

Pupil Premium Strategy Statement

Wildground Infant School

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
School name	Wildground Infant School
Number of pupils in school (YR & KSI)	127 – YR & KSI 186 including Owls and Nursery
Proportion (%) of pupil premium eligible pupils (YR & KSI)	40.5% - YR & KSI
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	30.9.25
Date on which it will be reviewed	30.9.26
Statement authorised by	Amanda Mullett
Pupil premium lead	Deb Summers
Governor lead	Debbie Sawyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74325

Part A: Pupil premium strategy plan

Statement of intent

We want to:

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We want to:

To ensure disadvantaged children achieve attainment results in Y1 (and Y2) Phonics that are in line with or better than disadvantaged children nationally.

Ensure our disadvantaged children make the same or better progress in RWM than non-disadvantaged children.

To ensure disadvantaged children have the same school opportunities as non-disadvantaged children

To ensure children are emotionally equipped for the challenges of learning.

Economic disadvantage should not be a barrier to academic attainment.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>The disadvantaged group has a high proportion of SEND pupils than non SEND.</p> <p>47% of KS1 Disadvantaged are also SEND</p> <p>40% of YR Disadvantaged are also SEND</p> <p>SEND pupils have a learning difficulty, need or disability which calls for special educational provision to be made for them.</p> <p>All disadvantaged children entering YR attain below national expectation in all areas and aspects of the EYFSP at baseline.</p> <p>Disadvantaged children with no SEND make at least expected progress and attaining related expectations in phonics, reading, writing and maths.</p>
2	<p>Access to high quality language outside of school is slowing Reading, Writing and Maths progress</p> <p>Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.</p> <p>Assessments and observations indicate under developed language skills and vocabulary gaps which impacts on reading and writing progress.</p> <p>Wildground Federation has a Resource Provision for children age 3 and 4 with SLCN.</p>
3	<p>High levels of Social, Emotional and Mental Health needs along with safeguarding and child protection concerns. Children need to be in a stable emotional state and have basic needs met (Maslow's Hierarchy of Needs)</p> <p>Wildground Federation has a Resource Provision for children with SEMH with all infant children in attendance being disadvantaged.</p> <p>Observations, discussions with families, liaison with outside agencies and other professionals identify social and emotional needs for many children around resilience, friendship, problem solving and also issues outside of school impacting on children's ability and capacity to make progress.</p>

	<p>Child and Family Support worker and ELSA work with a number of children and their families of which 81% are disadvantaged.</p> <p>Vast majority of children and families open to Children's Services and School Nursing are disadvantaged.</p>
4	<p>Attendance at a lower rate than non-disadvantaged pupils</p> <p>Persistent low attendance causes gaps to develop within pupil subject knowledge.</p> <p>Absence from school due to national/local imposed restrictions resulting in gaps in attainment and less than expected progress being made across the curriculum.</p> <p>Attendance of Free School Meal children, who are of statutory school age, for 2024 to 2025 was 89.7% compared with 95.0% for non Free School Meal children.</p> <p>18.2% of children of statutory school age were persistently absent as of July 2025, of which 72.2% are Free School Meals with 11.1% of this group being on Reduced Hours Provision.</p>
5	<p>Poor attention and listening skills as well as poor memory and retention skills which require individualised programmes of learning.</p>
6	<p>Parental engagement and supporting parents in challenging circumstances. Vulnerability and deprivation of some families e.g. mental health, food, domestic violence, financial difficulties.</p> <p>Some families face challenges in being able to support their children with learning, experiences within school and home learning resulting in inequality.</p>
7	<p>Limited exposure to places and experiences outside the local area (Cultural Capital)</p> <p>Knowledge of children and families indicates children have fewer opportunities and less potential for enrichment, experiences and opportunities outside of school.</p>

