

Pupil premium strategy statement

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	Summerhill Infant School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	07.12.2025
Date on which it will be reviewed	07.12.2026
Statement authorised by	I De N'Yeurt (HT)
Pupil premium lead	J Edwards (INCO)
Governor / Trustee lead	P. Hampson (COG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,975
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	£ 66,975

Part A: Pupil premium strategy plan

Statement of intent

- At Summerhill Infant School we will accelerate the progress of disadvantaged pupils so their attainment narrows any gaps with their peers
- We ensure that teaching and learning opportunities meet the needs of all of the pupils and recognise that disadvantaged pupils can start significantly behind their peers
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. At least 70% of any group will be made up of FSM children
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Despite limited funding and resources all children receiving free school meals will be in receipt of pupil premium interventions

The key principles of our strategy plan are:

- Quality teaching has the greatest impact on children and is the most effective way to raise children's attainment.
- All areas of disadvantaged children's development are crucial. This is both because areas such as personal, social, emotional, physical and communicative are hugely important in themselves, but also because they underpin learning in core academic areas such as English and Mathematics.

Challenges

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

Challenge number	Detail of challenge
1	Reading and Writing. Attainment for reading and writing is lower for Pupil Premium Children than Non-Pupil Premium.
2	Maths. Attainment for maths is lower for Pupil Premium Children than Non-Pupil Premium
3	Insecure attainment. Many Pupil Premium children are struggling to maintain attainment when they go through transitions – Reception to KS1, or year 1 to year 2, and after short holidays.

4	The low attendance rates of PP children when compared to non-PP children, is an issue. Health issues and illness due to poor nutrition, housing and hygiene are factors and taking cheap term time holidays another key factor.
5	Parental engagement in children's learning at home.
6	Children with additional barriers other than PP

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
<p>1. Accelerated progress for Pupil Premium children in Y1 and Y2 in Reading.</p> <p>80% of pupil premium children are working at expected standard by end of KS1.</p>	<p>Use Insight (Assessment & Progress Tracker), book monitoring, lesson observations of Pupil Premium provision.</p> <p>Targeted interventions (eg BR@P, Precision teaching, Read Write A-Z) for children who are not on track to make the expected standard at the end of KS1.</p> <p>Use of NESSY programme with pupils (Dyslexia identification)</p> <p>Accelerated progress to narrow attainment gap.</p>
<p>2. Accelerated progress for Pupil Premium children in Y1 and Y2 in writing.</p> <p>80% of pupil premium children are working at expected standard by end of KS1.</p>	<p>Use Insight, book monitoring, lesson observations of Pupil Premium provision.</p> <p>Targeted interventions (eg Reading Comprehension, Read Write A-Z, Cross curricular Writing, Guided writing) for children who are not on track to make the expected standard at the end of KS1.</p> <p>Accelerated progress to narrow attainment gap.</p> <p>80% of pupil premium children are working at expected standard by end of KS1.</p>
<p>3. Accelerated progress for Pupil Premium children in Y1 and Y2 in maths.</p> <p>80% of pupil premium children are working at expected standard by end of KS1.</p>	<p>Use Insight, book monitoring, lesson observations of Pupil Premium provision.</p> <p>Targeted interventions (eg Maths booster, Maths Mastery for children who are not on track to make the expected standard at the end of KS1.</p> <p>Accelerated progress to narrow attainment gap.</p> <p>80% of pupil premium children are working at expected standard by end of KS1.</p>
<p>4. Children's attainment does not dip after transitions or short holidays.</p> <p>Children will continue to make good and accelerated progress after the breaks.</p>	<p>Teachers moderate and agree attainment of children before transitions.</p> <p>Children are identified and given support immediately if they are at risk of falling behind.</p> <p>They are identified through Insight, book monitoring, lesson observations.</p> <p>Learning packs (Phonics, Reading, Writing and Maths) are given to pupils during school holidays and term time holidays to complete.</p> <p>Maths Game pack given to all pupils to encourage home learning in Mathematics</p> <p>Chromebooks for all pupils in Reception.</p> <p>Continued Blending learning approach using Google Classroom EYFS and KS1.</p>
<p>5. Year 1 and 2 - Phonics.</p>	<p>Children who are not on track to reach expected standard will make outstanding progress in phonics. – Measured by benchmarks for phonics check at the end of every term in Year 1 and in Year 2.</p>

80% of Pupil Premium children will pass the phonics check in year 1.	
100% of pupil premium children will pass the phonics check in year 2.	

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: **£65,367.24**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Better Reading at Primary (BR@P)</p> <p>All Teachers and TA's in Year 1 and 2 continue to deliver BR@P three times over the year.</p> <p>All Pupil Premium children will complete at least one cycle of BR@P over school.</p> <p>Overseen and supported by DHT, INCO and Literacy Leader Teacher.</p>	<p>Boosting Reading at Primary is a proven good practice intervention.</p> <p>The training and delivery of the intervention means that Teachers and TA's are more confident and capable when identifying areas of weakness and strength and next steps in all children's reading.</p> <p>Reading: the next steps March 2015</p> <p><i>"Pupils who can read are overwhelmingly more likely to succeed at school"</i></p>	<p>1;3;5</p> <p>Pupil No.</p> <p>March-July (54)</p> <p>September - March (45)</p>
Read Write A-Z	<p>A reading and writing programme for children just beginning their literacy journey. It is for children in Reception or Year 1.</p> <p>Daily lessons, for a small group, for six weeks with a specially trained adult. It is designed to support the development of concepts about print, the assessment of reading and provides evidence of the child's standard. It develops early reading and writing skills as;</p> <ul style="list-style-type: none"> • Children learn to read and write 30 high frequency words • Children learn how to use a capital letter and a full stop in sentences • They will read 24 booklets 	<p>1;3;5</p> <p>Pupil No.</p> <p>March – July (54)</p> <p>Sept – March (45)</p>
Read Write Inc	Proven synthetic phonics scheme	<p>1;3;5</p> <p>March – July (54)</p> <p>September – March (45)</p>

