Wellfield Infant & Nursery School

Pupil Premium Strategy Statement 2025-2026

School overview

Detail	Data
School name	Wellfield Infant & Nursery School
Number of pupils in school	205 pupils N to Y2 163 R to Y2 42 N pupils
Proportion (%) of pupil premium eligible pupils	4.91%% R to Y2 4.89% including Nursery-Y2
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 2024/2025 2025/2026
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Joanne Thirkill-Headteacher Governing Body
Pupil Premium Lead	Michelle Tucker
Governor / Trustee lead	Chair of Govs-Joint Chair of Governors; Sue Maitland & Donna Lamey Pupil Premium Gov - Sharon Alderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,000
Total budget for this academic year If academic year	£20,100

Part A: Pupil premium strategy plan

Statement of intent

At Wellfield Infant & Nursery School our intention is that all pupils, irrespective of background or challenges, make good progress in their learning, achieve their potential and aspire in all subject areas. We are dedicated to meeting the academic, social and pastoral needs of all pupils. We pledge to do whatever it takes as a school to ensure barriers to learning are removed and we are committed to closing the achievement gap. We ensure am Inclusive environment for all. We always consider the needs of our vulnerable children, such as those who have, or have had, social care involvement.

Our values at Wellfield Infants underpin our curriculum, experiences, teaching and learning. These are care, respect, learn and succeed. These are specifically taught and interwoven in all of our teaching and learning.

We want to ensure that our disadvantaged pupil have access to the same broad, balanced, challenging and progressive curriculum that is knowledge and skills rich, ensuring all children can fulfil their potential regardless of background or ability.

Alongside this we ensure we offer a curriculum that is rich in vocabulary and offers plenty of opportunities to develop children's communication and language skills across all Areas of Learning/ National Curriculum subjects.

Our curriculum is constantly reviewed to ensure it meets the needs of all children, to address gaps, excite learning and develop curiosity. At the heart of this is the belief that all children should access excellent teaching by their class teacher. 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. Alongside this is the commitment to children to reach their full potential by learning about the importance of taking care of their own mental health and emotional wellbeing, giving children the emotional literacy and understanding to be ready to learn, feel and be safe. This is enabled by the focus on PHSE through Jigsaw lessons and the use of The Zones of Regulation in all classes from Nursery to Year Two. This is a tool to help children recognise and identify their emotions and use strategies to help them develop self-regulation skills. This proves to strengthen children's social, emotional and mental health needs and helps with engagement in learning. We are also fortunate enough to have a specialised ELSA who supports both staff and children directly with pastoral care and nurture. We pride ourselves on our caring and nurturing school.

Alongside our high expectations in reading, writing and numeracy, the importance of wellbeing supports our children in being ready for their next stages in their educational journey into Key Stage Two and beyond.

We know that some of our disadvantaged children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These for some pupils, include:

- Lower levels of and specific need in relation to oracy and language.
- Higher attainment gaps in Early Years and KS1 reading, writing and maths.
- Reduced exposure to books and reading, gaps in learning.
- A higher levels of persistent lateness and/or absence compared to their peers.

This academic year, we have a high percentage of Pupil Premium children in 25-26 with more complex needs involving SEND.

Our priority with spending works towards addressing these challenges with the priority being to provide children with the very best education through quality first teaching, a knowledge. Access to high quality teaching for all is proven to have the greatest impact on closing the disadvantage gap whilst also investing in our staff and benefiting all of our community.

We know our families very well and offer a personalised approach in supporting the disadvantaged. We also recognise that children who are not in receipt of Pupil Premium can also suffer disadvantage in terms of their background and home circumstances and we support their needs and work closely with our families.

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 that disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point the 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.
- Ensure that disadvantaged pupils take part in enrichment activities to develop their experiences, such as participating in after-school clubs.
- Support pupils to develop their oral language skills as well as their vocabulary knowledge.
- Ensure that disadvantaged pupils attend as regularly as non-disadvantaged pupils.
- Provide targeted support for emotional well-being, including access to our school ELSA when appropriate.
- Be a warm, welcoming and supportive community of staff and children.

