

Pupil Premium Strategy Statement 2025

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 | New Silksworth Infant Academy |
| Number of pupils in school | 130 R-Y2 |
| Proportion (%) of pupil premium eligible pupils | 42.32% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025- 2025/2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Sarah Mincher (Acting HT) |
| Pupil Premium Lead | Ashleigh Blake |
| Governor / Trustee Lead | Governor: Jan Prater Trustee: Lana Totty |

Funding Overview

| Detail | Amount |
|---|---------|
| Pupil Premium Funding allocation this academic year | £62,482 |
| Pupil Premium Funding carried forward from previous years | £0 |
| Total budget for this academic year | £62,482 |

Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objective is that ALL pupils make good progress and achieve high attainment across the curriculum, no matter of their background or what barriers they face. We are determined to diminish the attainment gap between disadvantaged pupils and their non-disadvantaged peers, including the high attaining group. The focus of our strategy is to support disadvantaged pupils to achieve high attainment across all subject areas, making good progress.

We recognise that many of our pupils face challenges and are vulnerable because of their circumstances so this strategy considers their needs too, regardless of whether they are disadvantaged or not. Our Pupil Premium Grant, in addition to school's own budget, will be effectively spent, with this strategy ensuring it supports our pupils to reach their potential and enables them to make good progress.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- Continue with our whole school approach where ALL staff take responsibility for ALL pupils' outcomes and have high expectations of what they can achieve, including disadvantaged pupils
- Maintain excellence in all we do, including quality first teaching and ensuring our pupils continue to be challenged in their learning
- Ensure leaders consistently act quickly to intervene at points needs are identified including responding to assessment outcomes, staffing, children's well-being and behaviour.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Underdeveloped oral language skills and vocabulary gaps identified through assessments and observations amongst many disadvantaged pupils from Early Learners (2 Year Olds) through to end of KS1. |
| 2 | Disadvantaged pupils have greater difficulties with fluency and comprehension than their peers based on assessments and observations/discussions with pupils. This negatively impacts their reading development. |
| 3 | Our end of year data shows gaps particularly in year 1 leading to pupils falling further behind age-related expectations in Reading, Writing and Maths. |
| 4 | Our attendance data indicates that a high proportion of persistent absentees are disadvantaged pupils which is negatively impacting on disadvantaged pupils' progress. |
| 5 | Our observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils. Teacher requests for support from our Social Inclusion Officer, Thrive support and SENDCo support are increasing. These challenges particularly affect disadvantaged pupils' attainment. |
| 6 | Our observations and discussions with parents and carers of disadvantaged pupils have identified that skills to support their child's education are limited, and for some pupils, aspirations at home are low and therefore there is a lack of family engagement. |
| 7 | We have identified that many of our disadvantaged pupils have limited experiences of the world in which they live. |

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 |
|---|--|
| Improved oral language skills and vocabulary particularly amongst disadvantaged pupils. | Improved oral language particularly among disadvantaged pupils evidenced via assessments, observations and pupil discussions. Other evidence should support the progress including engagement in lessons, books etc. |
| Improved fluency and comprehension skills | A greater proportion of children achieve ARE in reading at the end of year 2. |
| Accelerated progress in Reading, Writing and Maths for disadvantaged pupils. | A greater proportion of children achieve ARE, diminishing the attainment gap between them and their non-disadvantaged peers. |
| To achieve and sustain improved attendance for all of our pupils, particularly our disadvantaged pupils. | The overall absence rate for all pupils improves so that it is more in line with national attendance. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | An increase in participation in enrichment activities, including Thrive groups, particularly among disadvantaged pupils. Qualitative data from pupil voice, surveys and teacher observations. |
| Parents and carers feel they are equipped to support their child's learning at home. | More parents and carers of disadvantaged pupils engage with school. Qualitative data from parent survey, parent attendance to workshops, consultations and increased communication from those hard to reach. |
| More opportunities are on offer so pupils have a range of experiences in school and out, beyond the local area. | Increased participation in a breadth of experiences, particularly our disadvantaged pupils. |

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 Budgeted cost: 40,570

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Continue to fund ongoing teacher training to embed high quality adult/child interactions in the early years and across the school</p> <p>Implementation of NELI (preschool).</p> | <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Toolkit EEF</p> <p>Pupils are quickly identified via a language screen check to receive focused intervention with on-going support for staff and parents (DfE funded).</p> | 1 |
| <p>Continue to fund ongoing teacher training to ensure quality first teaching</p> <p>Purchase training for teachers (NCL, The Great Teacher Toolkit)</p> | <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Pupil Premium Guidance EEF</p> | 2,3 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme 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> <p>Phonics Toolkit EEF</p> | 1, 2, 3 |

| | | |
|---|---|-------------|
| <p>Enhancement of our Reading teaching and curriculum planning. We will fund time to release our teachers and support staff to attend reading (Little Wandle, National College) CPD and to deliver in school support for staff.</p> | <p>Reading Comprehension activities are high impact (on average +6 months).</p> | <p>2, 3</p> |
| <p>Enhancement of our Writing teaching and curriculum planning. We will fund time to release our teachers to attend writing CPD, and to deliver in school support for staff as well as releasing teachers to attend moderation sessions with peers from other schools in the trust We also fund and invest the time in teacher CPD through The Great Teacher Toolkit.</p> | <p>Effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p> <p>Improving Literacy in Key Stage 1 EEF 5 Stages of Writing</p> | <p>2, 3</p> |
| <p>Enhancement of our Maths teaching and curriculum planning to ensure a consistent approach to teaching maths. We will fund time to release our teachers to attend Maths CPD and to deliver in school support for staff.</p> <p>Cost of White Rose Maths resources</p> | <p>Staff are trained to use effective nationally proven resources that we buy into (Grammasaurus, White Rose maths) and to pick out the most effective resources to suit our children</p> <p>White Rose Maths focuses on deep conceptual understanding, reasoning and problem solving. This structured approach ensures consistency across the school and uses a CPA approach. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>Toolkit EEF</p> | <p>3</p> |

