

Pupil Premium Strategy and Review: St. Elphege's Infant School - L. Hawkes

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	St Elphege's RC Infant School
Number of pupils in school	2025-2026: 311
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26-27/28
Date this statement was published	September 2025
Date of next review	September 2026
Statement authorised by	Martin Jones (HT)
Pupil premium lead	Laurence Hawkes
Governor / Trustee lead	Tom Tamplin (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	£0
National Tutoring Programme funding 2025- 2026	£0
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	£65,120

Part A: Pupil premium strategy plan

Statement of intent

Intent

At St Elphege's RC Infant School, our Pupil Premium strategy ensures that disadvantaged pupils, including those with SEND, have equity of opportunity and flourish academically, socially, and spiritually. We aim to close the attainment gap so that PPG pupils achieve as well as their peers, with a particular focus on ensuring PPG pupils with SEND make progress in line with those without SEND.

Our intent aligns with the school improvement plan and prioritises:

- **Safeguarding** - developing child-centred, age-appropriate approaches to wellbeing and safeguarding so pupils understand how to keep safe in a range of contexts.
- **Quality First Teaching - The Fundamental Five** - embedding consistently high-quality teaching through Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary.
- **Writing** - securing early mastery of transcription and composition, enabling pupils to write with confidence across genres, while embedding executive function skills to support independence, organisation, and self-regulation.
- **Reading** - raising standards in reading through systematic phonics, vocabulary development, comprehension, and a love of literature, while narrowing gaps between groups of learners.
- **Early Years Foundation Stage (EYFS)** - ensuring disadvantaged learners achieve a Good Level of Development (GLD) in line with their non-disadvantaged peers, with a focus on vocabulary acquisition and parental engagement.
- **Phonics** - ensuring disadvantaged pupils in Year 1 achieve the Phonics Screening Check in line with their peers through high-quality teaching, targeted intervention, and strong home-school partnerships.

Our PPG pupils will experience a curriculum that is ambitious, language-rich, and responsive to their needs, preparing them for success in the next stage of their education.

Implementation

High-Quality Teaching and Curriculum Design

- All teachers will embed the Fundamental Five into lessons across all key stages.
- Subject leaders will oversee sequencing, progression mapping, and knowledge links across year groups and subjects to strengthen retention and application of learning.
- Vocabulary will be a core focus in every lesson, supported by a language-rich environment and the use of high-quality texts.

Safeguarding and Wellbeing

- Staff will be trained to identify and respond to barriers that impact disadvantaged pupils' learning.
- Safeguarding and wellbeing will be integrated into the curriculum to ensure pupils feel safe, confident, and ready to learn.

Writing Development

- A structured writing curriculum from EYFS to Year 2 will secure transcription and composition skills.
- Executive function strategies will be explicitly taught to develop organisation, attention, and self-regulation.
- Interventions will provide targeted support for disadvantaged pupils, with adaptations to meet the needs of PPG pupils with SEND.

Reading Development

- All staff will be trained and regularly coached in Read Write Inc. phonics and early reading.
- Reading interventions will focus on fluency, comprehension, and vocabulary to narrow gaps between disadvantaged and non-disadvantaged pupils.
- A wide range of diverse texts will be used to foster engagement, cultural capital, and a love of reading.

Early Years Foundation Stage (EYFS)

- Focused work on communication and language will support vocabulary acquisition and early literacy skills.
- Parents will be engaged through workshops, stay-and-play sessions, and home learning support to promote early development.
- Continuous provision will be adapted to ensure disadvantaged learners are well supported in prime and specific areas of learning.

Phonics

- Disadvantaged pupils will receive targeted support and additional practice sessions to secure phonics knowledge.
- Teachers will monitor progress closely and intervene quickly to address misconceptions.
- Parents will be supported with resources and workshops to reinforce phonics learning at home.

Targeted Support and Interventions

- Every class has a designated teaching assistant to deliver both planned and responsive interventions in core and foundation subjects.
- Interventions will focus on securing knowledge, addressing misconceptions, and applying learning in new contexts.

Professional Development

- A robust programme of CPD and instructional coaching will ensure staff deliver high-quality teaching and interventions.
- Regular monitoring of classroom practice will maintain high expectations and consistency.

