

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Padnell Infant School
Number of pupils in school	268 (266 in 2025)
Proportion (%) of pupil premium eligible pupils	15% (11% in 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 - completed December 2026
Statement authorised by	Mandy Grayson
Pupil premium lead	Mandy Grayson with Sarah Porter as Designated Teacher
Governor / Trustee lead	Jackie Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,205 £56,505 (2025)
Recovery premium funding allocation this academic year	£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	£62,205 £56,505 (2025)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to create a safe and inclusive environment at Padnell Infants, where all children thrive regardless of their background and personal barriers. Where equity is valued over equality, where high aspirations are held for all and any barriers children may face are minimised or eliminated, so that all children flourish.

Quality first teaching for all is at the heart of our approach, underpinning all that we provide across our curriculum and school. Our curriculum utilises AFL and metacognition throughout, to ensure learning builds from children's individual current understanding and experiences. Utilising an enhanced bespoke approach, we focus on children and their families' unique circumstances and individual areas of need, ensuring no child is left behind and no family feels unsupported. Our strategy ensures high visibility of disadvantaged children and their families.

Our primary focus is on the child's wellbeing and emotional regulation. We want all our children to attend school every day and feel they want to be here. Building on this, we aim to secure good outcomes for all pupils, in all areas of learning, including those from disadvantage backgrounds. We want all children to have the key knowledge, skills and understanding needed, to access and excel in the next curriculum and go on to believe they can achieve anything.

As a school, we firmly believe that our role is to secure firm foundations and so we prioritise gaps across the community in emotional regulation, social skills, core stability development, speech and language and then the important skill of reading.

Challenges

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

Challenge number	Detail of challenge
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1	Self-regulation – some children have a lack of awareness and control of their emotions affecting their behaviour for learning.
2	For some children communication and language skills are lower on entry than expected for their age which can lead to vocabulary gaps. This can be a barrier to then accessing early literacy skills and the wider curriculum.
3	Core stability, in recent years has been identified via observations and assessments as an increasing barrier. This in turn affects gross and fine motor development.
4	Parent confidence and engagement can be affected by their own previous experiences. This can negatively impact on how children view school and their own personal aspirations. Support for both school and home learning can be varied.
5	Routines, expectations, diet and sleep can affect children’s ability to concentrate and engage with the learning.
6	Attendance and lateness for some families can affect continuity of provision, friendships and the child’s confidence.
7	On average children eligible for PP have lower attainment than their peers on entry to school. This varies but is generally the case across all year groups.
8	Access to enrichment activities can be limited e.g. museums, clubs, theatre.

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	Dec 2025	Dec 2026	Dec 2027
1) <i>For all children to be able to talk about their feelings and express themselves in a regulated way, allowing them to access school effectively.</i>	<ul style="list-style-type: none"> -Behaviour for learning in school for all year groups is good. -Children are able to discuss and share their feelings utilising the Zones of Regulation. -Entries in the Red Book will reduce. -Access for ELSA support will prioritise these children as appropriate. 	<p>Very few children are entered into the red book. Some children are mentioned several times and have complex needs however they are having ELSA and other interventions to support.</p>		

<p>2) <i>For all children to be able to articulate sounds in speech correctly and be exposed to a wide range of vocabulary</i></p>	<p>-Neli will be used to identify gaps and lead on provision and a trained ELKAN will be deployed. -The gap between the % of disadvantaged children achieving GLD in C and L will narrow. -PP children at the end of Year 2 have a vocabulary that it is in line with that of their non-pp peers.</p>	<p>Neli assessments have taken place for all year R children and targeted work will begin in January. 50% of PP children gained GLD which is in line with National</p>		
<p>3) <i>For all children to have the necessary core development stability in order to move with balance, fluidity and co-ordination which will support the development of their gross and fine motor skills.</i></p>	<p>-Children will have good core stability and gross motor skills in line with their peers. -PP children will have fine motor skills in line with their non PP peers enabling them to be able to control a pencil to record their learning and develop secure writing skills.</p>	<p>Enhancements made to year R learning garden to address this. The cohort that left in 2025 supported this statement.</p>		
<p>4) <i>Engagement in school life and home learning is good for all children</i></p>	<p>PP children engage as much with home learning and events as non pp children.</p>	<p>All PP children engaged in any additional activity in school as we ensure they do. Home learning engagement is mixed across the school.</p>		
<p>5) <i>Children and parents are educated in the need to live a healthy lifestyle to secure greater outcomes.</i></p>	<p>All PP parents are encouraged to utilise the support of the parent hub and the advice and support available there.</p>	<p>Register evidence shows family attendance</p>		
<p>6) <i>Attendance and punctuality for all PP children to be good or better.</i></p>	<p>-Attendance for all groups to be above 96% and work towards schools target of 97%. No children will miss the start of their day allowing them to feel settled and ready to learn.</p>	<p>Attendance for a small group of children remains a concern. Lowest attending children remain in this group. New Gov target of 97.1% set for the school.</p>		