Targeted Maths Support	Mastering Number / Best quality teaching to ensure children make accelerated progress to close the gap in maths. Targets set by identifying gaps from monitoring books, looking at gap analysis on target tracker and lesson observations	2;3;5 March - July (54) September – March (45)
Focussed Assessment Dialogue	Moderation is the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decisions about pupil learning. It involves teachers and other professionals working together, drawing on guidance and exemplification. Children are supported immediately when they fall behind the expected standard.	1;2;3;5;6 March - July (54) September – March (45)

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

Budgeted cost: **£ 0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Tutoring Literacy/Phonics/Numeracy	Sutton Trust Research; small group frequent tuition with teacher	1;2;3;5 Pupil No: 0
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£14,110.97**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	Poverty for the vast majority of PP pupils and those living just above Living Wage	6 Pupil No:45
<i>Dedicated staff member to provide 1:4 Nurture support. Support Staff member in school implementing these interventions.</i>	It focuses on filling key personal/emotional developmental gaps. This is valuable in itself for children, but also then allows them to access the curriculum much more effectively.	4,6 Pupil No: 10

<i>Access to Technology Chrome books</i>	IT poverty for the vast majority of PP pupils and those living just above Living Wage	5 Pupil No:54/45
<i>Milk</i>	Malnutrition is far more likely in the vast majority of PP/FSM pupils	4 Pupil No: all PPG
<i>Attendance is promoted and celebrated regularly within school. There is a supportive yet rigorous follow-up process for children who are absent. Letters are sent each term for pupils with less than 90 % attendance including those who are eligible for the PP. The Head Teacher and attendance officer oversee these process</i>	Raising attendance is a crucial first step to raising attainment. Improved attendance is a target. DfE research shows the impact of having a senior member of staff overseeing this issue, of analysing data regularly and acting on it promptly.	3,4 Pupil No: Whole School
<i>Christmas Presents</i>	Poverty for the vast majority of PP pupils and those living just above Living Wage	4 Pupil No:45
<i>Holiday Camps/ Activity</i>	Poverty for the vast majority of PP pupils and those living just above Living Wage	4 Pupil No: 54/45
<i>RWI Refresher Training Whole School</i>	Use of updated phonic scheme to accelerate pupil progress in early reading.	1,3,5 September -March (45)

Total budgeted cost: £79,478.21

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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.

Challenge	Outcome (%)			
1 +2		Reading (ALL)	Writing	Maths
	Year 2 PP	74 (86) +1 on prior year	63 (77) -4% on prior yr.	74 (82) = to prior year
	Year 1 PP	42 (62) Lower attainment	47 (66) Lower attainment	71 (85)
	Reception PP ELG	73 (75) (+10%)	73 (74) (+13%)	72 (75) (-1%)
	GLD PP	72% (73) achieved the GLD (+12% on prior year)		
	Phonics	Y1 76% (83) passed the PSC in June 2025		Y2 85% (95) Passed the PSC by June 2025
	<p>Attainment for Reading, Writing and Maths was as follows in 2024/25 using external and internal data above.</p> <p>PP children's attainment is still below that of their peers. The end of Year 1 and Year 2 outcomes were higher than their start of year data, which represents expected or above progress for the cohort, with a proportion of children making accelerated progress.</p> <p>The vast majority of Year R PP children's end of year attainment showed accelerated progress.</p> <p><i>The current Year 2s data is significantly different than previous cohorts and non PPG pupils.</i></p> <p><i>The current Year 1's have a negotiable difference in attainment</i></p>			
2	See Above			
3+ 4	<p>Attendance rates for year 24-25: 90.7% (-1.2%) PP children: ALL children: 93.3%</p> <p>Attendance below 90% for year 24-25: 27.8% 15 PP children and 16.7% 29 non-PP children</p>			

4	See Above
5	<p>Parental engagement trackers continue to show that engagement of Parents/Carers of PP children is, on average, slightly lower than non-PP children. However, teachers were able to explain how they had targeted those individual families following non-engagement. However, school ensured that all PP children had some level of parental engagement and that all PP children who lacked parental engagement with academic support (eg reading at home) received extra support in these areas. All PP children are offered Chromebooks. The uptake is 100%.</p>
6	<p>Class reward charts show that PP children do receive positive behaviour recognition at a rate in line with their peers. During the academic year 2024- 2025 children accessing Nurture sessions several times a week. Out of those children, almost all were pupil premium. The overall summary for the children was that they all made progress with their individually assessed baseline skills. This was measured through regularly assessing with the class teacher about learning behaviours and classroom incidents each term throughout the academic year.</p> <p><i>Monitoring of child protection systems by SLT and Governors shows that concerns about children had appropriate actions put in place in all cases, and that these actions were followed up if the desired outcome was not achieved. Parental engagement records show that families who are interested are being signposted to voluntary support services</i></p>

Externally provided programmes

Programme	Provider
Read Write Inc	Read Write Inc
Real PE	Real PE
Mastering Number	NCETM
NELLI	Nuffield Research
Music Lessons	Bristol Beacon/ Rock Steady

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A