

Pupil premium strategy statement -Trent Vale Infant and Nursery School

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	127 + 19 F1 (146)
Proportion (%) of pupil premium eligible pupils	25 + 2 F1 (18%)
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)	2024/25 2025/26
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	J.Barratt
Pupil premium lead	Sue Osborne
Governor / Trustee lead	Charlotte Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330 FSM6 £5,260 Post LAC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,590

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Trent Vale Infant and Nursery School is that all children, irrespective of their background or the challenges they face should make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to be the best they can be in all areas. We will also consider the challenges faced by vulnerable pupils – those supported by social care, with SEN needs or with other family issues. The plan outlined here is intended to support their needs, regardless of whether they are disadvantaged or not. Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF).

Our ultimate objectives are to:

- Ensure that all children receive Quality First Teaching every day with a clearly planned curriculum. Use assessments, both formative and summative to ensure that all teachers know exactly what children need to make good progress.
- Ensure that disadvantaged children are discussed in detail at pupil progress and moderation meetings and are a focus in planning discussions to ensure that provision is of the highest quality.
- Ensure that all staff take responsibility for disadvantaged children's outcomes and have high expectations for achievement.
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally.
- Invest in high quality support staff in classrooms.
- Invest in high quality resources to support children and to develop and improve the school environment.
- Ensure that all pupils can read fluently so that they can access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Enable pupils to access a wide range of opportunities.

To achieve these objectives, we will:

- Provide all staff with high quality CPD to ensure that teaching and support is of a high quality.
- Provide targeted interventions and support to quickly identify gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Review staffing structure to provide appropriate nurture support to support pupils in the emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations have highlighted that there is an increase in poor speech and language development in many disadvantaged pupils on entry in Early Years into KS1 - research shows this has an impact on their attainment across the curriculum.
2	Significant gaps in the mathematical knowledge of our PP children, including number facts, reasoning, times tables and basic mathematical skills is causing them to fall further behind their peers. This is evidenced through teacher assessments; analysis indicates that children have not mastered sufficiently basic number facts. At the end of KS1, results were lower,

	with 43% of PP children attaining the expected level in maths compared to 79% of non- PP children. This is a similar pattern in Yr 1
3	Although there has been an upward trend, over the past 3 years, for PP children achieving the phonics screening test, assessments and observations show that disadvantaged children continue to achieve less well than their peers in this test. This, along with poorer vocabulary knowledge and poorer fluency has a negative impact on reading attainment.
4	Attainment in writing is lower amongst our disadvantaged children. Assessments, observations and discussions with pupils suggest that our disadvantaged pupils' limited knowledge and experience of the world compared to their peers negatively impacts their ability to write creatively, imaginatively and at length. Disadvantaged boys perform poorly in writing compared against their peers. There is a significant gender divide compounding this gap with weak fundamental writing skills, poor oral language and a considerable vocabulary gap underpinning the challenge.
5	National data suggests that the parents of disadvantaged pupils are less likely to engage with school life. This may mean that lines of communication between home and school are disrupted affecting the school's ability to support our families. Family/home relationship issues as well as financial issues result in pupils not always being prepared and ready for school.
6	Our records and observations indicate that there is a disproportionate number of disadvantaged pupils affected by Social, Emotional and Mental Health issues which can and do influence their academic development. There is greater proportion of disadvantaged pupils who become dysregulated during learning or at breaktime
7	We recognise that due to the deprivation of some disadvantaged pupils, which can reduce the wider experiences our disadvantaged pupils have access to, we need to reduce the cultural capital deficit.
8	One quarter of our PP children are also SEN which is significantly greater than for non-PP. Over 50% of PP children have had involvement from Social Care
9	Attendance of our disadvantaged pupils (%) is lower than non-disadvantaged (%) 2024-25 data: R-YR2 = DP= 25 pupils = 88.1% compared with 96.6% (110 pupils) none DP

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 speech and language skills, with all PP children in line with expectations (appropriate to their starting point and needs) throughout their time in school. Improved vocabulary development.	95% of PP children achieve Speaking and Comprehension expectations in EYFS. Ongoing formative assessment show PP children are making rapid progress in their S and L, and are in line with their peers. Work scrutiny shows improved use and understanding of a wider vocabulary, leading to improved reading and writing results over time, particularly at GD at the end of Yr 2

