

Acre Rigg Infant School

Pupil Premium Strategy Statement



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
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	52% 94 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027 Current year 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Kate Longstaff
Pupil premium lead	Kate Longstaff
Governor lead	Elaine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£137,865

Part A: Pupil premium strategy plan

Statement of intent

At Acre Rigg Infant School we recognise that disadvantaged children can face a wide range of barriers which may impact on their personal development and academic learning. In order to address such barriers, we target the use of Pupil Premium and Recovery Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become rounded, confident individuals and curious, active learners.

Key objectives:

- To accelerate pupil progress.
- To raise pupil attainment.
- To reduce the attainment gap between disadvantaged pupils and their peers.
- To enrich children's learning experiences.
- To remove barriers to learning, created by poverty, family circumstance and background.

Key actions:

- To deliver quality first teaching.
- To provide targeted intervention and support.
- To support children with SEND/additional needs.
- To teach effective behaviours for learning.
- To nurture and support children's social and emotional health and wellbeing.
- To provide a range of curriculum experiences and enrichment activities.
- To support families and engage parents/carers in their child's learning.

Key principles:

- To have high expectations and aspirations for all children.
- To ensure that effective teaching, learning and assessment meets the needs of all children.
- To prioritise the development and consolidation of key literacy and numeracy skills within our school curriculum.
- To ensure children are prepared for learning; they have good attendance and arrive at school on time, they have eaten, are suitably dressed, understand expectations and routines and have secure attachments to adults and their peers in school.

Challenges

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

Challenge number	Detail of challenge
1	Poor speech, language and communication skills.
2	Poor literacy and numeracy skills.
3	High number of disadvantaged children have SEND.
4	Poor attendance and punctuality.
5	Home issues, impacting on children's health and wellbeing.
6	Limited access to wider opportunities.
7	Limited parental engagement.

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
To improve the percentage of children achieving the expected standard phonics, reading, writing and mathematics	At least 70% of disadvantaged children will pass the Year 1 Phonic Check At least 65% of disadvantaged children will achieve the expected standard in reading At least 65% of disadvantaged children will achieve the expected standard in writing At least 65% of disadvantaged children will achieve the expected standard in mathematics
To improve the percentage of children achieving greater depth in all areas	At least 11% of disadvantaged children will achieve greater depth in reading At least 11% of disadvantaged children will achieve greater depth in writing At least 11% of disadvantaged children will achieve greater depth in mathematics
To reduce the attainment gap between disadvantaged children and their peers	The school attainment gap between disadvantaged children and others will be less than the national gap. The gap in school between disadvantaged children and others will reduce.

To improve attendance and punctuality	Disadvantaged children will have an attendance of 95% or higher. Children will arrive at school on time.
To support children and their families	Children and their families will access support from: Breakfast club Uniform 'swap shop' School Parent Support Advisor Educational Psychologist Services Speech and Language Support Cognition and Learning Team Outside agencies via TAF meetings Family Hubs Connecting with children Emotional Literacy Support Assistant
To engage parents/carers in their child's learning	Parent/carers will attend curriculum meetings and workshops. Parents/carers will complete homework tasks and read with their child at least four times each week. Parent and carers will be supported to access the Family Hub offer

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD with a focus on speech, language and communication, reading, writing and mathematics. All subject leads will attend subject network meetings and feedback in their teams.	EEF: "Great teaching is the most important lever schools have to improve outcomes for their pupils."	1, 2
Additional teacher employed to cover PPA. Allow for a bespoke nurture group in key stage 1.	EEF: Flexible Grouping (when pupils are allocated to smaller groups based on individual needs that they currently share with others) is considered to be a component of high quality teaching.	1, 2
A teaching assistant will be deployed to each class. Teaching assistants will carry out intervention support, focusing on phonics and reading (specific TA's employed with funding). School are taking part in Voice 21/ Oracy project.	EEF 'Preparing for Literacy: Improving CLL in the EYs' recommendation: Use high quality targeted support to help struggling children. EEF 'Improving Literacy in KS1' recommendation: Use high quality structured interventions to help pupils who are struggling with their literacy EEF: Phonics. Moderate impact for very low cost. Possible +4 months progress. Based on extensive research. EEF Phonics (Mastery Learning). Possible +5 months progress. Moderate impact for very low cost. EEF: Reading Comprehension. High impact for very low cost. Possible +6 months progress. Based on extensive evidence.	1, 2
.	EEF 'Improving Mathematics in the EYs and KS1' recommendation: Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of	2

All teachers will continue to follow the Mastering Number Programme.	children's mathematical development and of effective mathematical pedagogy.	
Pupils will be provided with high quality, age appropriate feedback. Children will take increased ownership of their learning, thus having a positive impact on progress.	EEF 'Teacher Feedback to Improve Pupil Learning' recommendation: Deliver appropriately timed feedback that focuses on moving learning forward. EEF: Feedback. High impact for very low cost. Possible +8 months progress. Based on moderate evidence.	2
Teach children effective behaviours for learning through the Gem Learning approach and promote them throughout the school day.	EEF 'Metacognition and Self-Regulated Learning' recommendations: Promote and develop metacognitive talk in the classroom. Explicitly teach pupils how to organise and effectively manage their learning independently. EEF: Metacognition and Self Regulation. High impact for very low cost. Possible +7 months progress. Based on extensive evidence.	2

