



## Pupil Premium strategy statement 2025-2026

This statement details our school's intended use of Pupil Premium funding to help improve the progress and attainment of our pupils for the academic year 2025 to 2026, and the intended impact of that spending within our school.

This report also reviews our Pupil Premium spend for the academic year 2024-2025.

### School overview

Detail	Data
School name	Lowe's Wong Infant School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	12% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Aly Speed (Headteacher)
Pupil Premium lead	Sarah Segasby
Governor / Trustee lead	Chris Heathcote

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£25,240
Recovery premium funding allocation this academic year	£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	£25,240

## Part A: Pupil premium strategy plan

### Statement of intent

At Lowe's Wong Infant School, we aim to offer all pupils access to a broad and balanced curriculum, and opportunities to engage in a wide range of educational and sporting activities, irrespective of their background or the challenges they face. Our aim is that all pupils will make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by our vulnerable pupils and support them according to their needs. High-quality teaching is at the heart of our approach, with a focus on quality interventions in the areas in which our disadvantaged pupils require the most support.

Our strategy is integral to wider school plans for our curriculum. Our approach will be responsive to the common challenges and individual needs of the Pupil Premium children at our school.

Our objectives are:

- Barriers to learning will be broken down, so that every child can achieve their potential.
- All children will be able to take part in extracurricular clubs and activities, and go on school visits (including the Y2 residential visit).
- Children's social and emotional needs will be met, allowing them to engage with all aspects of life at our school.
- All children will have access to a healthy diet.

The principles of our plan are that:

- We provide a safe and caring environment for the children in our care.
- All children receive quality first teaching, throughout our school.
- Staff have a clear understanding of children's needs, and how best to support them.
- Staff build positive relationships with children and their families.

## Challenges

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

Challenge number	Detail of challenge
1.	Only 43% (3 of 7 pupils) achieved a GLD at the end of EYFS.
2.	Only 60% (3 of 5 pupils) achieved the Expected Standard in the Phonics Screening Test.
3.	Only 33% (2 of 6 pupils) achieved National Expectations in Reading at KS1 SATs.
4.	Only 33% (2 of 6 pupils) achieved National Expectations in Writing at KS1 SATs.
5.	No PP Pupil achieved the Greater Depth Standard in Maths at KS1 SATS despite 83% achieving the Expected Standard.
6.	Parents, carers and school staff report that many Pupil Premium children are struggling with their mental health and emotional well-being this academic year.
7.	The attendance of Pupil Premium (FSM) children is lower than the whole school average.

## Intended outcomes

Intended outcome	Success criteria
Pupil Premium pupils make expected progress in reading.	At checkpoint 6 Pupil Premium children will have made expected progress in reading.
KS1 Pupil Premium children will achieve the expected standard in the test, or re-take.	83% (5 of 6 pupils) achieve the expected standard in the Phonics Screening Test. 80% (4 of 5 pupils) achieve the expected standard in the Y2 re-take
Y2 Pupil premium children will reach the expected standard in reading.	80% (4 of 5 pupils) will achieve the expected standard in the KS1 teacher assessment.
Pupil Premium children make expected progress in maths.	At checkpoint 6 Pupil Premium children will have made expected progress in maths.

	80% (4 of 5 pupils) will achieve the expected standard in the KS1 teacher assessment.
Pupil Premium children will achieve GLD at the end of F2.	75% (3 of 4 pupils) will achieve a GLD at the end of F2.
Pupil Premium children have increased opportunities to interact socially with their peers.	Pupil premium children will have accessed extra-curricular clubs and school visits.
Pupil Premium children's attendance is improved.	The attendance of children entitled to FSM will be in line with the attendance of that group nationally (using FFT data)

## 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: **£4,140**

(No cost for staff meetings or INSET provided by MITRE)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school engagement with maths mastery in number work group, using rek-en-reks. Maths Lead attending Maths Working Group – SEND & EYFS to Year 1 transition.	Information from NCTEM & East Midlands Maths Hub on mastery approach.	1 & 5
Trained ELSA in school (cost met by FNF, but cover paid for) Trained MELSA in school – attends network	ELSA is a recognised qualification. LA & SENDCo networks are promoting ELSAs in school.	6 & 7

Senior Mental Health Lead released for networks		
Staff engagement with Art Therapy programme. (Course funded by SBAP so only cover is needed)	SBAP information on Therapeutic Conversations.	6 & 7
Staff attend EYFS Networks Staff training for English (writing) Attend LA training (networks are funded – cover is needed)	Information from English Hub, DfE & Ofsted guidance.	1, 2, 3 & 4
Phonics lead coaching Y1 staff to improving the teaching of phonics	Peer coaching offers benefits such as improvement in teacher techniques and better pupil outcomes.	1, 2, 3, 4
English lead attending “Writing Roots” training (school’s writing scheme) to further improve standards in writing.	Writing roots uses carefully chosen books to captivate children making learning meaningful and generating a love of reading and writing.	3, 4

