

Pupil premium strategy statement – John Ray Infants

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	317
Proportion (%) of pupil premium eligible pupils	62 chn – 20%
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)	2025-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Aug 2026
Statement authorised by	Lisa Christian
Pupil premium lead	Emma Turner
Governor / Trustee lead	Jo Heissig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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>	£130465

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At John Ray Infant School, we are committed to ensuring that all children feel equal, unique and valued. We believe that every child, regardless of their background or circumstances, deserves the opportunity to thrive and achieve their full potential.

Our Aims

We aim to support all children to achieve their best through:

Quality First Teaching

We recognise that high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils is fundamental to closing the attainment gap. Our teachers know their children and their needs very well, using this deep understanding to plan effectively and adapt their teaching to ensure every child can access learning and make progress. Our teachers will deliver consistently excellent teaching that meets the needs of all learners, with particular attention to those who are educationally disadvantaged. Our School Rules of Be Safe, Be Kind, Be Responsible run alongside our Core Values (Respect, Responsibility, Honesty, Curiosity, Caring, Fairness) to develop well-rounded citizens, who are kind to others, show respect to all and show an interest in the world around them.

Early Intervention

We prioritise identifying and addressing learning gaps as soon as they emerge. Because our teachers have strong relationships with their pupils and understand their individual starting points, they can quickly identify when a child needs additional support. We believe in 'keeping up' rather than 'catching up', quickly dealing with any identified gaps in pupils' knowledge. Through careful assessment and monitoring, we will ensure that support is timely and targeted to prevent barriers to learning from becoming embedded. This is particularly strong in our early reading, as we prioritise phonics and reading throughout the school. We put early interventions in place as soon as we can to address learning gaps.

Speech and Language Support

We will prioritise the curriculum to extend pupils' language and vocabulary, both spoken and written. Our teachers' knowledge of each child's communication skills enables them to provide precisely targeted support to develop children's speaking, listening and language skills from their earliest days with us. We understand that strong communication skills are the foundation for all learning. Strong communication has a huge impact on all other areas of the curriculum, and as an infant school, we know how important getting that right early on is crucial to reading, writing and more.

Developing Independent and Robust Learners

We will teach pupils how to become better learners, developing increasing independence, resilience to setbacks and persistence in the face of difficulties. Our Learning Behaviours of Perseverance, Resilience, Concentration, Cooperation and Reflection run throughout all our learning, and we use these words with the children to develop their learning skills. Our teachers use their understanding of each child's confidence levels and learning behaviours to scaffold support appropriately, gradually building children's independence. Our approach will foster

children's confidence, self-belief and ability to tackle challenges, equipping them with the skills and attitudes they need for lifelong learning.

Addressing Barriers to Attendance

We recognise that regular attendance is essential for pupils to benefit fully from their education. We will work closely with families to identify and address any barriers to attendance, understanding that disadvantaged pupils may face particular challenges in attending school regularly. Our teachers' strong knowledge of their pupils enables us to identify attendance concerns early and work with families to put appropriate support in place. We will ensure that when pupils return to school after absence, they receive a warm welcome and any necessary catch-up support so they can quickly re-engage with their learning.

Our Approach

Our teachers' strong knowledge of their pupils underpins everything we do. This enables us to identify the right priorities for each child and ensure that interventions and support are well-matched to individual needs. We will follow the DfE's recommended 5-step approach to developing an effective strategy: identifying challenges, using evidence, developing our strategy, delivering and monitoring, and evaluating impact. We will ensure that our spending decisions are informed by high-quality evidence and that we regularly review and adapt our approach based on the outcomes we achieve for our pupils.

Through this commitment, we will work tirelessly to remove barriers to learning and ensure that all children at John Ray Infant School have the opportunity to flourish academically, socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Academic Gap End of year data indicated that there is a gap between PPG children and their peers at the end of KS1 in Reading, Writing and Maths, with the biggest gap being in Reading.
2	Underdeveloped language skills and vocabulary Many of our children are beginning their journey with us not having experienced an environment rich in language, particularly our disadvantaged children. This then impacts on their language development, understanding and processing, which in turn hinders their ability to write at the level that is expected for their age and access age-appropriate texts. This language gap also means that children find it more difficult to access class discussions and curriculum vocabulary. WE have many children with unclear speech.
3	Parental engagement Low participation from parents in open teach sessions, home learning, meetings and consultations can hinder progress.
4	Poor attendance

