Pupil premium strategy statement

2026 – 2027

Review of 2025-2026 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	185 (148 Full time school & 37 Nursery)
Proportion (%) of pupil premium eligible pupils	30.4% (44 children)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£69,750 (45 pupils £1550 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£69,750

Part A Pupil premium strategy plan

Statement of intent

Our Commitment to Pupil Premium Pupils

At John T. Rice Infant and Nursery School, we are committed to ensuring that every child, regardless of their circumstances, background, or barriers to learning, is given the opportunity to thrive and achieve their full potential. We believe that disadvantage should never determine outcomes, aspirations, or future life chances.

High-quality teaching is at the heart of our strategy. Through evidence-informed practice, targeted intervention, and a strong focus on language, literacy, and communication, we aim to accelerate progress and close attainment gaps for disadvantaged pupils. We are determined that all pupils, including those eligible for Pupil Premium funding, develop the knowledge, skills, and confidence needed to succeed both academically and socially.

We recognise that educational success is influenced by a range of factors beyond the classroom. Therefore, we are committed to removing barriers to learning, promoting positive attendance, supporting emotional well-being, and ensuring all pupils can access a rich range of enrichment opportunities that broaden horizons, raise aspirations, and enhance personal development.

Our approach is underpinned by a strong understanding of each individual child. Through robust assessment, careful monitoring, and meaningful engagement with pupils and families, we identify needs early and provide targeted support based on evidence rather than assumptions. This ensures that resources are used effectively and that every disadvantaged pupil receives the right support at the right time to flourish and achieve their very best

To achieve this, we will:

- Deliver high-quality, ambitious teaching that meets the needs of all learners.
- Maintain high expectations and aspirational outcomes for disadvantaged pupils.
- Identify barriers to learning early and provide timely, evidence-informed support.
- Monitor attainment, progress, attendance and engagement, adapting provision to maximise impact.
- Ensure access to enrichment opportunities, cultural capital and well-being support that broaden horizons, build confidence and develop resilience.

Through this approach, we aim to improve educational outcomes, narrow attainment gaps, and ensure that disadvantaged pupils develop the knowledge, skills, confidence and experiences needed to thrive in school and beyond.

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	**EYFS attainment on entry** Baseline assessments indicate that many disadvantaged children enter Nursery and Reception with knowledge, skills and understanding below those typically expected for their age. Weaknesses in communication and language and self-regulation present significant barriers to learning from the outset.
2	**Low oral skills across school** Assessments, observations and classroom discussions indicate that a significant proportion of disadvantaged pupils have underdeveloped speech, language and communication skills. Limited vocabulary and oral language competency impact on learning across the curriculum, particularly in early reading, writing and comprehension.
3	**Attainment gap between PP and Non PP** Internal assessment information and external outcomes demonstrate that disadvantaged pupils attain less well than their peers in phonics, reading, writing and mathematics. Closing these gaps remains a key priority to improve educational outcomes for disadvantaged pupils.
4	**Low emotional resilience** Observations, pastoral records and Leuven well-being assessments indicate that some disadvantaged pupils experience lower levels of emotional resilience, self-confidence and self-regulation. These factors can affect engagement, motivation and readiness to learn.
5	**Low attendance** Attendance data over recent years shows that attendance for disadvantaged pupils is below that of their non-disadvantaged peers and below the school's target. This results in lost learning time and can negatively impact progress and attainment.

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 communication and language outcomes for disadvantaged pupils in EYFS, enabling them to access learning successfully across all areas of the curriculum.	• Disadvantaged pupils make at least expected progress from their starting points in Communication and Language. • An increasing proportion of disadvantaged pupils achieve age-related expectations in Communication and Language by the end of Reception.

	• Children demonstrate improved vocabulary, speaking and listening skills in classroom interactions and observations. • This is evidenced through assessment data, observations and moderation activities.
Improve oral language skills and vocabulary development for disadvantaged pupils across the school, enabling them to access the curriculum more successfully and improve their academic outcomes.	• Disadvantaged pupils make at least expected progress in oral language and communication from their starting points. • Pupils confidently use a broader and more ambitious vocabulary in their spoken and written language. • Teachers' assessments and monitoring evidence demonstrate improved language acquisition across the curriculum. • Gaps in attainment between disadvantaged pupils and their peers reduce in reading, writing and other language-rich areas of learning.
Increase attainment and progress for disadvantaged pupils in phonics, reading, writing and mathematics across Key Stage 1.	• Disadvantaged pupils make at least expected progress from their individual starting points in phonics, reading, writing and mathematics. • An increasing proportion of disadvantaged pupils achieve age-related expectations in phonics, reading, writing and mathematics. • Disadvantaged pupils achieve outcomes that are in line with, or above, national outcomes for disadvantaged pupils where available. • The attainment gap between disadvantaged pupils and their peers narrows across phonics, reading, writing and mathematics. • Phonics screening outcomes for disadvantaged pupils improve and are in line with, or exceed, national disadvantaged pupil outcomes. • Assessment information, work scrutiny and curriculum monitoring demonstrate that disadvantaged pupils are successfully acquiring and retaining key knowledge and skills across the curriculum.
Improve and sustain the emotional well-being, resilience and readiness to learn of disadvantaged pupils.	• Disadvantaged pupils demonstrate increased emotional resilience, self-regulation and confidence in their learning. • Pupils show improved engagement in lessons and are increasingly willing to participate, persevere and take appropriate risks in their learning.