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 the proportions of disadvantaged pupils who achieve ARE at end of KSI in Reading, Writing and Maths.	<ul style="list-style-type: none"> • Maintain 100% disadvantaged/non SEND children attaining ARE in Reading, Writing and Maths. • Further close the gap between all children and disadvantaged children by further raising attaining of ARE in Reading Writing and Maths each academic year.
Improve the progress across KSI of disadvantaged/SEN pupils in Reading, Writing and Maths.	<ul style="list-style-type: none"> • Disadvantaged children to continue to make at least expected progress across the key stage for children who started on or before Autumn term Y1, but the numbers of SEN/disadvantaged children making at least expected progress needs to increase.
Improve the proportions of disadvantaged children attaining the expected standard in the Y1 Phonics Screening Check.	<ul style="list-style-type: none"> • Maintain 100% disadvantaged/non SEND children attaining the expected standard. • Close the gap at ARE between national disadvantaged and school disadvantaged and/or show accelerated progress using RWI assessment data.
To sustain improved attendance for all disadvantaged pupils of statutory school age.	Sustain high attendance by the overall absence rate for disadvantaged pupils being in line with or better than national, the attendance gap between disadvantaged children and their non-disadvantaged peers closing and the percentage of disadvantaged pupils being persistently absent in line with or better than national.
To support children with improved regulation to enable greater access to and engagement with learning.	Children with an identified SEMH need, who have a regulation support plan written as an outcome of a Boxall profile, will have a reduction in the need for adult support within their classroom. There will be a reduction in RPI, behaviour logs and consequences and interventions will enable positive outcomes on a Boxall review and any other support e.g. ELSA.
To provide opportunities, experiences and possibilities to increase potential for success.	All disadvantaged children will be enabled opportunities so they can have full access to curriculum enrichment and extra-curricular activities, including opportunities to represent the federation. Children will all have access to learn a musical instrument and music, including singing, tuition during the year. In addition, children will be enabled additional time to read each week and take on roles and responsibilities commensurate with their year group.

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.

Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective diagnostic assessment in phonics and maths	EEF Phonics Research	1 5
Quality first teaching focussed on explicit instruction, scaffolding, flexible grouping, metacognition and memory	EEF Guidance report Metacognition and self-regulated learning. Teaching and Learning toolkit Metacognition and self-regulation.	1 2 5
Informed CPD using school led and county led approaches for teachers and teaching assistants to enable development of deep subject knowledge alongside informed mentoring and coaching of staff.	EEF Guidance Teacher Professional Development	1 2 5
Continued development of maths mastery curriculum and support of additional maths resources including Maths No Problem	EEF Guidance report: Improving Mathematics in the Key Stages 1	1
Continued implementation of Read Write Inc approach and use of additional resources.	Ruth Miskin research regarding impact of quality phonics approach to reading development	1 5
CPD on high quality assessment and effective feedback.	EEF Guidance report:- Teacher feedback to improve pupil learning	1 5
Small classes	EEF Guidance Reducing Class Sizes	1 5 7 8
CPD to improve the effective provision for SEND pupils across the school including the role of TAs, PPP plans, tracking intervention and CPD for TA's	EEF Guidance report: Special Educational Needs in Mainstream Schools	1
CPD on effective use of TA's in the classroom	EEF Guidance report: Making the best use of TA's	1 5 2

	Teaching and Learning toolkit Teaching Assistant Interventions	
Pupil Progress Plan shared with parents and children regularly with identified barriers, needs and how these will be overcome. Ongoing adjustment of targets as necessary.	Teaching and Learning toolkit Parental engagement	1 2 5
Develop staff knowledge of teaching reading fluency and comprehension and language acquisition for all pupils, Access to age appropriate texts, suitable for stage of learning; ensure fluent reading and comprehension skills are equitable for the age and stage of learning for all pupils	Teaching and Learning toolkit Oral Language Interventions EEF Guidance report: Improving Literacy at Key Stage 1 The Reading Framework (DFE) Teaching and Learning toolkit – Reading Comprehension strategies	1 2 5
Mentoring and coaching as a support for staff professional development, including ECT.	EEF guidance on 'Effective Professional Development' to consider what the essential elements are that make mentoring and coaching effective.	1 2 3 5 9
Recruitment and retention of staff by ensuring that careers in teaching are attractive, sustainable and rewarding.	EEF guidance on 'Effective Professional Development' looking at managing workload and supporting the delivery of effective professional development.	

