



Pupil Premium Strategy Statement 2024-2027

This strategy will be reviewed each year in the Autumn term.

This statement details our school's planned use of pupil premium funding (2025-2026 academic year) to help improve the attainment and life experiences of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview: 2025-2026

Detail	Data
School name	Boyne Hill CE Infant & Nursery
Number of Pupils in school (FS2 & KS1)	169
Number of Pupil Premium eligible pupils	15
Proportion of Pupil Premium eligible pupils	9%
Academic years that our current pupil premium strategy plan covers (<i>3yr Plans are recommended</i>)	2024-2025 2025-2026 2026-2027
Date this statement was published	01 December 2024 01 December 2025
Date on which it will be reviewed	01 December 2026
Statement authorised by	Mrs Jane Davies
Pupil Premium lead	Mr Chris Phillips
Governor lead	Mrs Anne Sweeney

Funding overview: 2025-26

Detail	Amount
Pupil Premium allocation this academic year	£24,590
EYPP allocation this academic year	£0
Pupil premium funding carried forward from previous year	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£24,590

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 for them and achieve as well as they can across all subject areas in an environment where they feel loved, cared for and respected.

The long-term goal for disadvantaged pupils is to improve their outcomes so that they leave school with the knowledge and skills necessary for future success. As an infant school, we recognise the important role we play at the start of this journey and will always consider the challenges faced by pupils vulnerable to underachievement, including those who have a social worker.

High-quality teaching is at the heart of our approach as 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.

Whilst we adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raising expectations of what can be achieved, our targeted approach will be responsive to individual assessment of needs, recognising that early intervention is key.

Through an assessment of need, we are aware there are factors that may act, for some, as barriers to learning and these are shared below but as we continue to focus on addressing them, these key principles remain:

- Quality first teaching throughout the school
- Access for all to a high-quality phonics and early reading programme to include targeted intervention
- Access for all to high quality early maths teaching
- Access for all pupils to an exciting and stimulating curriculum
- Continued professional development for all staff
- All pupils getting access to a wide range of enrichment experiences

Challenges 2025-26

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

No.	Challenge	Detail of challenge
1	Underdeveloped oral language skills including language acquisition and gaps in vocabulary knowledge and understanding.	Early Sound Screening enables us to identify pupils in need of additional targeted or universal support. BPVS assessments can highlight reduced vocabulary acquisition. Reduced oracy skills and/or limited understanding of specific vocabulary means that pupils are less able to retain learning or express themselves fluently. This can then impact reading, writing and self-confidence levels.
2	Limited ability to retain learning and independently apply taught strategies, e.g. phonics, including spellings / maths strategies for problem solving / factual information in humanities.	Underdeveloped oral language skills of some pupils impacts their developing phonological awareness. This then impacts progress in both reading and writing. Reduced ability to self-regulate learning and be more independent limits progress. Difficulty retaining information limits future output.

3	Social, Emotional and Mental Health	For very individual reasons, some pupils may need support through the ELSA programme to address their social, emotional or sometimes behavioural challenges.
4	Underdeveloped fine motor skills	Many pupils are entering the Foundation Stage with poor fine motor skills and this impacts progress with writing.
5	Attendance and punctuality / parental engagement	Individual family challenges are, for some, leading to lower aspirations and limited experiences of the wider world. Lower school attendance for some pupils are also a result of individual pupil or family circumstances with 23.5% which will be a reduction of 26.5% of current disadvantaged pupils classed as persistent absentees in 2022-23.

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
All pupils have access to an engaging curriculum.	Pupils can learn the knowledge and skills they need to enable them to access a broad and balanced curriculum in KS2. Subject leaders are able to share expertise across the school and mentoring pairs introduced to allow teachers to develop areas that they have identified as weaknesses. Tas will also have learning partners to develop areas that they have identified as areas of development.
Improved oral language skills for targeted pupils.	Pupils spoken language skills will improve and they will be able to converse more coherently and confidently and this will positively impact their self-confidence and also their learning outcomes.
Pupils will be more secure with lesson specific vocabulary; they will be more engaged with class learning and be able to impart knowledge during class input time.	Teachers feedback on increased pupil engagement and lesson outcomes. Outcomes of the BPVS assessments show improvements in scores.
Pupils will be less anxious, show awareness of others and demonstrate consistent, acceptable behaviour in line with our 3 School Rules.	Pupils will be more independent and will learn strategies to improve emotional regulation and very few concerns will be raised about behaviour.
Foundation Stage pupils will develop fine motor skills, secure pencil grip and be able to form letters correctly, achieving the ELG in Fine Motor development and Writing.	EYFS are able to deploy staff effectively to support targeted fine motor development. All disadvantaged pupils will achieve the ELG in Writing by the end of the year [3/6 - achieved the Writing ELG in Writing in 2025]
Pupils will achieve ARE in phonics assessments and be able to apply learning to reading and writing.	All classroom-based staff maintain their consistent expert teaching of Reading Planet Rocket Phonics.

