



Pupil premium strategy statement – Studley Infants' 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	177 (33 Nursery)
Proportion (%) of pupil premium eligible pupils	11% (including EYPP)
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)	3 years 2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	B Merritt
Pupil premium lead	B Merritt
Governor / Trustee lead	S Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,029
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
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>	£30,029



Part A: Pupil premium strategy plan

Statement of intent

At Studley Infants' School, our Pupil Premium strategy is designed to ensure that disadvantaged pupils achieve in line with, or above, their peers and make at least expected progress across all areas of learning, with a strong emphasis on reading, writing, and mathematics. We are committed to removing barriers to learning so that every child can access a broad and ambitious curriculum and develop the skills, confidence, and resilience needed to succeed.

We aim to:

- Close attainment gaps between disadvantaged pupils and their peers through high-quality teaching and targeted interventions.
- Promote positive attitudes to learning, ensuring all pupils have confidence in themselves and their abilities.
- Support pupils to develop social and emotional skills, enabling them to build successful relationships and show respect for themselves and others.
- Ensure that no child is disadvantaged due to economic hardship or external challenges by providing timely and effective support.
- Work in partnership with families and the wider team around the child to improve attendance, engagement, and understanding of the importance of regular school attendance.
- Implement early identification and intervention strategies to address gaps in learning as soon as they arise.

Our approach is evidence-informed and focuses on quality first teaching, targeted academic support, and wider strategies that address non-academic barriers to success. Through this, we strive to create an inclusive environment where every child can thrive academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge																				
1	Progress in Maths While overall progress for Pupil Premium pupils is excellent, fewer children are making expected progress in mathematics compared to other subjects. Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected <table><tr><td>Reading</td><td>73%</td><td>27%</td></tr><tr><td>26 pupils - Average: +0.7</td><td></td><td></td></tr><tr><td>Writing</td><td>69%</td><td>31%</td></tr><tr><td>26 pupils - Average: +0.3</td><td></td><td></td></tr><tr><td>Maths</td><td>12%</td><td>58%</td><td>31%</td></tr><tr><td>26 pupils - Average: +0.2</td><td></td><td></td><td></td></tr></table>	Reading	73%	27%	26 pupils - Average: +0.7			Writing	69%	31%	26 pupils - Average: +0.3			Maths	12%	58%	31%	26 pupils - Average: +0.2			
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2	Speech and Language Development There is an increase in speech and language difficulties, impacting communication, vocabulary acquisition, and access to the curriculum.																				



3	Social and Emotional Needs Growing need for nurture and relational support due to rising social and emotional challenges among pupils.
4	Listening and Attention Increased demand for resources and strategies to support listening, attention, and engagement in learning activities.
5	Socio-Economic Factors Moderate deprivation levels, which can affect family circumstances, access to experiences, and readiness for learning.

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
Progress in Maths <i>Last academic year 89% of children made expected or better progress in maths, compared to 100% for reading and writing.</i> Disadvantaged children will make expected progress or better in maths.	- Progress for maths will be in line with reading and writing. - Pupil Progress meetings identify gaps in maths and timely support implemented.
Speech and Language Development <i>This academic year 30% accessing speech and language support.</i> Through early identification and targeted intervention, children will develop age-appropriate speech and language skills, enabling them to communicate effectively and access the full curriculum.	- Speech delay identified early and support implemented. - Wellcomm support programme used and embedded to support speech and language development. - Communication supported through high quality interactions, particularly in Nursery and Reception.
Social and Emotional Needs Children facing disadvantage will be provided with tailored emotional and mental health support, enabling them to build resilience, regulate their emotions, and develop the readiness needed to thrive in learning.	- Children demonstrate improved emotional regulation, using taught strategies to manage feelings in a range of situations. - Children show increased resilience by persisting with challenging tasks and recovering from setbacks. - Children are ready to learn, evidenced by positive engagement in lessons and reduced incidents of emotional dysregulation. - We will promote regular attendance as a key factor in supporting children's emotional wellbeing and ensuring consistent progress in learning. Where attendance concerns arise, these will be addressed promptly and collaboratively to remove barriers and prevent gaps in learning.



