

Pupil premium strategy statement

2025 – 2026



Review of 2024-2025 at the end of the strategy

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. We used the Education Endowment research and Teacher Toolkit provided by the EEF for the most up to date research and findings. The PP strategy statement is based upon the findings from the EEF.

School overview

Detail	Data
School name	John T. Rice Infant and Nursery School
Number of pupils in school	183 (148 Full time school & 38 Nursery)
Proportion (%) of pupil premium eligible pupils	27.2% (40 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Shelley Bennett (HT) Ruth Palmer (Vice chair of Govs)
Pupil premium lead	Shelley Bennett (HT)
Governor lead	Ruth Palmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600 (40 pupils £1515 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,600

Part A Pupil premium strategy plan

Statement of intent

Our Commitment to Pupil Premium Pupils

We believe that every child, regardless of circumstance, background, or challenge, should be supported to achieve their very best. This includes both academic success and the development of life skills that enable them to grow into confident, resilient individuals.

High-quality teaching is central to our approach, with targeted support in the areas where disadvantaged pupils face the greatest barriers. Our priority is to close the attainment gap, ensuring that Pupil Premium pupils make accelerated progress in core learning, particularly in literacy and vocabulary development.

We also recognise the importance of enrichment and well-being. All Pupil Premium pupils will have access to opportunities that broaden their experiences, support their personal development, and prepare them for the next stage of education and beyond.

Our staff are committed to knowing each Pupil Premium pupil as an individual. Needs will be identified through careful assessment and robust tracking, based on evidence rather than assumptions about disadvantage. This ensures that support is personalised, purposeful, and effective.

To achieve this, we will:

- Deliver high-quality teaching that is ambitious and responsive to need.
- Set challenging and achievable goals for Pupil Premium pupils.
- Identify barriers early and provide timely, evidence-based interventions.
- Track progress closely, adapting support where necessary.
- Provide access to enrichment, cultural capital, and well-being programmes that build confidence and resilience.

Through this approach, we aim not only to improve academic outcomes but also to ensure Pupil Premium pupils are equipped with the knowledge, skills, and experiences they need to flourish

Challenges

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

Challenge number	Detail of challenge/ barrier to learning
1	<u>EYFS attainment on entry</u> Baseline data shows attainment of children entering EYFS is well below National Average. Language and communication & self-regulation being a particular barrier to learning.
2	<u>Low oral skills across school</u> Baseline assessments in FS1 & FS2 observation and discussions show underdeveloped speaking and listening skills in children.
3	<u>Attainment gap between PP and Non PP</u> Internal and external data (where available) shows there is an attainment gap between PP children and NPP. (Phonics, reading, writing, maths)
4	<u>Low emotional resilience</u> Baseline assessments and observations (Leuven scale) show emotional resilience is low in a number of PP children due to circumstance or mental health meaning many find learning a challenge.
5	<u>Low attendance</u> Attendance data for the last three years shows our PP cohort of children is below our attendance target and non PP cohort, resulting in missed learning opportunities.

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 outcomes in EYFS with specific relation to CLL for PP children.	Children in EYFS will have made at least good progress in all areas of learning. They will have made accelerated progress in writing & UTW. PP children attainment will be in line or above National FSM6 at the end of EYFS. This will be evident in data analysis.
Improve oral language skills and vocabulary development across school for disadvantaged children.	Language development will be evident in written work, verbal interactions and throughout the curriculum. This will be seen during book looks, engagement in lessons and ongoing assessments. Staff will report language development is improving and children are using a rich and varied vocabulary. Data outcomes will show children at the end of FS2 have made good progress in spoken language.

Increase progress and attainment for PP children in phonics, reading, writing and maths (KS1).	PP children have made good or better progress throughout the year. This will be evident throughout the year in book looks, monitoring activities, lesson visits, formative and summative assessments.
Achieve and sustain improved well-being and resilience of PP children	Sustained high levels of wellbeing and resilience and PP children are happy in school, taking more risks with their learning. This will be evident from parental and pupil surveys, data taken from the twice yearly from the Leuven scale and from staff observations.
Increase attendance of PP cohort so this is in line or above national	Attendance of PP cohort is in line or above National attendance at the end of the year and more in line with non PP. Data analysis will show clearly levels of attendance.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of our synthetic phonics programme to ensure good quality teacher and learning in phonics (Led by Phonics leader KS) CPD with staff who have moved year groups	EEF research demonstrates that phonics is a high impact, low-cost intervention that can add an additional 5+ months progress.	1 3
CPD for Maths Leader – 3 day networks throughout the year to ensure good practice can be disseminated across school NRICH Problem solving school – Maths leader complete CPD and cascade to school staff	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) EEF Early Mathematics	1 3

