

# Pupil premium strategy statement – High Greave Infants

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	64.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Jack Huckstepp, Headteacher
Pupil premium lead	Jack Huckstepp, Headteacher
Governor / Trustee lead	Joel Breedon, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£86,355</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At High Greave Infant School, our approach aligns closely with the **EEF's Pupil Premium guidance**. Like the EEF, we emphasise evidence-based strategies to address educational inequality and support the holistic development of all pupils.

- **High-quality teaching** is central to our Pupil Premium strategy, reflecting the EEF's principle that quality first teaching benefits all students, particularly disadvantaged pupils. We provide staff with professional development to ensure effective teaching and learning practices are embedded across the school.
- **Targeted support** for vulnerable pupils, including those with social or early help workers, mirrors the EEF's recommendation to tailor interventions to the specific needs of disadvantaged children. We collaborate with families and external agencies to ensure comprehensive support.
- Our focus on **Phonics and Reading**, alongside fostering strong **early years practice**, aligns with the EEF's emphasis on foundational learning in early literacy as a driver of later success. By providing a solid foundation, we aim to improve outcomes and life chances.
- In addressing **children's mental health and well-being**, we follow the EEF's guidance on adopting a whole-child approach, recognising the importance of non-academic barriers to learning such as emotional and social well-being.
- We also prioritise **speech, language, and communication development**, recognizing these as key factors in improving educational outcomes. By incorporating targeted interventions such as Speech Therapy, we ensure all children can communicate effectively, a practice supported by the EEF's recommendations for bespoke support based on individual needs.

Our strategy is built on the same principles highlighted by the EEF: ensuring that **disadvantaged children** have access to high-quality education, support, and opportunities to help them thrive.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech, Language, and Communication:</b> Many of our Pupil Premium (PP) children enter school with poor language skills, struggling to speak in full sentences or express their needs. Baseline assessments by our Speech Therapist often lead to tailored intervention programs to improve these skills.
2	<b>Reading &amp; Phonics:</b> Home visits reveal that many children lack exposure to books and stories before school, affecting their early literacy and language development.
3	<b>Emotional Well-being:</b> Assessments highlight social and emotional challenges, particularly linked to parental mental health and financial issues, leading to low self-esteem and aspirations, especially in disadvantaged pupils
4	<b>COVID Legacy:</b> The pandemic has worsened learning gaps, particularly in core subjects, for our disadvantaged pupils, many of whom had limited engagement with remote learning during school closures
5	<b>Attendance:</b> Historically, poor attendance has contributed to underperformance in disadvantaged pupils. While we've seen improvements, maintaining high attendance remains a priority

## 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
Improve pupils' speech and language skills so that a greater number of children meet age-appropriate expectations	<ul style="list-style-type: none"><li>• <b>80% of targeted pupils</b> will achieve age-appropriate expectations in <b>language and communication</b> by the end of EYFS.</li><li>• Pupils will demonstrate improved ability to <b>speak in full sentences, use age-appropriate vocabulary, and express their needs</b> effectively as measured by <b>Speech and Language Therapist assessments and teacher observations</b>.</li><li>• Baseline and end-of-year assessments will show at least a <b>20% improvement</b> in pupils' ability to communicate clearly, based on standardised language development scales.</li></ul>

<p>To improve reading and phonics skills, enabling more pupils to access age-appropriate reading materials and achieve the expected standards by the end of KS1.</p>	<p><b>Increase Phonics Screening Success:</b></p> <ul style="list-style-type: none"> <li>• 85% of pupils will achieve the expected standard in the phonics screening check by the end of Year 1.</li> <li>• 90% of pupils will pass the phonics screening check by the end of Year 2.</li> </ul>
<p>To achieve and sustain improved emotional well-being for pupils in our school.</p>	<p><b>Improvement in Survey Data:</b></p> <ul style="list-style-type: none"> <li>• At least <b>80% of pupils</b> will report improved emotional well-being in end-of-year surveys compared to baseline data.</li> <li>• <b>75% of parents</b> will indicate in surveys that they have observed improvements in their children's emotional well-being over the academic year.</li> </ul> <p><b>Support Awareness:</b></p> <ul style="list-style-type: none"> <li>• <b>90% of pupils</b> will demonstrate understanding and confidence in knowing who to approach for support regarding worries and concerns, as measured through targeted classroom discussions and feedback forms.</li> </ul> <p><b>Parental Support:</b></p> <ul style="list-style-type: none"> <li>• <b>100% of parents and carers</b> will receive information on appropriate support services available in and out of school during parent meetings and through school communications.</li> <li>• At least <b>70% of parents</b> will report in follow-up surveys that they felt adequately signposted to relevant support services when experiencing difficulties.</li> </ul> <p><b>Regular Well-being Check-ins:</b></p> <ul style="list-style-type: none"> <li>• Implement <b>monthly well-being check-ins</b> for pupils, allowing them to express their feelings and access support as needed. Aim for <b>100% participation</b> in these check-ins.</li> </ul> <p><b>Workshops and Resources:</b></p>