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

Budgeted cost: £30150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff to support disadvantaged SEN children	EEF Guidance report: Special education teaching in mainstream schools.	1
Teachers to prioritise feedback to disadvantaged children within classroom settings	EEF Guidance report Teacher feedback to improve pupil learning	1
Provide tutoring in 1:1 and small groups for targeted children	Teaching and Learning toolkit Small Group Tuition	1
Use of targeted and bespoke support through Focus Group Plans	Research related to targeted academic support	1 2 3 4 5
Planned use of specific interventions through regular timetabled sessions to enable consistent delivery.	EEF Guidance report: Special education teaching in mainstream schools.	1 2 5
NELI language programme and Language Screen assessment	EEF Guidance Oral Language Intervention	1 2 5
Bespoke and individual RWI interventions	Research related to targeted academic support	1 2 5

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

Budgeted cost: £14755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting children's SEMH needs through curriculum and ELSA	EEF Self Regulation and Social and Emotional Learning research	3
Supporting parents and carers	Teaching and Learning toolkit: Social and emotional learning	4 6 7 8
Robust attendance, tracking, monitoring and implementation of interventions	Research evidencing impact of non attendance on educational attainment and opportunities.	4 7 8
Access to clubs at lunchtime and/or after school	Government research on sports participation and its impact on mental, social, emotional and physical well being.	2 3
Development of the school grounds and off site provision.	Government and local authority guidance reflecting on the positive gains of first hand experiences and EEF outcomes for outdoor learning.	2
Access to technology to support equity and equality.	Using Digital Technology to Improve Learning: Evidence Review Best evidence on supporting students to learn remotely	1, 6
Family & Pupil Support Worker	Research indicates positive association between family support and outcomes.	4 6 7 8
Provision of music provision through Listen 2 Me	Research reflects positive impact on cognitive development with quality music provision.	1 3 5
Educational Visits and Visitors	Government and local authority guidance reflecting on the positive gains of first hand experiences and EEF outcomes for outdoor learning.	2
Sports Clubs provision after school with outside coaches	Government research on sports participation and its impact on mental, social, emotional and physical well being.	2 3
Solent Minds lunchtime provision	Government guidance on supporting mental health, well being and behaviour in school.	3
Targeted invitation to breakfast and after school wrap around childcare provision	Some evidence that providing free breakfast clubs can benefit children by preparing them for learning or supporting behaviour and attendance.	4 7 8

Part B: Review of outcomes in the previous academic year 2024 - 25

Pupil premium strategy outcomes

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

Attainment: 2024 - 2025 National Data	National All	National Disadvantaged
Achieving Phonics standard at the end of Year 1	80%	67%
Achieving Good Level of Development at the end of EYFS	68.3%	51.3%

Attainment: 2024 – 2025	School All	School Disadvantaged	School Dis/Non SEN
Meeting expected standard at end of KSI (Teacher Assessment)	Reading – 84.9% Writing – 75.5% Maths – 79.2%	68.2% 63.6% 69.1%	100% 100% 100%
Achieving higher standard at end of KSI (Teacher Assessment)	Reading – 24.5% Writing – 17.0% Maths – 20.8%	13.6% 4.5% 13.6%	100% 100% 100%
Achieving Phonics standard at the end of Year 1	81.8%	75.0%	100%
Achieving Phonics standard at the end of Year 2	96.1%	96.1%	100.0%
Achieving Good Level of Development at the end of EYFS (FSM)	67.9%	55.0%	100%

