



## Pupil premium strategy statement 2025-2028

This statement details The Mead Infant and Nursery 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	The Mead Infant and Nursery School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	4.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3year plans are recommended</b> )	3 years 2025-2028
Date this statement was published	28/11/ 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Tracy Creasey
Pupil premium lead	Angela Bedford
Governor / Trustee lead	Daniel Simms

### Funding overview

Detail	Amount
Pupil premium funding allocation academic year 25/26	£13,635
Recovery premium funding allocation this academic year	£0
Tutor Led funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,635



## Part A: Pupil premium strategy plan

### Statement of intent

At the Mead Infant and Nursery School, our aim is that every child, regardless of background, thrives academically, socially, and emotionally. Developing the whole child is at the heart of our ethos and we are committed to closing the attainment gap for disadvantaged pupils and enabling all children to become happy, successful lifelong learners.

#### **Our Intent**

Our strategy focuses on:

- ✓ High-quality, inclusive teaching as the foundation for improvement.
- ✓ Targeted academic support to accelerate progress in key areas such as language, literacy, and numeracy.
- ✓ Wider strategies to address non-academic barriers, including attendance, wellbeing, and family engagement.

#### **Our Approach**

This strategy is informed by assessment and draws on evidence from the Education Endowment Foundation (EEF) and national research. It sets out:

- ✓ The specific challenges faced by our disadvantaged pupils.
- ✓ Our intended outcomes and success measures.
- ✓ How we will implement and monitor interventions to ensure impact.

#### **Key Principles**

Funding is allocated to a blend of universal and targeted provision, ensuring disadvantaged pupils benefit most while supporting all learners. Interventions may include small-group and one-to-one support focusing on closing gaps and extending learning. Emotional wellbeing and family engagement are integral to our approach, recognising the importance of relationships in supporting learning.

#### **Early Years Focus**

In our Nursery, pupil premium funding prioritises school readiness, parental engagement, and home learning support, ensuring children enter Reception with strong foundations.

#### **Enrichment and Inclusion**

We use pupil premium and other funding streams to remove financial barriers to participation in trips, clubs, and enrichment activities, and to support essential resources such as uniform.

#### **Monitoring and Accountability**

Our strategy is reviewed annually and published on our website in line with DfE requirements. Impact is evaluated through progress data, attendance, and wellbeing measures, ensuring continuous improvement. The school recognises that children eligible for Pupil Premium are a diverse group of children with different backgrounds, abilities, strengths and needs.



## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in early reading, maths and phonics compared to peers
2	Oral language development and vocabulary gaps on entry to EYFS
3	Parental engagement and confidence in supporting home learning
4	Social and emotional needs impacting engagement and resilience
5	Attendance and punctuality concerns for some disadvantage pupils
6	Less cultural capital advantage due to financial constraints

## 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.Strong phonics, early reading and maths skills	<ul style="list-style-type: none"> <li>✓ Disadvantaged children achieve in line with their peers for in the phonics screening test, and in the end of KS1 reading, writing and maths assessments</li> </ul>
2.Enhanced well-being and resilience	<ul style="list-style-type: none"> <li>✓ Pupil surveys and observations show improved emotional regulation</li> <li>✓ “Children use the Zones of Regulation effectively to recognise and name their emotions, and to apply strategies that help them return to the ‘Green Zone’—calm, focused, and ready for learning.”</li> <li>✓ They will be confident learners who consistently demonstrate and apply the school’s learning behaviours across all areas of the curriculum.</li> </ul>
3.Increased access to enrichment	<ul style="list-style-type: none"> <li>✓ All disadvantaged pupils participate in enrichment</li> </ul>



	activities including trips and clubs
4.Improved attendance	✓ Attendance for disadvantaged pupils is at least 95%
5.Strong parental engagement	✓ Increased participation in workshops and home learning activities
6.Improved oral language and vocabulary	✓ EYFS assessments show accelerated progress in communication and language