	• Leuven well-being and involvement assessments show improved outcomes for targeted disadvantaged pupils over time. • Pupil voice and parental feedback indicate that disadvantaged pupils feel happy, safe, supported and included in school. • Vulnerable disadvantaged pupils access appropriate pastoral support and demonstrate improved readiness to learn. • Improved well-being contributes to stronger attendance, engagement and educational outcomes for disadvantaged pupils.
Improve and sustain attendance for disadvantaged pupils so that they can fully access learning and achieve well.	• Attendance of disadvantaged pupils is in line with, or above, national attendance figures for disadvantaged pupils. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. • Persistent absence among disadvantaged pupils decreases. • A greater proportion of disadvantaged pupils attend school regularly and access the full curriculum. • Improved attendance contributes to stronger engagement, progress and attainment for disadvantaged pupils.

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: £7,000

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 for the SEND/ PP pupils in particular (Led by Phonics leader KS)	EEF research demonstrates that phonics is a high impact, low-cost intervention that can add an additional 5+ months progress.	1 3

CPD with staff who have moved year groups		
CPD for EYFS Leader – 3 day networks throughout the year	EEF research demonstrates that Early Language and a focus upon adult interactions are low cost but high benefit. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1 2
CPD for leader of Oracy face to face meetings and training & Language leader CPD	EEF demonstrates that Oracy is high in academic benefit and low in cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2 3
CPD for SENCO & Class staff on Dyslexia Complete Dyslexia friendly school award	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. Special Educational Needs in Mainstream Schools | EEF	2 3 4

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA intervention Switch-on Reading and Switch-on Writing interventions delivered on a one-to-one basis for disadvantaged pupils with identified gaps in reading and writing. Sessions are targeted to pupils' individual learning needs and are informed by ongoing assessment.	Assessment information identifies gaps in reading and writing attainment for disadvantaged pupils. The EEF Teaching and Learning Toolkit highlights that one-to-one tuition is particularly effective when targeted at pupils' specific learning needs and linked closely to classroom teaching. Evidence suggests that one-to-one tuition can deliver approximately four months of additional progress over an academic year. One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3
Phonics and early maths intervention 5-minute box interventions delivered on a 1:1 basis for disadvantaged pupils.	Early assessment of FS2 children who are disadvantaged identifies gaps in early phonics and early number development. The EEF generalised research advocates for multi-sensory and individualised 1:1 Intervention that focusses on sound letter relationships and core foundational skills. Five a day: supporting high-quality teaching for pupils with... | EEF	1 2 3
Language intervention (FS2)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	1

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.	listening and a combination of the two show positive impacts on attainment. On average 6+ months additional progress: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2
Language intervention (FS1) Talk Boost intervention (2 x week per group). Focus children work with named adult 2 x per week, developing new vocabulary and sentence structure.	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: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1 2
Language teaching (KS1) Oracy project rolled out in all KS1 classrooms. Embedded in all subjects.	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	1 2
Phonics (KS1) Phonics booster groups - post sessions & send phonic groups (Teacher & TA led 8 x per group per week/ twice a day)	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	3
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)	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 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	2 3

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

Budgeted cost: £22,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school club Free after school club for all PP children which increases exposure to good quality interactions with adults for an extended period of the day.		4 5
ELSA Trained ELSA to work with identified children on self-esteem, challenging behaviours and well-being. Focussed upon each identified PP child's specific needs.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Well-being and engagement tracking Complete the Leuven scale for all children twice a year. 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. Track closely these children throughout the year to ensure a move in well-being and engagement is seen.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Increase Attendance Close tracking and monitoring of children to ensure no child has unnecessary days away from learning. Introduction of incentives and closer communication with parents. Employment of an attendance leader (15 hours per week) to increase overall engagement of families regarding good attendance. Close tracking of the FSM group of learners.	EEF research shows the high impact of tracking attendance and working closely with parents/ carers in order to ensure good attendance for children. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5

