Pupil Premium Strategy statement 2026-27
The Alderton Infant School and Nursery

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	177 (R to Y2) 23N
Proportion (%) of pupil premium eligible pupils	21% (38/177)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-26 **2026-27** 2027/28
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Kirsty Johnson
Pupil premium lead	Kirsty Johnson
Governor / Trustee lead	Debra Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,935.83
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£44,935.83

Part A: Pupil premium strategy plan

Statement of intent

The Alderton Infant School vision is to provide an exceptional education that is inclusive and ambitious for all learners and provides wider opportunities for all. We hold high aspirations for all our children and believe all children should be given every opportunity to reach their full potential irrespective of their background.

We recognise that some pupils are entitled to the pupil premium funding and we use this money to support disadvantaged pupils to:

- Make good progress and attain well across the curriculum (including those who are already high attainers)
- Ensure children are being provided wider opportunities to diminish the gaps between them and their peers.

We are part of the Essex-wide Disadvantage Strategy that promotes a whole school approach to tackling disadvantage which focuses on early intervention and accountability to pupils and families first. This approach acknowledges that long term socio-economic disadvantage has an impact on learning for many children, not just those in receipt of funding. To that end, our strategies focus on quality first teaching and interventions that will benefit many pupils in our school. This is based on a robust assessment of need to identify those who are at risk of underachievement to ensure a learning led rather than label led approach.

Challenges

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

Challenge number	Detail of challenge
1	**Writing:** Analysis of internal data, end of EY and KS1 data, shows there is a significant barrier for our disadvantaged pupils, particularly in Writing attainment. In EYFS 25% of PP pupils achieved GLD compared to 64% of NPP pupils and disadvantaged pupils achieved less well than their NPP peers in communication and language, Reading and Maths. In Y2, 0% of PP children achieved EXS in Writing compared to 35% of the NPP pupils in this cohort.
2	**Reading & Phonics:** Lower levels of reading fluency and phonological awareness, along with more limited vocabulary and language acquisition continue to be seen in disadvantaged pupils across the school, particularly in EYFS where 45% of pupils were assessed as not at ARE for communication and language skills at baseline this academic year. Last academic year there was a gap for disadvantaged pupil achievement in CLL of 19.5% in listening and attention and 29.3% in speaking. Reading achievement at the end of KS 1 saw lower levels of reading fluency and comprehension with a 48.8% gap in PP children versus NPP pupil attainment at the EXS.

3	**Wellbeing and Mental Health:** Social, Emotional and Mental Health issues, especially anxiety and emotional based school avoidance, have been on the rise amongst a proportion of our pupils, many of whom are disadvantaged. Pupils often lack resilience and a readiness to learn on entry. In Nursery and EYFS this often presents as prolonged separation anxiety difficulties, difficulties settling into routines and difficulties sharing and managing working with peers. This has been rising since the Covid-19 pandemic and noticed in discussions with pupils and families. Currently, we provide additional support for pupils with SEMH needs through 1-1 counselling, including with our school therapy dog orELSA sessions.
4	**Attendance:** The attendance and punctuality data for disadvantaged pupils is lower than when compared to non-disadvantaged pupils. Last academic year the attendance rate for PP pupils was 92.1% compared to a whole school average of 94.4. (NPP 94.9%)

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
To improve the progress in writing of disadvantaged pupils so more Pupil Premium pupils achieve EXS by the end of KS1	KS1 outcomes in 2028 show that the outcomes for disadvantaged pupils meeting the expected standard in writing has increased to 60% EXS (national average in 2023- FFT)
To increase the number of pupil premium pupils passing the Phonics Check and achieving ARE in Reading at the end of KS1.	Phonics Check outcomes show an decrease of at least 25% of pupils not achieving a pass mark. An increase from 63.3% of PP pupils passing in line with National PP at 66.8% in 2025. KS1 outcomes in 2028 show an increase of at least 20% of disadvantaged pupils achieving EXS in Reading to be more in line with Reading NA of 70% in 2023. (NA in 2023 was a TA of 41% combined- FFT)
To develop speaking and listening and attention skills to diminish the language gap between disadvantaged and other pupils.	Ongoing monitoring demonstrates that pupils are able to reason and explain across the curriculum in a range of subjects using full sentences. WELLCOM assessments show an increasing percentage of children are speaking and listening at stage 8 and 9, with CLL at EXS assessed more highly than in 2025 leading to more PP children achieving GLD.
To improve outcomes for disadvantaged pupils with identified SEMH needs through reducing anxiety and improving learning behaviours and engagement	Pupil and staff voice indicates an improvement in behaviour for learning and engagement in lessons for pupils with SEMH difficulties. That pupils feel confident at school, show progress in their learning and a reduction in referrals to the pastoral team is seen.

To support and build relationships with families with attendance issues to improve attendance for all pupils but particularly our disadvantaged pupils	Sustained high attendance for all pupils is seen. Attendance is further improved and persistent absence is reduced so that the attendance of disadvantaged pupils is in line with the rest of the school.
To increase the number of clubs on offer and therefore the number of Pupil Premium pupils attending extra curricular clubs	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils is seen. (Evidenced through participation data).