<p>CPD for EYFS Leader – 3 day networks throughout the year</p> <p>EYFS leader enrolled on NPQ leading Literacy</p>	<p>EEF research demonstrates that Early Language and a focus upon adult interactions are low cost but high benefit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1 2</p>
<p>CPD for leader of Oracy face to face meetings and training</p> <p>CPD with Anne Kershaw for all staff Oracy project</p>	<p>EEF demonstrates that Oracy is high in academic benefit and low in cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2 3</p>
<p>CPD for SENCO & Class staff on Dyslexia</p> <p>Complete Dyslexia friendly school award</p>	<p>EEF research demonstrates that children who receive well-thought out adaptations to the curriculum (being dyslexia aware) can access concepts and learning at a faster pace.</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	<p>2 3 4</p>

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

Budgeted cost: £33,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA intervention</p> <p>Switch on reading 1:1 Switch on writing 1:1 1:1 focussed sessions identifying specific needs of each individual and gaps in their understanding and teach towards them.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. On average 4+ months additional progress:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Language intervention (FS2)</p> <p>NELI intervention (3 x a week per group). Focus children work with named adult 3 x per week working through the NELI intervention, focussing upon language development.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. On average 6+ months additional progress:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2</p>
<p>Language intervention (FS1)</p> <p>Talk Boost intervention (2 x week per group). Focus children work with named adult 2 x per week, developing new vocabulary and sentence structure.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. On average 6+ months additional progress:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2</p>

<p>Language teaching (KS1) Oracy project rolled out in all KS1 classrooms. Embedded in all subjects.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. On average 6+ months additional progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 2</p>
<p>Phonics (KS1) Phonics booster groups - post sessions (Teacher & TA led 8 x per group per week/ twice a day)</p>	<p>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. On average 5+ months additional progress: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Immediate intervention (FS2-Y2) Small group and 1:1 support within the classroom sessions. At least two adults present in classes in KS1 each morning, ensuring children are identified early who need additional support in reading, writing and maths. After early identification, immediate intervention is carried out to ensure all children are secure at the end of each lesson. In EYFS classes two adults are present all day. (PP funding only accounts for 8% of total TA costs)</p>	<p>EEF evidence indicates well placed and well trained teaching assistant interventions can be effective when targeted children are identified and targeted interventions are in place with children gaining on average 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve An additional 6+ months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2 3</p>

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

Budgeted cost: £20,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club & after school club Free breakfast club and free after school club for all PP children to ensure they are in time for school, have a good start to the day and have had a good breakfast so they are ready to learn.</p>	<p>EEF shows that eating a healthy breakfast and having a positive start to the school day can increase production, concentration and in turn progress. https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/magic-breakfast</p>	<p>4 5</p>
<p>Breakfast bagels Free breakfast bagel every day to all children ensuring they have had something substantial to eat before beginning their learning every day.</p>	<p>EEF shows that eating a healthy breakfast and having a positive start to the school day can increase production, concentration and in turn progress. https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/national-school-breakfast-</p>	<p>4 5</p>

	programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&utm_medium=search&utm_campaign=site_searchh&search_term https://www.family-action.org.uk/what-we-do/children-families/breakfast/	
<p>ELSA</p> <p>Trained ELSA to work with identified children on self-esteem, challenging behaviours and well-being. Focussed upon each identified PP child's specific needs.</p>	<p>EEF shows social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Well-being and engagement tracking</p> <p>Complete the Leuven scale for all children twice a year.</p> <p>Well-being leader use outcomes to meet with Teachers and ensure a programme of support is in place for children who are at the lowest end of the scale.</p> <p>Track closely these children throughout the year to ensure a move in well-being and engagement is seen.</p>	<p>EEF shows social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Increase Attendance</p> <p>Close tracking and monitoring of children to ensure no child has unnecessary days away from learning.</p> <p>Introduction of incentives and closer communication with parents.</p> <p>Employment of an attendance leader (15 hours per week) to increase overall engagement of families regarding good attendance.</p>	<p>EEF research shows the high impact of tracking attendance and working closely with parents/ carers in order to ensure good attendance for children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	5

Total budgeted cost: £60,600

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 2024-2025 academic year.

