year and is a key priority.
3	Phonics assessments and teacher observations/discussions suggest that children eligible for PP funding find acquiring age appropriate phonics skills more challenging than their peers. This then negatively affects their ability to access texts and develop reading across the curriculum.
4	Observations and internal assessment data suggest that disadvantaged children with less access to education, nursery and playgroup provision during school closures have been impacted more significantly than non-disadvantaged peers. This is also supported by national research. Gaps in knowledge and skills are leading to children across school not meeting age related expectations.
5	<p>Observations and interactions with disadvantaged children and families show a noticeable increase in social and emotional issues linked to lack of access to opportunities outside of school and those limited by school closures and the national lockdowns.</p> <p>Many children eligible for PP funding do not complete home learning activities, including reading at home regularly.</p> <p>Many children accessing Pastoral Lead support, Early Help or Social Care support are eligible for PP funding.</p> <p>Observation and assessments show children find recall and long-term memory retention challenging with significant difficulties noted in those children eligible for PP funding.</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
Sustain strong attendance rates and punctuality for children eligible for PPG.	PPG attendance is at least in line with <u>all</u> children in school.

	<p>Persistent absence to reduce for PPG children.</p>
Improve oracy, pronunciation and understanding of language amongst pupil premium cohort.	<p>Increased outcomes in EYFS communication and language with accelerated progress for disadvantaged children.</p> <p>Observation and assessment across school show understanding and use of vocabulary and language is improving. Evidence also available through lesson observations and learning evidence in books/Floor books/assessment folders.</p>
Improve phonics skills and thus reading capacity amongst disadvantaged pupils.	<p>Phonic outcomes in 2024/25 evidence an increased number of children eligible for PP funding achieving expected outcomes by the end of Y1.</p> <p>Ongoing summative assessment of phonics and reading shows more children reaching expected milestones through F2 and Y1.</p>
Increased proportion of children eligible for PPG at or above age related in Maths, Reading & Writing by end of EYFS and KS1.	<p>Attainment of children eligible for PPG to be at least in line with all children in school and nationally in Maths, Reading & Writing in 2025.</p> <p>Reduce gap between PPG and non-PPG children year on year.</p>
Children's social, emotional, mental health and well-being is strong with children demonstrating a secure understanding of school Golden Rules and values.	<p>Children demonstrate high self-esteem and have future aspirations. They further develop their understanding of their feelings and how to manage them appropriately.</p> <p>Children are able to cope with expectations of learning independently, seeking help when needed.</p>
Wider opportunities built into the curriculum will have a positive impact on the learning and attainment of all children.	<p>Children will be eager and excited to learn.</p> <p>Parents will feel supported and able to access support on offer from school.</p> <p>Good relationships with parents developed.</p>

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: £14,500 (2022-2023)

£18,250 (2023-2024)

£16,750 (2024-2025)

£18,495 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NHS Speech & Language Therapist to provide ongoing CPD to ensure effective teaching strategies used throughout school to promote excellent oral language and communication.	Oral language activities refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language activities aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral Language Toolkit Strand Education Endowment Foundation EEF	2
Whole school CPD throughout the year to ensure all staff are delivering Phonics consistently. Support from Ruth Miskin consultant to ensure consistency and high quality teaching throughout school.	Outcomes achieved by a consistent use of a phonics approach followed with fidelity has a wide evidence base that demonstrates impact on disadvantaged children's word reading. Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4
RWI approach embedded across school. Regular CPD sessions for staff from Reading Leader.	Outcomes achieved by a consistent use of a phonics approach followed with fidelity has a wide evidence base that demonstrates impact on disadvantaged children's word reading. Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4
Additional training and purchase of physical and online resources to support	Evidence suggests the most successful implementation is found when staff are trained to ensure they have the necessary linguistic knowledge and understanding, and progress is monitored to ensure that	3, 4

continuous CPD for phonics.	programmes are responsive and provide extra support where necessary. Phonics Toolkit Strand Education Endowment Foundation EEF	
Purchase texts to embed and enhance the reading for pleasure agenda both in and out of school.	Findings from the CPLE report on Reading for Pleasure identified lack of access to a variety of text as the main barrier not just to developing reading for pleasure but to children's literacy achievement overall. https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf	3, 4
Collaboration with the English Hub to ensure quality of provision in each year group.	Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Phonics Toolkit Strand Education Endowment Foundation EEF	
Continue to improve the quality of social and emotional learning, particularly relationships between adults and children throughout school.	Learning has the greatest impact when combined with a whole school approach and individualise support. Alongside academic outcomes, strong social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in school. Social & Emotional Learning Toolkit Strand Education Endowment Foundation EEF	5