	Eligible pupils will achieve the Phonics Screening Check either in Year 1 or Year 2 retake (4/4 – 100% in 2025, Year 1)
<p>Foundation Stage 2 pupils will develop secure early reading strategies and be ready for their next stage in learning, achieving the ELG in Word Reading.</p> <p>Pupils will be more engaged in reading which will help them to develop persistence and enjoyment in their reading.</p> <p>Most disadvantaged pupils will achieve ARE in Reading by the end of the academic year.</p>	<p>The gap in end of FS2 word reading assessment between disadvantaged and other pupils will reduce: 4/7 [57%] PP achieved ELG in 2025 compared to 46/53 [85%] NON-PP.</p> <p>The gap in end of KS1 teacher assessment of Reading for YR2 disadvantaged pupils compared to other pupils will reduce: 5/7 [71%] PP compared to 43/56 77% NOT PP in July 2025. The gap between PP and NON PP has reduced from 34% to 6%</p> <p>Targeted intervention will support phonic acquisition.</p> <p>Formative teacher assessments will be used to track reading progress.</p>
<p>Foundation Stage 2 pupils will be secure with numbers to 10 or beyond and are able to achieve simple addition and subtraction.</p> <p>Key Stage 1 children are secure in counting independently and can use this to problem solve by applying taught place value strategies with addition and subtraction.</p>	<p>EYFS staff will be secure with the Maths curriculum and have resources to ensure effective quality first teaching.</p> <p>Effective CPD will ensure consistency of approach.</p> <p>All disadvantaged pupils will achieve ARE in Maths by the end of KS1: 5/7 [71%] in July 2025.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>More punctual arrival and sustained attendance rates for all disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our Pupil Premium this academic year to address the challenges listed above.

Targeted academic support

Budgeted cost: £15,031 (at 50% of specialist staffing costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of ELKLAN trained Teaching Assistant in KS1 to specifically work with pupils who have SALT plans and to target support for those assessed as needing universal intervention whether disadvantaged or not.	Without this approach, the specific targets on individual SALT plans could not be effectively met. EEF Making Best Use of Teaching Assistants	1, 2, 3
Quality first teaching across the school to include taught, lesson specific vocabulary in line with curriculum plans and areas of learning. A range of explicit and implicit approaches including modelling and extending pupils' language and thinking during interactions and activities such as shared reading.	Specifically teaching vocabulary gives pupils the meanings of the words before and as they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension during lessons. EEF Improving Literacy in KS1 - Recommendation 1 EEF Making Best Use of Teaching Assistants	1, 2, 3

<p>Targeted and additional phonics tuition in FS2 in line with our validated SSP programme.</p> <p>In KS1, quality first teaching of the SSP with additional, targeted support for those who need it by a named teaching assistant, three times per week. This will include opportunities for reading application.</p> <p>Retention of Teaching Assistants across KS1 which enables in-class targeted intervention for phoneme acquisition, language development and specific reading strategies.</p>	<p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. Using a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills, is recommended. Teaching pupils the specific strategies to use for developing their reading comprehension such as prediction, summarising and applying prior knowledge is effective.</p> <p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Effectively implement a systematic phonics programme – Recommendation 3</p> <p>EEF Improving Literacy in KS1 - Recommendation 4</p>	2, 3
<p>In EYFS, targeted fine motor activities develop pupils' dexterity, strength and coordination to enable them to develop early writing skills.</p> <p>In KS1, quality first teaching, applying scaffolding activities, will increase pupil confidence to write.</p>	<p>The building blocks for writing are physical development, particularly fine motor skills. Before a child can hold a pencil, they need to develop strength and control in their hands. They also need to have developed self-confidence and the ability to persevere.</p> <p>EEF Improving Literacy in KS1 - Recommendation 5</p>	3, 4
<p>Children learn about maths through their play and daily life. Without 'experiencing' maths, children will find it very hard to understand mathematical words and symbols. Pupils will explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes and games. Teachers will make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities and other curriculum areas. They will also seize chances to reinforce mathematical vocabulary.</p> <p>Maintain subscription to Master the Curriculum to provide resources and effectively support lesson planning for the EYFS Maths curriculum.</p>	<p>In EYFS, play-based learning activities enable pupils to develop skills which are particularly important in learning and understanding maths, including sorting, matching, patterns, problem solving and estimating.</p> <p>EEF Improving Mathematics in the Early Years and KS1</p>	2

Wider strategies

Budgeted cost: £8,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum software and licenses to support QFT and interventions.	Subscribing to these commercial schemes ensures clear progression of skills and key knowledge through EYFS to Year 2, providing all pupils with an interesting and	1-5

	relevant curriculum with specific vocabulary tuition to engage them in effective learning opportunities.	
Whole school CPD on meta-cognition and self-regulation	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly by teaching specific strategies for planning, monitoring, and evaluating their learning. EEF Meta-cognition and self-regulation	1-5
Maintain effective RHE/PSHE quality first teaching through continued subscription to Jigsaw. Through small group activities in EYFS, develop pupils' social skills and play skills by turn-taking and sharing whilst modelling vocabulary to resolve conflict. ELSA support in EYFS and KS1 targets named pupils with very specific SEMH needs.	As an Attachment Aware School, all staff have been trained in Emotion Coaching and apply it consistently across the school. Expanding pupils' emotional vocabulary supports them to express their emotions. EEF Improving Social and Emotional Learning in Primary Schools	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance	5
TARGETED CPD: - Maths in the EYFS - Improving memory retention in Maths - ELSAs to attend all supervision training sessions - Continued training and development of SSP programme - Meta-cognition and self-regulation	EEF - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise as well as curriculum development.	1-5
Continue to fund an extra-curricular activity for all disadvantaged pupils in KS1 and trips/visits for all disadvantaged pupils.	A sense of belonging has a big impact on pupils' social development, and a sense of achievement positively impacts wellbeing. Taking part in these clubs and activities also develops oracy and language skills through positive interactions. The aim is that the positive impact on wellbeing will also encourage greater school attendance.	1-5

Total budgeted cost: £24,035