- ensure Pupil Premium 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 Pupil Premium pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Oral Language Skills	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many Pupil Premium pupils. These are evident from Reception through to the end of KS1 and in general, are more prevalent among our pupil premium pupils than the non-pupil premium pupils.
2 Phonics	Assessments and observations suggest that our pupil premium pupils generally have greater difficulties with phonics than their peers. This then negatively impacts their development as readers and the individual pupils reading levels are not at the same level than that of non-disadvantaged pupils.
3 Writing	Internal teacher assessments indicate that the writing attainment among pupil premium pupils is significantly below that of non-pupil premium pupils.
4 Maths	Internal teacher assessments indicate that maths attainment among pupil premium pupils is significantly below that of non-pupil premium pupils.
5 Emotional Wellbeing	Our assessments (including wellbeing survey for pupils), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities. Our assessments and observations also indicate that the education and emotional wellbeing of many of our Pupil Premium pupils have been impacted and that our families may require support from external agencies.
6 Attendance	Our attendance data indicates that punctuality and attendance among Pupil Premium pupils has been lower than for non-Pupil Premium pupils. Our assessments and observations indicate that absenteeism is negatively impacting Pupil Premium pupils' 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

To increase oral language skills and vocabulary, phonics scores and reading attainment among Pupil Premium pupils and ensure they are working at or beyond ARE.	A higher proportion of Pupil Premium children achieving the early learning goal in word reading in 2025-2026 and passing the phonics screening test in Year One. A larger percentage of Pupil Premium children achieving age related expectations at the end of Key Stage One. Gaps in learning are addressed children placed in interventions to support them. Robust monitoring will show gaps decreasing and attainment improving. Assessments and observations indicate significantly improved oral language and enriched vocabulary among Pupil Premium pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessments in class.
To reduce the attainment gap between pupil premium children and non-pupil premium children in Writing, SPAG and Maths	Robust monitoring and assessment will show gaps decreasing and attainment improving. Monitoring will show improvement in these areas. The attainment gap between pupil premium children and non-premium children will be lower than the gaps first identified in EYFS. The gaps will continue to narrow in the subsequent two years. Ideally the gap will be less than 10% by the end of the academic year 2026.
To achieve and sustain improved emotional wellbeing for all pupils in our school, particularly our Pupil Premium pupils.	Sustained high levels of emotional well-being and pupils engaged and enjoying school. Monitoring will show improved behaviour and reduction of recorded incidents in school. Improvement in attendance and punctuality. Specific monitoring of ELSA involvement with identified children, will show improvement in emotional wellbeing Pupil voice will indicate high levels of wellbeing. Pupil and parental voice will show that pupils feel safe in school and know how to access support if needed.
To achieve and sustain improved attendance and punctuality for our Pupil Premium pupils.	Attendance data will show that attendance among pupil premium children does not fall significantly below that of non-pupil premium children. Reduced instances of lateness/attendance which impacts on the learning missed by our PP children. Children are in school and therefore can access all of their learning and come to school ready to learn. Any persistent absence is rapidly addressed and letters sent home, we will then support and work with families to improve outcomes. Rapid response to any children whose attendance is a concern and hold family meetings to identify if there is any support we can offer. Through these meeting provide support for families and refer to Early Help, if deemed necessary. Monitoring will show actions school has taken by our attendance lead and show an improvement over time. Improved attendance of PP children to 97% or above.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOMM in Nursery & Reception and to identify and target early language groups for identified pupils (delivered by trained TA's)	EEF evidence (large RCTs) shows Wellcomm produces measurable language gains and is effective for early years language support; oral language interventions show high impact on reading comprehension and vocabulary. Education Endowment Foundation: Oral language interventions and EEF evaluation references effectiveness	1,4
Continue with the recently introduced phonics scheme- Phonics Shed in all year groups and invest in high quality CPD and support for all staff so that there is consistency and confidence in teaching and learning. Staff CPD training on Adapted teaching and Precision Teaching Regular staff meetings focusing on developing phonics and any new staff trained in Phonics Shed Additional TA time given to supporting interventions for developing basic skills in phonics, reading, writing and mathematics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for Pupil Premium pupils: + 5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Investing in professional development for staff to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1,2,3
All teaching staff trained in developing reading, writing \& Maths.	Research undertaken by the Education Endowment Foundation EEF shows, *The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering*	1,2,3

Focus on the development in fine motor skills and writing skills-TA led interventions.	*high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most Pupil Premium among them.* Investing in CPD and support for high quality teaching will support all our children to make progress as well as investing in our teaching staff. Immediate feedback will be a feature of writing lessons. The EEF Teaching and Learning Toolkit, states that different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking.	
Ensuring all children have access to inclusive quality first teaching. Ensuring all teaching and learning is consistent in every year group. Monitoring this and highlighting CPD needs and these are addressed through training in school or through external providers. Strategic TA deployment; CPD training for TA's to deliver structured interventions (small group structured interventions linked to identified pupils in various subjects)	Research undertaken by the Education Endowment Foundation EEF shows, *The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most Pupil Premium among them.* EEF guidance emphasises strategic use of TAs with training and clear purpose to supplement (not replace) class teaching; structured TA interventions can be effective when well planned. EEF: Targeted academic support / Making best use of TAs guidance	1,2,3
Dedicated subject leader time is given to ensuring high quality teaching and learning in all curriculum areas and that all children are making good progress in knowledge and skills and staff share curriculum subject updates with the wider school team so they have up to date knowledge of all curriculum subjects	Investment in ensuring inclusive quality first teaching is consistent across all of school in all curriculum areas. Teaching staff have time to observe and monitor teaching and progress in learning against their subject leader curriculum areas.	1,2,3

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

Budgeted cost: £5,000 (in addition to staffing budget allocated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils have access to targeted interventions linked to phonics, reading, writing and maths. Individual interventions using, for example, precision teaching of skills in each subject to reinforce learning.	According to the EEF Teaching and Learning Toolkit, small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition has an average impact of four months' additional progress over the course of a year. Investing in professional development for teachers and teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants	1,2,3
Offer training via parent/carer workshops to all our parents and carers so they can support children in relation to reading, phonics and maths	EEF states that Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. However it is recommended ongoing monitoring and evaluation of this is needed to ensure this is sustained.	1,2,3
Program of nurture and SEL interventions led by ELSA TA to identified children from Nursery to Year Two	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):	4

	EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)	
Implementing WellComm programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Listening with Lola to develop pupils listening and attention skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1,2

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

Budgeted cost: £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the quality of social and emotional learning (SEL) SEL approaches will be embedded in routine and daily practice. Continued professional development and training for staff	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) EEF Social and Emotional Learning. Pdf (educationendowmentfoundation.org.uk	4
Staff to continue to follow the Relationships and Behaviour Policy and regularly review this. This policy was created to ensure that all staff follow the inclusive ethos we have. Also to enable a consistent approach to behaviour management and understanding of those pupils who may also have additional identified SEND needs. SENDCo and Assistant SENDCo to ensure that The Zones of Regulation is continuing to effectively support the emotional wellbeing of pupils. Pupils identified as needing personalised Zone	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): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk	4

of Regulation toolkits to have these shared with home.		
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Senior leaders to attend training linked to supporting attendance. Senior leaders to monitor attendance every half term. School to seek support from other agencies, where necessary.	Embedding principles of good practice set out in DfE guidance, Improving School Attendance advice.	5
Funded access to breakfast club to support PP families with attendance / punctuality concerns	Embedding principles of good practice set out in DfE guidance, Improving School Attendance advice.	5
Generic and specific Social and Emotional learning support for pupils and signposting support and resources to parents and carers on social media and school webpage by SENDCO/Mental Health Lead.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk	4
Outdoor learning Forest School sessions for pupils that enrich the curriculum subjects	The EEF Teaching and Learning Toolkit states that outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these activities, non-cognitive skills such as resilience, self-confidence and motivation improve emotional wellbeing. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	4
Pupils having access to the school ELSA, to support their mental health and emotional wellbeing.	Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Literacy skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils. Lower Social and Emotional Literacy skills are	4

	linked with poorer mental health and lower academic attainment.	
Sport Coach each lunchtime to offer children opportunities for sporting activities for identified disadvantaged pupils develop their independence, physical factors, social maturity and concentration, speech, language and ability to follow instructions.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them	4
Extra-Curricular clubs funded for pupil premium children.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them	4

Total budgeted cost: £20,100

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.

