

# Pupil Premium strategy statement 2025-26



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	Donnington Wood Infant School and Nursery
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	21 <sup>st</sup> November 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Governing Body
Pupil premium lead	Caroline Boddy
Governor lead	Mandy Parker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,780 (Deprivation)
	£350 (Forces)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£79,130</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Donnington Wood Infant School and Nursery our core values of 'learning, caring, preparing' drive teaching and learning for all children. We are passionate about being inclusive and working with the whole school community to equip children with knowledge and skills to

- be successful in their learning
- aspire and achieve in their futures
- show respect and compassion for those around them
- demonstrate the ability to make a positive contribution to society

We recognise that for our school community there can be some specific challenges, particularly in relation to disadvantage. The activity we have outlined in this statement is intended to support the needs of disadvantaged pupils and others identified as vulnerable.

Our pedagogical approach and the rationale behind our curriculum progression and planning have been developed in order to meet the specific needs of our school community. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve highly across all subject areas.

We have identified common challenges using a variety of methods – knowledge of our community, formative assessment, summative assessment and statistics over time. All this enables us to identify appropriate, evidence-based approaches to ensure maximum impact for all pupils.

### Challenges

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

Detail of challenge	
1	Oral language and communication skills (assessed through observations and diagnostic screening) are lower for disadvantaged pupils on entry to EYFS. They are also low for many pupils who join the school during the year with no previous experience of school or schooling in the UK. This impacts on the acquisition of phonic and reading skills and access to the wider curriculum.
2	Low attainment on entry for many disadvantaged pupils. This impacts on the rates of progress needed for <i>all</i> pupils to reach, or exceed, age related expectations
3	Discussions evidence that many pupils have limited opportunities or experiences. This impacts on the starting points for learning across the curriculum and their ability to draw on prior knowledge.
4	Analysis of school attendance data evidences that parents of a number of disadvantaged pupils do not prioritise regular school attendance. A disproportionate number of persistent absentees are disadvantaged. Erratic attendance impacts on the ability to make good progress.
5	The social, emotional and safeguarding needs of a group of pupils (across school, mostly eligible for PPrD) have an impact on their academic progress.

### 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 and communication skills	Assessments and observations indicate significantly improved oral language and communication skills among disadvantaged pupils.
Improved outcomes for disadvantaged pupils and pupils new to DWIN school	Outcomes in phonics, reading, writing and maths for all disadvantaged pupils are at least in line with the cohort and above those nationally
Social and emotional needs of pupils addressed	Improvement in self-regulation for all identified pupils Reduction in number of pupils and families needing support Improved outcomes for all identified pupils and families
Attendance rates increased for disadvantaged pupils to match national	Attendance for all disadvantaged pupils to be in line with 'other' pupils and national Reduce the number of persistent absentees among disadvantaged pupils

## 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: £31,823 (50% of total costs)

Activity	Evidence that supports this approach	Challenge number(s)
Embedding of 'Little Wandle Letters and Sounds' – Coaching, CPD & support for staff by Phonics lead to ensure (weekly ½ day release) – <ul style="list-style-type: none"> <li>assessment is used to ensure accurate pitch and identify gaps or misconceptions</li> <li>gaps and misconceptions are swiftly addressed</li> <li>support for new staff or those changing year groups</li> <li>implementation of “Rapid Catch-up” for children joining school</li> <li>embedding of Year 2 Spelling programme</li> </ul>	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.  <a href="#">EEF Toolkit – Phonics</a>	1,2
1 full time teacher so that – <ul style="list-style-type: none"> <li>average class size is 22 children</li> <li>no mixed year group classes</li> <li>increased opportunities for high quality interactions between staff and children</li> <li>increased opportunities for quality feedback, consolidation and intervention</li> </ul>	Gains from smaller class sizes, particularly during the early stages of primary school, come from the increased flexibility and the quality and quantity of feedback pupils receive.  <a href="#">EEF Toolkit - Feedback</a>	1,2,4