Total budgeted cost: £69, 750

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 2025 – 2026

(Pupil premium children)

Measure	All children - school	Pupil Premium (Includes chn who are both SEND & PP % reaching ARE	Comparison to Mansfield PP	Comparison to Nottinghamshire PP	Comparison to National PP
Early years Foundation Stage 2 (12 children)	68.1% GLD	50% GLD	46.9% GLD	48.2% GLD	51.5% GLD
Phonics Year 1 (15 PP children)	70%	66.7%	61.7%	65.3%	68.3%
Phonics Year 2 (7 children)	83.3%	71.4%	80.8%	81.6%	Unknown at time of publishing
Meeting the expected standards at Y2 (12 children)	Reading – 70.8% Writing – 60.4% Maths – 70.8%	Reading – 41.7% Writing – 41.7% Maths – 58.1%	No comparisons available	No comparisons available	No comparisons available

Early years Foundation Stage end of year outcomes for pupil premium children shows 50% of them reached a GLD. This shows 10% increase compared to 2024-2025 towards the desired outcomes. This was higher than Mansfield PP outcomes & National PP outcomes.
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.

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 2026-2027, KS1 continuous and enhanced provision with 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 increase gross motor and fine motor interventions throughout the autumn term, to support pre writing development which in turn will support the lowest aspect in FS2 – Writing.

Year 1 phonics end of year outcomes for pupil premium children show 66.7% (10/15) of them reached the expected standard. This was higher Mansfield PP outcomes & 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 (5/10) phonics and now are in Y2 have been targeted for post phonics interventions. Of the children in Year 1 who are PP, who did not pass phonics are SEND 3/5 children have a bespoke TT for part of their day supporting phonics and early writing. They will be receiving specific SEND phonics which staff will be fully trained. This forms part of our SIP for 2026-2027.

Year 2 phonics end of year outcomes for pupil premium children show 71.4% of them reached the expected standard (5/7). This was slightly below both Mansfield & Nottinghamshire and there were no National PP outcomes at the time of publishing. Of the 2 children who are PP and did not reach expected standard they both had an EHCP and were non verbal. As an infant school during the transition period in the summer these children were highlighted to Y3 staff and the SENCO. The specialist school the children transferred to will meet the children's needs in oral development.

Year 2 reading outcomes for pupil premium children show 41.7% of them reached the expected standard (5/12 children). This shows good progress towards the target. There are no National comparative figures at the end of KS1. Out of the 12 children 6 also have SEND. They made good progress but did not reach expected standards.
The limiting factors for those children not reaching the expected standard are that they have identified SEND and significant communication and cognition delays, with them working on B squared. Good and accelerated progress was made by all 6 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 41.7% of them reached the expected standard (5/12 children). Out of the 12 children 6 also have SEND.
The limiting factor for those children not reaching the expected standard, was the 6 children have identified SEND and significant communication and cognition delays, with 6 of them working on B squared. Good progress was made by all of 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 58.1% of them reached expected standard (7/12 children). Out of the 12 children 6 also have SEND.
The limiting factor for those children not reaching the expected standard, was 6, children have identified SEND and significant communication and cognition delays, with 6 of them working on B squared. Good progress was made by all 5 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
Improve attainment in EYFS by improving speech and language in particular.	Children in EYFS will have made at least good progress in Language and Communication. There will be an improvement in % of children achieving a GLD at the end of EYFS.	Data shows all children in EYFS made at least good progress in C&L with a significant number of children making accelerated progress. GLD outcomes are significantly higher than

		the previous year for all pupils and are significantly decreased for PP pupils. This indicates that that the phonics interventions and oracy focus has had a positive impact.
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.	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. 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. Outcomes at the end of FS2 indicate the positive impact oracy development has had.
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.	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 2026-2027 to support those individuals to make good progress through specific interventions in Year 2. 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.

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.	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.
Increase attendance of PP cohort so this is in line with the school target and Non PP average.	Attendance of PP cohort is in line with Nottinghamshire and the gap between non-PP and PP is less than 0.5%.	School Attendance figures for the year 2025-2026 show PP attendance was 90.95% (statutory school age children). Notts PP attendance for autumn and spring was 92.4% and school PP was lower than this. National was 92.3% again school PP was lower than this. Y1 PP was – 88.26% Y2 PP was 93.64% Attendance analysis of outcomes show Y1 PP attendance is significantly below. This will form part of the school improvement plan in 2026-2027.

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