Intended outcome	Success criteria & 2023/24 review
<p>Improve the proportions of disadvantaged pupils who achieve ARE at end of KSI in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Maintain 100% disadvantaged/non SEND children attaining ARE in Reading, Writing and Maths. <ul style="list-style-type: none"> - 100% disadvantaged/non SEND children attained expected threshold in 2024/2025. • Further close the gap between all children and disadvantaged children by further raising attaining of ARE in Reading Writing and Maths each academic year. <ul style="list-style-type: none"> - Reading 2024/2025 gap 16.7% - Writing 2024/2025 gap 11.9% - Maths 2024/2025 gap 10.1%

<p>Improve the progress across KSI of disadvantaged/SEN pupils in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Disadvantaged children to continue to make at least expected progress across the key stage for children who started on or before Autumn term Y1, but the numbers of SEN/disadvantaged children making at least expected progress needs to increase. <ul style="list-style-type: none"> - Reading expected key stage progress for disadvantaged/SEN in 2024/2025 was 95% - Writing expected key stage progress for disadvantaged/SEN in 2024/2025 was 92% - Maths expected key stage progress for disadvantaged/SEN in 2024/2025 was 97%
<p>Improve the proportions of disadvantaged children attaining the expected standard in the Y1 Phonics Screening Check.</p>	<ul style="list-style-type: none"> • Maintain 100% disadvantaged/non SEND children attaining the expected standard. <ul style="list-style-type: none"> - 100% disadvantaged/non SEND children attained expected threshold in 2024/2025. • Close the gap at ARE between national disadvantaged and school disadvantaged and/or show accelerated progress using RWI assessment data. <ul style="list-style-type: none"> - 75.0% disadvantaged children attained the expected threshold in 2024/2025 compared with national disadvantaged at 67.0%
<p>To sustain improved attendance for all disadvantaged pupils of statutory school age.</p>	<p>Sustain high attendance in 2024 - 2025 demonstrated by the overall absence rate for disadvantaged pupils being in line with or better than national, the attendance gap between disadvantaged children and their non-disadvantaged peers closing and the percentage of disadvantaged pupils being persistently absent in line with or better than national.</p> <ul style="list-style-type: none"> - Attendance of school disadvantaged 2024/2025 was 91.8% and national was 89.4% - Attendance of school non disadvantaged 2024/2025 was 94.4% and national was 94.6% - Gap between school disadvantaged and school non-disadvantaged in 2024/2025 was 2.6% and national was 5.2%
<p>To support children with improved regulation to enable greater access to and engagement with learning.</p>	<p>Children with an identified SEMH need, who have a regulation support plan written as an outcome of a Boxall profile, will have a reduction in the need for adult support within their classroom. There will be a reduction in RPI, behaviour logs and consequences and interventions will enable positive outcomes on a Boxall review and any other support e.g. ELSA.</p> <ul style="list-style-type: none"> - Pupil feedback through questionnaires, observations and discussions reflects children feeling positive about the opportunities offered to support their learning and well-being. - All children with school funded places at our wrap around provision have been specifically chosen to support with enabling children to be ready and best prepared for the day.
<p>To provide opportunities, experiences and possibilities to increase potential for success.</p>	<p>All disadvantaged children will be enabled opportunities so they can have full access to curriculum enrichment and extra-curricular activities, including opportunities to represent the federation. Children will all have access to learn a musical instrument and music, including singing, tuition during the year. In addition, children will</p>

	<p>be enabled additional time to read each week and take on roles and responsibilities commensurate with their year group.</p> <ul style="list-style-type: none"> - All disadvantaged children accessed all school visits as part of their curriculum enrichment to enable meaningful engagement with their learning. - All disadvantaged children have attended at least one extra-curricular activity of their choice with some being through targeted support of Child and Family Support Worker. - Parent feedback through our Governor Parent Questionnaire is exceptionally positive in terms of parents feeling their children are well supported in school and have access to extra-curricular activities.
--	---

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>SPP is used to support the pastoral needs of service children through ELSA and time with key adults within the child's classroom.</p> <p>Where needed, SPP is also used to provide a child with the additional opportunity to contact a deployed parent. Resources can be purchased and staff time is can be used to help a child create a special diary/ book and/or box to help celebrate achievements from school with their parent on return from deployment.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children.