

Pupil premium strategy statement – Speedwell Infant School

This statement details our school's use of pupil premium (and recovery 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	79 + nursery
Proportion (%) of pupil premium eligible pupils	59% (excluding nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24, 2024/25 and 2025/26
Date this statement was published	November 2023 Updated Sept 2025
Date on which it will be reviewed	July 2024 July 2026
Statement authorised by	Jane Moore
Pupil premium lead	Jane Moore
Governor / Trustee lead	Ann Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,032
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£76,032

Part A: Pupil premium strategy plan

Statement of intent

At Speedwell Infant School we want every child to succeed. We recognise that many children join school at a disadvantage to others, and aim to address such disadvantages through an inclusive approach to teaching and learning which targets support at those children who need to make accelerated progress to be working at age related expectations. We recognise the crucial importance of communication, language and vocabulary development, alongside a systematic approach to phonics to support children to become strong, competent readers. Therefore, our pupil premium strategy is underpinned by the following key principles:

- The Prime Areas of Learning are prioritised in the EYFS to ensure every child secures these crucial foundations for future learning and development
- The development of communication, language and vocabulary skills is prioritised across school through the school's Communication, Language and Vocabulary Strategy to ensure all children develop a broad vocabulary
- The teaching of reading through a systematic approach to phonics teaching using a DfE validated programme is prioritised from the beginning of Reception to ensure all children have the skills to read effectively by the end of KS1 so this does not become a barrier to future learning
- A recognition that some children experience adverse childhood experiences and/or have social and emotional challenges which can be a barrier to them successfully accessing learning, and that social, emotional and behavioural support needs to be prioritised for such children to help them develop the strategies to become effective learners
- The importance of supporting parents and carers in their role as prime carer of their children to maximise opportunities for school attendance, learning and development

Due to the high % children identified as disadvantaged, and many more children just under this threshold, the school prioritises use of pupil premium funding to ensure all children receive high quality teaching and learning on a daily basis. Therefore, this plan aims to address the above core principles through quality first teaching for all children and targeted support and interventions for those that need it through careful analysis of each child's specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Many children join school in the EYFS below age related expectations in the Prime Areas of learning, with a number of children significantly behind typical development for their age in these areas. This places children at a disadvantage because they do not have the basic communication, social, emotional and self care skills to succeed.
2	Many children across school have limited wider experiences, which have an impact on their language and vocabulary development, and their wider comprehension skills. This lack of first hand experiences and lack of exposure to a wide range of experiences limits children's knowledge and vocabulary development, impacting on their wider progress across the curriculum.
3	Many children are not exposed to a wide range of books and stories at home, and do not live in households where reading is modelled or encouraged. This means children have not been exposed to books and reading which impacts on their interest in books and reading, and on their vocabulary development. This also limits the support many children receive at home to practice reading with an adult.
4	Some children have a range of adverse childhood experiences (ACEs) which impact on their social, emotional and behavioural skills, resulting in barriers to engaging in learning. It is essential that support for social, emotional and behavioural needs are prioritised to ensure children are able to access learning.

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
By the end of the EYFS, the majority of children will be working at age related expectations in the Prime Areas of Learning	EYFS Profile outcomes in the Prime Areas of Learning are in line with National outcomes
By the end of KS1, the majority of children will have age appropriate phonics decoding skills and reading comprehension skills which are supported by a broad exposure to vocabulary through books and first hand experiences across the curriculum	Summative end of year assessments of reading shows an increase in the % children working at age related expectations at the end of KS1 compared to the end of the EYFS
Children with ACEs will be able to engage in classroom learning with support and they will have developed strategies to help them manage their feelings and behaviour in appropriate ways	By the end of KS1 almost all children will be able to participate in learning through normal classroom approaches, without the need for high levels of support