<p>7) <i>Secure good outcomes in phonics, reading, writing and maths in line with national ARE.</i></p>	<p>-% of PP children (who are not double disadvantaged) achieving age related in line with national average. -% of PP children (who are not double disadvantaged) achieving GD is increasing. -85% of PP children (who are double disadvantaged e.g. SEND and PP make at least expected progress.)</p>	<p>Outcomes for PP children were above National 2025 4/8 children gained GLD</p>		
<p>8) <i>For all children to have the opportunity to experience trips, events and clubs enriching their childhood and ensuring culture capital for all.</i></p>	<p>-100% of all PP children will attend school trips. -All PP children will be checked for access to clubs and prioritised for any additional opportunities, which may arise.</p>	<p>100% PP did attend trips and additional organised events All PP parents were offered an opportunity to come and discuss after school activities in Oct 2025</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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduce BPVS to year R and Yr 1 to increase exposure and vocabulary development</i>	EEF show oral language interventions lead to good outcomes	2 and 7
<i>English lead to review the planning for speaking and listening in Year 1 and 2 to maximise opportunities and training delivered to upskill staffs knowledge and understanding of the importance of using and explicitly modelling high level vocab and high expectations for all.</i>	Quality first teaching is the most important lever according to EEF in improving children's, especially disadvantaged children's outcomes. Rosenthal and Jacobson's research on Pygmalion effect	2 and 7
<i>Arbor introduction will support the analysis of attainment of PP children across the curriculum in Pupil progress meetings for core subjects and in subject leader analysis for wider curriculum. Enabling greater awareness and increasing expectations for all.</i>	Meta-analysis conducted by John Hattie's in Visible Learning shows detail formative assessment has the highest impact for relatively low cost compared to other strategies used in school.	7

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

Budgeted cost: £ 33,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Neli assessments on all year R and intervention delivered as required by Tutor trained staff member and ELKAN as appropriate</i>	<i>Nuffield Early Literacy Intervention promoted by the DfE</i>	2 and 7
<i>Tutoring qualified member of staff to deliver precision teaching, The Narrative approach, First class at number etc</i>	All programmes validated and recommended by EPS. Previous use shows good outcomes. 1:1 and small group tuition/toolkit strand/ EEF	2 and 7
<i>Use of Solent Children's therapy pack to plan for activities to develop gross and fine motor control</i>	NHS recommendation	3
<i>To support emotional regulation PP children are prioritised for ELSA support</i>	EEF Social and Emotional learning	1

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Stay and Play sessions to be introduced and held by parent partner in Parent Hub to increase footfall and make provision accessible to all.</i>	Working together with parents to support children's learning 2018 EEF parental engagement	4 and 5
<i>Full use of Parent Hub and Parent Partner (installing a kitchen area for adults to set up for tea and coffee). Parent Partner can continue to build</i>	Dfe Working together to improve attendance EEF toolkit	4, 5 and 6

<i>relationships and encourage attendance and engagement.</i>		
<i>Parental workshop led by Early Years Teacher on the development of core strength</i>	EEF parental engagement	3, 6 and 7
<i>Zones of Regulation programme used school wide and specifically to individuals as needed</i>	EEF Social and Emotional Learning Behaviour Interventions EEF Maslows hierarchy of needs	1 and 7
<i>School to increase the Preloved uniform offer</i>	EEF parental engagement	4 and 6
<i>School to review financial expectations placed on families especially at Christmas and adapt to ensure everything is accessible eg Shopping Day.</i>	EEF parental engagement	4 and 6
<i>Purchase of stools for the dining hall to aid core strength development</i>	Physical activity/Toolkit strand EEF	3
<i>Review of Early Years provision/curriculum to include greater resources for core strength development</i>	Hampshire Inspector and Advisory services is a source of reliable expert advise who can tailor solution for school specific needs.	2, 3 and 7
<i>Ensure all children have equal access to extra curricular activities and provide additional opportunities where possible – e.g. theatre/authors</i>	There is some evidence that involvement in sporting activities might increase attendance. Physical activity/Toolkit strand EEF	2,3, 6 and 8

Total budgeted cost: £ 64, 600

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 2022 to 2024 academic years.

Year 2			
2023-2024	Cohort	PP	NON PP
Maths	83.0%	53.3%	89%
Reading	78.4%	53.3%	83.6%
Writing	70.5%	40.0%	76.7%
Year 2			
2024-2025	Cohort	PP	NON PP
Maths	79%	76.2%	79.7%
Reading	76.7%	76.1%	76.8%
Writing	74.5%	66.6%	76.8%

	Number of children in cohort passing	Number of not PP children passing	Percentage of PP children passing
Year 1 phonics 2025	89%	92.3%	63.6%

Our provision is bespoke to each child, with each individual discussed by the Headteacher with both the class teachers and then fed back to our PP Governor. Many children have SEND needs making them double disadvantages and these children are discussed with the SENCO. This focus ensures each child gets what they need to help them make the steps needed in an identified area. School attendance and emotional wellbeing will always be prioritised at our school, as we firmly believe this needs to be in place for these children to learn and thrive. Much of our work is unquantifiable as it starts from way before the child comes through our doors with transition activities and relationship building not only with the child but their whole family.

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
SCARF	Coram
Real PE	Real PE

Language Link	Speech Link
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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?	A very small amount of money is received for this aspect. ELSA is always available for these children should they need support when a parent goes away for an extended period of time. A dedicated display board is maintained to celebrate their families and to help each of them connect. Private Padnell Teddies are provided to keep families connected when they are on deployment.
What was the impact of that spending on service pupil premium eligible pupils?	This focus ensures the children emotional wellbeing is as stable as it can be when coping with change.

Further information (optional)

Our Pupil Premium Ambassador is our Headteacher to ensure that these children and their families are high profile. Our core belief in continuous provision and metacognition as the basis for all our provision, with bespoke enhancements providing equity over equality for all.