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

Budgeted cost: **£18,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bought into Literacy Volunteer scheme for weekly 1:1 reading and speaking/listening practise sessions	Reading practice & listening and attention games are shown to support good practice (Education Endowment Fund).	1, 2 & 3
Top-up funding for Pupil Premium children with unrelated SEND, to allow	Quality TA support helps access to a broad & balanced curriculum.	1, 2, 3, 4, 5 & 6

access to full KS1 curriculum.	(SFSS reports)	
Individual reading, comprehension & phonics practise 1:1 with TA support.	High quality interventions and support improve pupil progress (EEF)	1, 2 & 3
In-class support for daily phonics sessions.	Targeted support by TAs helps identified children make progress in sessions (phonics audit)	1, 2 & 3
Phonics booster groups with TA (up to 6 pupils at a time).		
Small group support for writing. (TA support)	Small group work focussing on gaps in learning (EEF)	1 & 4
In-class TA support for English lessons.	Targeted support for identified pupils.	1, 2, 3 & 4
Small group support for maths lessons. (TA support)	Small group work focussing on gaps in learning (EEF)	1 & 5
In-class TA support for daily maths lessons & maths mastery sessions.	Targeted support for identified pupils.	1 & 5
Small group support (TA) for maths mastery project (rek-en-reks).	Small group work focussing on gaps in learning (EEF)	1 & 5

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

Budgeted cost: **£3,070**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy & ELSA Sessions for identified children.	SBAP information on Therapeutic conversations.	6
Financial support for extra-curricular clubs.	Feedback from teachers and parents and carers that social interactions and friendship groups are strengthened.	6
Financial support for educational visits.	Feedback from school staff, taking part in visits	1, 2, 3, 4, 5, 6 & 7

	enhances related literacy & topic work.	
<p>Paying for school milk for those Pupil Premium children who would like it.</p> <p>Paying for breakfast cereals or attendance at breakfast club for those Pupil Premium children who need it.</p>	Supporting a healthy diet will help children focus, and make progress academically.	1, 2, 3, 4, 5, 6 & 7
Bought into "Brighter Futures" coaching scheme for weekly 1:1 sessions building self esteem	Effective social and emotional learning can lead to learning gains of plus four months over the course of a year (EEF)	2, 3, 4, 5, 6 & 7
Run "FunFit" sessions each morning with trained TA.	The intervention helps children with their therapy goals, enhances handwriting and promotes healthier habits.	4, 6 & 7

**Total budgeted cost: £25,240**

## 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.

- 43% of PP EYFS pupils achieved a GLD at the end of EYFS – increased from 25% in 2023-24
- 66.7% of Y1 PP pupils achieved the expected standard in the Phonics Screening Test, this is an improvement on 33% in 2023-24
- 1 PP pupil achieved Greater Depth in Reading at the end of KS1
- 88% of PP pupils made at least expected progress in Reading in 2024-25
- 33% of PP pupils achieved Expected in Writing at the end of KS1, this is an improvement on 20% in 2023-24
- 83% of PP pupils achieved Expected in Maths at the end of KS1, this is an improvement on 40% in 2023-24
- 84% of PP pupils made at least expected progress in Maths in 2024-25
- 100% of PP pupils went on school visits including the Year 2 residential in 2024-25.
- 72% of PP pupils participated in extra-curricular clubs during 2024-25, enabling them to join in fully with all aspects of school life.
- Attendance for PP pupils by the end of the Summer Term was 96% in 2024-25, an increase from 90% in 2023-24
- 2 PP pupils had breakfast in school each morning

### 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
Literacy Volunteers Scheme	Charity: Literacy Volunteers

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<ul style="list-style-type: none"> <li>• Service children were charged reduced rates for extra-curricular clubs.</li> <li>• Service pupils were charged a reduced rate for the Y2 Leavers' T-shirts.</li> <li>• Service children had weekly individual reading practise.</li> <li>• Service children were included in Phonics booster groups.</li> </ul>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> <li>• Increased social engagement for those pupils. All Service Pupil Premium pupils went on school visits.</li> <li>• Y2 Service Pupil accessed three extra-curricular clubs.</li> <li>• 67% of Service children achieved at least the expected standard in reading, all pupils made progress in reading over the year.</li> <li>• Y2 Service children all achieved the required standard in the Phonics Screening test.</li> </ul>