

Pupil premium strategy statement – Trafalgar Community Infant 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	194
Proportion (%) of pupil premium eligible pupils	5.1%
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 to 2028-2029
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Fiona Hickie
Pupil premium lead	Fiona Hickie
Governor / Trustee lead	Sue Ware

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665 (£1515 x 11)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,665

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers. We will consider the challenges faced by all our vulnerable pupils and support them in a variety of ways that helps them overcome these challenges. This will be achieved whilst offering a broad and balanced curriculum that develops the whole child, provides enriching experiences and developing a love of learning.

High-quality teaching is at the heart of our approach, with a focus on areas, in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all of the children in our school. Our assessments have highlighted an increasing need to focus on oracy and the vocabulary development of all children, particularly those from disadvantaged and EAL backgrounds. This focus is part of our wider whole school development.

Our approach will be responsive to common challenges and to individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure our approaches are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they are set
- act early to intervene at the point when a specific need is identified
- adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing and Social, Emotional, Mental Health (SEMH) Needs

	<p>Observations and discussions with parents and the children indicate that mental health and wellbeing of many of our disadvantaged children and their families need support beyond that which is available from external agencies.</p> <p>An increased level of SEMH support in school is necessary and work with the wider family to identify vulnerabilities and support needed.</p> <p>Giving the children a sense of belonging and being able to experience the same opportunities as other children such as trips, visits, dressing up days etc.</p>
2	<p>Oracy</p> <p>Baseline and EYFS data indicate that children are entering reception with under developed oral language skills and vocabulary gaps.</p>
3	<p>Phonics and Writing</p> <p>Continued review of the implementation of the Little Wandle Phonics program is essential and quick identification of children falling behind, so that intervention and keep up groups can be swiftly put in place.</p> <p>Transcription</p>
4	<p>Attendance</p> <p>Attendance of our most vulnerable families is a concern in some cases. It is essential that these families are supported to enable the children to attend and have access to the Quality First Teaching and support from interventions put in place.</p>
5	<p>Maths</p> <p>Some of our children need additional support in maths to pre-learn vocabulary, attend catch up groups or to have additional support within lessons to enable them to keep up with their peers and make good progress. Children how speak English as an additional language need this vocabulary specific support to enable them to access the learning in maths.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils in the Early Years.	Listening, Attention and Understanding and Speaking outcomes in will show that oral language skills and vocabulary of disadvantaged pupils are in line with other pupils with similar learning needs.
Improved reading and writing attainment among disadvantaged pupils.	KS1 reading and writing outcomes will show that the % of disadvantaged pupils who met the expected standard is in line with other pupils with similar learning needs.
Improved maths attainment for disadvantaged pupils at the end of KS1	KS1 maths outcomes in will show that the % of disadvantaged pupils who met the expected standard is in line with other pupils with similar learning needs.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • child and parent voice • observations of the child in 1:1 • small group and whole class observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils e.g. before or after school clubs
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained good attendance will be demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils being at least 96% or higher, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all support staff using the Little Wandle approach to teaching phonics catch up groups and group reading.	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. EEF – Making the Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/new-s/new-eef-guidance-report-making-best-use-of-teaching-assistants	2 and 3
To train support staff to enable the delivery of NELI for children across reception (Nuffield Early Literacy Intervention)	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
To provide staff training on teaching writing, using the new writing framework to ensure consistency of approach and to improve our writing provision.	https://www.gov.uk/government/publications/the-writing-framework	3
Everyone Achieves and The Write Way	In order to understand the impact of TAs on pupils' learning outcomes it is important to look at how	

Forward projects to be completed and embedded by relevant school leaders, including a package of CPD for all staff including TAs	<p>they are currently being used in schools. The DISS project revealed ambiguity and variation in the way TAs are used both within and between schools. In one sense TAs can help pupils indirectly, by assisting the school to enhance teaching (e.g. by taking on teachers' administrative duties), but as we shall see, many TAs also have a direct teaching role, interacting daily with pupils (mainly those with learning and behavioural needs), supplementing teacher input and providing one-to-one and small group support.</p> <p>The EEF Guide to Making the Best Use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants</p> <p>https://www.maximisingtas.co.uk/research Maximising the Impact of Teaching Assistants</p>	
To provide quality first teaching training for all support staff using the West Sussex training modules	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>EEF – Making the Best Use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants</p>	2, 3 and 5
To provide staff training on how children's oracy can be developed across the curriculum and how this can be planned and delivered.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. EEF Oral Language Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a range of interventions which support children's SEMH needs (Lego World, Circle of Friends, Guinea Pig time)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 and 4
To provide ELSA sessions (Emotional Literacy) to those children who are identified as needing this provision.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. EEF Social and Emotional Learning	1 and 4
To provide a range of phonics catch up intervention groups in KS1, delivered by support staff or teachers	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. EEF – Making the Best Use of Teaching Assistants	3