2024-2025 Targets

Target One-To reduce the gap in outcomes for disadvantaged children and non-disadvantaged children, in phonics, oracy skills, vocabulary, reading, writing and maths.

Actions:

- Assessment information was used to inform Inclusive Quality First Teaching.
- Training on adaptive teaching for staff and then use this to support different learning needs of children.
- Pupil Premium funding to be used to fund teaching assistants and teachers to deliver interventions.
- Update training from the Educational Psychologist on Precision Teaching.
- Assessments used to inform the planning of precision teaching groups and intervention groups.
- Class teachers and senior leaders identify, through Pupil Progress meetings, the disadvantaged children who needed catch-up support via additional adult support
- Pre teaching of key vocab/key knowledge that may have been missed.
- Diagnostic assessments carried out for key skills, such as basic skills in maths using CHIPs assessment tool for identified gaps and Maths scheme Oak Academy & Mastering Number.
- Planning appropriately adapted to help meet children's needs.

  Identified key group of Pupil Premium to have a pack of books sent home based on their interests.
- Offer parent workshops and target parents of disadvantaged pupils and provide practical resources to share at home.
- Individual pupil premium sheets to monitor who is getting what support and impact via parent questionnaires.
- Referrals made to other professionals if deemed a child needs support with cognition and learning or with oracy and speech and language skills.

Outcome:

This year in Reception 1 pupil was eligible for Pupil Premium. This pupil did not achieve the ELG's, however they were also on SEN Support and has the input of other professionals to support them.

In Year One, 4 pupils (6.89%) of the cohort are in receipt of Pupil Premium funding. The funding has been used to support pupils with interventions in Reading, Writing and Maths In the recent phonics screening 25% (1 out of the 4 pupils) achieved expected level and passed the Phonics Screening. 2 pupils out of the 4 were on SEN Support and 1 has an EHCP. 50% of the pupils in receipt of Pupil Premium are working at expected levels in Year One for Reading, Writing and Maths.

In Year Two there were 9 pupils (15.52%) are eligible for Pupil Premium Funding, 3 of these pupils are also on the SEN Register (2 are on SEN Support and one pupil has an EHCP). 3 of the pupils were included in daily interventions for identified pupils in Reading, Writing and Maths has been implemented and where needed individual 1:1 support given to support the pupils, using strategies such as Precision Teaching. In Reading, 88.89% (8 out of 9 pupils) of Pupil Premium Pupils achieved the expected levels by the end of Key Stage One. In Writing 33.33% (3 out of 9 pupils) of the pupils achieved the Expected Level and in Maths 33.33% (3 out of 9 pupils) of the pupils achieved the Expected Level by the end of Key Stage One.

Identified pupils in Pupil Progress meetings by thorough assessments, had additional interventions to ensure that they were supported and target progress. This was either in small group or individually one to one with a TA, this had an impact on all pupil's progress at their own individual levels. For those not making progress as expected and who we identified as a concern, a referral was made to the Educational Psychologist to ensure that the correct support was in place and if there was a specific learning need and identify individual strategies to support the child's learning.

Target Two- Pupil Premium children to have developed their cultural capital by having opportunities to experience enrichment opportunities, such as, after school activities and school trips.

Actions:

- Pupils placed in Sports Club at lunch
- Offered additional extra-curricular clubs, such as drama, dance, music lessons (in school).
- Pupil Premium pupils have school visits paid for to ensure they have the same opportunities and experiences as non-pupil premium pupils.
- Individual pupil premium sheets to monitor who is getting what support and impact via parent questionnaires.

Outcomes:

All pupils this academic year, had the opportunity to attend class trips that were fully funded by the Pupil Premium allocated budget. All KS1 pupils were given the opportunity to attend extra -curricular clubs after school and 5 pupils (35.71%) attended these extra-curricular activities which were funded by the Pupil Premium funding. Throughout the academic year, all pupils were given the opportunity to have access to the Sports Club at lunchtime and they all engaged well with this and enjoyed their experience. The response back from the pupil premium sheets and the parent questionnaire was not as positive as we would have hoped for as we only had 3 responses back from parents. This is something we will try and engage parents with in the future.