| | | |
|---|--|----------------|
| <p>Mental Health and Social well-being CPD, including The Thrive Approach, so that various strategies can be implemented across the whole school to support children’s emotional needs and to work with parents and carers to further support them.</p> | <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.</p> | <p>4, 5, 6</p> |
| <p>Purchase of VEO to continue teacher development and enable teachers to reflect on their own practice in addition to seeing others.</p> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils,</p> | <p>3</p> |
| <p>Purchase of Corefulness. This is a class based strategy to improves core stability, posture, balance, coordination, attention, and concentration in class.</p> | <p>Corefulness is a science-backed classroom tool that improves children’s ‘readiness to learn’ and breaks down barriers to learning.</p> <p>EEF found that physical activity can improve academic attainment by +2 months.</p> | |

Targeted academic support Budgeted cost: 1,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <p>Provide school-led tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged</p> <p>Talk boost NELI Preschool Little Wandle Keep up sessions</p> | <p>Small group tuition has an average impact of 4 months additional progress over the course of a year. Small group tuition is effective if it is targeted at pupils’ specific needs.</p> <p>The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials. Toolkit EEF</p> | <p>1, 2, 3</p> |

Wider strategies

Budgeted cost: £20,812

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Through our Social Inclusion Officer and Mental Health Lead, offer additional support to children with mental health, well-being and/or emotional needs we identify | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, behaviour and attendance). EEF Social and Emotional Learning | 5 |
| Delivery of The Thrive Approach so pupils are ready to learn, supporting behaviour and improving attendance | Following DfE guidance from 'Improving School Attendance', additional capacity will enable us to engage with families in particular those who are persistent absentees. Working with partners enables us to work with additional agencies to form action plans and address them together with families | 4,5,6 |
| Offer Parent Workshops to increase engagement and support them to acquire the necessary skills so that they can support their child with their learning. | Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. | 6 |
| Contingency funding to support disadvantaged pupils cost of visits, uniform/resource needs. | We have identified a need to ensure all pupils experience what school has to offer and therefore we want no child to miss out on opportunities and want to ensure we poverty proof. | 4, 5 |
| Through online programmes and curriculum schemes eg. Rights Respecting Schools Award and PSHE Association resources we will teach the children their rights and expand their experiences to support them with | The specialist online resources helps to support children experience different cultures and perspectives through videos, assemblies and whole class discussions. Experiences can be a barrier to attainment. Using this resource the children will have better understanding of the wider world and the needs of others. Staff actively teach development of character, SMSC and citizenship to ensure children are taught strategies to support their growth as a well-rounded citizen but also to develop | 7 |

| | | |
|---|---|---|
| their understanding of the world | aspirations that we know are sometimes low at home. | |
| Access wider opportunities in addition to school visits and experiences to cater for talents and interests disadvantaged pupils may not access outside of school. | Some of our pupils show flair in particular areas but do not have the opportunity to develop these skills outside of school. Therefore, we will provide opportunities within school e.g. dance lessons with a dance teacher, access to arts awards - working towards accreditations | 7 |
| Assessments to be carried out by Educational Psychologist | Some of our PP children also have special educational needs and we believe that an educational psychologist assessment with help our teachers give the best possible support. | 3 |
| Funding to provide a breakfast for all pupils in school. | We understand that many of our children come to school without breakfast. We ensure that all children are fed before school so that they can concentrate and learn. | 7 |

Total budgeted cost: £62,482

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Outcomes for disadvantaged pupils in KS1 outcomes across the school

| | Reading | | Writing | | Maths | |
|----------|-------------------|------|---------|------|-------|------|
| | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 |
| Y1 24/25 | Word reading: 67% | 57% | 67% | 43% | 67% | 57% |
| Y2 24/25 | 62% | 75% | 62% | 57% | 70% | 81% |

Our teacher assessment for pupil premium indicates an improvement in outcomes for pupil premium children in year 2 in Reading and Maths. However, there is significant change in the attainment of pupil premium children in Year 1.

Table to show the attainment gap between disadvantaged and others from 2024 to 2025

| | Reading | | Writing | | Maths | |
|----------|---------|------|---------|------|-------|------|
| | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 |
| Y1 24/25 | | -21 | | -35 | | -25 |
| Y2 24/25 | -23 | -16 | -26 | -29 | -19 | -15 |

Our teacher assessment during 24/25 suggested that the performance of disadvantaged pupils was lower than their peers. However, in year 2, the gap has narrowed from previous years in Reading, Writing and Maths. Our year 2025/26 strategy will focus on narrowing the attainment gap between disadvantage pupils and their non-disadvantaged peers particularly in Year 2 (Year 1 cohort 24/25).

Attendance

Engaging with families of pupils we have identified as vulnerable, including those who are disadvantaged, remains a priority. The impact of the work school is doing to address attendance for this group of pupils is evident below, with an increasing number of disadvantaged pupils attending school. School remains committed to improving attendance for all groups of pupils

| Group | 2022/23 | 2023/24 | 2024/25 |
|---------------|---------|---------|---------|
| Pupil Premium | 90.7% | 93.4% | 93.5% |

We are committed to providing additional experiences for children who receive pupil premium funding. This has meant that a large number of children have attended free after school clubs and had increasing opportunities to access additional curriculum enrichment to develop learning in areas of expertise and identified talents.