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

Budgeted cost: £ 5465

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that families in	The EEF Planning and Reflection Tool for Supporting School Attendance	1 and 4

need, are swiftly identified and offered support from either our Family Link Worker, parenting sessions or the Early Help service.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Access your school attendance data - GOV.UK https://www.gov.uk/guidance/access-your-school-attendance-data By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
To offer disadvantaged children the opportunity to attend a before or after school clubs each term.	The EEF Planning and Reflection Tool for Supporting School Attendance Access your school attendance data - GOV.UK	1 and 4
To support disadvantaged families by offering children a set of school uniform each year.	Supporting their feelings of belonging and school readiness EEF Social and Emotional Learning	1 and 4

Total budgeted cost: £16,665

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Oral language skills and vocabulary in the Early Years

NELI program (Nuffield Early Language Intervention) program was delivered to 18 children in 2024-25. 100% of the pupil premium children met the standard expected in listening, speaking and attention. A number of other disadvantaged children will continue to need support with learning new vocabulary, listening and attention and oracy skills as they move into KS1. In particular, there are a number of children new to English, who will need additional support.

Reading and Writing

Teachers and teaching assistants continued to deliver the Little Wandle phonics and spelling program during 2024-25. Staff changes in the support staff role, had some impact on consistency of approach in the summer term for the delivery of intervention groups.

90% of the pupil premium children made expected or better than expected progress in reading.

70% of the pupil premium children made expected or better than expected progress in writing.

20% met the expected standard in reading and writing by the end of the academic year.

30% and 40% were just below the expected standard in writing and reading by the end of the academic year.

(based on teacher assessment of 10 children in KS1)

Phonics Screening Check									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	83%	75%	80%	79%	85%	80%	81	59%	80%
% of pupils passing check by end of Year 2	-	87%	86%	89%	80%	89%	74	89%	89%

The number of children who passed the phonics screening test in Year 1 in 2025 was lower than in previous years and lower than the national average. The number of children in this year group with SEND needs, with EHCP plans and with EAL was higher than in previous years. These children will need additional catch up support throughout Year 2. There were 5 pupil premium children in Year 1, 4 took the test, all will need to retake their phonics screening test in Year 2.

Maths attainment at the end of KS1

Staff worked alongside a visiting maths specialist to deliver the NCTEM maths curriculum which ties in with the curriculum taught at our local junior school. This will ensure a

smoother onward journey in maths for all children. The NCTEM materials focus is on ensuring children are not left behind. Staff across KS1 had training in delivering this program during the summer term. The long-term maths planning ensures consistency of approach and highlights essential vocabulary the children need to understand and use.

By the end of last academic year, 50% of the pupil premium children had met the expected level in maths. 80% of the pupil premium children had made expected or better than expected progress in maths from their starting point at the beginning of the year. (Based on teacher assessments of 10 children across the academic year)

Well being of children in our school

Higher levels of anxiety in children and families continue to be significant barrier. School family link worker worked with over 20 families this year, including half of our PP families. This includes regular face to face meetings, emails, phone calls, and ad-hoc, 1-off sessions. All the feedback is very positive and at a recent drop-in session many more families came forward, seeking support. At present, we offer half a day week of this. A parent support meeting linked to sleep was offered with positive feedback.

We regularly refer and/or signpost families to outside agencies including: Early Help, Integrated Front Door (social care)

In school we offer a therapeutic way of working across the team and our behaviour policy is linked to the therapeutic approach.

Our ELSA provides 2 weekly days of support for children on a 1:1 basis, usually for a half to one term. She then gives feedback to parents.

Some of our interventions focus on SEMH e.g. circle of friends, guinea pig time, lego world and ELSA.

Waiting lists for external services are affecting families and our ability to access outside support, particularly for speech and language support.