Over 80% of pupils to pass the phonics screen by the end of Year 1, including PP children.	All staff have received quality phonics training and Little Wandle is being used effectively and consistently. Well matched texts allow children to apply their phonics skills. Children who have fallen behind are quickly targeted and improve. Children are shown to make good progress against their starting points, with PP children making accelerated progress.
Improve mathematical knowledge of our PP children, including times tables, number facts, reasoning and basic mathematical skills to raise attainment at key milestone assessment points	The percentage of Pupil Premium children achieving the ELG two maths strands increases and the gap at the end of Yr2 between PP and non disadvantaged children is reduced.
Ensure that PP children who are identified and assessed as working below their year group expectations in writing, make good progress against their starting points.	Assessments are used effectively to identify gaps in knowledge and targeted intervention put in place. Appropriate assessment is used for individuals and shows good progress against starting points.
Develop the resilience and stamina of PP children so that they all show good attitudes to learning.	Pupil Premium students will show high levels of engagement with learning in the classroom. They will complete work to a high standard and engage with homework tasks. Discussions with PP children will demonstrate more positive attitudes.
All pupils demonstrate emotional health and wellbeing, including a positive mindset. Parents and families feel supported in school, with a wide range of services available.	Pupil voice and parental discussions will demonstrate that disadvantaged pupils feel supported with their wellbeing and mental health. School questionnaires and monitoring shows that emotional health and wellbeing has a high priority across school, particularly among PP children. PP children continue to engage in enrichment activities with greater engagement in the wider life of school from their families. The school provides a wide range of services or is able to signpost families effectively according to need.
Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence.	Attendance rates of 96-98% for ALL children is achieved. Persistent absence for key children is reduced.
Ensure that our Pupil premium children develop strong cultural capital and experience the whole curriculum, extra-curricular opportunities and leadership in school. Raise the aspirations of our PP children.	Children will attend all visits and residential – cost will not be a barrier. Children will attend a wide range of extra-curricular clubs. PP children will be represented in leadership positions in school ie school council. PP children will be supported to pursue areas of talent or interest. School visitors and other activities will widen our PP children's knowledge of potential career paths.
Behaviour incidents of PP children are reduced.	PP children who have behavioural difficulties are shown to be well supported and incidents decrease over time.

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: £17,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching is a Priority. SLT time is given to monitor teaching and ensure high quality approaches across school.	<p>The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference than any other factor in school and narrows the attainment gap' EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>"For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning."</p> <p>Cracking the code: how schools can improve social mobility, Social Mobility & Child Poverty Commission, October 2014</p>	1-5
Ongoing Professional Development for Staff, including in school CPD on Trauma informed behaviour approaches that address the impact of trauma on a pupil's behaviour, academic performance, and overall well-being.	<p>Progress of a small number of our PP children is impacted by persistent low-level behaviour or poor behaviour at unstructured times. At least 1 child demonstrates behaviour which could lead to them being at risk of exclusion.</p> <p>"Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This includes interventions aimed at reducing a variety of behaviours from low-level disruption to aggression, violence, bullying and general anti-social activities"</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which aims to support greater engagement in learning 2. Universal programmes which seek to improve behaviour and generally take place in the classroom 3. More specialised programmes which are targeted at a student with specific behavioural needs. <p>Improving Behaviour in Schools EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1-6,8

<p>Ongoing Professional Development for Staff, including in school CPD on The My Happy Mind Project to improve positive mental well-being</p>	<p>“Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores”</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (or alongside) their peers, teachers, family and community.</p> <ol style="list-style-type: none"> 1. School – led approaches to developing a positive school ethos, which also aim to support greater engagement in learning 2. Universal programmes which generally take place in the classroom with the whole class 3. More specialised programmes which use elements of SEL are targeted at students with particular social or emotional needs. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Metacognition and self-regulation approaches support children to think about their learning more explicitly allowing them to be aware of, reflect on and direct their thinking.</p> <p>Self-regulated learners apply metacognitive strategies to their learning</p>	<p>6</p>
<p>Ongoing Professional Development for Staff, including in school CPD on writing transcription.</p>	<p>“Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for pupils, particularly the most disadvantages among them.’ EEF Guide to Pupil Premium.</p> <p>“Spend it [the pupil premium] on CPD...that is where you’ll see the biggest impact because those are the people that are spending the most of the time with the students and they need to know how to be able to teach them.”</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings Sutton Trust, 2011</p>	<p>1,3,4</p>
<p>Regular bespoke training for support staff to provide skills and knowledge to target children and deliver interventions: eg Understanding Sensory systems and behaviours.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes -how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>1-4,6,8</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of literacy volunteers in all year groups to close attainment gaps for those most vulnerable to underachievement in reading through targeted reading/phonics support to ensure that disadvantaged pupils practice reading regularly.	<p>The Reading Framework and Subject Review Series and many more major studies stress the importance of fluency and 'reading miles' in the development of reading comprehension. This is especially important in lower KS2, where around 80% of difficulties in reading are found to be fluency based.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.</p> <p>Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	1,3