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

Budgeted cost: £22,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA Speech and Language support for Reception and KS1. TA's in Nursery to deliver individual programmes to meet speech and language targets. TA's will take part in training, alongside speech and language therapists.	NHS Speech Language and Communication Services: "Language delays cause significant harm to children and their families. Without appropriate and timely intervention, children with Speech, Language and Communication Needs (SLCN) are at higher risk of negative outcomes, including on their educational achievement, employment prospects, behaviour and involvement in the justice system, as well as their social, emotional and mental health."	1, 3
SLA services from the Educational Psychology Service to ensure children have access to relevant	EEF 'SEN in Mainstream Schools' recommendation: Build an ongoing holistic understanding of your pupils and their needs.	3

assessment within a timely manner.		
The Mastering Number Programme will be continued in Reception and KS1.	NCETM Director for Primary Maths, Debbie Morgan: "Research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'	2
TAs and LSAs will provide small group and one to one support for children with specific individual needs. Children with specific individual needs will be supported to <ul style="list-style-type: none"> - access learning opportunities within the classroom. - work towards personal targets. 	EEF 'SEN in Mainstream Schools' recommendation: Complement high quality teaching with carefully selected small group and one to one interventions. EEF: One to one tuition. Moderate impact for high cost. Possible +5 months progress. Based on extensive evidence. EEF: Individualised instruction. Moderate impact for very low cost. Possible +4 months progress. Based on limited evidence.	3
Parents will attend / engage with: <ul style="list-style-type: none"> - Pupil progress and target setting meetings - Curriculum workshops - Curriculum booklets and 'knowledge organisers' - Homework tasks - In school sessions with external providers .e.g. food technology 	EEF 'Working with Parents to Support Children's Learning' Recommendations: Provide practical strategies to support learning at home. Tailor communications to encourage positive dialogue about learning. EEF: Parental Engagement. Moderate impact for moderate cost. Possible +3 months progress. Based on moderate evidence. EEF: Homework. Low impact for very low cost. Possible +2 months progress. Based on limited evidence.	1, 2, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing),

Budgeted cost: £46,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher Level Teaching Assistant employed to	Joint study between the British Association for Counselling and Psychotherapy research team	5

support target children to deliver the Emotional Literacy Support Assistant programme.	and the University of Roehampton, 2018: “Pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.”	
Parent Support Advisor employed 1 day to support children and families. The PSA works closely with the local Family Hubs. A HLTA in post to provide targeted support for children and families from the earliest starting point. Parents are contacted when they first put their child’s name down for nursery provision. A HLTA supports with development.	Ofsted: PSAs can ‘make life changing differences’ to pupils and their families.	4, 5
Breakfast club to provide a free breakfast to children and support children coming into school on time. - employing three members of staff - food contract with Magic Breakfast - Asda orders for top up food	The Effects of Breakfast and Breakfast Composition on Cognition in Children and Adolescents: A Systematic Review. Adolphus et al. 2016. “There is a positive correlation between breakfast consumption and children’s cognitive function, including improvements to children’s attention, memory, and executive function.” EEF - Magic Breakfast: Evaluation report and executive summary. November, 2016. An independent trial found that Year 2 pupils in schools supported by Magic Breakfast made, on average, an additional 2 months’ academic progress over the course of a year compared to pupils in schools with no breakfast provision.	4, 5
Free milk for all children.	A review of evidence by Northumbria University concluded that milk contains a unique package of essential nutrients that appear to offer an impressive catalogue of health benefits for 5-11 year olds. Benefits relating to bone health, physical stature, hydration, nutrition, dental health, body mass control, body composition and cognition. Cool Milk: “Early findings from intervention studies suggest milk may have a beneficial effect on cognitive function in children.”	5

<p>Uniform</p> <ul style="list-style-type: none"> - free jumper, PE kit and bag for Reception children - supplemented 'swap shop' for all children 	<p>EEF "There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils."</p>	<p>5</p>
<p>To continue to develop the outdoor classroom and outdoor provision.</p>	<p>Council for Learning Outside of the Classroom: "There is an abundance of research that suggests good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people."</p>	<p>6</p>
<p>Programme of after school clubs</p>	<p>EEF: Extending school time. Moderate impact for moderate cost. Possible +3 months progress. Based on limited evidence.</p>	
<p>Subsidised educational visits</p>	<p>EEF: "Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."</p> <p>Purchased an SLA with the LA to deliver high quality music sessions across school.</p>	
<p>Author visits</p>		
<p>Sporting activities, including school sports partnership events and competitions, Hoopstarz, Judo</p>		
<p>Music service contract</p>		

Total budgeted cost: £152,525

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 to 2025 academic year.

Intended outcome	Impact
To improve the percentage of children achieving the expected standard phonics, reading, writing and mathematics	70% of disadvantaged children passed the phonics test in Year 1. 70% of disadvantaged children achieved the expected standard in reading. 68% of disadvantaged children achieved the expected standard in writing. 68% of disadvantaged children achieved the expected standard in mathematics.
To improve the percentage of children achieving greater depth in all areas	Children achieving greater depth, at the end of KS1, in Reading, writing and Mathematics: Reading 24% Writing 22% Mathematics 24%
To reduce the attainment gap between disadvantaged children and their peers	The school attainment gap between disadvantaged children and others will be less than the national gap. The gap in school between disadvantaged children and others will reduce. Our disadvantaged children continued to perform in line or above national average.
To improve attendance and punctuality	We continue to face challenges with attendance. Our policy and procedures are robust and support families, whilst ensuring accountability for nonattendance. Overall attendance was just below National Average.
To support children and their families	Children and their families have accessed support from: Breakfast club Uniform 'swap shop' Emotional Literacy Support

	<p>School Parent Support Advisor. Educational Psychologist Services Speech and Language Support Cognition and Learning Team Outside agencies via TAF meetings This has ensured our children and families receive timely targeted support to meet their needs.</p>
To engage parents/carers in their child's learning	Parent/carers benefitted from school visits and workshop approaches.

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