

St Mildred's Primary Infant School Pupil Premium Strategy

Date written: October 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium 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. Mildred's Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	18% (48 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2027 (Year 2 of 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Board/James Williams
Pupil premium lead	Hannah Crutchley Head of School
Governor	Jabson Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,320.00
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	£72,320.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Mildred's Infant School, it is our ultimate aim that disadvantage does not become a barrier to pupils making good progress and achieving across all subject areas. The focus of our pupil premium strategy is to primarily support disadvantaged pupils to achieve that goal.

Quality First Teaching, at a consistently high standard is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research shows that QFT has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils. At St. Mildred's all pupils learn through an experience led curriculum. All children have the opportunity to achieve a passport of experiences.

Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is by identifying the barrier to learning through observations and Teacher assessment. In addition to the approaches below, we achieve our objectives through:

- ❖ Tracking additional provision and review as part of pupil progress meetings
- ❖ Focused pupil progress meetings where disadvantaged pupils are tracked and swiftly identified for small group, research based intervention and/or 'in the moment focus.'
- ❖ A whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that some disadvantaged pupils have lower oral language skills compared to that of non-disadvantaged pupils.
2	Our data shows that some disadvantaged pupils achieve lower in the phonic screening check compared to our non-disadvantaged pupils.
3	We identify that 'reading mileage' is often lower within our disadvantaged children and families. This impacts on the starting points of our Year R children. Data suggests that disadvantaged pupils achieve lower in their reading compared to non-disadvantaged pupils.
4	Early writing skills of our disadvantaged pupils are often lower on entry due to physical development of writing and immersion of text. Fine motor skills and pencil control are lower on entry.
5	We identify that some disadvantaged pupils achieve lower in Maths at the end of KS1 compared to non-disadvantaged pupils.
6	Our observations and Thrive assessments indicate that the social, emotional and wellbeing of some of our disadvantaged pupils is lower due to ACEs- (Adverse Childhood Experiences)
7	Our observations have identified social and emotional issues for some disadvantaged children. Children being able to self-regulate their behaviour with peers is a challenge and barrier for some disadvantaged pupils for learning.
8	Our internal attendance data indicates that attendance among disadvantaged pupils is lower than for our non-disadvantaged pupils.
9	Parental engagement for some of our disadvantaged pupils is an additional challenge.

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
Improved oral language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence- engagement in play/learning. Verbalising sentences for writing.
Improved Phonic attainment.	Year 1 & 2 phonic checks show pupils eligible for PP achieve the expected score in line with national by the end of KS1.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard.
Improved writing attainment among our disadvantaged pupils.	KS1 writing outcomes in 2026/27 show that more than 60% of disadvantaged pupils met the expected standard
Improved Maths attainment among our disadvantaged pupils.	KS1 maths outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard.
To improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing. Children happily engaged in their learning, playing at lunchtimes, reflected in their emotions. Children are supported with ACEs to enable them to be effective learners for life.
To improve social and emotional skills among our disadvantaged pupils	Observations demonstrate that disadvantaged pupils can access their learning by self-regulating their behaviour and playing/learning alongside peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance across the school. - year on year the attendance of disadvantaged pupils increases - Persistent absentees within our disadvantaged pupils decreases overtime and the gap between FSM verses non FSM closes.
Improve parent engagement for all our pupils and particularly our disadvantaged pupils	Observations and outcomes demonstrate that pupils are supported at home. Parents are attending school events, workshops, consultations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular training supporting adults to effectively develop learning in DREAM time and Continuous provision. Enhance a rich language and text environment to promote communication and language. Continue to train staff to deliver Drawing Club sessions for EYFS children	There is a strong evidence base that suggests early development of self-regulation strategies impacts positively on pupils outcomes. Daily Plan, do, review sessions promotes high quality language and thinking; Education Endowment Foundation EEF (self regulation in the EYFS) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1 3 4 5 6
Quality First Teaching 'Little Wandle' sessions. Ensure all staff have CPD to effectively and regularly refine practice. The English lead models, reflects and develops practice as appropriate. Provide 'Third Read' book at home.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4