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: £1,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Little Wandle Phonics programme resources (DFE validated systematic synthetic phonics programme) Includes CPD for all staff	‘Evidence shows that teaching phonics is the best way to teach children to read’ (DFE’s Reading Framework 2021). In addition, an effective synthetic phonics scheme is classed as a high impact strategy, for very low cost based on extensive evidence on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. ‘There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.’ (Reading Framework 2021)	1

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

Budgeted cost: £4,885



Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Targeted Interventions Phonics rapid catch up Wave 3 family fisher trust Language link Lego Therapy Sensory Circuits Speech and Language Colourful Semantics	<p>The Education Endowment Foundation (EEF) highlights that teaching assistants can have a significant positive impact when deployed effectively. Evidence shows that targeted interventions delivered by trained teaching assistants to small groups or individuals can accelerate progress, particularly for disadvantaged pupils. Crucially, these sessions should complement, not replace, high-quality teacher interactions. Short, frequent sessions—typically around 30 minutes, several times per week—are most effective in reinforcing learning and addressing gaps. Additionally, approaches that incorporate digital technology can further enhance engagement and outcomes. This evidence-based model ensures that our use of teaching assistants maximises impact and supports pupils in achieving strong academic progress.</p>	1
Using the ShREC approach in the EYFS	<p>The ShREC approach, recommended by the Education Endowment Foundation (EEF), is an evidence-informed strategy designed to improve the quality of adult-child interactions in early years settings. High-quality interactions are critical for developing communication and language skills, which underpin later literacy and overall attainment. ShREC focuses on four key elements: <b>Share attention</b>, <b>Respond</b>, <b>Expand</b>, and <b>Converse</b>, promoting back-and-forth dialogue and shared engagement. Research shows that children who develop</p>	6



	<p>strong oral language skills by age five are more likely to become confident readers and achieve better academic outcomes throughout their education. Implementing the ShREC approach ensures that EYFS staff at The Mead embed these strategies into everyday practice, supporting disadvantaged pupils to close gaps in language development and build the foundations for lifelong learning.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for targeted children 4 afternoons a week all year	<p>The Emotional Literacy Support Assistant (ELSA) programme provides structured, evidence-informed support to help children develop emotional resilience and coping strategies. By learning techniques to manage anxiety and regulate emotions, pupils become more engaged, ready to learn, and better equipped to persevere when faced with challenges. ELSA is grounded in well-established psychological theories, including Maslow's hierarchy of needs (1970), Gardner's theory of multiple intelligences (1983), and Goleman's work on emotional intelligence (1995), which emphasises that success in school depends not only on cognitive ability but also on emotional and social skills developed early in life. Early interventions that address social and emotional needs have been shown to significantly improve academic outcomes, making ELSA a vital component of our strategy to close</p>	4



	the attainment gap for disadvantaged pupils.	
Subsidised trips, clubs and school uniform	<p>Providing disadvantaged pupils with access to enrichment opportunities such as school trips and extracurricular clubs is an evidence-based approach to improving outcomes. Research from the Education Endowment Foundation (EEF) shows that participation in structured extracurricular activities can lead to measurable academic benefits. For example, the EEF evaluation of the <i>Children's University</i> project found that pupils who engaged in enrichment activities made, on average, <b>two months' additional progress in maths and reading</b>, with evidence rated as moderate security (<a href="#">EEF Children's University Project</a>). Beyond academic attainment, these experiences help build cultural capital, improve confidence, and foster positive attitudes towards learning—key factors in closing the disadvantage gap.</p>	4