Our attendance data from 2024-2025 indicates that attendance among disadvantaged pupils was lower than non-disadvantaged pupils.
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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>Academic Gap Improved reading, writing and maths outcomes at the end of KS1 for disadvantaged pupils.</p>	<p>End of KS1 outcomes in 2025/2026 shows a decreased gap between PPG children and their peers in reading, writing and maths. Internal data shows progress made of each individual PPG child from their own personal starting point.</p>
<p>Underdeveloped Language Skills and Vocabulary Improved understanding and application of children's vocabulary for all subjects, and increased oracy skills. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Internal data using specific language assessment (Wellcomm and NELI Language screen tool) identifies that children's language needs are at age related expectations, or accelerated progress is being made from original starting points. Reduction in speech and language support from S&L teacher. Increased academic talk with peers and adults using a range of vocabulary, especially targeted vocabulary, in intervention and curriculum areas. Speech is clearer and understood by adults and peers.</p>
<p>Academic Gap Improved, high quality teaching that builds upon prior knowledge which helps children to gain greater understanding and knowledge in each subject (including Foundation Subjects).</p>	<p>Middle leaders to identify gaps in their year groups' data quickly and take effective action through targeted interventions and curriculum adjustments. Children are exposed to a wide range of social, cultural enrichment and sporting experiences within school and outside of the school day. Enhanced skills of subject leaders who develop the curriculum alongside Senior Leaders, whereby children can refer to previous learning and prior knowledge through assessment, pupil voice, teacher feedback and triangulation using planning and evidence in pupil books.</p>
<p>Poor Attendance Improved attendance to at least national average for all pupils, reducing persistent</p>	<p>Reduce persistent absentees to 20% for PPG children by July 2026. National data for 2024-2025 shows 18.7% for PA overall.</p>

absentees and decrease the number of late attendees for disadvantaged pupils.	Improved attendance for all pupils to ensure classes are at 97% or above for each academic year by July 2028.
Parental Engagement To improve parental engagement in children's learning.	Improved parents participating in workshops specific to different areas of the curriculum. Increase in parents coming into school when invited to take an active part in their children's learning. Parents will be more informed about what their children are learning in school.

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: £112110

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attainment, progress and engagement of pupil premium pupils by funding 82% of staffing costs to ensure high-quality classroom teaching, targeted small group/1:1 interventions and pastoral support.	The greatest impact on disadvantaged pupils comes from excellent teaching and timely intervention. Funding staffing enables smaller class sizes, increased adult presence and specialist roles (e.g. intervention TA, pastoral lead). This ensures disadvantaged pupils receive personalised academic support and emotional/pastoral care to remove barriers to learning. Investing in staff capacity aligns with the EEF's tiered approach (Tier 1: Quality First Teaching; Tier 2: Targeted Intervention; Tier 3: Wider Strategies).	1
Close tracking of disadvantaged children. Teachers to termly document children's attainment, highlight any provision in class and out of class that each disadvantaged child receives.	Use evidence for the EEF Teaching and Learning toolkit when identifying potential interventions to break the barrier or to close specific gaps. Teaching and Learning Toolkit EEF	1

<p>Identify any particular barriers to their learning and future support that would help them.</p> <p>PPG leader to review each classes disadvantaged children to ensure they are receiving the correct specific interventions to their needs and to identify trends. If particular trends are identified to then be shared with SLT/subject leads/year group leads where appropriate.</p> <p>Class teacher to be held accountable for these children, and to talk through each PPG child during termly tracking meetings with SLT.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 x morning every fortnight a qualified Speech and Language therapist to visit the school.</p> <p>This supports teachers will setting targets for children with more complex S&L needs.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two shows positive impacts on attainment.</p> <p>Oral language interventions EEF</p>	2
<p>To improve emotional regulation, social skills, and learning readiness of selected pupil premium children through structured play therapy sessions.</p>	<p>Some pupil premium pupils present with emotional barriers that impact their engagement, behaviour or attainment. Play therapy offers a safe and developmentally appropriate way for children to express feelings, process trauma, and develop coping strategies. Improved emotional wellbeing leads to better classroom focus and progress.</p>	1

<p>To boost children’s self-esteem and confidence narrowing the gap and lead successful interventions.</p> <ul style="list-style-type: none"> • Breakfast club • Speaking and Listening groups • Nesy Reading and Spelling for targeted PPG children. • Handwriting • Little Wandle phonics • Action words • Outdoor learning • Wellcomm • Neli • Rainbow group (small group PSED support) • Wellbeing support • Sports clubs <p>Families are supported by our Pastoral Lead to build positive parenting skills and to work with school to raise aspirations for their children.</p>	<p>The Education Endowment Foundation suggests a +5month acceleration for small group sessions.</p> <p>Small group tuition EEF</p>	
<p>To accelerate reading fluency, comprehension and confidence of pupil premium pupils through additional, high-quality, reading practice. Any extra adults used to support disadvantaged children with extra reading sessions.</p>	<p>Reading is the gateway to learning, but many disadvantaged pupils have weaker early reading skills, limited exposure to books at home or reduced reading confidence. Research (EEF – Reading Comprehension, Phonics, Small Group Tuition) shows that frequent, high-quality reading practice and feedback has a strong impact on progress, especially when delivered in small groups or 1:1. Improving reading fluency improves attainment across the curriculum and long-term life chances.</p>	<p>1</p>