Enhance Physical Development for writing -Squiggle while you Wiggle -Happy hands time -Funky fingers through into Year 1	Research shows that fine motor/PD in children enhances writing outcomes. Daily routines will enhance pupil's development. Education Endowment Foundation EEF (physical development)	4
Develop oracy and language through Maths. CPD for Teachers Enhance classroom visuals to support- Stem sentences Refine teaching of Mastery in maths	Communication and language approaches EEF Early numeracy approaches EEF Mastery learning EEF	1,5
Train 'Reading Champions' (Year 2) pupils to provide additional phonic and reading support in the school.	Evidence demonstrates that peer tutoring can have a positive impact on learning Peer tutoring EEF (educationendowmentfoundation.org.uk)	3
Thrive Practitioner -Provide reparative sessions for children to access 1:1/ group sessions. Whole school Thrive approach through Thrive online Regular Right time sessions to are provided to develop child's SEMH Staff can access tools to support 'class- Right time' focus.	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): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6, 7

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Catch up and Rapid Phonic sessions for Little Wandle	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
Thrive 1:1 reparative and group work sessions to support children who have had interruptions in their lives. (ACEs)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6, 7
Train reading volunteers to provide extra reading sessions for children (provide further reading milage/story time)	The reading framework (publishing.service.gov.uk)	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use CPOMS to monitor behaviour logs. Address school issues as required. CPD –THRIVE support	Universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6, 7
Embedding principles of good practice set out in the updated 2024 <i>DfE's guidance on working together to improve school attendance</i>. Regular meetings with Attendance officer/HOS/FLO - Use Arbour to monitor and evaluate attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8, 9
Parental engagement Provide reading, maths, phonics and writing workshops for families. Flo to target specific families to attend. Raise expectations of regular reading at home.	Parent engagement has a very positive impact on outcomes and closing the gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)	9

Total budgeted cost: £72, 330

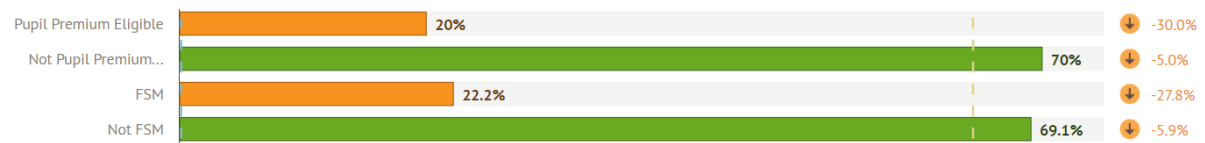
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

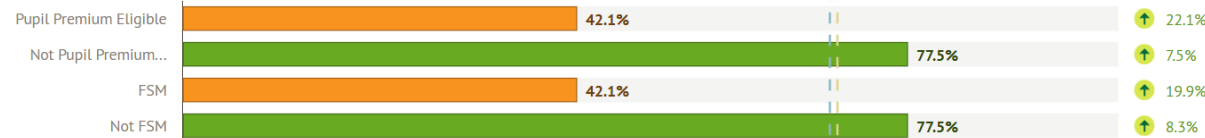
EYFS-GLD

2023-24



NB 9 children (10%) of the cohort received FSM. 10 children Pupil Premium.

2024-25



NB 19 Children (21.1%) of the cohort received FSM.

In 2025- 42.1% (8/19) of the children achieved a GLD at the end of Year R. This is an increase of 22.1% on the previous year. 50% (4 children) out of the 8 that didn't achieve their GLD have identified SEND.

The progress children made overtime from their starting points, increased in the prime areas to underpin learning.

Prime Areas:

Communication and Language					
Listening, Attention & Understanding			Speaking		
All	PP	Non PP	All	PP	Non PP
92.2%	78.9%	95.8%	93.3%	78.9%	97.2%

Personal, Social and Emotional Development								
Self regulation			Managing self			Building relationships		
All	PP	Non PP	All	PP	Non PP	All	PP	Non PP
92.2%	78.9%	95.8%	97.8%	100%	97.2%	95.6%	89.5%	97.2%

Physical Development					
Gross Motor			Fine Motor		
All	PP	Non PP	All	PP	Non PP
97.8%	100%	97.2%	91.1%	89.5%	91.5%

The focus on the prime areas in the EYFS is positive. This was the impact of; focus sessions for Physical development. The implementation of Thrive has supported children with their social and emotional development. Thrive reparative group sessions supported specific children to develop further PSED skills. These lay the foundations for learning into year 1.

