

West Bridgford Infant School Pupil premium strategy statement

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	West Bridgford Infant School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	4.56% (11 children)
Academic year/years that our current pupil premium strategy plan covers (As we are an infant school, most of the children eligible will not be with us for 3 more years. This is a two-year plan but it adapted annually to reflect the changing needs of the children/cohort. It is also important with small numbers to protect the identity of eligible children.)	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	James Willis
Pupil premium lead	Gayle Cutts
Governor lead	Claire Hughes

Funding overview

Detail	Amount
Total pupil premium allocation for this academic year	PP - £13,320 LAC/Post adoption - £7,890 Service - £700 Total - £21,910

Part A: Pupil premium strategy plan

Statement of intent

At West Bridgford Infant School, all members of staff and governors are committed to ensuring that all pupils, regardless of their background or circumstances, are supported to achieve their fullest potential. Our pupil premium strategy is focused on supporting disadvantaged children to achieve that goal, including progress for those who are already high attaining. We are committed to meeting the pastoral, social and academic needs of disadvantaged children. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will consider the challenges faced by any child we assess as being vulnerable. (This will include, for example, children who have a social worker, facing significant family difficulty, young carers etc.).

PPG is allocated following an analysis of pupil data and other background information to identify individuals or vulnerable groups who would benefit from additional support. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

High-quality teaching is central to our approach, with the key focus being on the areas in which our children require the most support. 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, notably in its targeted support through for the children whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be continually reviewed and monitored in response to the challenges and individual needs of our children, based on robust ongoing diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure this is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- ensure that teaching and learning opportunities meet the specific needs our children
- address social, pastoral as well as academic needs of children who are socially disadvantaged
- support children who do not have additional/complex SEND needs to meet 'expected level' at the end of each Key Stage
- support children who have additional/complex SEND needs to meet their personal targets
- facilitate children's access to extra-curricular & enrichment activities

Challenges

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

Please note that due to the small number of children in this cohort limited information is shared publicly here to avoid identifying individual vulnerable children.

Challenge number	Detail of challenge
	Although funded for 9 children we now have 11 eligible children.
1	Lower attainment and slower progress in reading, writing, and maths for some disadvantaged pupils compared with peers.
2	Attendance and punctuality rates for some disadvantaged pupils are below the school average.
3	Social, emotional, and mental health needs impacting engagement and readiness to learn.
4	Limited access to enrichment opportunities and resources that support wider learning and aspiration.
1	45% of these children have SEND
2	27% of these children have EAL. Some are new to the UK.
3	This is a small group of children spread across three year groups. The children all have very different needs.
4	Ongoing pastoral support, emotional health, medical conditions or family support needs are high in this group of children. Other agencies are often involved.

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
Because this is a small group with very varied needs they will be supported through individual intervention/support plans to meet their targets.	
Improve attainment in reading, writing, and maths for disadvantaged pupils.	Disadvantaged pupils achieve in line with or above national averages and make strong progress from starting points.
Improve attendance and punctuality.	Attendance for disadvantaged pupils is at least 95%, with persistent absence reduced year-on-year.
Support emotional well-being and resilience.	Pupil surveys and behaviour logs on My Concern show improved well-being, engagement, and readiness to learn.

Increase access to enrichment and cultural capital opportunities.	All disadvantaged pupils participate in enrichment, trips, and extracurricular activities.
Good progress will have been made by children with SEND in target areas identified by individual assessments.	Children will have achieved their personal targets as set out in their individual provision plan.
Children with EAL will be able to access the curriculum and make good progress in target areas identified.	Children will have made expected progress in their use of English as set out in individual targets.
Improved phonics attainment for our disadvantaged children.	All children with no SEN/EAL will achieve the expected standard in phonics by the end of KS1 Children with EAL will have made accelerated progress.
Improved reading attainment among disadvantaged children.	Most children with no SEN/EAL will achieve EXS in reading by the end of KS1 Children with EAL will have made accelerated progress.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing evidenced through: <ul style="list-style-type: none"> • Good attendance • Parental engagement • Reduction in need for referrals to external support agencies. • Feedback from external support agencies on discharge • Outcomes of interventions • Feedback from pupil voice, child and parent surveys and teacher observations • Continued participation in enrichment activities, particularly among 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 (for example, CPD, recruitment and retention)