	<p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p> <p>One page review: https://vnetcic.com/wp/wp-content/uploads/2023/09/The-DfE-Reading-Framework-EA-one-page-overview.pdf</p> <p>https://www.gov.uk/government/news/ofsted-report-shows-reading-has-improved-but-writing-and-spoken-language-need-more-focus</p>	
<p>Daily number facts/times tables practice in all year groups. Maths lesson structure to increase fluency, application and reasoning</p> <p>Develop increased reasoning in every Maths lesson</p>	<p>The EEF's guidance reports 'Improving Mathematics in the Early Years and Key Stage 1' and 'Improving Mathematics in Key Stage 2 and 3' recommend approaches at the heart of the White Rose Maths approach. These include the use of manipulative and representations, the teaching of problem-solving strategies and the development of rich mathematical knowledge</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>The EEF's guidance report 'Guide to Pupil Premium' sets out that diagnosing pupils' needs is the first step in developing an effective PP Strategy. High quality teaching is considered essential in addressing the attainment gap.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_i_PDF.pdf</p>	2
<p>Set up a clear programme of interventions and targeted support in reading, maths and writing across school. These are led by TAs and teachers who know the children and understand where the gaps in learning are.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition are shown to have a positive impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1-4

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

Budgeted cost: £ 8,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of one- to-one ELSA & nurture support. Maintaining staff knowledge with regular training.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). A higher % of PP children have some MH or social/emotional need when compared with their non pp peers. ELSA and nurture have already made significant improvement to many individuals. Research +4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
Continue to monitor the attendance of key children and work with parents to cause improvement.	<p>Attendance over the last 3 years has shown that disadvantaged attendance is lower than non-disadvantaged. This is generally due to a small number of key families who we work with.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	9
Funding of trips, residential trips, after school clubs, and equipment as needed to ensure that disadvantaged children are able to access a wide and diverse range of opportunities.	<p>Children need a wide range of activities and experiences to broaden and deepen their knowledge and understanding of the world. Skills such as independence, resilience, team work and social/language skills are developed on Residential trips. Many of our more disadvantaged children do not access many activities out of school.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	7
Contingency fund for acute or unplanned issues.	As needed.	As required

Total budgeted cost: £ 38,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS: Good/ expected level of development:

FSM (9 chd) = 44.4% (36.2% gap) This gap has been reduced by 13% from 2024-25 data

Non FSM (31 chd) = 80.6%

Overall in EYFS, non- pupil premium children performed significantly better than pupil premium children

LA FSM = 47% attained a GLD which is just above our FSM EYFS data

Phonics: Year 1

FSM (9chd) = 66.7% (25% gap) This gap has been reduced by 42% from 2024-25

Non FSM (36chd) = 91.7%

In phonics at the end of Year 1, non-pupil premium children performed significantly better than pupil premium children

LA FSM = 64.3% attained Year 1 phonics our FSM data is 2.4% above this

Phonics for all pupils by the end of Year 2

FSM (5 chd) = 80.0% (17.8% gap)

Non FSM (45 chd) = 97.8%

LA FSM = 80.2% attained phonics by the end of Year 2, our data is 0.2% below this

Our assessment and intervention programmes, resulted in positive SATs results that were above the national level. This year we will going to continue with our termly pupil progress meetings in order to ensure that all teachers plan and review pupil premium provision specific to their children each term. These meetings will ensure that teachers and the Pupil Premium Lead can easily see what interventions are in place and what the impact will be, which will influence this strategy. SLT also discuss attendance levels for disadvantaged children and whether they are accessing extra-curricular and enrichment activities. We will also discuss behaviour so that we can assess the behaviour and attitudes of our disadvantaged children. This will help us to intervene where necessary to improve behaviours and engagement. In order to support children's mental health and wellbeing, we have used pupil premium funding to provide wellbeing support for pupils and targeted interventions (including ELSA) where required. We are building on that approach with the activities detailed in this plan.