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: £45,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in a joint reading fluency project with the junior school, led by a LA Literacy Adviser: Costs: • Consultant fee • Supply cover to release teachers • Additional TA salary costs to attend training • Resources Completed in 2023/24 academic year – sustaining and embedding in 2024/25 and 2025/26 academic years	EEF guidance report: Improving literacy in KS1 EEF guidance report: Preparing for literacy EEF Teaching and learning toolkit	3
Contribution towards teaching assistant salaries to ensure retention of high quality TAs, and every class has skilled teaching assistant support throughout the day to meet the learning and development needs of the many children who are working below age related expectations Joint INSET and staff meetings with teachers and TAs to ensure TAs maintain and update their teaching and learning knowledge	EEF guidance report: Making best use of teaching assistants Observation of teaching assistants in practice clearly demonstrates the high skill level of established TAs which need to be retained to ensure investment in TA skill is not lost to the school	1, 2, 3, 4
Contribution towards teacher salaries to enable retention of highly skilled UPS teachers which supports good progress for children from low starting points.	Experience of employing less experienced teachers and subsequent reduction in quality of teaching and progress of children.	1, 2, 3, 4

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

Budgeted cost: Included in TA costs above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group language interventions for EYFS children led by experienced in school staff Costs: - TA salary costs - Resources Allocated teacher / TA time in continuous provision to model and support age appropriate communication, language and vocabulary development	EEF guidance report: Preparing for literacy EEF Early years toolkit Impact of use of language interventions in previous years has demonstrated accelerated progress and narrowing of attainment gaps. Impact of prioritising teacher / TA support in continuous provision on children's language and vocabulary development in previous year	1, 2, 3

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

Budgeted cost: £32,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist inclusion and engagement teaching assistant to work with children with ACEs through one to one sessions and nurture group Costs: - Specialist TA salary costs - Resources	EEF guidance report: Improving behaviour in school EEF Teaching a learning toolkit Evidence from previous years is that this role has improved the engagement in learning of children with ACEs, enabling them to participate in normal class activities.	4
Delivery of the Solihull Parenting programme to identified parents/carers to support the development of their parenting skills at home. Holding informal drop in sessions for parents/carers around parenting support and needs. Costs: - TA salary costs - Resources	EEF guidance report: Working with parents to support children's learning Many parents/carers asking for support around general parenting skills. Positive feedback from parents/carers who have accessed the Solihull Parenting programme.	1, 2, 4

Contribution towards costs for external trips and costs for in school experiences to support the curriculum, broaden children's experiences, and thus vocabulary and understanding	EEF Early Years Toolkit – communication and language approaches. First hand experiences give quality opportunities to learn new vocabulary in context with understanding that can then be transferred to other learning such as reading and writing.	1, 2,
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Total budgeted cost: £77,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for children during the 2024/2025 academic year:

On entry to Reception in September 2024 fewer than half of all children were at age related expectations in the Prime Areas of Learning. Slightly more disadvantaged children were at age related expectations than non-disadvantaged children on entry to Reception. Progress over the year for disadvantaged children was strong in all the Prime Areas of Learning.

By the end of Reception, over 70% children were at age related expectations in each of the Prime areas of learning with 77% disadvantaged children achieving the Good Level of Development, above the school's non-disadvantaged children and above the emerging National for disadvantaged children.

Whilst only 59% disadvantaged children passed the Y1 phonics screen check, 39% of the disadvantaged children were identified as SEND. Excluding the SEND children, 86% disadvantaged children passed the Y1 phonics screen check.

By the end of Y2, 88% of all children had passed the phonics screen check.

12 children accessed the school nurture programme during the 2023/24 academic year, developing skills that enabled them to better engage in their learning and development in lessons. Boxall profiles indicate positive progress in targeted areas for these children. 12 children accessed bespoke emotional literacy, social, emotional or behaviour support during the 2024/25 academic year, supporting them to deal with specific identified issues and developing coping strategies for them to use in all aspects of their life, including better access to teaching and learning opportunities in class. 6 children received additional support at lunch times to enable them to engage in appropriate play and social interaction safely.

Three programmes of the Solihull Parenting Programme were delivered throughout the year to groups of parents/carers. Positive feedback was received from parents/carers who were able to implement changes to their parenting practice to better support their children.

All children accessed subsidised trips and fully funded in school experiences which broadened their life experiences and enabled them to develop meaningful vocabulary through first hand experiences linked to the wider curriculum.

Externally provided programmes – None used

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider