Pupil premium strategy statement for Emscote Infant School Warwick

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	Emscote Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/5 – 2027/8
Date this statement was published	January 2026
Date on which it will be reviewed	January 2026
Statement authorised by	Jon Queralt
Pupil premium lead	Jon Queralt
Governor lead	Jody Tracey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,440
Recovery premium funding allocation this academic year	£4640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding	£58080.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by other vulnerable pupils, such as those who have a social worker and/or are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- All children should and will benefit from the teaching and learning opportunities that PP funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- PP spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our PP funding should be spent in a wide and imaginative variety of ways, to benefit the wide variety of interests and needs of our children
- Our PP funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

Attendance of Disadvantaged Pupils:

87.3% - disadvantaged pupils; 94.4% - non-disadvantaged pupils

We offer a spectrum of support including - Early Help, Warwickshire Attendance Service and support meetings are in place. We have also started to track and tackle minutes late.

School Data

	Autumn 2, 2024	Spring 2, 2025
Total pupil attendance (%)	94.2	93.3
Authorised absence (%)	4.9	6.4
Unauthorised absence (%)	0.9	0.9
Persistently absence (%)	28.7	22.7
Severely absence (%)	1.39	1.1

Historically, there have been greater differences in attendance patterns; through careful monitoring and effective support for the children, overall rates of absence and that of persistent absence are now more in line. These will continue to be carefully monitored, with strategies implemented at the earliest opportunity if required.

Challenges

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

Challenge number	Detail of challenge
1.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident on entry to Reception when WellComm Screening, these gaps are more prevalent among our disadvantaged pupils than their peers.
2.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils attain lower than non pupil premium children, this is linked to WellComm Scores.
3.	Children struggling with resilience to overcome tasks
4.	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties for many pupils both during and following National closure of nurseries and schools, impacting on development and these challenges particularly affect disadvantaged pupils, including their attainment.
5.	Children who arrive without breakfast due to financial hardships and other home difficulties.

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 and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Internal assessments indicate similar rates of progress from starting points for disadvantaged pupils and their peers. However more disadvantaged children have SEN, so it appears they attain at lower level. This gap to narrow.
Improved regulation for most children	Children are able to us the Zones of regulations tools Parents are aware and use the tools Embedded use of the Zones of Regulation approach enables pupils to self-regulate using appropriate strategies. A 'soft start' to the day available via Holly classroom that is used by pupil as required.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time to Talk and WellComm training to enable to staff to screen EYFS pupils on entry (and KS1 pupils presenting with communication and language difficulties) Training for staff to ensure assessments are interpreted and administered correctly.	Screening can provide reliable insights into the specific strengths and weaknesses in communication and language of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: WellComm Screening	1, 2, 3, 4
HoS (Laura Nicol) to train with the RADY project team and continue to prioritise Raising Attainment of Disadvantaged Youngsters.	https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf	1, 2,3
Embedding dialogic activities (the use of conversation or shared dialogue to explore the meaning of something) across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF	1
Improve the quality of social, emotional and mental health (SEMH) learning. SEMH approaches will be embedded into routine educational practices and supported	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	

by professional development and training for staff. This will include training of a designated Senior Mental Health Lead (Laura Nicol)	Mental Health audit and action plan supported by Education Mental Health Practitioner Mental Health Services for Children and Young People (RISE) Coventry and Warwickshire Partnership NHS Trust	

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

Budgeted cost: £20,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions	EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged (and non disadvantaged) pupils who require further phonics support. Small group phonics sessions before or after school. Streaming of phonics sessions in all years in the day.	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 Staffing costs for these sessions	2
School-led Early Bird Phonics sessions will be implemented for pupils who are identified as needing additional catch-up sessions. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who attained highly historically.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining the additional Teaching Assistants roles, enabling immediate support (be that emotional or academic) of a trained professional, using a range of interventions to meet these needs. As before, utilising a DfE grant to train a senior mental health lead. The training we select will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Many pupils that are in receipt of PP also have an identified SEND need, TAs support speech and language, Motor Issues, OT, specific learning issues and emotional issues. TA support is integral to supporting these children. Low level behavioural issues, normally stemming from disconnection emotionally, trauma or a learning need are also supported by TAs delivering restorative justice and nurture.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Employing school counsellor to support pupils for an afternoon a week.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Whole staff refresher training on the Zones of Regulation approach, with the aim of developing our school ethos and improving behaviour across school. Contribution to a Federation and Church Family Link Worker (nominal fee of £1000)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	5

who support pupils and families through direct work and via signposting to external agencies for support.	'Parenting can bridge the disadvantage gap – the research is clear' Kevan Collins 2019	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. An example of this is additional emotional support	All
Funded meals, toast and mik	If children continuously miss out on a nutritious breakfast, they may find it more difficult to get enough of the key nutrients that support healthy growth and development as well as cognitive function. For many, particularly those from food-insecure households, breakfast will provide the energy they need for the day ahead and help alleviate feelings of hunger that might affect children's ability to process information and learn .https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/	5.
Supporting children, via financial contributions to attend after school clubs and other enrichment opportunities such as trips	It is our belief that by giving children opportunities outside of the classroom we can raise their attainment and the RADY approach supports this (raising attainment of disadvantaged youngsters) https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf	1, 2, 3.

Total budgeted cost: £ 58080

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 2023 to 2024 academic year.

During 2023-24 we were seeing the lasting impact of the Covid-19 disruption in all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit consistently from pupil premium funded improvements to teaching and targeted interventions that Early Years settings would have been able to provide.

For the academic year 2022-23, we employed additional TA hours to increase the range and number of children who could be supported in catching up via interventions. This included SEMH support in addition to academic interventions.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were continuing to be impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.