Intended outcome	Success criteria
Improve speech and language skills, with all PP children in line with expectations (appropriate to their starting point and needs) throughout their time in school. Improved vocabulary development.	90% of Reception children achieved expected in Speaking (77.8% PP) and 92.5% in comprehension (77.8% PP) showing good vocabulary development. Quick identification and working with the SALT meant that support was put in place quickly. At KS1 results for PP children were below national. Notably 43% (3 children) were working at a below KS level. This reflects this PP cohort who were notably low on entry to school.
Ensure all teaching in school is at least good, leading to PP children making good progress across the curriculum. Develop the resilience and stamina of PP children so that they all show good attitudes to learning.	Monitoring evidences that teaching is good across school and OFSTED April 2025 recognised this. Where there were any pockets of weaker teaching, this has been addressed. Teachers plan to meet the needs of their class and provide appropriate and timely interventions for those children who need

	these. The progress of PP children is tracked and scrutinised termly.
All pupils demonstrate emotional health and wellbeing, including a positive mindset. Parents and families feel supported in school, with a wide range of services available.	All PP children who were assessed as needing support in this area received it 9 received ELSA and there were also meet and Greet and Nurture related sessions with session records indicating progress. Parental support was provided by SENDCo and staff for PP families. School worked with multiple agencies and services including for example Healthy Families, Social Care, SBAP etc to support PP children/families who needed it.
The attainment of pupils in reading, writing and maths is above the national average with greater numbers of PP children achieving ARE and GD.	Results in KS1 were in line with national averages for EXS and for GD maths is above but for reading and writing data is within 3% Results for pupil premium children at KS1 were lower than non-PP. At KS1, results were higher, with 43% of PP children attaining the expected level in all subjects. (Compared to 70% for non PP) Pupil premium children received intervention in reading, writing and/or maths.
Over 80% of pupils to pass the phonics screen by the end of Year 1, including PP children.	Phonics screening results were 86.7%. At 66.7%, there is an overall upward trend for PP children across three years (from 29% to 67%) By the end of Year 2, all but one Pupil Premium child passed the phonics screen. At 80% (4/5) this was similar to the previous year. (7/8 - 88%)
Ensure that PP children who are identified as being below in writing make good progress against their starting points.	Our PP children in Yr 1 and 2 maintained the trajectory they stated on. 3 new PP children joined in Yr 2 which affected PP writing results. 3 of the 7 PP children for this cohort had significant SEND needs In Yr 1 5/9 PP children continued to be working below or within PKs at the end of the year Writing continues to be an area for school improvement for 25/26
Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence.	Attendance 2024-25 – all 94.8% (PP 89.3%) PP consistent with 2023-24 –PP 89% Key families have been supported including 9 Pupil Premium Children with persistent absence 2 of whom had severe absence. A proportion of these children have specific SEND/ medical needs which exacerbates their absence data.
Ensure that our Pupil premium children develop strong cultural capital and experience the whole curriculum, extra-curricular opportunities and leadership in school. Raise the aspirations of our PP children.	PP children have continued to access trips, residential and school enrichment activities without charge or a nominal one (25% for residential/ trips etc from Sept 24) 76% of whole school attended an afterschool club (103/135 incl F2) PP children - 22/24 (92%) have attended a club (83% of all pupils attended a club during 23-24/ 85% of PP)
Behaviour incidents of PP children are reduced.	Behaviour incidents of one high profile PP children in Y1 continue and they are having a high level of support for Trauma related behaviour ; ELSA ; specific targets and working with other outside agencies continue to support this child. The introduction of structured play at lunchtime has led to the reduction in the number of playground incidents for PP children.

	At the start of the year 7 PP children were identified. Two of these left within the year. The behaviours exhibited tended to be physical incidents over equipment or game playing.

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
ELSA	Nottinghamshire Educational Psychology Service
Family SEAL	https://www.coramlifeeducation.org.uk/your-local-area/life-education-nottinghamshire
Charanga music	https://charanga.com/site/musical-school/
Purple mash	https://www.purplemash.com/
Adult Learning	Nottinghamshire Inspire Adult Learning