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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue the implementation of a structured Phonics programme whereby assessment is used to target precise keep up sessions through Little Wandle in KS1	EEF Toolkit- a positive overall impact of +5 months is seen for explicit, systematic teaching using a structured phonics approach	2
Further Training for teachers and LSAs to deliver specific Phonics and Reading Fluency interventions	EEF Toolkit – structured interventions are more effective where specific training has taken place and leads to 4+ months progress on average.	1, 2
CPD for support staff on the ShREC approach CPD fo EYFS teachers to replicate the development of language progression outside that mirrors the indoor provision	EEF toolkit shows that structured oral language interventions have an expected impact of +6 months progress. The ShREC approach focuses on developing high quality interactions with pupils and extending vocabulary.	2
To continue the implementation of the Jonathan Bond English Unit Writing Kit 2024 as a structure for writing	The programme is based on a mastery approach that recent EEF research indicates is a key model in reducing the attainment gap in English. EEF Research also advocates teaching sequences as a	1

and associated CPD for both teachers and LSAs to implement this effectively across the school	means of scaffolding the 'cognitively complex' skill of writing. The 'Real Writers project' in Essex has also influenced the Writing Kit approach with a focus on real purpose as it has been seen to have *'a huge impact on both the quality of writing and pupils' willingness to write*	

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To run small group phonics tuition sessions to targeted pupils after school, focussed on Y1 and 2	Tutoring targeted at specific needs and knowledge gaps can be effective in supporting lower prior attainers in small groups. The EEF toolkit shows that targeted small group interventions have an average of +4 months in primary schools.	1, 2
Speech and Language teacher led targeted small group interventions using WELLCOMM 1 day p.w	Tutoring targeted at specific needs and knowledge gaps can be effective in supporting lower prior attainers in small groups. The EEF toolkit shows that targeted small group interventions for early language skills have an average of +7 months improvement in primary schools.	1, 2
LSA led Phonics interventions during school time	Targeted, intensive interventions alongside phonics teaching is shown to have +5 months progress in the EEF toolkit	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling sessions and talk therapy sessions for targeted pupils.	EEF toolkit shows targeted approaches for social and emotional learning has an impact of 4+ months progress. This is combined at school with our overall school approach using TPP in	3

Access to Healthy Families and the EFSPT Wellbeing service. Employment of a ELSA for 2 afternoons per week to work with specific pupils	our Relationships and Behaviour policy and also supports enabling pupils to reduce anxiety and therefore learn better.	
Target attendance and punctuality issues of disadvantaged pupils through weekly attendance monitoring and engagement with an EWO	When the DfE guidance on 'Improving School Attendance' approach is followed, it has been shown to significantly reduce levels of absence and persistent absence.	4
Provide 10% discount for school trips for all PP pupils, and after school provision certain pupils	This enables pupils to participate in activities and opportunities outside their experience that they may not otherwise have access to and develops their cultural capital.	
Target disadvantaged pupils for extra curricular clubs by offering free places for school run clubs and encouraging external providers to give discounts	Research by Newcastle University through the Nuffield foundation on the value of after school clubs for disadvantaged children found that: *'Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment'. link*	

Total budgeted cost: £ 44,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD for Reception pupils has significantly increased compared to 2025 and is up by 20% across all pupils (78% compared to 58.6% last year). 80% of Pupil Premium pupils achieved GLD compared to only 25% in 2025. This was higher than non Pupil Premium pupils at 77.8%. The Pupil Premium pupils achieved in line or above their non -Pupil Premium peers in **Communication and Language and all aspects of Literacy** (word reading, comprehension and writing), erasing the disadvantage gap in these areas. Listening and attention: PP +4.5% compared to non-PP (compared to a gap of -19.5% in 2025).Speaking: PP -2.2% compared to non-PP (down from a gap of -29.3% in 2025).

A new **phonics** scheme (Little Wandle) was introduced across the school to improve outcomes for both disadvantaged and non-disadvantaged pupils. This has been combined with comprehensive CPD for teachers and LSAs, including visits to other schools to see best practice. Additional small group tutoring for phonics has also been in place in Y1. These measures have been effective in significantly increasing phonics scores. In 2026, 84.5% of pupils passed the phonics screening check, an increase of 14.5% from 70% in 2025. For disadvantaged pupils, the pass rate was 69.2% a 6% increase on the previous year. Although both groups made strong improvements, non pupil premium pupils made greater progress and so the gap has therefore increased.

WELCOMM assessments were carried out across the whole school with 13 Pupil Premium pupils targeted for support. Of these 4, achieved Level 8 or 9 and exited the programme. The remaining 9 have further targeted interventions in place for 2026-27.

The implementation of a new **writing** scheme of work is beginning to have an impact on writing attainment. The key focus was ensuring strong foundations were in place for pupils to then build upon. In Year 2, writing PP pupils' outcomes increased by 18% and non PP pupils by 12%. Writing continues to be a focus for this year.

The Pilot of Essex LEA's '**My Happy Mind**' programme (a PSHCE programme designed to teach pupils specifically about emotional regulation and developing resilience) was received positively by both staff and pupils who felt the programme was effective. However, the cost of implementation for a further year was prohibitive and so therefore, a different scheme of work will be implemented for 2026-27. Additional support was provided for 9 pupils through 1-1 counselling and ELSA, of whom 4 were PP Pupils.

Attendance has been a key focus this year. Work has been done with parents about the importance of regular attendance and punctuality, plus engagement with the Education Welfare Service. Whole school attendance has increased from 94.4% last

year to 95.2%. In 2025, Pupil Premium attendance was at 92.1% compared to 94.9% for non Pupil Premium pupils. This year, Pupil Premium attendance has remained static at 92.1% with non PP attendance rising to 96.1% meaning the gap has slightly widened to 4%. 20 pupils were deemed to be persistent absentees (attendance below 90%). Of these, 11 were PP pupils meaning a PP PA rate of 30.6% compared to 8.2% for non- PP pupils (9/110). Of 11 cases with EWO involvement, 10 made improvements.

Externally provided programmes

Non-DfE programmes used your pupil premium to fund in the previous academic year.

Programme	Provider
Wellcomm	GL Assessment
Little Wandle	Big Cat