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To monitor attendance through employment of an Attendance Officer and the use of Bromcom</p> <p>Attendance officer to work closely with SLT to highlight concerns.</p> <p>Attendance office to work closely with parents.</p> <p>Fortnightly meetings between AO and SLT established. Persistent absentees/vulnerable families identified and offered phone calls.</p> <p>Attendance cup/top class attendance displayed in newsletter</p>	<p>EEF Supporting School Attendance</p> <p>We know that regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential.</p> <p>3. Communicate effectively with families EEF</p> <p>High attendance and punctuality have a positive impact on children's academic confident and attainment.</p> <p>Parental engagement has a positive impact on average of 4 months additional progress.</p>	4
<p>To improve social interaction, emotional regulation and physical activity levels of pupil premium pupils through access to high-quality, child-led PlayPod provision during break and lunchtime.</p>	<p>Many pupil premium pupils struggle with unstructured social times, leading to conflict, isolation or low self-esteem.</p> <p>PlayPod encourages creative, cooperative and imaginative play using open-ended materials (scrap resources). It promotes teamwork, problem-solving, resilience and positive peer relationships.</p> <p>Improved lunchtime behaviour and wellbeing leads to better classroom engagement and readiness to learn.</p>	2
<p>To improve the engagement, independence and academic outcomes of pupil premium pupils by embedding consistent learning behaviours and metacognitive strategies across the whole school.</p> <p>Core Values:</p> <ul style="list-style-type: none"> Respect Responsibility Curiosity Caring Honesty Fairness <p>Learning Behaviours:</p> <ul style="list-style-type: none"> Concentrating Cat Cooperating Caterpillar 	<p>Many pupil premium pupils struggle with self-regulation, resilience, focus and independence, which impacts achievement. The EEF identifies metacognition and self-regulation as one of the most effective, evidence-based strategies for improving outcomes, especially for disadvantaged pupils. A whole-school approach ensures consistency, clear expectations and shared language so pupils know <i>how</i> to be successful learners in every classroom.</p>	1

Persevering Pig Resilient Rabbit Reflective Owl		
To provide access to Breakfast Club for those needing nurture time before school. This is only available on an invite only basis for PPG and disadvantaged children who need it. This is led by our Pastoral/Behaviour Lead	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months progress over the course of a year, according to the results of a randomised controlled trial published by the EEF.	1, 4
To improve the attainment and confidence of pupil premium pupils by equipping parents/carers with the knowledge and strategies to effectively support learning at home in key curriculum areas (e.g. reading, phonics, maths) and in parenting skills (e.g. understanding your child's behaviour)	<p>Many pupil premium pupils have less academic support at home due to parents' confidence, unfamiliarity with current teaching methods, or limited resources. Research (EEF – Parental Engagement) shows that targeted, practical parental support has a positive impact on pupil outcomes, particularly in literacy and numeracy. Providing subject-specific workshops empowers parents and builds stronger home-school partnerships.</p> <p>Some pupil premium pupils face inconsistent routines, limited boundaries or high stress at home, which impacts attendance, behaviour and readiness to learn. Evidence (EEF – Parental Engagement, Early Intervention Foundation) shows that supporting parenting skills can significantly improve children's behaviour, emotional wellbeing and academic outcomes. Parents are more confident, relationships improve, and children are better regulated and ready to learn.</p>	3

Total budgeted cost: £130465

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024-2025 data, our end of KS1 results were the following:

Reading:

65% of PPG children achieved age related expectations and above, 15% achieved the Greater Depth standard.

73% of non-PPG children achieved age related expectations and above, 30% achieved the Greater Depth standard.

Writing:

65% of PPG children achieved age related expectations and above.

72% of non-PPG children achieved age related expectations and above, 10% achieved the Greater Depth standard.

Maths:

73% of PPG children achieved age related expectations and above, 23% achieved the Greater Depth standard.

79% of non-PPG children achieved age related expectations and above, 22% achieved the Greater Depth standard.

In Year 1:

65% of PPG children passed the Phonics Screening Check.

86% of non-PPG children passed the Phonics Screening Check.

In our end of 2024-2025 data, our EYFS results were the following:

42% of PPG children achieved Good Level of Development at the end of EYFS.

67% of non-PPG achieved Good Level of Development at the end of EYFS.

Overall attendance for the year 2024-2025 was 94.7%, with PPG attendance at 93.2%.

Persistent absenteeism was 14.4% overall for the year 2024-2025, with PPG PA at 26.7%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds Catch Up resources	Wandle and Little Sutton English Hubs
Maths Mastery	NCETM
White Rose Maths Curriculum	White Rose Learning
Nessy Reading and Spelling	Nessy Learning
NELI	Nuffield Early Language

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.