



Pupil premium strategy statement 2025-2026

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	Stocksbridge Nursery Infant School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jane Townsend
Pupil premium lead	Jane Townsend
Governor / Trustee lead	Sarah Briggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71 205
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	£71 205

Part A: Pupil premium strategy plan

Statement of intent

Our schools' vision and values for our **disadvantaged pupils** is to ensure equal opportunities for all pupils. Our school embraces a disadvantaged community where a considerable proportion of pupils face multiple barriers. Our ongoing challenge is to implement targeted and inclusive strategies that enable all pupils to thrive academically, socially and emotionally, fostering an environment where every individual can flourish.

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 strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Stocksbridge Nursery Infant School, we acknowledge that disadvantage is not entirely defined by eligibility for Pupil Premium Funding. Children who are at risk of under or not achieving can be considered disadvantaged.

Our families and children experience disadvantage for a range of reasons. The cost of living crisis has had a significant impact, resulting in some pupils living in food and energy poverty. Disadvantage may also arise from bereavement, trauma, family difficulties, child protection concerns, mental health issues, in-work poverty, unemployment, poor housing conditions, low attendance/punctuality, agency involvement and high SEND needs.

Our pupil premium is currently at 24% with the overall levels of disadvantage being at 59.8%.

We embrace our diverse community's disadvantage where a considerable proportion of pupils encounter adversity. Our ongoing commitment is to implement targeted and inclusive strategies that empower these pupils to thrive academically, socially, and emotionally. We strive to foster an environment where every individual can flourish.

The focus of Stocksbridge Infant Nursery School revolves around inclusivity and a deep understanding of each family and child, enabling us to provide timely and tailored support. Our focus remains on building strong relationships and responding to pupil needs. The Pupil Premium is an additional resource provided to schools to support children who may underachieve and address the achievement gap.

Our key objectives for utilising this funding are as follows:

- Ensuring the needs of each child are identified, understood, and met using comprehensive barrier mapping.
- Improving literacy and vocabulary.
- Improve attainment in maths.
- Improving attendance and reducing persistent absence for all pupils.
- Overcoming learning barriers, particularly for disadvantaged pupils, by fostering engagement and well-being through nurturing and trauma-informed principles and a whole-school approach to self-regulation.
- Addressing language deficits by exposing children to a wide range of vocabulary and supporting their language development.
- Enhancing the quality of teaching for all pupils.

- Maximizing engagement and readiness to learn for all pupils.

The Pupil Premium grant has proven to be instrumental in ensuring that disadvantaged pupils progress as well as their peers in reading, writing, and maths. It has also enabled us to provide enriching experiences that have inspired and motivated our pupils.

By clarifying the challenges and objectives our strategy better highlights the school's commitment to supporting disadvantaged pupils and the positive impact of the Pupil Premium grant.

We firmly believe that every child deserves an equal chance to succeed, regardless of their background or circumstances. The Pupil Premium funding serves as an invaluable resource, supplementing our main school funding grant. It is allocated based on the number of pupils in specific categories:

- Pupils eligible for free school meals (FSM), including those who have been eligible within the last 6 years.
- Pupils in local authority care for 6 months or more.
- Pupils from service families.

Beyond academic progress, the funding enables us to provide diverse and enriching experiences that have ignited, inspired our pupils.

At our school, we are dedicated to continuous improvement and maximising the impact of the Pupil Premium funding. We regularly evaluate the effectiveness of our strategies, ensuring that the needs of each child are met comprehensively. By fostering a collaborative and nurturing environment, we strive to create positive learning experiences that empower all pupils to reach their full potential.

We are committed to addressing the unique challenges and barriers faced by disadvantaged pupils, promoting inclusivity, and fostering resilience. Our dedicated staff work tirelessly to maintain high-quality teaching standards for all pupils, promoting engagement, cultivating a readiness to learn and holding our parents and families in positive regard in a non-judgmental manner.

