

Pupil premium strategy statement – East Boldon Infant School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	19 children 12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Board
Pupil premium lead	Miss L Holt
Governor / Trustee lead	Mr P Grice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24. 240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24. 240

Part A: Pupil premium strategy plan

Statement of intent

East Boldon Infant School believes in the importance of providing all pupils with the best possible education and supporting them to make good progress and achieve well irrespective of background.

Our priority for our pupil premium strategy remains parallel to the priority for all of our children in school; that they are supported to achieve the best they can academically, personally and socially and emotionally. We recognise that experiences for our disadvantaged children may differ and acknowledge a supportive and inclusive environment where we direct targeted support where it is needed.

High quality teaching is at the centre of our approach, within a broad and balanced curriculum. Our commitment is that every child (both those who are disadvantaged and those who are not) benefit fully from this and any gaps in learning are identified and reduced.

We plan to provide targeted academic support through specific interventions and also wider intervention strategies relating to non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Our plan works towards the key areas identified through ongoing assessments and pupil knowledge and these key areas are regularly monitored on a termly basis. Our allocation is small, but it will enable us to support children within curriculum time if there is a specific learning difficulty or barrier to learning, or subsidise particular areas both in/out of school to support our disadvantaged children to extend their learning opportunities.

We want to ensure that all staff take responsibility for their disadvantaged learners within their class/year group and work together to achieve the best outcomes for these pupils, intervening without delay when specific needs have been identified.

Challenges

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

Challenge number	Detail of challenge
1	More families are now requiring early intervention and targeted support for a number of specific areas. Early identification is key and ensuring support to the families is offered through Early Help or other support channels is key.
2	Attendance and punctuality can be a barrier for some disadvantaged children.

3	16% of the pupil premium children have an identified SEND need and access external agencies. 50% of the pupil premium children also have some identified SEMH needs.
4	6 children in KS1 working below ARE in writing Whilst the needs of the pupils have been recognised within the pupil premium group, there is a whole school target to improve attainment within writing, focusing in particular on spelling and handwriting and specifically looking at narrowing the attainment gap in boys writing. End of year data for Year 1 identified a gap within boys and the PP group to identify and target into Year 2 and end of key stage

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
To develop pupils' ability to write simple/complex sentence by developing oracy skills and the ability to speak in full sentences. Encourage correct letter formation and spelling of common exception words, capital letters and clear spacing between words	Observations show that the children are encouraged to speak in full sentences by the use of stem sentence beginnings being modelled across school. EEF recommendations of pupils articulating their ideas verbally before writing. Assessments and observations demonstrate improved handwriting and spelling skills over time – evidenced through engagement in lessons, workbooks and ongoing formative assessments ALL PP children (non SEND) to narrow the attainment gap and to aim to reach ARE in writing at the end of the academic year. Particular focus on all PP children in Year 2. Where a specific SEND need has been identified, monitoring individual targets to ensure they close their individual learning gap. Case studies/SEND plans to evidence and support this progress.
Improved wellbeing and engagement in learning for all of our children in school including our disadvantaged children. To support the SEMH of our children in school by identifying and addressing needs early and effectively. To support children to effectively manage the feelings and emotions.	Increased engagement in extra curricular activities and opportunities for wider curriculum experiences including trips and visits to give increased cultural capital opportunities. Early intervention support identified for families and a successful process of achieved targets. Specific case studies relating to identified children, demonstrating feedback from pastoral support and interventions e.g Elsa/Lego

	Therapy/Nurture sessions.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	To monitor the attendance and punctuality of the PP children on a half termly basis.
To continue to close the attendance gap (Academic year 2024-25- 93.35% compared to overall 96.45%)	To inform parents regularly of their child's attendance.

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: £ 1, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continually ensure quality first teaching and learning across school so that all of the teaching is at least good and many of which is outstanding.	"The core business of teaching matters more than anything else in school, particularly for pupils from disadvantaged backgrounds" Sutton Trust. Evidence supports that good teachers are especially important for pupils from disadvantage backgrounds. For those who are disadvantaged, the difference between a good teacher and a weaker teacher is a year's learning (Sutton Trust Review 2011 and social mobility Commission 2014b)	1, 2, 3, 4
Embed Power Teaching approaches across school to enhance oracy skills and develop writing skills. Training from C McKie to all staff in the delivery of Power Teaching and how this can support oracy and writing skills. Use of question types to support comprehension knowledge of texts read.	The EEF has provided evidence that oral language interventions significantly enhances writing skills. Additionally EEF resources suggest that oral language interventions can lead to 5 months additional progress over a year, particularly benefitting pupils from disadvantaged backgrounds. These findings underscore the importance of integrating oral language practices into the curriculum to improve writing and overall outcomes.	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social_and Emotional_Learning in Primary Schools EEF	1,2,3