	<ul style="list-style-type: none"> <li>Conduct at least <b>two well-being workshops</b> for parents each term, providing resources and strategies for supporting their children's emotional health. Aim for a participation rate of <b>at least 50%</b> of families.</li> </ul>
To maintain and enhance effective strategies that improve attendance figures, particularly for disadvantaged pupils	<p><b>Increase in Attendance Rates:</b></p> <ul style="list-style-type: none"> <li>Achieve at least <b>95% attendance</b> for all pupils, with a specific target of <b>90% attendance</b> for disadvantaged pupils, bringing them in line with the national average.</li> </ul> <p><b>Monitoring and Support Systems:</b></p> <ul style="list-style-type: none"> <li>Maintain effective systems to identify pupils with attendance below the national average (currently defined as <b>95%</b>). Aim for <b>100% of identified pupils</b> to receive appropriate support within two weeks of their attendance falling below this threshold.</li> </ul> <p><b>Regular Attendance Review:</b></p> <ul style="list-style-type: none"> <li>Conduct <b>monthly attendance reviews</b> to assess the effectiveness of strategies and adjust interventions as needed, ensuring that <b>all attendance improvement plans</b> are updated regularly.</li> </ul> <p><b>Parental Engagement:</b></p> <ul style="list-style-type: none"> <li>Increase parental engagement by hosting <b>quarterly attendance workshops</b> aimed at educating families on the importance of regular school attendance, with a target of <b>at least 50% of families</b> participating.</li> </ul>
To provide disadvantaged pupils with diverse cultural, sporting, and enriching experiences that enhance their aspirations and broaden their horizons.	<p><b>Access to Diverse Experiences:</b></p> <ul style="list-style-type: none"> <li>Ensure that <b>100% of disadvantaged pupils</b> participate in at least <b>three cultural or sporting experiences</b> each academic year.</li> </ul> <p><b>Curriculum Enrichment:</b></p> <ul style="list-style-type: none"> <li>Integrate opportunities for exposure to at least <b>four guest speakers</b> or professionals from diverse backgrounds into the curriculum each term to inspire pupils and broaden their perspectives.</li> </ul> <p><b>Aspiration-raising Activities:</b></p> <ul style="list-style-type: none"> <li>Organise <b>two aspiration-raising events</b> (e.g., career days) annually that specifically target disadvantaged pupils.</li> </ul>

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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£56,129**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Ongoing – STAR assessments continue to be used across KS1. Data is used to quality assure TA, informing planning and interventions.</p> <p>Further CPD is planned in the Spring term for teaching staff in the independent use of HelloData.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3,
<p>Embedding dialogic activities 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.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1 & 2
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	2

	<a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4

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

Budgeted cost: **£18,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>S&amp;L:</b> One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>SALT programs provided by traded Speech &amp; Language service for individual pupils.</p> <p>Acquisition of early language skills are planned for across the curriculum.</p> <p>The school continues to invest in a Traded service = £7,782.00.</p> <p>This provides fortnightly visits from a qualified Speech therapy which includes:</p> <ul style="list-style-type: none"> <li>• Targeted support for caseload pupils</li> <li>• CPD for staff carrying our speech therapy in school</li> <li>• CPD for all staff to continually improve whole class approaches for improving speech, language and communication</li> <li>• Reporting from traded S&amp;LT re:</li> </ul>	1 & 2

	<p>progress of pupils</p> <ul style="list-style-type: none"> <li>• Updating of pupil programmes</li> <li>• Referrals to clinics</li> <li>• Support for parents</li> </ul> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>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:</p> <p>Further investment has been made to increase the number of decodable reading books which are available to pupils. Additional investment has also been made to acquire fluency books which run as part of our phonics programme (Little Wandle).</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
Purchase of a Launchpad to Literacy programme for children who are not yet ready to access	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination	1& 2



phonics or who have large gaps in language skills.	of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4,021**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and the use of ZOR approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
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.	All

