

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Sprowston Infant
Number of pupils in school	131 (162 incl Nursery)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2026/27
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	R. Edwards, Headteacher
Pupil premium lead	R. Edwards, Headteacher
Governor / Trustee lead	C. Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,740
Recovery premium funding allocation this academic year	£5547
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,914
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	£63,201

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 high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and 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 they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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	We have high proportions of children entering school with speech and language difficulties, the pandemic exacerbated this, and it is worse for disadvantaged children. Research shows this is likely to make learning to read and write more difficult.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	In recent years, pupils are coming into school with noticeably lower skills in listening and attention and emotional regulation. This makes it harder for them to focus on teacher-led input such as phonics and maths lessons, and to engage as fully in all learning opportunities as their peers do.
4	Disadvantaged pupils have significantly lower attendance than other pupils; this is true nationally as well as in our school. Clearly, this will affect their ability to make good progress and achieve well.
5	Assessments and observations in school have found a number of disadvantaged pupils had fallen behind due to lack of academic support at home and other home issues. Some parents reported to us an increase in issues around finance, relationships, mental health etc.

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.	Wellcomm assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	There is not a significant gap between disadvantaged pupils and their peers in terms of phonic assessments. Where gaps remain, it is possible to demonstrate good progress for those children. Measured by work scrutiny, pupil progress meetings, end of year assessments.

Improved listening and attention, and ability to regulate emotions.	Behaviour of disadvantaged pupils is good and they are able to listen and attend well in lessons. Pupils learn strategies to manage their emotions when needed. As a result, their academic performance improves.
Attendance for disadvantaged pupils improves and the gap to their peers is narrowed.	Figures for disadvantaged overall attendance and proportion of persistent absentees both improve and are closer to those for all pupils. As a result, progress for disadvantaged pupils with previous attendance issues improves.
Families are supported to gain help where needed to address out of school issues.	Areas such as behaviour management and working with pupils at home are improved. The school works with families to signpost and improve issues such as finances, attendance, housing. This creates a more stable home environment for pupils, leading to better engagement in school.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed practice according to The Reading Framework – continue to embed phonics scheme and buy further resources including more phonetic readers.</i>	EEF (Education Endowment Foundation) shows high quality phonics to be a high impact intervention for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The Reading Framework is a summation of good phonics practice from the DfE in line with EEF recommendations. It cites numerous studies and sources of evidence. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 2, 3
<i>Develop programme of ongoing training and coaching for staff in specific elements of teaching and learning. Subscribe to VNET.</i>	EEF early literacy report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 The Reading Framework explains the need to simplify genre content in early writing. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 2, 3
<i>Curriculum development – continue to develop curriculum and subject leaders - ensure all subjects are planned and organised effectively. Map out curriculum right down to start of nursery in all subjects.</i>	https://assets.publishing.service.gov.uk/media/6034be17d3bf7f265dbbe2ef/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf This paper summarises the research underpinning the current Ofsted framework and approach to curriculum.	1, 2, 3

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

Budgeted cost: £40,752

Activity	Evidence that supports this approach	Challenge nos. addressed
<i>Use Wellcomm assessments and activities in YR to improve oral language</i>	Two reports recommending Wellcomm as one of the viable language interventions: https://gov.wales/review-early-language-screening-suitable-children-wales-birth-5-years-summary-html https://www.nottinghamcity.gov.uk/media/3332769/20200602-identification-and-intervention-in-the-early-years_v16_web.pdf	1, 2, 3
<i>Signalong</i>	Evidence of impact of Signalong: https://signalong.org.uk/downloads/TU5Chg4OxJqA9NE.pdf	1, 2, 3
<i>Specialist EP and SALT support from CEPP</i>	Impact of SALT (speech and language Therapy) support: https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/therapy-provision-surestart-northern-ireland.pdf https://www.ncbi.nlm.nih.gov/books/NBK356271/ Impact of EP (Educational Psychology) input: https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/educational-psychology/evidence-of-our-impact	1, 2, 3
<i>SRB placements for children who require it.</i>	Guidance document including rationale for SRBs (Specialist Resource Bases): http://csapps.norfolk.gov.uk/cssshared/ecourier2/fileoutput.asp?id=11819	1, 2, 3
<i>Phonic interventions</i>	The Reading Framework describes how to carry out phonic interventions, which we follow: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF shows high quality phonics to be a high impact intervention for relatively low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
<i>Writing interventions</i>	EEF shows TA interventions with small group to have good impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention	1, 2

	The Reading Framework describes how to carry out writing interventions, which we follow: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
<i>Buy Launchpad for Literacy</i>	https://www.launchpadforliteracy.co.uk/testimonials This page details the impact of the programme.	1, 2, 3

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

Budgeted cost: £17,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral work – ensure good attendance and wellbeing of vulnerable pupils. Including Norfolk Steps training for staff.</i>	EEF report on importance of wider strategies beyond academic: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?	4, 5
<i>EW complete Inclusive Attendance Project via VNET and implement programme in school.</i>	EEF report on improving attendance: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Inclusive Attendance page with some feedback of impact: https://inclusive-attendance.co.uk/	4, 5
<i>Clubs and trips provided free to disadvantaged pupils, with support where required.</i>	EEF report on importance of wider strategies beyond academic: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?	4, 5
<i>Work engaging with families, including providing/signposting to services and other support.</i>	EEF report on importance of wider strategies beyond academic: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?	4, 5

Total budgeted cost: £64,641

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.

The previous 3-year strategy the school has employed (2021-2024) has been very successful. In 2024 end of KS1 assessments, there were no significant gaps between disadvantaged pupils and their peers. This represents an excellent achievement, as there had been a large gap upon children returning to school after covid closures, and nationally the gap had increased.

At the end of 2025, we have continued to narrow the gaps and disadvantaged pupils have achieved very well in relation to national figures. There are no significant gaps in attainment, with a small gap at KS1 writing only. We were inspected by Ofsted in May 2025, who were very happy with the performance of disadvantaged pupils and how inclusive the school was.

We will continue to improve our curriculum and tweak it to meet the needs of all pupils. We are continuing to embed a new phonics scheme and provide training for staff; we have worked with our local DfE English hub to support implementation of this. We will continue to work with all staff and develop their understanding of the curriculum, child development, pedagogy and early intervention strategies.

Attendance remains a challenge: by the end of 2024-25, it had remained static from 2023-24 figures in general. However, for the first half term of 2025-26, we have seen very large improvements in most areas, particularly for disadvantaged and SEND pupils – this is particularly pleasing as it is one of the key indicators for success on this plan and will have a big impact on those pupils' achievement.

Unfortunately issues with mental health, finances, relationships and other domestic issues have increased, due to a number of national factors (such as the cost of living crisis). As a result, we have seen impacts on the wellbeing and ability to learn of disadvantaged pupils, similar to most schools across the country. The school has accessed national funding to train a senior mental health lead to ensure we are addressing these issues systematically and in a strategic whole school way. We have also invested in a senior member of staff's time to work with families and pupils in a holistic way.

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
Success for all phonics	FFT
Cherry Garden	