

# Pupil Premium Strategy Statement Tenterden Infant School 2025 2026

This statement details our school's use of pupil premium funding to help improve the progress and attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and is based on the outcomes from last year's Summer 2025 data, which are recorded.

The Executive Head Teacher and School Governor leading PP support have attended Governor Pupil Premium Training. Before completing our school's PP Plan, we have read the Education Endowment Foundation's guidance on using Pupil Premium Funding effectively and the DfE's Pupil Premium Guidance.

This includes the 'menu of approaches.' These are detailed reports created from research and based on evidence that the EFF have carried out. It shows which interventions and activities have provided accelerated learning. We have selected EEF approaches which best match the needs of our PP children and additional children with specific needs.

## School overview

Detail	Data
School name	Tenterden Infant School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	39/123
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 -2026
Date this statement was published	19/12/25
Date on which it will be reviewed	19/10/26
Statement authorised by	T. McIntosh EHT
Pupil premium lead	T. McIntosh EHT
Governor / Trustee lead	Jane Wilson /

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,055
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	£56,055

## Part A: Pupil premium strategy plan

### Statement of intent

We believe in developing our children's natural curiosity and questioning nature with which they enter our school. We focus on ensuring that every child makes expected progress from their starting point and have a SENCO and FLM who work with the staff to ensure nurture and inclusion is a priority and that all children's needs are met. Children are able to excel in their talents through developing independence and sharing home study which is initiated through our Homework Menus sent out each term.

We work in partnership with parents and carers using our communication system called Dojo to share weekly activities and to keep home and school united in doing the best for all children. We have regular meetings with parents through: our Book Looks, special events, Parents Evenings and mid-year and end of year report. Parents/Carers are welcome to make an appointment to speak with their class teacher about their child's learning at any time throughout the school year.

We prioritise an aspirational nurture approach to our curriculum delivery so children have the key social and emotional skills in order to positively access their learning and aim to reduce barriers to learning. This is in direct response to our 3-year PP plan that begun in 2021 plan in supporting self-regulation and reducing the anxiety that some children and families feel from Covid. We work towards building high self-esteem and a sense of pride in making progress and meeting personal challenges.

We use the Boxall Profiling to identify next step learning to match appropriate tasks to meet the children's needs. We ensure that the classrooms are a calm, safe working environment with accessible resources for learning. Each class has an SEMH first aid box linked to Zones of Regulation for all children to access to support self-regulation in order to feel confident and able to access their learning. Class environments include purposeful, current working walls to share key learning points and support independent learning. Displays celebrate children's achievements and invite children to discover and share new learning.

We use monitoring and continual Assessment for Learning to ensure that disadvantaged pupils can access the learning and make progress in line with their peers. We use teaching support staff and resources to provide encouragement and first-hand support. Our school tracking system Target Tracker is one aspect of school monitoring that is used to recognise a child's achievements and identify areas that need to be revisited. This is because each lesson is built on previous learning. Any gaps in learning or areas of difficulty that disadvantaged pupils have been identified are addressed through adjusting the curriculum, pedagogy or using specific teaching and learning strategies in order to ensure that understanding is achieved which are detailed in this PP Strategy document.

Provision Maps (PM) are used to record the additional support a child requires above and beyond Quality first Teaching, including disadvantaged children, in order to maintain progress. PMs are discussed with the SLT, class team and parents/carers so everyone supports moving the learning forward. Pupil Progress Meetings (PPM) allow time to focus on next steps and evaluate and adjust interventions.

We aim that a child can use their knowledge and skills in new contexts, thereby achieving mastery and confidence in independently solving problems and creating pieces of work.

### Key Principles of our strategy plan

1. All pupils are able to have equal access to the curriculum.
2. Pupil Premium is funding used to improve education outcomes for disadvantaged pupils (which will benefit all pupils).
3. Home learning when necessary is supported in school.
4. Work in partnership with staff, SLT, SENCO, FLM child and parent/carer to maximise and celebrate progress and attainment.
5. Strategies in place match the physical, academic and emotional needs of the child.
6. All pupils achieve at least 6 points from their starting point.
7. Plans in place to support PP children focus on achieving accelerated progress.

## Challenges

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

Challenge number	Detail of challenge
1	Accelerated progress in core subjects for PP children, disadvantaged children and Young Carers in Reading, Writing and Maths. ( EYFS – developing confidence in conversations)
2	Wellbeing: Confidence, resilience and family support.
3	Gaps in skills, knowledge and understanding are targeted to enable catch up and keep up, especially phonics and reading.
4	Access to extra-curricular learning.
5 FLM	Preparation for school: Transition into our school and onto the Junior School.
6	Attendance and punctuality.