OUTCOMES FOR 2024 – 2025

(Pupil premium children)

Measure	All children - school	Pupil Premium (Includes chn who are both SEND & PP % reaching ARE	Pupil premium ONLY %	Pupil premium + SEND %	Comparison to Mansfield PP	Comparison to Nottinghamshire PP	Comparison to National PP
Early years Foundation Stage 2 (14 children)	48.0% GLD	40% GLD	75% GLD 6/8	0% GLD 0/6	41.2% GLD	47% GLD	51.5% GLD
Phonics Year 1 (10 children)	65.3%	40%	80% 4/5	0% 0/5	62.6%	64.4%	66.8%
Phonics Year 2 (8 children)	87.5%	70.6%	75% 3/4	0% 4/4	79.6%	80.3%	Unknown at time of publishing
Meeting the expected standards at Y2 (16 children)	Reading – 70.8% Writing – 60.4% Maths – 70.8%	Reading – 63.2% Writing – 52.6% Maths – 57.9%	R- 83% 10/12 W- 75% 9/12 M- 83% 10/12	R- 0% 0/4 W- 0% 0/4 M- 25% 1/4	No comparisons available	No comparisons available	No comparisons available

Early years Foundation Stage end of year outcomes for pupil premium children shows 40% of them reached a GLD. This shows a dip compared to 2023-2024 towards the desired outcomes. This was lower than Mansfield PP outcomes & lower than National PP outcomes. There was an increase of EYFS2 PP children who were also identified on the SEND register in this cohort, and this influenced the % reading a GLD.

Internal school data and tracking shows 100% of the children who were PP and SEND made good progress from starting points – by using tracking tools such as B squared school can demonstrate the good progress compared to starting points and next steps for teaching.

Tracking and analysis show that out of the 14 children who are PP 6 of these children are also SEND. Of the children who are NOT SEND (8 children) 6 of these reached a GLD which is 75%.

As this cohort of children move into KS1 robust transition has taken place and the EYFS leader has worked closely with the Year 1 staff around the areas of the FS curriculum that were not met and how to incorporate into the KS1 curriculum. As part of our school improvement plan for 2025-2026, KS1 continuous and enhanced provision will be a focus and how this can support the areas of development identified at the end of EYFS2. Together with this, PP children who did not reach GLD and now are in Y1 have been targeted for post phonics interventions & have ELSA and some are 1:1 and 1:2 with an adult who is supporting the development of PSED through a bespoke TT and are tracked closely on B squared.

The early year's leader has planned to include more PSED, Oracy and writing into planned provision and continue with mark making mornings in FS2 in the autumn term and the development of Writing club (Greg Botterill) into their week.

Year 1 phonics end of year outcomes for pupil premium children show 40% of them reached the expected standard (4/10 children). This was below Mansfield PP outcomes & below National outcomes. The new phonics scheme (SSPF) has had a good impact upon outcomes for all children and monitoring across school demonstrates consistency of approach, good pupil engagement and positive progress for all pupils. PP children who did not reach the expected standard in Y1 phonics and now are in Y2 have been targeted for post phonics interventions. Of the 10 children in Year 1 who are PP, 5 of them are SEND too. The 5 children who are not SEND 4/5 80% of them passed the phonics screening. The five children are both SEND have a bespoke TT for part of their day supporting phonics and early writing.

Moving into 2025-2026 staff in Year are timetabling and teaching daily phonics twice a day – ensuring children have recap and consolidation time. Identified children from EYFS last year, who are now in Year 1 are receiving additional post phonics teaching sessions three times a week.

Year 2 phonics end of year outcomes for pupil premium children show 70.6% of them reached the expected standard (13/17). This was slightly below both Mansfield & Nottinghamshire and there were no National PP outcomes at the time of publishing. Of the 8 children who are PP 4 of them are also SEND. The 4 children who are NOT send ¾ (75%) of them passed the phonics recheck. The 4 children who are both SEND & PP made good progress in phonics, from their starting points which were extremely low. As an infant school during the transition period in the summer these children were highlighted to Y3 staff and the SENCO. The junior school have purchased an intervention specifically for children in Y3 and they will be working on this in the autumn term.

Year 2 reading outcomes for pupil premium children show 63.2% of them reached the expected standard (10/16 children). This shows good progress towards the target. There are no National comparative figures at the end of KS1. Out of the 16 children 4 also have SEND. Of the 12 children who are only PP 10/12 (83%) reached the expected standard in reading.