supported by professional development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 18, 239.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring, in school working with identified children.	NFER Report shows a 16% increase in outcomes when one to one tuition).	3, 4
Small group tuition working with targeted groups of children and monitoring progress half termly.	NFER highlights - data driven school which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).	3, 4
Interventions to support children to 'keep up' rather than 'catch up' with specific learning.	There is good evidence that providing intensive 1:1 and small group tuition, for short, regular sessions over a set period of time can enable children to keep up with their peers. NFER reports that data driven schools which focus on early intervention rather than end of KS outcomes raised attainment more effectively.	3, 4
Early Talk Boost programme with identified Reception children	This targeted intervention program is designed for children struggling with language development. The program aims to improve children's language skills and narrow the gap with an average increase of 5 months in language development after 9 weeks of participation.	3, 4

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

Budgeted cost: £ 4, 950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing wider experiences for the children in school through additional visits/visitors/curriculum enhancements. For all children to have improved opportunities and experiences to link learning experiences through the curriculum. Support for social and emotional development as well as language and communication development through high quality interactions.	A trip is one of the best tools that we can use to provide every student with real-world experiences. When students leave the classroom, they see the connections between what is happening at school and in the 'real-world'. They begin to see that what they learn within the walls of the classroom can help them solve the problems they see in the world around them and can have a direct impact on who they become as people. A recent visit by Emilyn Ruble Whitesell showed that trips and hands on learning make concepts more memorable. The Education Policy Insitutes (EPI) report that by the end of the Reception year, children who are experiencing disadvantage are, on average 4.6 months behind other children in their learning.	1, 2, 3, 4
Regular monitoring to improve the attendance of the disadvantaged children. To aspirationally aim for all groups to be 95% attendance for the academic year. Whole school attendance (Academic year 2024-25- 93.35% compared to overall 96.45%)	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment EEF report (2022) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at the end of key stages. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	
Improving the quality of social and emotional learning. Pastoral support time with trained worker through access to Elsa/Lego Therapy strategies and interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.nfer.ac.uk/leading-character-education-in-schools-case-study-report/ https://www.nfer.ac.uk/media/2067/pace02.pdf Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. Evidence associates childhood social and emotional skills with improved	1,3

	outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement, crime employment and income.	
Identify and work supportively with families to support with wider household difficulties.	Our experiences within school across the past few years have identified a need to respond to families in need of support, that may not have been identified. The EEF guidance report shows that parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. Evidence from The EEF Teaching and Learning Toolkit suggests effective parental engagement can lead to learning gains of +3month over the course of a year	1, 2, 3, 4

Total budgeted cost: £ 24, 489.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

RECEPTION	Total Children	Total disadvantaged
% of children achieving GLD	87%	100%
July 2025		

All 7 children achieved a Good Level of Development.

YEAR 1 PHONICS SCREENING CHECK	Total Children	Total disadvantaged
% of children meeting the expected standard in Phonics	95%	80%
July 2025		

Of the 5 PP children, 80% achieved the standard. One child did not meet the expected standard at this point.

YEAR 2 TEACHER ASSESSMENTS	Total children	Total disadvantaged
Reading	90%	87%
Writing	79%	38%
Maths	88%	75%

Of the 8 PP children, 3 children had an identified SEND need. Writing continues to be an area where the gap is wider compared to non-disadvantaged children. This is a whole school priority and will continue to be so for the upcoming academic year.

Obviously with the small numbers of children that we have accessing the PP funding, a level of caution needs to be taken in comparative to the full cohort of children.

What is clearly evident within the outcomes is the slight variation of attainments across year groups. Overall, our disadvantaged pupils perform well, but we have small numbers within year groups and variations of needs and abilities within these. We had a strong achieving cohort in Reception – all disadvantaged pupils achieved GLD at the end of the year.

Writing is still an identifiable gap at Key Stage 1 and aligns with our priorities for the whole school and will continue to be a priority for the upcoming year.

Any child who does not meet the expected standard in phonics, continue to receive additional focus in phonics and reading into Year 2.