Together, as a community, we are determined to narrow the achievement gap and provide equal opportunities for all. By harnessing the power of the Pupil Premium funding, we aim to make a tangible difference in the lives of our pupils, empowering them to achieve their goals and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absence: Persistent absence in pupil premium children is significantly higher than their peers.
2	Lower Cultural Capital: Observations and discussions reveal that some disadvantaged pupils lack exposure to cultural experiences and opportunities.
3	SENd: 44% of our children eligible for pupil premium have special educational needs requiring increased ratios of adults to children, training and support.
4	Support: Some children experience limited access to family resources or support networks due to circumstance beyond their control.
5	Literacy-Vocabulary deficit and Reading: Our on-entry assessments show that pupils often have a vocabulary deficit 60% below expectations (tier 2 and 3) and struggle with learning to decode (61% below expectations)
6	Phonics Assessments observations and discussions suggest disadvantage pupils generally have greater difficulties with phonics than their peers (especially in Reception and Year 2). This negatively impacts on their development as readers.
7	Reading Increase pupils automatic recognition of high frequency words to keep in line with their phonic progression.

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.

Teaching	
Intended outcome	Success criteria
Challenge 1: Attendance and Persistent Absence Teachers effectively manage the impact of absence on learning through adapted teaching approaches.	<ul style="list-style-type: none"> - Clear systems in place for teachers to identify and address learning gaps from absence - Effective use of recap strategies at the start of lessons - Teaching adaptations evident in planning to support returning pupils - Consistent approach to ensuring absent pupils can access missed learning
Challenge 2: Lower Cultural Capital Intended Outcome Teachers systematically build cultural capital through curriculum delivery and classroom experiences.	<ul style="list-style-type: none"> - Curriculum planning explicitly identifies opportunities to develop cultural capital - Teaching consistently makes real-world connections across subjects - Regular use of high-quality texts and resources that broaden cultural awareness - Evidence of vocabulary enrichment integrated into all subject areas
Challenge 3: SEND Intended Outcome High-quality teaching meets the needs of pupil premium children with SEND through appropriate differentiation and support.	<ul style="list-style-type: none"> - Lesson planning shows clear adaptive strategies - Teaching demonstrates effective use of visual supports and scaffolds - Assessment for learning strategies adapted for SEND needs
Challenge 4: Support Intended Outcome Teaching approaches actively compensate for limited access to home resources.	<ul style="list-style-type: none"> - Lessons planned to minimise reliance on home resources - Clear teaching of learning skills and independent learning strategies

	<ul style="list-style-type: none"> - Effective use of in-class support to ensure task completion - Teaching approaches maximise learning time within school
Challenge 5: Literacy-Vocabulary Deficit Intended Outcome Teachers deliver systematic vocabulary instruction across all subject areas.	<ul style="list-style-type: none"> - Explicit teaching of Tier 2 and 3 vocabulary evident in all subjects - Consistent use of vocabulary teaching strategies - Regular opportunities for vocabulary application in speaking and writing - Pre-teaching of subject-specific vocabulary embedded in planning
Challenge 6: Phonics Intended Outcome High-quality systematic phonics teaching delivered consistently across relevant year groups.	<ul style="list-style-type: none"> - Consistent application of school phonic scheme - Regular assessment informing grouping and planning and intervention - Evidence of phonics application encouraged across the curriculum - Effective modelling of phonics strategies in all relevant lessons
Challenge 7: Reading High Frequency Words Intended Outcome Teachers systematically develop automatic word recognition alongside phonics instruction.	<ul style="list-style-type: none"> - Regular opportunities for high-frequency word practice within lessons - Multi-sensory approaches to word recognition evident in teaching - Clear progression in word recognition teaching across year groups - Effective assessment and tracking of word recognition development

Targeted Support	
Intended outcome	Success criteria
Challenge 1: Attendance and Persistent Absence Intended Outcome Targeted support effectively minimises learning loss for pupils with attendance concerns.	<ul style="list-style-type: none"> - Small group pre-teaching sessions in place for identified pupils - 1:1 support sessions scheduled from LA officer with parents.
Challenge 2: Lower Cultural Capital Intended Outcome Targeted enrichment experiences close the cultural capital gap for identified pupils.	<ul style="list-style-type: none"> - Targeted after-school clubs demonstrate increased cultural awareness - Additional opportunities for performing arts/music for identified pupils - Evidence of improved cultural understanding in focused group work
Challenge 3: SEND Intended Outcome Targeted SEND interventions accelerate progress for pupil premium children with additional needs.	<ul style="list-style-type: none"> - Precision teaching interventions show measurable progress - Speech and language interventions demonstrate improved communication skills - Motor skills groups show development in fine/gross motor control - Specific learning difficulty interventions show progress against individual targets - Small group pre-teaching enables better access to whole class learning
Challenge 4: Support Intended Outcome Additional targeted support compensates for limited access to home resources.	<ul style="list-style-type: none"> - Additional library sessions increase book borrowing rates
Challenge 5: Literacy-Vocabulary Deficit Intended Outcome	<ul style="list-style-type: none"> - Word Aware interventions show improved vocabulary scores - - Vocabulary pre-teaching groups show improved subject access

