

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Talavera Infant School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	22.10.24
Date reviewed 2024-25	22.10.25
Next date on which it will be reviewed	Oct 26
Statement authorised by	Debbie Cook HT
Pupil premium lead	Debbie Cook
Governor / Trustee lead	Joe Bostock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,070
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	£37,070

Part A: Pupil premium strategy plan

Statement of intent

At Talavera Infant School, the allocation of funding via the Pupil Premium Grant supplements the main school funding and is used for the following specific purposes for children eligible as Free School Meal pupils (including Ever 6) and Post looked after pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Current and up to date educational research is used to support decisions around the usefulness of different strategies and their value for money.

Our objectives for this strategy and our Pupil Premium children are:

- ✓ To narrow the attainment gap between disadvantaged children and their peers through high quality teaching, tailored interventions and additional learning support.
- ✓ To ensure all disadvantaged children learn to build their resilience, develop good self-esteem and foster positive relationships.
- ✓ To ensure that all disadvantaged children have equal access to a broad, balanced and enriched curriculum.
- ✓ To work with parents and carers involving them in school life and supporting them to enable them to help their children succeed.

We aim to achieve these objectives by ensuring staff are focussed on developing strong and consistent relationships with our pupil premium children. We want to ensure that our pupil premium children thrive both academically and socially and recognise that the strong relationships they make with both the adults and their peers has a significant impact on their attainment and well-being. In order for our children to be successful in the modern world, it is important that during our time with us they develop a strong sense of independence, self-efficacy and a love of reading for both purpose and pleasure.

The School and Governing Body are committed to supporting all pupils and families and recognise that there are children on roll who, whilst not necessarily eligible for free school meals, may also suffer financial hardship. It is also recognised that many of the opportunities put in place for children who are eligible for these grants may have an indirect positive impact on the progress and attainment of other groups.

For details of Service Premium please see a copy of the Service Premium strategy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our observations of learning, talking with children and speaking to parents and teachers has enabled us to identify the following challenges:

Challenge number	Detail of challenge
1	Some pupils entitled to Pupil Premium are also in the early stages of learning English, which affects their attainment across reading, writing and maths.
2	Some pupils entitled to Pupil Premium have additional Special Educational needs which impacts the progress in certain aspects of their learning.
3	Some pupils entering school have lower oral language skills which slows progress in social development, reading and writing.
4	Attendance rates for children eligible for Pupil Premium can be an area of concern for some individuals, which affects attainment.
5	Some children with Pupil Premium require further support to develop their Emotional and Social skills so that they are ready to learn in the classroom environment.
6	Participation in extracurricular activities and enrichment can be limited for some pupil premium children

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
Pupil Premium children achieve in line with their peers in Reading, Writing and Maths.	Increase percentage of Pupil Premium children achieving expected outcomes at end of Key Stage and in Reading, Writing and Maths Increase percentage of Pupil premium children passing the phonics screening assessment in Year 1
Pupil premium children are ready to access the Key Stage 1 curriculum at the end of EYFS and have achieved a Good Level of Development	Increase % of Pupil Premium children achieving a Good Level of Development at the end of EYFS.
Attendance at school for Pupil Premium children is above National Expectations	Increased attendance and less unauthorised absences. Above national or better attendance for PP children Children previously identified as having absence concerns have increased their attendance. Families of disadvantaged children feel they are supported and have a good relationship with the school.

Behaviours and attitudes to learning have a positive impact on developing children's resilience, independence and enjoyment of school	Ensure Pupil Premium children are happy, safe and have the resilience to be effective learners who are ready for the next stage of their education. Pupil conferencing shows children can identify the learning behaviours and can say which behaviours are their strengths. Pupil questionnaires show pupil premium children feel safe and enjoy school.
Pupil Premium children with additional special educational needs are making good progress	Pupil Premium children with additional SEN make good progress from their starting points and are achieving in line with National expectations

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school continuing professional development in a range of High-Quality Inclusive Teaching strategies focussed on modelling, scaffolding, checking for understanding and retrieval.	EEF toolkit prioritises the need for teaching and learning to be exemplary. CPD is focussed on improving teaching strategies ensuring they are inclusive. Using 'Teacher Sprints' by Dr Simon Breakspear as the format for training staff will hone their skills in strategies which support inclusion for all children. With support from the HIAS HQIT course the DHT and a year 2 teacher will take the lead in reviewing the latest research in Inclusive Teaching.	1,2,3,4,5
Improve outcomes for all children with SEND through whole school professional development focussed on Supporting Complex Learner in mainstream Schools	Hampshire Transforming SEND has developed 5 eLearning modules to enhance staffs understanding of how to achieve inclusion for pupils who are the most vulnerable, and often have the most 'complex' needs. Modules cover research focussed on a Neurodevelopmental Approach to	1,2,3,4,5

