

# Pupil premium strategy statement - Arden Grove Infant & Nursery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Waterfield
Pupil premium lead	Josh Cook
Governor / Trustee lead	Stephanie Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,070
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12,070

# Part A: Pupil premium strategy plan

## Statement of intent

Our core objective is simple: to ensure that all children, regardless of their background or circumstances, achieve high attainment and make excellent progress. Our infant school strategy places a strong emphasis on early identification and intervention and we recognise the importance of sensory integration skills and how these are the fundamental building blocks. In Reception, strong sensory-integration skills help children sit comfortably, focus on instructions, handle pencils and scissors, join in play, and feel settled in the busy classroom environment. These skills continue to support learning into KS1 and beyond by making it easier for children to read, write, solve problems, stay organised, and manage emotions as academic demands increase.

We focus heavily on providing the "fundamental tools" needed for future success, particularly in:

1. **Language and Communication:** Ensuring every child can talk, listen, and understand well.
2. **Readiness to Learn:** Developing key life skills like listening, self-control, and resilience (often called Executive Functions). Having strong sensory integration skills helps the body and brain work together so children can sit, listen, play, and learn the most effectively.
3. **Early Literacy:** Securing strong reading and writing foundations.

High-quality teaching, underpinned by evidence-informed practice, is at the heart of our plan, supported by specific targeted help.

### **Key Challenges We Are Addressing (Using Data to Identify Needs)**

We use assessments and data (including the new Reception cohort information) to identify the specific difficulties faced by our disadvantaged pupils:

## Challenges

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

Challenge number	Detail of challenge
1	"Lower Than Expected" Achievement in Readiness to Learn Skills: While our overall Reception results are good, our three-year average data suggests that overall development (Good Level of Development) is 2.0 percentage points lower than predicted when we take into account their starting circumstances. This indicates children are demonstrating lower levels of listening, self-regulation, resilience and underdeveloped sensory

	integration. This impacts on children’s ability to focus and concentrate and can contribute directly to learning delays.
2	Fine Motor Skills and Writing Gaps: Previous GLD data shows that Fine Motor Skills (the ability to control hands and fingers for tasks like writing and cutting) was a weaker area compared to local averages. This impacts children's writing outcomes, especially for our Pupil Premium children. Progress in this area is also impacted by underdeveloped sensory integration skills.
3	Poor Attendance Among Our Most Vulnerable Pupils: The 2024/25 data confirms that attendance among our disadvantaged pupils (FSM6 cohort) was 89.4%, which is significantly below the national average for similar children (92.6%). This high level of absence negatively impacts their progress and learning.

## 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 Resilience and Readiness to Learn. (Addressing Challenge 1)	Observations confirm children demonstrate higher levels of resilience, independence, and self-control. The school's overall development results (GLD) at the end of the strategy period will at least meet the predicted contextual score.
2. Strong Reading and Writing Foundations. (Addressing Challenge 2)	Our disadvantaged pupils will continue to meet or exceed the expected standard in the Year 1 Phonics Screening Check. More children, including our Pupil Premium pupils, will achieve secure outcomes in writing at the end of Year 2.
3. High and Sustained Attendance. (Addressing Challenge 3)	The attendance gap between disadvantaged pupils and their peers is closed. The attendance rate for our disadvantaged pupils will reverse the current decline.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Movement Matters Programme Resources - Purchase of necessary resources (e.g online access to training, downloadable activities) to embed foundational movement strategies across the curriculum.  (£500)	Movement is essential for building neural networks and automaticity, laying down critical foundations for formal learning. Balance underpins focus, concentration, emotional control, and courageous learning. Coordination super-charges the brain for sophisticated cognitive processing.	1
Specialist SaLT Input and Training to support EPA to deliver Wellcomm intervention across school.  (£5,735)	Oral language interventions and sensory intervention are inexpensive to implement with high impacts on reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2

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

Budgeted cost: £5735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Intervention Significant allocation of dedicated, skilled EPA's time to provide additional, bespoke 1:1 and small group intervention targeting identified gaps in phonics and writing.  (£5735)	Intervention targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils.	2

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

Budgeted cost: £100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing allocation dedicated to monitoring attendance, tackling punctuality issues, and engaging with families to reduce the PP persistent absence gap.	The strategy embeds principles of good practice set out in DfE guidance on improving school attendance.  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	3

**Total budgeted cost: £12,070**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We assessed the impact of last year's funding by looking at national data and our internal assessments:

- Reading Success (Phonics): Our Year 1 Phonics Screening Check results in 2025 were strong, with 82% of children (and 100% of PP children) meeting the expected standard, which is close to the national average of 80%. This success confirms that additional 1:1 phonics tutoring and high-quality staff training were effective interventions.
- Targeted Language Support: The use of Speech and Language Therapist time ensured that children received specific, individual support and made good progress in their communication skills. The Need for Deeper Intervention (Attendance and Development): Our data shows that we did not meet our desired outcome for narrowing the attendance gap. Attendance for our disadvantaged children (89.4%) was too low. Furthermore, our overall school-wide analysis showed that in the Early Years, children were developing 2.0 percentage points lower than the model predicted. This gap highlights the need to focus on Fine Motor Skills, Writing, and Executive Functions in the 2025/26 plan.

Based on this review, while our strategy met academic expectations in core areas like phonics, it did not meet expectations in overcoming the deep-rooted barriers caused by poor attendance and gaps in self-regulation and fine motor skills. We have therefore increased the funding allocation and focus on these areas in the 2025/2026 plan.