Listening and Attention Children are supported to develop effective listening and attention skills that enable them to engage fully with learning.	• Children demonstrate improved ability to maintain attention during whole-class and small-group activities. • Children respond appropriately to instructions and questions, showing they have listened and understood. • Children use agreed strategies (e.g., movement breaks, fidget tools) to support sustained attention without disrupting learning. • Observations and assessments show increased engagement and participation in learning tasks. • Staff report reduced instances of inattention and improved focus across different settings.
Socio-Economic Factors Every child, irrespective of their starting point, will benefit from rich and varied experiences that nurture curiosity, expand perspectives, and inspire ambition for lifelong success.	• An increasing number of disadvantaged pupils will engage in extracurricular activities, enrichment visits, and aspirational programmes, with feedback evidencing greater confidence, motivation, and active participation. • Curriculum planning reflects a wide variety of cultural, creative, and experiential opportunities accessible to every child. • Beyond the taught curriculum, children will experience a wide range of enrichment opportunities designed to engage, excite, and broaden their understanding of the world

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: £1084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Thrive approach across our setting by providing ongoing CPD for staff and offering Family Thrive sessions to equip parents with strategies that support emotional wellbeing at home.	EEF – guide to pupil premium -The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. SEMH (social, emotional learning) interventions in education are shown to	3,5



	improve SEMH skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
High-Quality Teaching (QFT) as Our Key Driver Outstanding teaching is the most powerful tool we have to raise outcomes for all pupils. We will ensure: • Essential elements of effective practice are consistently in place, including clear explanations, scaffolding, opportunities for practise, and timely verbal feedback. • Not one learning style is catered for, adults will remove barriers to learning with strategies and interventions. • Vocabulary development is prioritised, with progression documents guiding teaching and new vocabulary explicitly introduced so pupils can access age-appropriate texts with understanding. • Memory retention strategies are embedded across lessons to strengthen long-term learning. • Feedback will be in the moment so that children know what they have done well and what needs to be developed. • The EYFS framework is fully implemented, providing strong foundations for future success.	Research related to the activity: EEF Teacher Feedback to Improve Pupil learning https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Sutton Trust – quality first teaching has direct impact on student outcomes. Through Pupil Progress Meetings attainment and progress is tracked for all children, with Pupil Premium children being a focused group. As part of this discussion teaching and learning strategies are discussed and any gaps identified.	1,3,4
Enhance the quality of Social and Emotional Mental Health Learning (SEMH) We will embed SEMH strategies into everyday teaching and learning, ensuring they become a natural part of classroom practice. Staff will receive ongoing professional development and training to strengthen these approaches. • Some trauma informed practice training has been delivered, with more planned to build on knowledge and confidence. • Two Thrive trained practitioners in school who regularly update training to provide targeted SEMH support across the school. • Strategies to support wellbeing initiated, such as My Happy Mind PSHE curriculum, Zones of Regulation and continued relational practice.	Strong evidence shows that developing social and emotional skills in childhood is linked to better outcomes both in school and later life. These benefits include higher academic achievement, more positive attitudes, improved behaviour, and stronger peer relationships. https://www.psychologicalscience.org/news/maslows-pyramid-of-needs.html https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.thriveapproach.com/	All areas



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

Budgeted cost: £26,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions used to support gaps in learning and enable children to make progress from their starting points. - Nessy - Numbots - EPATT - Fine Motor - Play Therapy - Post Teach Phonics - Precision Teach - Speech and Language Use of trackers to identify gaps.	EEF - Attainment grouping within maths, literacy, reading and phonics shows 3 months + progress and 4 months + in maths. Sutton Trust – quality first teaching has direct impact on student outcomes. Teachers aware of where children are and what is needed to support attainment and progress. EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4
Thrive Practitioners to assess, support and deliver Thrive groups.	EEF Guide-SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Where teaching assistants are trained to deliver an intervention to small groups or individuals it has a higher impact.	3, 5
Play Therapy once a week provided by external provider.	Meets emotional needs so the children are in the right place to learn.	3
Level 2 TA's deliver speech and language plans.	EEF-Where teaching assistants are trained to deliver an intervention to small groups or individuals it has a higher impact. Foundation for Reading: Proficiency in spoken language is essential for developing reading skills. Children who can articulate their thoughts and have a rich vocabulary are better equipped to understand and engage with written texts. Vocabulary Development: Engaging with stories, poetry, and songs helps expand children's vocabulary, which is crucial for comprehension. A strong vocabulary allows children to understand and interpret texts more effectively. Language Comprehension: The framework emphasises that reading comprehension is a product of both word recognition (decoding) and language comprehension. This means that understanding the meaning of words and sentences is as important as being able to read them. Impact on Academic Success: Research indicates that children with strong language skills at an early age are	2,3,4,5



	less likely to experience reading difficulties later on. Conversely, those with language deficits are significantly more likely to struggle with reading as they grow older.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lessons with a music teacher-once a week. Subsidised trips Funded clubs: • PE clubs by a trained sports coach. • Baking Club • Choir	EEF Physical Education and Sport: A high-quality PE curriculum should inspire pupils and promote health and fitness. Schools should utilise the PE and Sport Premium to improve the quality of PE and sports activities. Accessibility: Extra-curricular opportunities should extend beyond traditional PE lessons, incorporating activities during breaks and lunchtimes. This can increase pupil engagement and participation. Impact Measurement: Schools are required to monitor and report on how pupil premium funding is spent, including the impact of extra-curricular activities on pupil participation and attainment.	2,3,5
Use of technology (Seesaw) to improve communication between home and school. Build a trusting relationship to support engagement, learning at home and attendance.	Improved communication can support successful relationships. Making communication accessible can improve communication. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families	3,5

Total budgeted cost: £30,029



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As of summer 2025, we had 27 (15%) children eligible for Pupil Premium.