Impact

The success of our Pupil Premium strategy will be measured by:

- A narrowing of the attainment and progress gap between PPG and non-PPG pupils across all subjects.
PPG pupils with SEND making similar progress to PPG pupils without SEND.
Disadvantaged learners in EYFS achieving GLD in line with their peers.
- **Disadvantaged pupils in Year 1 achieving the Phonics Screening Check in line with their peers.**
- Increased engagement, independence, and resilience of PPG pupils across the curriculum.
- Strong outcomes in reading and writing, with pupils writing with confidence and reading fluently and with comprehension.
- Evidence that safeguarding and wellbeing approaches have improved pupils' sense of safety, belonging, and readiness to learn.
- Teachers' consistent use of the Fundamental Five in lessons, ensuring high-quality teaching benefits all pupils, particularly the disadvantaged.

Progress and impact will be evaluated termly through:

- Data analysis of attainment and progress across year groups and pupil groups.
- Lesson observations, book looks, and learning walks.
- Pupil voice and wellbeing surveys.
- Regular reviews by subject leaders and senior leaders, with reports shared with governors.

Challenges

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

Challenge number	Detail of challenge
1	Many children fall within more than one group which will require additional support to ensure children's progress is rapid and sustained (EAL, social/emotional and pupils with SEND)
2	Vulnerable groups need to make expected progress in-line with their peers.
3	Pupils are taught how to keep themselves safe online and in the real world focussing on contextual safeguarding issues.
4	Pupils engagement in reading and sharing a love of reading

5	Attendance of DA and VP pupils is in line with their peers and the national average.Targeted discussions with parents whose children fall under the Persistent Absence category.
---	--

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
Disadvantaged learners in the EYFS achieve a Good Level of Development (GLD) in line with their non-disadvantaged peers.	- Parents of disadvantaged pupils are actively engaged through workshops, stay-and-play sessions, and regular home-school communication. - Disadvantaged pupils demonstrate accelerated progress in early language development, particularly vocabulary acquisition, evidenced through ongoing assessment and moderation. - Gaps between disadvantaged and non-disadvantaged pupils in prime areas (communication and language, personal/social/emotional development, physical development) narrow term on term.
Disadvantaged pupils in Year 1 achieve the Phonics Screening Check in line with their non-disadvantaged peers.	- Regular targeted phonics interventions enable disadvantaged pupils, including those with SEND, to secure rapid progress in blending and segmenting. - Engagement strategies, including parental workshops and the provision of home reading resources, increase parental involvement in supporting early reading. - Formative assessment data demonstrates disadvantaged pupils are keeping pace with peers in phonics attainment across the year. - Disadvantaged pupils demonstrate improved confidence and fluency in applying phonics knowledge to decode unfamiliar words in both assessment tasks and wider reading.
Pupils, including disadvantaged pupils and those with SEND, become fluent and confident readers, making strong progress from their starting points. Pupils read a wide range of high-quality texts, deepen comprehension, and make connections across the curriculum. Gaps in attainment between disadvantaged pupils (with and without SEND) and their peers narrow in reading.	- All staff deliver high-quality phonics and early reading teaching (Read Write Inc.) with fidelity. - Disadvantaged pupils with gaps in phonic knowledge make accelerated progress through targeted intervention. - Pupils demonstrate improved comprehension, inference, and vocabulary acquisition across all subjects. - The proportion of disadvantaged pupils meeting or exceeding age-related expectations in reading increases year on year.
Pupils secure early mastery of transcription and composition,	Pupils apply explicit instruction in the five components of the writing process when producing written work.

enabling them to write with confidence and purpose across a range of genres. Executive function strategies (organisation, attention, self-regulation) are embedded to strengthen independence and resilience in writing. Disadvantaged pupils with SEND make progress in line with their disadvantaged peers without SEND.	• Writing interventions address gaps and accelerate progress for disadvantaged pupils. • Teachers adapt lessons effectively to support SEND and disadvantaged pupils, ensuring equitable access to the curriculum. • Pupil outcomes in writing demonstrate year-on-year improvement, particularly for disadvantaged pupils.
High-quality teaching enables disadvantaged pupils, including those with SEND, to achieve in line with their peers. All lessons consistently incorporate the Fundamental Five: Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary.	• Lesson observations and learning walks show the consistent use of the Fundamental Five in 100% of lessons. • Secure teacher subject knowledge ensures lesson sequencing builds knowledge and skills effectively. • Vocabulary is explicitly taught and interconnected across subjects. • Disadvantaged pupils demonstrate strong progress through planned adaptations and targeted support.
Pupils develop a secure understanding of how to keep safe in a variety of contexts, both in and outside school. Disadvantaged pupils, including those with SEND, feel safe, supported, and ready to learn. The curriculum reflects local and national safeguarding priorities and equips pupils with the skills to make safe choices.	• Safeguarding is embedded across the curriculum through RSHE, computing (Project Evolve), and contextual safeguarding themes (e.g., substance misuse, online safety, water and fire safety, road safety, dog safety). • Pupils confidently articulate how to stay safe in different contexts. • Parent workshops and pupil conferencing demonstrate increased awareness and engagement with safeguarding issues. • Staff monitor and respond effectively to wellbeing needs of disadvantaged pupils.
Disadvantaged pupils receive timely and effective interventions to accelerate progress and access a broad, balanced, and ambitious curriculum. SEND provision ensures PPG pupils with SEND progress in line with their peers without SEND.	• Planned and responsive interventions delivered by teachers and TAs accelerate progress in core and foundation subjects. • Disadvantaged pupils are prioritised for small-group and one-to-one interventions, including extended school opportunities. • Feedback is precise and impactful, supporting rapid improvement. • Monitoring demonstrates that gaps in attainment and progress are narrowing year on year.