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

Budgeted cost: £10,935 (2022-2023)
£12,000 (2023-2024)
£11,395 (2024-2025)
£12,450 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NHS Speech & Language Therapist employed one full day per month to work directly with children with SaLT difficulties. Therapist to also provide CPD and oversee and support a Teaching	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2

Assistant working directly with children with SaLT difficulties.	One to one tuition Toolkit Strand Education Endowment Foundation EEF	
One to one RWI fast track tutoring for children working below age related expectations in all year groups.	Targeted phonics interventions for disadvantaged children delivered regularly over 12 weeks are shown to impact positively on children's phonetic development and thus reading outcomes. Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £19,500 (2022-2023)

£19,500 (2023-2024)

£18,250 (2024-2025)

£17,950 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance data monitored closely each half term and Early Help attendance pathway followed for all families causing concerns.	Whole school focus and clear monitoring systems ensure all stakeholders understand the impact of absence on children's life chances.	1
Funded breakfast and after school club places for disadvantaged children to encourage attendance and participation in extracurricular school experiences. Financial support also given to parents for uniform and milk.	In school data demonstrates that disadvantaged children with poor attendance and punctuality or SEMH issues within the family benefit from access to breakfast and after school clubs that provide consistency and positive experiences at the beginning and end of the day.	1
Pastoral Lead support identified children at least twice a week to support mental health and well-being.	Learning has the greatest impact when combined with a whole school approach and individualised support.	5
Emotional Literacy Support Assistant (ELSA) to provide Nurture group support for vulnerable children	Alongside academic outcomes, strong social and emotional learning has an identifiable and valuable impact on attitudes to	5

DSL/Deputy DSL attendance at Case Conferences/Core Groups/TAF Meetings to support children and families with safeguarding concerns.

learning and social relationships in school.
[Social & Emotional Learning Toolkit Strand | Education Endowment Foundation | EEF](#)

5

Total budgeted cost: £44,935 (2022-2023)

Total budgeted cost: £49,750 (2023-2024)

Total budgeted cost: £46,395 (2024-2025)

Total budgeted cost: £48,895 (2025-2026)

Part B: Review of the previous academic year

Outcomes for disadvantaged children

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

Internal Monitoring of Disadvantaged Children's Attainment 2024/2025 (Using NCER data for national comparison)

EYFS – Measure (6 children)	Score	
	School – PP	National – PP
Communication	16.7% EXS	67.3% EXS
Literacy	16.7% EXS	53.5% EXS
Maths	33.3% EXS	62.6% EXS
GLD	16.7% EXS	50.9% EXS
Attendance	95.6%	

Y1 Phonics Screen – Measure (8 children)	Score	
	School – PP	National – PP
Phonics pass	37.5%	66.8%
Attendance	92.8%	

KS1 – Measure (14 children)	Score	
	School – PP	National – PP
Reading	29% EXS	--
Writing	14% EXS	--
Maths	29% EXS	--
Attendance	90.9%	

Results for disadvantaged children across all areas showed a decrease on the previous year, despite the support put in place. Some of this was due to limited staffing capacity to provide support additional academic support for these children. The cohorts in each year group, particularly F2, are very small and therefore the percentages are difficult to compare to national. A significant proportion of our support throughout F2 is used to develop children's Communication and Language skills. It is important to consider the context of our children eligible for Pupil Premium funding. Many of our children eligible for PP funding also have other barriers to learning such as additional needs, receiving social care support or speaking English as an Additional Language. However, all children made outstanding progress, apart from three children who have additional needs and are accessing additional external support to boost their progress.

Y1 Phonics screen data shows only 37.5% of disadvantaged children (3/8) passed the phonics screen in comparison to the disadvantaged national average of 66.8%. Again,

this is a very small group. Out of the five children that did not pass, one child has very complex needs and an EHCP, which meant he was disapplied; the other four children who did not pass all have a learning difficulty and have external agency involvement.

There were four disadvantaged children in Y2 that needed to retake the PSC this year; one of these passed the check but the other three did not. One of the Y2 children also had complex needs and was disapplied. The other two children had learning difficulties and external agency involvement to support their progress as this was very slow.

School continues to work with external agencies and follow the Early Help pathway to support positive attendance outcomes. However; this has been much more difficult to put into action again this year with influxes of many illnesses, which seem to be worse following the COVID pandemic. Attendance at the end of 2025 for both EYFS and KS1 children continues to be below the expected 96% benchmark that we set for all children. We also had a significant proportion of our children eligible for PPG who were persistently absent at the end of the year. Improving attendance for our disadvantaged children will continue to be a focus next year.

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
Speech & Language Therapist	Rotherham NHS