## 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
<p>Accelerated progress in core subjects for PP children</p> <p>Age Related Expectations</p>	<p>PP children are tracked from their starting point to make expected progress.</p> <p>With the additional attainment focus on:</p> <p>EYFS phonics</p> <p>Year 1 phonics and reading</p> <p>Year 2 Phonic Catch Up, reading and writing</p> <p>SLT monitoring age related expectations and children on track at key assessment drops: Autumn 1 Spring 1 Summer 2 (Final)</p> <p>SLT and Class Team meet to discuss progress and next step provision in Pupil Progress Meetings after each main assessment.</p> <p>Parent Evening – parent support.</p>
<p>Wellbeing: Confidence, resilience and family support</p>	<p>Subject leaders focus on supporting staff using inclusive strategies.</p> <p>Class teachers plan necessary subject adaptations, implement MSC and ‘check-in’ with PP children throughout lessons to ensure linked understanding. Class teachers deploy adults and tiered scaffolding in place to support progress.</p> <p>Praising efforts to increase resilience.</p> <p>Opportunities for celebration, success and sharing with parents/carers.</p> <p>Zones of Regulation.</p> <p>FLM supporting PP children in specific support programmes: between 6 to 12 weeks:</p> <p>Bereavement Support: Rainbows</p> <p>Anxiety Support</p> <p>Nurture provision - transition</p> <p>Regular family support: Boundaries and expectations, routines for sleep and toileting, SEND support: anxiety, tic/Tourettes and ADHD support.</p> <p>6wks Drawing and Talking</p> <p>6wks Sand Play</p>
<p>Gaps in skills, knowledge and understanding are targeted.</p>	<p>Gaps in learning identified through AFL and InSight.</p>

	Planned teaching and interventions noted on the Provision Map detailing 6 – 8 weeks programmes to accelerate progress. SENCO supporting in in class strategies
Access to extra-curricular learning	PP children are encouraged to attend and financial support can be accessed. Multi – Sports club at lunch time once a week and computer club available for all PP children.
Preparation for school	FLM supporting PP families. Induction Meetings. Pre-Loved clothing available. Home visits where applicable.
Attendance and punctuality	Attendance of PP children closely internally monitored. School provides personalised support for PP families finding attendance tricky. FLM following up attendance following the policy. Aim for the rate of PP attendance to increase. (School provides Breakfast, Early Bird and Late Bird places)

## 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: £12,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT development and delegation of leadership and responsibility for PP children.	Implementation is a key aspect of what schools do to improve. There is strong evidence that creating a leadership environment and school climate that is conducive to good implementation is important. This can be done by identifying	4 Gaps in skills knowledge and understanding specifically in reading and fine motor
Appoint strong staff to post.		

SENCO support	and cultivating leaders of implementation throughout the school. <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/implementation</a>	
Tight monitoring by all staff ensures accelerated progress of PP pupils.		
Staff CPD supporting mental health strategies. Whole school approach to mental health and wellbeing.	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment (DfE)	1, 3, 4, 5, 7
Little Wandle phonic training	A complete systematic synthetic phonics (SSP) programme is one that provides: all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary school, sufficient support for children in reception and key stage 1 to become fluent readers, a structured route for most children to meet or exceed the expected standard in the year one phonics screening check, all national curriculum expectations for word reading through decoding by the end of key stage 1 (DfE) Extended into Year 3 and above where needed.	2, 3, 6

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

Budgeted cost: £ 24,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Support for identified groups and individuals in all class lessons.	School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. <a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a>	2,3,4

	<a href="https://www.gov.uk/educationevidence/guidance-reports/teaching-assistants">g.uk/educationevidence/guidance-reports/teaching-assistants</a>	
PP children receive support with interventions taking place in the classroom, 1-1 and in small groups.	Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEFGuide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEFGuide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	2,3,4
Phonics/reading intervention support for KS2 where needed.	Phonics has a positive impact overall...with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</a>	2,3,4
Use NTP funding to provide school led tutoring for PP pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a>	2,3,4

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

Budgeted cost: £ 18,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage engagement in after school clubs and subsidise costs.	Support for non-academic issues that impact success in school for example help with the cost of educational trips or visits. Ensuring disadvantaged pupils access the same cultural capital. <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	1, 3, 5
Lunchtime activities/support available		1, 3, 5

Encouragement in school trips and subsidise costs.		1, 3, 5
School uniform provided through Pre-Loved initiative.		1, 3, 7
School snacks including fruit and cereal are offered if required.		1, 3, 7
School has a designated mental health lead.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	1, 3 3
School has a designated Family Liaison Officer <ul style="list-style-type: none"> <li>❖ Parenting courses</li> <li>❖ Signposting</li> <li>❖ Referral to Early Help</li> <li>❖ Food Bank support</li> <li>❖ Supports medical appointments and literacy needs.</li> <li>❖ Bereavement support.</li> <li>❖ Nurture support</li> <li>❖ Drawing and Talking</li> <li>❖ Sand Play</li> <li>❖ Domestic Abuse support.</li> <li>❖ Transition support moving class/schools.</li> </ul>	The FLM provides pastoral support to parents or carers, and helps with any issues that you may have in relation to supporting your child/children, both at home and in school.  The FLM works to encourage parental involvement within school, signpost to agencies (where appropriate) and support children in school. With this support parents are engaging with school which has a positive impact on their own and their child's physical and mental health.	1, 3, 5, 6, 7
Early identification of emerging need by all staff.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	1, 2, 3, 4, 7

**Total budgeted cost: £ 56,055**

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 which then leads to the progress and attainment focus for 2025 to 2026.

Target to ensure expected progress from starting point remains in line with peers with the aim to improve upon previous attainment levels:

PP Attainment Age Related Expectation for Summer 2025 outcomes:  
(with Autumn 1 2025 outcomes to provide a baseline for FS )

		Reading	Writing	Maths
Year FS	8	(29%)	( 29%)	( 57%)
Year 1	8	29% (25%)	29% (25%)	71% (25%)
Year 2	23	41% (26%)	36% ( 22%)	64% (41% )

PP Attainment Age Related Expectation for Summer 2026 outcomes:

		Reading	Writing	Maths
Year FS	8			
Year 1	8			
Year 2	23			