The limiting factors for those children not reaching the expected standard was the 4 children have identified SEND and significant communication and cognition delays, with them working on B squared. Good and accelerated progress was made by all 4 children, and this was monitored in book looks & lesson visits throughout the year. Children who did not meet the expected standard were discussed in transition meetings between Y2 and Y3 teachers and interventions will be completed at the Junior school.

Year 2 writing outcomes for pupil premium children show 52.6% of them reached the expected standard (9/16 children). Out of the 16 children 4 also have SEND. Of the 12 children who are only PP 9/12 (75%) reached the expected standard in writing.

The limiting factor for those children not reaching the expected standard, was the 4 children have identified SEND and significant communication and cognition delays, with 4 of them working on B squared. Good progress was made by all 4 children, and this was monitored in book looks & lesson visits and data analysis throughout the year. Children who did not meet the expected standard were discussed in transition meetings between Y2 and Y3 teachers and interventions will be completed at the Junior school.

Year 2 maths outcomes for pupil for pupil premium children show 57.9% of them reached expected standard (10/16 children). Out of the 16 children 4 also have SEND. Of the 12 children who are only PP 10/12 (83%) reached the expected standard in maths.

The limiting factor for those children not reaching the expected standard, was 4, children have identified SEND and significant communication and cognition delays, with 4 of them working on B squared. Good progress was made by all 4 children, and this was monitored in book looks & lesson visits and data analysis throughout the year. Children

who did not meet the expected standard were discussed in transition meetings between Y2 and Y3 teachers and interventions will be completed at the Junior school.

Intended outcome	Success criteria	2025 Outcomes
<p>Improve attainment in EYFS by improving speech and language in particular.</p>	<p>Children in EYFS will have made at least good progress in Language and Communication.</p> <p>There will be an improvement in % of children achieving a GLD at the end of EYFS.</p>	<p>Data shows all children in EYFS made at least good progress in C&L with a significant number of children making accelerated progress.</p> <p>GLD outcomes are significantly below the previous year for all pupils and are significantly decreased for PP pupils.</p> <p><i>NB: There was 32% of pupils in this year group with identified SEND and of the PP children 50% have identified SEND.</i></p>
<p>Improve oral language skills and vocabulary development across school for disadvantaged children.</p>	<p>Language development will be evident in written work, verbal interactions and throughout the curriculum. This will be seen during book looks, engagement in lessons and ongoing assessments.</p>	<p>Oral language development has improved in EY and data shows a sharp increase in spoken language at the end of FS2 when compared in the start of FS2.</p> <p>Book looks and monitoring showed evidence of children beginning to use the oracy project that was part of the whole school improvement during the year. English and oracy leader's monitoring shows improved oracy skills in the drawing club session in EYFS 2.</p>
<p>Increase progress and attainment for PP children in phonics, reading, writing and maths (KS1).</p>	<p>PP children have made good or better progress throughout the year.</p> <p>This will be evident throughout the year in book looks, monitoring activities, lesson visits, formative and summative assessments.</p>	<p>Data shows some PP children who made good or accelerated progress in phonics, reading & writing and maths. With children who made limited progress, monitoring can demonstrate what support children have received and what the limitations are. Plans are in place in 2025-2026 to support those individuals to make good progress through</p>

		<p>specific interventions in Year 2.</p> <p>Liaison with the Junior school has been thorough and PP children who did not meet ARE were identified and plans are in place to support them.</p>
<p>Achieve and sustain improved well-being and resilience of PP children</p>	<p>Sustained high levels of wellbeing and resilience and PP children are happy in school, taking more risks with their learning.</p> <p>This will be evident from parental and pupil surveys, data taken from the twice yearly from the Leuven scale and from staff observations.</p>	<p>Pupil and parent surveys show PP children have good wellbeing and where children are scoring low on the Leuven scale in the autumn term, targeted wellbeing support has been effectively deployed. Outgoing Leuven scales show the majority of children have increased in wellbeing. There is a small number of children who consistently continued to score low and continued intervention and support has been put in place for them for the forthcoming year.</p>
<p>Increase attendance of PP cohort so this is in line with the school target and Non PP average.</p>	<p>Attendance of PP cohort is in line with Nottinghamshire and the gap between non-PP and PP is less than 0.5%.</p>	<p>School Attendance figures for the year 2024-2025 show PP attendance was 94.1% (statutory school age children).</p> <p>This is slightly lower than all pupils for school which was 95.2% (statutory school age children).</p> <p>Notts PP attendance for autumn and spring was 92.5% and school PP attendance was higher than this.</p>

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
NELI	Nuffield Foundation
Oracy Project	Notts County Council