Specific Areas of Learning:

Literacy								
Comprehension			Word Reading			Writing		
All	PP	Non PP	All	PP	Non PP	All	PP	Non PP
87.8%	63.2%	94.4%	73.3%	57.9%	77.5%	78.8%	63.2%	83.1%

Mathematical Development					
Number			Numerical Pattern		
All	PP	Non PP	All	PP	Non PP
78.9%	47.4%	87.3%	87.8%	68.4%	93%

Understanding the World								
Past and Present			People, Culture & communities			Natural World		
All	PP	Non PP	All	PP	Non PP	All	PP	Non PP
95.6%	89.5%	97.2%	94%	84.2%	97.2%	98.6%	100%	98.6%

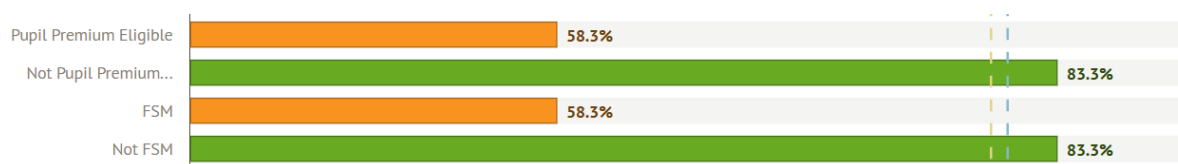
Art and Design					
Creating with materials			Being imaginative		
All	PP	Non PP	All	PP	Non PP
97.8%	94.7%	98.6%	98.9%	100%	98.6%

Attainment within the specific area of Literacy, has increased since last year:

	2022-2023	2023-24	2024-2025	
Pupil Premium Eligible	55.6%	40%	63.2%	▲ 23.2%
Not Pupil Premium Eligible	80.6%	81.3%	94.4%	▲ 13.1%
FSM	55.6%	44.4%	63.2%	▲ 18.7%
Not FSM	80.6%	80.2%	94.4%	▲ 14.1%

This is the impact on; extra reading books for the Third read at home. The Teaching of Little Wandle and Drawing club.

Phonic Data outcomes:

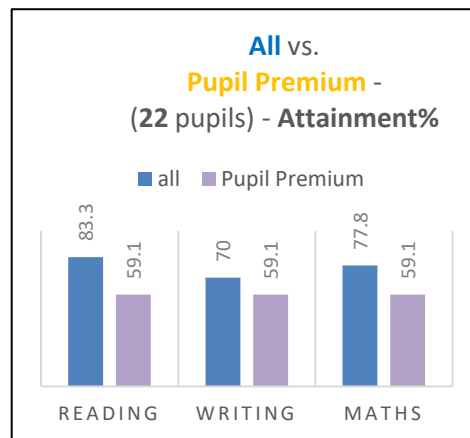


58.3% of our Year 1 pupil premium children achieved the Phonics screener. (7 children out of 12) 5 children that didn't achieve the phonic screener, had identified barriers. They will continue with Rapid catch up sessions in Year 2.

Overall Year 2- 81% (17 children out of 21) of our Year 2 Pupil premium children passed the phonics screener test. Retakes 3/7 achieved. 3 out of the 4 children had SEND.

This shows the impact of the quality first teaching of Little Wandle and the targeted phonics support. Children received regular 'catch up' and 'Rapid phonic sessions' to make progress with their phonic knowledge.

End of KS1 Outcomes- children meeting Age Expected Standards.



Reading: All: 83.3%



13/22 pupils – 6/9 pupils had SEND

Greater Depth Readers: All 50%

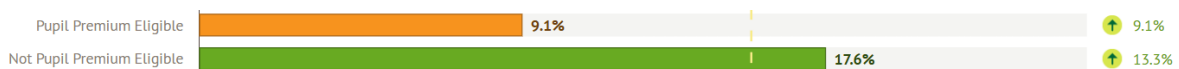


Writing: All: 70%

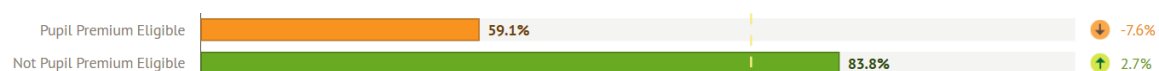
13/22 pupils- 5/9 pupils had SEND



Greater Depth Writing: 15.6%



Maths: All: 77.8%



13/22 pupils – 3/9 pupils had SEND

This data analysis will be reflected in Pupil Premium Strategy 2025-26

Attendance Outcomes: Data 2024-25

	Present marks	Authorised absence	Unauthorised marks	Persistent absentees
Whole school	95.3%	3.87%	1.09%	9.89%
FSM	92.54%	5.27%	2.19%	19.23%

The school implemented the Arbour to monitor which supported the Attendance officer to evaluate and support families. This has enabled our attendance data to be above the national attendance data.

Externally provided programmes

Programme	Provider
Little Wandle	Collins
Thrive online	Thrive