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 2025 - 26: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching.	Research consistently supports the implementation of quality first teaching as a good practice in education. Quality first teaching refers to the provision of high quality instruction in the classroom that meets the diverse needs of all learners, regardless of their abilities or backgrounds. Studies have shown that effective teaching practices have a significant impact on pupil achievement. Quality first teaching focuses on providing clear learning objectives, well-structured lessons, and opportunities for active pupil engagement. Research highlights the following elements of quality first teaching: 1. Adaptive teaching: Effective teachers adapt their instruction to meet the individual needs of pupils, considering their prior knowledge, abilities, and learning styles. Differentiation strategies, such as providing varied levels of challenge, scaffolding support, and using diverse instructional approaches, have been shown to improve pupil learning outcomes. 2. Assessment for Learning: Quality first teaching involves ongoing assessment practices that inform instruction. Formative assessment strategies, such as regular feedback, self-assessment, and peer assessment, help pupils understand their progress and identify areas for improvement. Research shows that the use of formative assessment enhances pupil engagement, motivation, and achievement. 3. Classroom Climate: Creating a positive and inclusive classroom environment is essential for quality first teaching. Research indicates that classrooms characterised by mutual respect, positive teacher-pupil relationships, and a supportive learning community contribute to improved pupil outcomes, including academic achievement and well-being. 4. Effective Use of Resources: Quality first teaching involves utilising appropriate resources, including instructional materials, technology, and manipulatives, to support pupil learning. Research highlights the importance of using evidence-based instructional	1

	strategies and selecting resources that align with curriculum objectives and pupil needs. 5. By implementing quality first teaching practices, schools can optimise pupil learning experiences and outcomes. Research consistently demonstrates the positive impact of effective teaching practices on pupil achievement, engagement, and overall well-being.	
All staff trained with regular refresher sessions in Phonics Read, Write Inc.	Pupils with higher levels of vocabulary make better readers - supporting them in accessing the wider curriculum. By providing refresher training for all staff, schools can enhance their teachers' understanding of phonics principles, instructional approaches, and best practices. This empowers teachers to deliver high quality phonics instruction that effectively supports pupils in developing decoding skills, phonemic awareness, and overall reading proficiency.	1
Specific Phonic intervention for PPG pupils, these children will be known as spotlight children	Spotlight children will be a focus for all staff, especially within phonic sessions ensuring that they are regularly questioned throughout each session. Teachers will assess disadvantaged learners rigorously in each session.	1,2,4
Discussions and strategies implemented at progress meetings	Assessment for Learning and Assessment of Learning enables teachers to plan effective lessons to support learners.	1
Lessons are planned following well-structured sequences developed by subject leads.	AfL used to analyse gaps in knowledge and skills, pupils to join intervention groups for catch-up.	1
To maintain high levels of attendance and punctuality.	First day absence call home. Punctuality recorded daily. Attendance planning meetings with parents and appropriate support put in place to bring about improvements for disadvantaged pupils. Reduced proportion of persistent absentees Pastoral Team support for families experiencing barriers to punctuality and attendance.	5
Baseline assessment and ongoing AfL. Prior knowledge assessed at start of topic. Mid-topic assessments. Interventions and Quality First Teaching. SLT focus on disadvantaged groups in planning sessions to support teachers.	On-going assessment and regular leadership moderation and progress meetings with teachers enables teachers to confidently assess pupils. Leadership support with whole-school view.	2