	Learning, Inclusive teaching, Inclusive Curriculum, Inclusive Environments and Inclusive Behaviour.	
Ensure development of vocabulary and oracy is prominent and taught across all aspects of the curriculum	EEF toolkit identifies developing oral language and extending pupils spoken vocabulary and interaction as a very high impact strategy which further develops their knowledge and understanding of the curriculum.	1,2,3,5
Embed 'Super learner' across the school to raise the profile of importance of learning behaviours and executive functioning, ensuring these skills are taught.	EEF toolkit and Hampshire's Tackling Educational Disadvantage resources highlight the positive effects developing children's understanding of learning behaviours has on their motivation to learn and overall outcomes. EEF states 'Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulated learning, special educational needs in mainstream schools, working with parents, and social and emotional learning'	1,2,3,4,5

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

Budgeted cost: £22,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year leaders allocated time to monitor, review and support the provision for Pupil Premium children across the school.	EEF 'When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.' (EEF Pupil premium review- ensuring all leaders have PP at the heart.)	1,2,3,5

Using 'Wellcomm' for the screening of children in Speech and Language in Early Years, and planning for and monitoring interventions	Ensuring we screen children to identify children who may have speech and language needs is essential in ensuring we can target the children who need the support in school.	1,2, 3
Use Early Years Learning Support Assistants to deliver 'Wellcomm' interventions for our Early Years Children with language delay	EEF (+6) Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning (EEF Early Years Toolkit – Very High Impact.)	1, 2, 3,
Employ a learning support assistant to deliver 'Catch up' phonics and 'Additional blending' groups.	Phonics is a highly effective approach to supporting early literacy development and it is important that all children receive high-quality phonics instruction. Targeted intervention enables children to close gaps and catch up. EEF (+5)	1
Learning support assistants to deliver 'Pathways to Progress' a maths intervention and diagnostic assessments to identify and close gaps in children's maths	EEF (+6) Diagnostic assessments are completed by the teacher to provide in depth knowledge about what the child has learnt and are essential for providing information for future planning and support. (EEF – Improving mathematics in Early Years and KS1) 'It is important to assess what children do, and do not, know in order to extend learning for all children. A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know.	1,2

	'Pathways to Progress' is an evidence-based intervention linked to what the children are learning and used to pre teach groups of children.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, personalised intervention and 'bubble' time to promote children's social skills, wellbeing, and confidence.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and 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 (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	5
Funding towards cost of Family Support Worker who works with 'target' families on issues linked to attendance and offers guidance and support (best practice) through meetings with the attendance lead in school. Education Welfare Plans put in place quickly where needed	EEF (+4) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	4,5

	Working together to improve school attendance focuses on building strong relationships and working jointly with families, listening to barriers to attendance and working in partnership to remove them.	
Additional and part funded extended opportunities for pupil premium children. Clubs (often more than one) are offered every day after school and some before school. These are at a nominal rate. Trips are part funded where needed so they can attend. Additional experiences are planned to enrich the curriculum such as Theatre visits.	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Funding allows all Pupil Premium children the opportunities to access a range of activities.	4, 6

Total budgeted cost: £49,821

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 2024 to 2025 academic year.

Early Years Foundation Stage

Outcomes at the end of 2024-25:

100% of Pupil Premium children achieved a Good Level of Development compared to 51.5 % Nationally.

CONTEXT	Talavera Infant School (2526)		NCER National		
Item	Value	Cov.	Value	Gap	Cov.
Cohort	7	-	91,770	n/a	-
Sex (Male)	57.1% 	100.0%	51.1% 	+6.0%	100.0%
SEN Support	14.3% 	100.0%	17.8% 	-3.5%	99.4%
EHCP/Statement	0.0% 	100.0%	5.6% 	-5.6%	99.4%
Ethnicity (BME)	57.1% 	100.0%	31.7% 	+25.4%	99.4%
Language (EAL)	42.9% 	100.0%	19.9% 	+23.0%	100.0%
Disadvantaged	100.0% 	100.0%	100.0% 	0.0%	100.0%

ASSESSMENTS

Item	Talavera Infant School (2526)		NCER National	
Item	Value		Value	Gap
Good Level of Development ●	100.0% 		51.5% 	+48.5%
Average no. ELGs at expected	17.0 		12.2 	+4.8
All Goals, Exp+	100.0% 		49.9% 	+50.1%
Prime Goals, Exp+	100.0% 		61.1% 	+38.9%
Com. & Lang. Goals, Exp+ ●	100.0% 		67.4% 	+32.6%
PSE Goals, Exp+ ●	100.0% 		72.5% 	+27.5%
Phys. Dev. Goals, Exp+ ●	100.0% 		74.2% 	+25.8%
Specific Goals, Exp+	100.0% 		51.0% 	+49.0%
Literacy Goals, Exp+ ●	100.0% 		53.5% 	+46.5%
Maths Goals, Exp+ ●	100.0% 		62.6% 	+37.4%
Und. The World Goals, Exp+	100.0% 		67.6% 	+32.4%
Exp. Arts & Des. Goals, Exp+	100.0% 		75.4% 	+24.6%

● Good level of development = at least expected in all prime, literacy and mathematics goals.

Phonics Screening

Outcomes for Year 1 children taking the phonics screening check in June 2025.

66.7% of Pupil Premium children passed the screening test compared to 66.8% Nationally with a cohort of 3 children

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
'Pathways to Progress' Maths pre intervention	Hampshire County Council
Diagnostic Assessments Maths	Hampshire County Council
Early Talk Boost	I CAN
WellComm	GA Assessment