Targeted vocabulary interventions close the word gap for identified pupils.	<ul style="list-style-type: none"> - Reading comprehension interventions demonstrate better understanding - Language Link assessments show accelerated progress
Challenge 6: Phonics Intended Outcome Additional phonics support accelerates progress for identified pupils.	<ul style="list-style-type: none"> - Daily additional phonics sessions show improved phoneme recognition - Small group interventions demonstrate accelerated progress - 1:1 precision teaching of specific phonemes shows mastery - Additional blending practice groups improve fluency - Parent-child phonics workshops show impact on home support
Challenge 7: Reading High Frequency Words Intended Outcome Targeted word recognition support improves automaticity in reading.	<ul style="list-style-type: none"> - Precision teaching of high-frequency words shows improved recognition speed - Small group fluency interventions demonstrate progress - Additional sight word practice improves automatic recognition - Games-based interventions show improved word recognition scores

Wider Strategies	
Intended outcome	Success criteria
Challenge 2 : Cultural Capital Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc therefore supporting growth in social skills, confidence, and positive mental health.	-All pupils are able to take part in events, activities and visits that they want to join in with.

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: From SEND budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training	TISUK Attention Autism Communicate in Print	1,2, 3,4,5,6,7,8

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

Budgeted cost: £66 377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts	1. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 3. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 4. Oral language interventions EEF (educationendowmentfoundation.org.uk) 5. Phonics EEF (educationendowmentfoundation.org.uk) 6. One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6,7,8
Contribution towards SEND Coordinator release time	National Senco Workforce Survey 2020 (bathspa.ac.uk)	1,4

Learning Support Assessments	1. SEND Code of Practice January 2015.pdf (publishing.service.gov.uk) NB This is an essential part of the graduated response.	2,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4 828

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of Educational Visits	Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)	3
Headteacher, Safeguarding Liaison Officer to tackle attendance issues (NB paid for from whole school budget)	1. Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk) Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)	1,2,3,5

Total budgeted cost: £71 205

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 2024-2025 academic year.

Last academic year, the Pupil Premium grant meant that:

- We supported 22 very high needs pupils in school. 12 of these pupils were in Y2. 6 of these pupils transferred to Specialist Provision at the end of their final year with us.
- 8 Learning Support assessments were completed last academic year. These were mainly for our pupils who required Education Health Care Plans (EHCPs) These assessments supported our applications for EHCPs and helped us provide individualised strategies and provision to meet need.
- Full time nurture provision offered support for 2 pupils with exceptional needs. Both of these pupils transferred to specialist SEMH provision.
- 10 children were taught in our Orchard Provision by a teacher supported by 3 teaching assistants. All children met their EHCP or ESP targets. 6 of the pupils were eligible for pupil premium.
- 4 colleagues maintained their TISUK diplomas through reflective practice sessions. The quality of the school's trauma informed practice has been recognised through working with Positive Regard. The school adopt a relational based approach. Behaviour of the vast majority of children is very good. Children develop good interpersonal skills.
- Observations, the use of visits and visitors support a judgement that the children's cultural capital increases during their time at our school.
- The use of word aware strategies and a focus on vocabulary is having a big impact in school. The children know to ask if they hear a word they do not understand.
- Phonics scores were below National and school expectations. Rigorous analysis of individual outcomes has been carried out and improving phonics remains a key priority for the school.
- Too many children continue to find learning key words at a quick enough rate challenging. The school has invested in further training and it has been identified as a priority in this year's School Improvement Plan.
- Zones of Regulation has been revisited and is now more consistent throughout school. Parent numbers at any workshop offered by school or wider professionals has been low. School are now working with parents through consultations and alongside our work with our Education Mental Health Practitioner.