### Targeted academic support (e.g., tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,610

Activity	Evidence that supports this approach	Challenge number(s)
1 full time teaching assistant so that – <ul style="list-style-type: none"> <li>full time teaching assistant in each classroom</li> <li>increased opportunities for high quality interactions between staff and children</li> <li>increased opportunities for quality feedback, consolidation and intervention</li> <li>daily 1:1 sessions for identified children to close gaps / address misconceptions</li> <li>small group and 1:1 phonics support</li> <li>1:1 reading support</li> </ul>	EEF Toolkit shows that one to one interventions with trained staff have been shown to be very effective. We want to combine additional adult intervention in class with 1:1 interventions with trained teaching assistants  <a href="#">EEF Toolkit – one to one tuition</a>  <a href="#">EEF Toolkit – teaching assistant interventions</a>	1,2,4
Year 1 cohort (2 classes) participation in EEF trial of 'OTTO Club' (fine motor & handwriting programme) <ul style="list-style-type: none"> <li>Release for staff training (initial &amp; ongoing)</li> <li>Purchase resources*</li> <li>Release for assessments (baseline &amp; final)</li> </ul> *£200 funding provided by NatCen for purchasing resources for one class	OTTO has previously been used as a small group intervention. The trial is looking at using it for whole class teaching with additional support within it for small groups / individuals.  <a href="#">EEF Toolkit – teaching assistant interventions</a>	2,4

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

Budgeted cost: £26,100

Activity	Evidence that supports this approach	Challenge number(s)
<ul style="list-style-type: none"> <li>Pupil &amp; Family support for pupils with low attendance / poor punctuality</li> <li>3-weekly meeting and tracking for targeted families (PFSM and Head)</li> <li>Payment for Breakfast Club for identified children</li> </ul>	If children are not in school we cannot improve or accelerate attainment. NfER briefing for school leaders identifies addressing attendance as a key step	5
<ul style="list-style-type: none"> <li>Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress</li> <li>Small group, 1:1 and responsive sessions to address identified social and emotional needs including pupil mobility</li> <li>Enhanced training for Pupil &amp; Family Support Manager through 'Futures in Mind'</li> <li>Enhanced training and on-going supervision for Pupil &amp; Family Support Worker – 'Emotional Literacy Support' (ELSA)</li> </ul>	<p>EEF Toolkit states that on average, Social &amp; Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p><u>EEF Toolkit – social and emotional learning</u>  <u>EEF Toolkit – parental engagement</u></p> <p>Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p>	6
<ul style="list-style-type: none"> <li>Purchase annual subscription for CPOMS to enable staff to swiftly identify and track vulnerable children.</li> <li>Regularly track, analyse and respond to incidents logged on CPOMS</li> </ul>	Current use has evidenced saving time in collating, analysing and retrieving information. This enables staff to respond more swiftly and accurately.	6
<ul style="list-style-type: none"> <li>Purchase 'Calm Brain' subscription to support children to improve self-regulation and ability to settle quickly to learn</li> <li>Use Calm Brain assessment tracker to demonstrate progress for classes and individuals</li> </ul>	Tracking (using Calm Brain assessment tracker) in previous years has demonstrated improved ability to self-regulate and settle to learn.	6
<ul style="list-style-type: none"> <li>At least half-termly opportunities closely aligned with the curriculum to engage, motivate and inspire.</li> <li>Opportunities to develop cultural capital embedded in curriculum plans</li> </ul>	Engagement in previous activities has shown positive impact on motivation and learning. First hand experiences have brought learning alive for children.	3

**Total budgeted cost: £78,780 (£31,283 + £22,610 + £26,100 = £80,53390,095)**

## 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.

On-going assessments and tracking demonstrated that nearly all pupils who completed the full year made strong progress from their starting points. This evidenced the impact of our pedagogical approach, curriculum, assessment tracking and consolidation / intervention.

There was high mobility in all year groups, with 28 children joining during the year. 54% of joiners were new arrivals from overseas. 62% of joiners did not have English as their first language.

EYFS outcomes for those eligible for Pupil Premium (46% of cohort) were slightly lower than the cohort but above outcomes for Pupil Premium pupils nationally.

In Year 2 the gap between outcomes for the cohort and those eligible for Pupil Premium (45% of the cohort) were narrower than nationally. Outcomes for those eligible for Pupil Premium were higher than similar pupils nationally and in line for writing and maths.

A significant focus on social and emotional support for pupils continued during 2024-25. We used pupil premium funding to provide wellbeing support for all pupils. Attendance continues to improve in every year group and the gap between the cohort and those eligible for Pupil Premium has narrowed. The number of disadvantaged persistent absentees has reduced and is proportionate to the size of the groups within school.

### Externally provided programmes

Programme	Provider
None used	

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was used to support pupils when parent posted overseas for 8 months.
What was the impact of that spending on service pupil premium eligible pupils?	Family reported feeling well supported.

### Further information

This year we have continued to be supported by Magic Breakfast to provide a healthy snack at the start of every day for all pupils in school. We are also able to offer subsidised and free places at Breakfast Club for disadvantaged and vulnerable pupils.