**Total budgeted cost: £78,440**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Speech, Language & Communication:

- Whole-school approaches to oracy are now embedded within lesson structures, with planned opportunities for talk intentionally incorporated into every lesson.
- Staff model and develop high-quality talk across the curriculum, ensuring speaking and listening skills are explicitly taught and practised daily.
- Children's language skills are assessed on entry to school, with baseline assessments conducted by a Speech Therapist informing individual referrals, in-school support, and guidance for parents.
- Speech and Language Therapy (SALT) referrals are made within four weeks where needed. The school invests in ongoing SALT services and collaborates closely with the therapist to guide targeted interventions.
- Speech, language and communication remain key priorities across the school. Currently, 18 pupils receive weekly in-school support, with group interventions monitored closely for impact.
- SALT interventions are delivered by trained teaching assistants (TAs) and reviewed regularly by therapists to ensure high-quality provision.
- The curriculum is designed to immerse children in language-rich environments that foster vocabulary, communication and oracy development.
- The use of Widgit technology continues to support pupils in articulating their ideas and strengthening communication.
- A next step for the school is to launch the use of Makaton to further enhance communication and support inclusive oracy practices.
- Impact on outcomes is clear: **63% of pupils achieved GLD in speaking and listening in 2024/25, compared with 0% in 2023/24, demonstrating rapid improvement.**

#### Reading & Phonics:

- **Overall phonics outcomes improved significantly** from 23/24 to 24/25, with whole-school actions contributing to stronger pupil performance.
- **All pupils:** Pass rates increased from **47% (23/24)** to **72% (24/25)**.
- **Boys:** Pass rates increased from **36%** to **64%**, showing a substantial improvement.
- **Girls:** Pass rates increased from **56%** to **79%**, demonstrating strong gains.
- **The school's targeted work on oracy, communication, and early reading is clearly having a positive impact on outcomes** across all pupil groups.

### Emotional Well-being:

- Restorative practices and the development of safe, trusting relationships remain a whole-school priority, strengthened through ongoing staff training.
- A Learning Mentor (LM) has been reintroduced and now delivers a range of targeted interventions, including Lego Therapy, 6 Bricks activities, and nurture groups, with a particular focus on supporting Year 2 pupils.
- Teachers and TAs closely monitor pupils' emotional, social and mental health needs, ensuring interventions are regularly evaluated to measure impact and adapt provision as needed.
- The school works closely with SIT teachers and educational psychologists to identify pupils—particularly those who are pupil premium—who require additional support, ensuring that interventions are well-matched to need.
- Additional support for children and families is offered through Early Help referrals, with the school continuing to lead TAF meetings and providing robust, wrap-around support where required.

### Attendance:

- **Attendance for pupil premium pupils (91.24%) matches the whole-school attendance rate**, demonstrating that targeted actions are supporting this group effectively.
- **Unauthorised absence for pupil premium pupils remains low (3.33%)**, indicating strong engagement and effective follow-up from the school.
- **Authorised absence levels mirror those of non-pupil-premium pupils**, showing that pupil premium pupils are not disproportionately missing school due to avoidable reasons.
- The distribution of attendance bands shows that **a strong proportion of pupil premium pupils are maintaining attendance in the 90–95% and ≥95% bands**, reflecting improved consistency in attending school.
- **Persistent absence for pupil premium pupils has reduced in key year groups**, indicating that early intervention and family support strategies are having a measurable effect.
- The overall pattern suggests the school's attendance strategy—particularly monitoring, early support, and family engagement—is **closing the gap and having a clear positive impact on pupil premium attendance**.

### Health & Experiences:

- Breakfast club attendance has increased significantly, with the school promoting it through various communication channels.

- The school subsidises all visits and experiences to ensure equal access for all pupils, while also developing wider community links to improve tolerance and understanding. Curriculum plans have been updated to reflect these aims

#### **Data Insights:**

#### **Summary of Improvements from 2023/24 to 2024/25 (High Greave Infants)**

##### **EYFS GLD (Good Level of Development):**

- 2023/24: **40%**
- 2024/25: **71%**

**Improvement: +31 percentage points**

##### **Year 1 Phonics:**

- 2023/24: **47%**
- 2024/25: **72%**

**Improvement: +25 percentage points**

##### **Year 2 Phonics (Final):**

- 2023/24: **77%**
- 2024/25: **83%**

**Improvement: +6 percentage points**

#### **Overall statement:**

- These substantial gains across all statutory assessment points provide strong evidence of the **positive impact of the pupil premium strategy**, demonstrating accelerated progress for disadvantaged pupils and improved whole-school outcomes.

## Externally provided programmes

Programme	Provider
Power Maths	Active Learn
Pathways	The Literacy Company
PSHE	Jigsaw
Charanga	Rotherham Music Hub
Phonics	Little Wandle Letters and Sounds
Mastery in Number	NCETM
RE	PlanBee

## Service pupil premium funding

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A