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

Budgeted cost 2025-2026: £53,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching and reactive intervention	Teacher directed interventions carried out by teaching assistants which MUST include disadvantaged pupils. Qualified teachers leading small group and individual intervention. Read, Write Inc. session for all year groups. Pre-teaching involves introducing key concepts or vocabulary to pupils before they engage in a new lesson or topic. This strategy helps to build pupils' background knowledge and understanding, making it easier for them to grasp new information during the actual lesson. Research suggests that pre-teaching can enhance pupil comprehension, engagement, and overall learning outcomes.	1
Writing across genres linked to a core text.	Pupils are immersed in a text building knowledge across other subjects. Pupils will be able to transfer skills from their reading to their writing in all areas of the curriculum and across genres.	2
Comprehension and shared reading to focus on similar texts to writing genre support by subject leads.	High quality support from specialist teachers have proven to be successful.	4
Traveller Agency support	Weekly meetings with Cognus Traveller support for pupils from traveller community improves behaviour and academics.	1,2,3,4,5
Attendance focus for DA and VP pupils	First day calling. Parent Meetings with HT and Attendance Officer if attendance issues.	5
Read, Write inc. Phonics programme	Early Reading intervention is integral to future progress and success in accessing a full curriculum.	1,2,3,4

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

Budgeted cost 2025 - 2026 £3,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
e-safety workshops for all stakeholders.	Parents need to be informed how to keep their children safe online when at home. Pupils, staff, parents and governors all need to know how to keep children safe online. All stakeholders working towards the same goal.	3
Curriculum links to safeguarding topics such as water safety, fire safety, dog safety, internet safety and mental health	Pupils have a better understanding of how to keep themselves safe and are able to articulate what they should do if they find themselves in a dangerous situation.	3
Safeguarding training KCSIE.	All staff understand and are competent in the changes to KCSIE and what to do when a safeguarding issue arises.	3,5
RSHE curriculum link to personal safeguarding	RSHE sessions have a clear focus on e-safety, preparing pupils for later life.	3, 5
Pastoral Support for vulnerable families	The Pastoral Support Team offers vulnerable families a number of options from food banks, legal support, citizenship, advocacy, emotional support, bereavement support, signposting to financial support. This support is hugely important for the well-being of our vulnerable pupils and families.	1, 2, 3, 4, 5

Total budgeted cost 2025-2026: £65,120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The Pupil Premium strategy is centred on ensuring equity of opportunity for all disadvantaged learners, including those with SEND. While outcomes for disadvantaged pupils are not yet as strong as those of their non-disadvantaged peers, they remain broadly in line with — and in some cases above — national figures for PPG. Strong systems are already in place to support progress, and the next step is to sharpen the focus on accelerating attainment in the Early Years Foundation Stage (GLD), the Year 1 Phonics Screening Check (PSC), and optional KS1 SATs. As a school serving a community in the most deprived quintile, we are committed to ensuring that disadvantaged pupils continue to receive rigorous, targeted support to sustain progress and close gaps more rapidly.

Current Position

- EYFS: A gap remains between disadvantaged and non-disadvantaged pupils in achieving a Good Level of Development, with particular challenges in communication and language and early literacy.
- Phonics: Fewer disadvantaged pupils passed the Year 1 Phonics Screening Check compared to their peers, signalling the need for more intensive, targeted early reading support.
- KS1 SATs (Optional): Disadvantaged pupils performed in line with their peers in Reading and Maths but not in Writing. While some made secure progress, outcomes suggest more consistent intervention is needed to narrow attainment gaps before transition to KS2.

Contributing Factors

- Lower levels of vocabulary acquisition and oral language development on entry for many disadvantaged pupils.
- Parental engagement, while improving, remains variable in supporting home learning routines, particularly in phonics and reading.
- Gaps in early phonic knowledge and application impacting both reading fluency and writing outcomes.
- Attendance and punctuality issues for a small number of disadvantaged learners.

Strategies That Made a Positive Difference

- Use of targeted interventions led by teaching assistants and class teachers, including responsive in-class support.
- Early identification of 'spotlight pupils' to ensure staff tracked and adapted provision.
- Implementation of Read Write Inc. with fidelity, supported by regular coaching.
- Focused use of additional adults in EYFS to model and extend language during play and structured activities.

Next Steps / Key Priorities

1. Improve GLD outcomes for disadvantaged learners in EYFS by prioritising vocabulary acquisition, embedding language-rich provision, and strengthening parental engagement through workshops and home learning support.
2. Raise Year 1 Phonics Screening Check outcomes by ensuring targeted daily phonics interventions for disadvantaged pupils at risk of falling behind, alongside regular parent workshops and resources to support practice at home.
3. Secure improved attainment for disadvantaged pupils in optional KS1 SATs through early identification of gaps, use of small-group intervention, and consistent application of high-quality teaching strategies.
4. Monitor progress and impact through half-termly pupil progress reviews, ensuring leaders and governors are able to evaluate the effectiveness of PPG spending on these priority areas.

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
n/a	n/a
n/a	n/a

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