



# St Jude's C of E Infant School

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## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	87 (125 incl. nursery)
Proportion (%) of pupil premium eligible pupils	25.28% (24% incl. nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Vicki Chiverton
Pupil premium lead	Emily Stanton
Governor / Trustee lead	Juan Pemberton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,995



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## Part A: Pupil premium strategy plan

### Statement of intent

Our aim for our disadvantaged pupils is for them to achieve to the best of their potential, both academically and in their social and emotional development. We endeavor to do this through our whole school ethos, high quality teaching and targeted interventions. It is vital that we have high expectations for our pupils, regardless of their backgrounds. Our strategy begins with consistently high-quality teaching in the classroom as evidence shows this has the most impact. Then, through effectively identifying barriers and needs of our pupils, we will be able to target teaching on areas needed, and intervene at the earliest opportunity. Well planned interventions aim to accelerate progress and fill learning gaps. Through pastoral care we will develop the whole child, supporting them to manage their emotions, develop resilience and be brave in their learning.

### Challenges

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

Challenge number	Detail of challenge
1	Speech and language screening demonstrates, along with observations, show that language development is often behind that of non-disadvantaged peers.
2	Data from class teachers and ELSA referrals also demonstrate difficulties in managing emotions and low resilience.
3	There continues to be an attendance gap between disadvantaged and non-disadvantaged pupils.
4	Data from assessments shows poor basic skills in Reading (phonics), Writing and Maths for a higher proportion of our disadvantaged pupils.
5	Feeder nurseries and through school experience – we have experienced a number of children entering Reception having attended a local nursery who are significantly behind developmentally. We need to close this gap between them and their peers in Reception.
6	Lack of parental engagement in home learning amongst our disadvantaged pupils.

### 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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Data from intervention assessment, school assessments and observations show improvement in oral language skills for disadvantaged pupils. Within KS1 this will also be evident through use of high-level vocabulary in speech and writing



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2. Improved reading attainment among disadvantaged pupils.	% ARE increased. Gap between PP and non-in phonics check passes reduces by 10%
3. Improved writing attainment among disadvantaged pupils.	% ARE increased
4. Improved maths attainment for disadvantaged pupils at the end of KS1.	% ARE increased
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Boxall profiles and ELSA evaluations show improvement in targeted areas. Children will have access to clubs to give enrichment opportunities.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The % gap between PP and non-PP reduces. School attendance is as close to 96% as possible



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## 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
<p><b>Build and engaging, relevant and progressive Curriculum-</b> to include Cornerstones, shared planning time, subject leader release time and network meetings.</p>	<p>An engaging, relevant and progressive curriculum helps develop pupil enthusiasm for learning, helps make links and build on prior knowledge.</p>	1-4
<p><b>Staff CPD in HQT –</b></p> <ul style="list-style-type: none"> <li>Engagement with maths hub programme</li> <li>Work with SAfE for English lead</li> <li>Focus in 2025-25 on responsive teaching.</li> </ul> <p>To include staff meeting time to access training resources, management time for monitoring and coaching, Eng leader conference, Assessment networks, joint staff INSET.</p>	<p>EEF guide to pupil premium indicates that high quality teaching is the most important lever to improve pupil attainment. EEF toolkit shows high impact for mastery learning.</p>	1-4
<p><b>Embed Monster Phonics across the school.</b></p> <ul style="list-style-type: none"> <li>New subject lead training.</li> <li>Subject release time for monitoring and team teaching.</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p><b>Evaluate and improve developing language across the curriculum.</b></p> <p>Participation in Elci project. Staff CPD- speaking and listening, vocabulary</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	



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Whole class strategies from Language Link	inexpensive to implement with high impacts on reading.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Language interventions:</b> Language link used to screen all reception pupils. Intervention in place Speech and language therapy recommendations	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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
<i>Precision teaching for phonics</i> <i>Keep up phonics sessions</i>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 + 3
<i>SEMH 1:1 support + small group intervention</i> <i>Nurture Hub</i>	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5
<i>Mastering number whole class and intervention</i>	EEF toolkit shows high impact for mastery education. Programme follows EEF best practise for improving Mathematics in EYFS and KS1.	4

## Wider strategies (for example, related to attendance, Behavior, wellbeing)

Budgeted cost: £ 9,995

Activity	Evidence that supports this approach	Challenge number(s)
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<b>ELSA/ PEC support for pupils and families</b>	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</p>	5
<b>Whole school focus on nurturing principles and relational practice.</b>	<p>EEF toolkit shows likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<b>Funded trips and clubs-</b> Reading, breakfast club etc.	<p>EEF toolkit shows club participation has positive outcomes on academic attainment, as well as being valuable in itself.</p> <p>Social mobility report shows range of benefits.</p>	5
<b>PEC and SLT focus on improving school attendance.</b>	<p><a href="#">Improving School Attendance</a> advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. (However, most of this guidance is only relevant to KS3+)</p>	6
<b>Therapy dog boost pupil engagement and self-esteem</b>	<p>Evidence from pupils within the school show increased willingness to read, children happier to come to school, and progress with managing and discussing emotions.</p>	5 2
<b>Forest school</b>		

**Total budgeted cost: £ 49,995**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using the key stage 1 performance data, phonics checks results and our own internal assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

There now some evidence to suggest that our changes are having a positive impact on pupil outcomes although there are areas where we are seeing more success (e.g. reading) and areas where some strategies need further time to embed.

1. Improved oral language skills and vocabulary among disadvantaged pupils.	Oral intervention showed good progress with targeted pupils. 82% met their speech and language targets and all made progress against them.
2, 3, + 4 Improved attainment among disadvantaged pupils, in reading, writing and maths.	Phonics data for PP pupils has improved with 70% of disadvantaged pupils passing in year 1 last year, and 93% in year 2. Reading data also shows improvement, indicating the improvement in phonics has an impact in text reading with the gap reduced to only 4% last year (66% PP at EXS in year 2). Maths and writing attainment has not yet had a significant improvement. In writing, school has worked closely with Surrey SAfE to develop our writing strategy across the school. Although engaging with mastering number this has not yet been embedded. Ongoing work with Surrey SAfE and the maths hub will take place.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	ELSA progress has been positive across the school and pupil and parent feedback has shown the impact it has on wellbeing. Pupils have been able to access a range of clubs and trips which has both supported their learning in the classroom and built up their self-esteem and involvement in school life.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for some of our pupil premium pupils remains a challenge and the gap has not yet reduced overall. The school has worked closely with the attendance officer and parents and individual pupils have made good progress. This continues to be a focus for next year.

The curriculum continues to be reviewed with disadvantage pupils at the centre. Focus will be on working with the junior school to ensure smooth progression across the key stages. Re-evaluating our English planning and wider curriculum with the juniors will be our focus.



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## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Monster phonics	Monster phonics
White Rose Maths	White Rose
Cornerstones	Cornerstones
Get Set 4 PE	Get Set 4 Education
Jigsaw PSHE	Jigsaw PSHE Ltd.

We have no Service children currently in the school.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
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