The Resource Provision had 12 children, 6 of which were Pupil Premium.

The Pupil Premium funding was used for staffing and training relating to Thrive to support the SEMH needs of our children. The Thrive approach not only supports children, but also families. We are observing an increase in need for emotional support across the school, children, staff and families.

Interventions were implemented to reduce gaps in learning and enable children to make progress from their starting points. Interventions consisted of 1:1 as well as small group work.

To support the wider curriculum, clubs were made available to all children, and were funded for Pupil premium children. Children were able to access sports clubs and music.

Tools to help teachers identify gaps and barriers were provided, such as Studybugs (attendance) and Phonic Tracker.

Attainment and Progress

Our data highlights the progress Pupil Premium children made, with 100% making expected or better progress in Reading and Writing. 40% made above expected progress in both Writing and Maths.

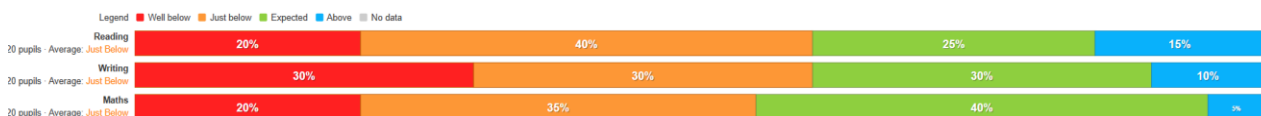
75% passed the Phonics Screening Test in Year 1.

Attainment and Progress for children in mainstream, Reception-Year 2 (20 children)

Not including Resource Provision

Attainment

Pupil Premium



Non-Pupil Premium



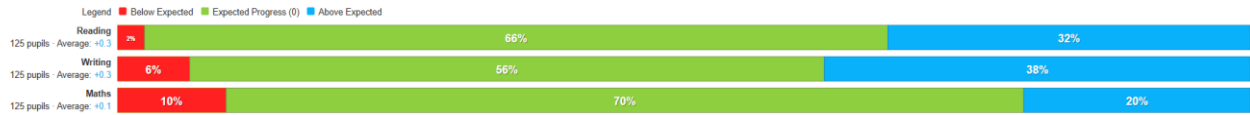
Progress

Pupil Premium





Non-Pupil Premium



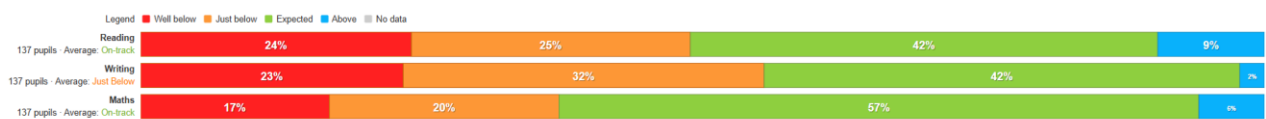
Attainment and Progress for children from Reception to Year 2, including Resource Provision. (26 children)

Attainment

Pupil Premium

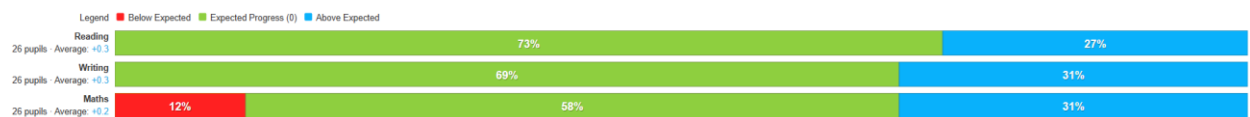


Non-Pupil Premium

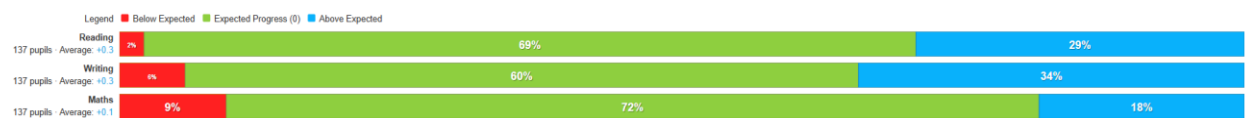


Progress

Pupil Premium



Non-Pupil Premium



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
Play Therapy	Emma Taylor
Thrive Sessions and Profiles	Thrive
PE clubs	Premier Sports
Music lessons	Totally RAD and Rocksteady