**Total budgeted cost: £ 13,635**



## 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 2023 to 2024 academic year.

Review of expenditure				
Previous Academic Year		2024/25		
Quality of teaching for all				
Chosen action / approach	Evidence of actions	Evidence of impact	Lessons learned and next steps	Cost
Little Wandle Phonics programme resources (DFE validated systematic synthetic phonics programme) Also now includes a new spelling programme for year 2 children and specific resources for SEND  Whole class reading shared reading – Bug Club  Teaching Assistant targeted interventions  Wave 3 family fisher trust Rapid Catch Up	High quality phonic lessons taught  New books purchased to support the scheme          Rapid catch-up interventions in place   Wave 3 family trust intervention in place	EYFS  <b>By the end of Reception</b> , 67% of Pupil Premium (PP) children achieved a Good Level of Development (GLD) (2 out of 3 children).  Phonics:  • Year 1: 100% of PP children passed the Phonics Screening Check (2 out of 2 children).  • Year 2 retakes: 50% of PP children passed the Phonics Screening Check (1 out of 2 children).  • By the end of Year 2: 86% of PP children had successfully passed the Phonics Screening Check.  End of Year 1 Outcomes:	<b>Early Intervention is Key:</b> Strong outcomes in phonics for Year 1 demonstrate the impact of targeted early support. Maintaining this focus in Reception and Year 1 is essential.  <b>Monitoring and Adaptation:</b> Regular assessment and timely intervention contributed to improved phonics results by Year. Continued use of data-driven approaches will help sustain progress.  <b>Parental Engagement:</b> Where parental involvement was strong, progress accelerated. Strengthening home-school partnerships will be a priority moving forward.	£6,540





		<ul style="list-style-type: none"> <li>• In Reading, Writing, and Maths: 50% of PP children were working at the expected standard (1 out of 2 children).</li> </ul> <p>End of Year 2 Outcomes:</p> <ul style="list-style-type: none"> <li>• Reading: 71% of PP children were working at the expected standard (5 out of 7 children).</li> <li>• Writing and Maths: 57% of PP children were working at the expected standard (4 out of 7 children).</li> </ul>		
<b>Wider Strategies</b>  ELSA support for targeted children 4 afternoons a week all year  SEND TA support Ready to Learn emotional regulation	- Targeted ELSA support for pupils across the school	<ul style="list-style-type: none"> <li>• Positive Feedback: Both staff and parents reported noticeable improvements in pupils' self-confidence and overall wellbeing/happiness following ELSA support.</li> <li>• Emotional Literacy: Children demonstrated increased confidence in discussing emotions and personal issues, showing greater openness and self-awareness.</li> <li>• Practical Strategies: Pupils now have access to a range of tools and techniques to</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional support drives academic readiness: Improved wellbeing and self-confidence positively influenced pupils' engagement and readiness to learn, highlighting the importance of prioritizing emotional support alongside academic interventions.</li> <li>• Staff and parent collaboration is crucial: Positive feedback from both staff and parents shows that strong communication and partnership amplify the impact of ELSA provision.</li> <li>• Consistency matters: regular sessions and continuity of support were key to building trust and enabling pupils to openly discuss emotions.</li> <li>• Practical tools empower pupils: Providing children with a toolkit of strategies for managing emotions</li> </ul>	£ 6000



		help them manage feelings and regulate emotions effectively.	helped them develop independence and resilience.	
<p>Funding for clubs, trips and school uniform</p> <p>Spend on meal vouchers for PP children during school holidays</p>	<p>To enable all pupils to feel part of the school and follow the school policy on uniform. Funding for enrichment activities including clubs and trips will be made available as required.</p>	<ul style="list-style-type: none"> <li>• Sense of Belonging: Pupils feel included and valued as part of the Mead community, fostering a positive school identity and strong relationships.</li> <li>• Adherence to School Expectations: All pupils are able to follow the school uniform policy, promoting equality and a sense of pride.</li> <li>• Curriculum Engagement: Children actively engage with the curriculum and demonstrate enjoyment across all aspects of school life, contributing to improved motivation and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging Enhances Engagement: Creating a strong sense of community and belonging positively impacts pupils' confidence and willingness to participate in school life.</li> <li>• Uniform Policy Promotes Equality: Ensuring all pupils can access and adhere to the uniform policy reduces barriers and fosters inclusion.</li> <li>• Enjoyment Drives Learning: When pupils enjoy all aspects of school life, their engagement with the curriculum improves, supporting better academic and social outcomes.</li> <li>• Holistic Approach Matters: Academic success is closely linked to wellbeing and inclusion; strategies must address both to maximize impact.</li> <li>• Ongoing Monitoring: Regular feedback from pupils and staff helps maintain a positive school culture and identify areas for improvement early.</li> </ul>	
<p>Total Spend: £12,540</p> <p>(Actual received: £12,540)</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
n/a	