Budgeted cost: £1051.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop/refresh staff knowledge of effective strategies to support children with EAL through CPD	Importance of diagnostic assessment in identifying children's understanding/misconceptions. (EEF toolkit) Key in understanding of how learning develops	1 & 2
Further develop/refresh staff knowledge of effective strategies to support children with specific SEN through CPD	Importance of diagnostic assessment in identifying children's understanding/misconceptions. (EEF toolkit) Key in understanding of how learning develops	1 & 2
Further embed approaches to supporting children's knowledge retention with a particular focus on the development of key vocabulary.	Key in understanding of how learning develops. Importance of sequenced learning to develop schema/build on prior knowledge.	1,2 & 3
Further embed the use of precision questioning to challenge thinking, deepen children's understanding, more accurately assess understanding & identify misconceptions.	Importance of diagnostic assessment in identifying children's understanding/misconceptions. (EEF toolkit)	1,2 & 3
Further embed the use of focused feedback to celebrate achievements, identify improvements and set improvement tasks where appropriate.	Effective use of feedback to address misconceptions and focus on the specific developmental needs of the child. (EEF toolkit shows high impact)	1,2 & 3

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

Budgeted cost: £ 19,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/1:1 pre learning & catch up.	Targeted intervention at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition-EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition - Toolkit Strand -Education Endowment Foundation EEF	1, 2 & 3
Regular small group & 1:1 phonics catch up interventions	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 & 3

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

Budgeted cost: £ 1,259

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to work closely with MHST to provide training for staff in emotional health & wellbeing & to make referrals for support for child/parents/carers as appropriate. Continue to work closely with all agencies involved to support child/family.	We are a MHST school and use whole school approaches to Mental Health and partnership with MHST and their additional school support. Good multi agency practice & Early Help has strong evidence of impact on outcomes for children.	4

Total budgeted cost: £21,910

Part B: Review of outcomes in the previous academic year

- All Children were assessed at the end of KS1 by administering standardised SATs papers. In addition, reading benchmarking was used and the phonics screening check as appropriate.

Intended outcome	Success criteria	Outcome
Improve attainment in Prime Learning Goals for children in Reception	Children in Reception will have achieved individual targets and expected level in Prime Learning Goals	Children met their targets, 2 children did not achieve the Prime Learning Goals as they had significant SEND.
Improve attainment in Specific Learning Goals of Literacy & Maths for children in Reception	Children in Reception will have achieved individual targets and expected level in Specific Learning Goals of Literacy & Maths	Children achieved expected levels or their individual targets, 2 children did not as they had significant SEND.
Improved phonics attainment for our disadvantaged children.	All children with no SEND will achieve the expected standard in phonics by the end of KS1	All children improved their phonics attainment and achieved phonics expected standard who reached end of KS1
Improved reading attainment among disadvantaged children.	Most children with no SEND will achieve EXS in reading by the end of KS1	Most children reaching the end of KS1 achieved EXS in reading, a child who did not was EAL made significant progress from their starting point.
Improved attainment in writing among disadvantaged children.	Most children with no SEND will achieve the EXS in writing by the end of KS1.	Most children reaching the end of KS1 achieved EXS in writing, 2 did not, one child was EAL and both made significant progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS1.	Most children with no SEND will achieve the EXS in Maths by the end of KS1.	Most children reaching the end of KS1 achieved EXS in writing, 2 did not, one child was EAL and both made significant progress from their starting points.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing evidenced through: <ul style="list-style-type: none"> Good attendance Parental engagement 	Attendance was strong, with almost all children attending regularly and punctually. One child's attendance was lower due to ill health and an agreed SEND-related holiday.

	<ul style="list-style-type: none">• Reduction in need for referrals to external support agencies.• Feedback from external support agencies on discharge• Outcomes of interventions• Feedback from pupil voice, child and parent surveys and teacher observations• Continued participation in enrichment activities, particularly among disadvantaged pupils	
--	---	--