Pupil premium strategy statement – Recreation Road Infant School 2025-2026

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	327
Proportion (%) of pupil premium eligible pupils	6%
Academic year covered by this strategy	2025 – 2026 (Year 1 of plan)
Date this statement was published	19.12.25
Date on which it will be reviewed	1st November, 2026
Statement authorised by	Michael Bunting
Pupil premium lead	Denise Mattock and Susanna Manrique
Governor / Trustee lead	Helen Behrens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1,515 per eligible pupil, £350 service pupils)	£26,105
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£26,105**

Part A: Pupil premium strategy plan

Statement of intent

At Heigham Community Federation, our purpose is to ensure that every child feels safe, known and that they belong, so they can thrive socially, emotionally and academically. We recognise that disadvantage is not a fixed characteristic; it is often the result of unmet need, disrupted relationships, limited access to opportunity, or external pressures affecting families.

Through high-quality teaching, targeted early intervention and strong partnerships with families, we aim to remove these barriers so that all pupils - including those facing disadvantage - can flourish.

Our Pupil Premium strategy is grounded in evidence-informed practice and shaped around four strands:

- Language, reading and writing;
- Mathematical fluency;
- Safety, relationships and attendance;
- Family engagement and trust.

Each strand is designed to build a deep sense of belonging, where every pupil is supported by consistent, emotionally available adults who believe in them and hold high expectations.

We work collaboratively as a federation so that children and families experience the same high-quality offer, regardless of which school they attend. Our aim is that Pupil Premium pupils make strong progress, feel confident and capable, and participate fully in school life.

Pupil Premium funding is allocated thoughtfully and reviewed regularly to ensure it makes the greatest possible difference for our pupils, their families and our community.

NB: Due to the small number of Pupil Premium pupils at RRIS, cohort-level trend analysis is limited; therefore, the impact of Pupil Premium funding is evaluated through individual case studies, alongside attendance, wellbeing and engagement measures, with funding targeted towards intensive, relational family support.

Challenges

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

Challenge number	Detail of challenge
1 Oracy	Underdeveloped oral language skills, contributing to poorer outcomes for children across the curriculum: Whilst Wellcomm baseline data shows a slight

	increase from last year, we know that that across the Reception year group children are still coming into school with lower-than-expected levels of oracy. Low reading and writing data compared to non-disadvantaged. Other evidence including talking with children, work sampling and teacher feedback from Pupil Progress meetings shows us that children's oracy must be a priority to enable our most disadvantaged pupils to access all areas of learning.
2 Progress in Literacy	A pattern has been identified, linking multiple vulnerabilities with lower reading progress and outcomes. Writing at the end of KS1 is lower than we would expect. Looking at the new DfE Writing Framework, we have identified handwriting and sentence structure as our current challenges. A focus on these will benefit not only our PP cohort but all pupils.
3 Progress in Maths	Linking with the oracy challenge, pupils with lower oral language skills find it difficult to articulate their mathematical thinking, reasoning and fluency skills, impacting on their confidence and willingness to have a go. Maths data shows that a higher proportion of PP pupils are not on track to meet the expected level at the end of the year compared to non-PP pupils.
4 Parental and pupil wellbeing, support and engagement	Wider evidence - including conversations with families, parent surveys, teacher feedback from Pupil Progress meetings, CPOMS records, attendance at parent–teacher meetings and school events, levels of engagement with school communications, and increasing requests for family support - indicates that parental confidence, capacity and trust in engaging with school vary significantly across our community. Limited availability of external support services, alongside increasing expectations on schools to provide early help, means some families experience isolation, stress or a lack of connection, which can impact children's wellbeing, attendance and readiness to learn. We also note reduced participation among some EAL families and those who may be 'hard to reach' due to language barriers, previous negative experiences with education, or uncertainty about how to navigate school systems. Strengthening communication, building relational trust, and increasing opportunities for meaningful, accessible engagement are therefore key to ensuring that every family feels part of our community and well-supported.
5 Attendance	Children attracting Pupil Premium have lower overall attendance than non-PP pupils, putting their future progress and attainment at risk. Observed link between parental mental health and children's rate of attendance, particularly persistent absence. Our Leuven data show a negative impact on children's mental health and wellbeing because of poor attendance, particularly where home circumstances are challenging.
6 DSL mental health	DSL mental health support proved to be a welcome and positive addition. Safeguarding workload and vicarious trauma of specific cases continues to be a stressor and therefore the supervision is planned to continue.

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
Belonging through Language, Reading and Writing: *Every Child has a Voice*	• Pupil Premium pupils achieve in line with, or above, national PP outcomes in reading and writing at all key stages. • Gaps between PP and non-PP pupils in reading and writing narrow significantly (by at least 10 percentage points across the federation) because of their improved performance. • Early intervention ensures that virtually all pupils who fall behind in phonics or fluency catch up rapidly. • Pupils articulate ideas confidently, use a broad vocabulary, and participate actively in classroom talk.
Belonging through Mathematical Fluency and Confidence: *Every Child feels that they are a Capable Mathematician*	• Pupil Premium pupils make sustained progress and close the attainment gap in maths (by at least 10 percentage points across KS1–2). • Pupils show improved fluency, reasoning, and confidence when tackling unfamiliar problems. • Pupil voice and observation evidence demonstrate that disadvantaged pupils view themselves as capable mathematicians who can explain their thinking.
Belonging through Safety, Relationships, Consistency and Attendance *Every pupil feels safe, known and present*	• Attendance for Pupil Premium pupils rises to ≥94% at both schools, reducing the attendance gap to within 1 percentage point of non-PP pupils. • Persistent absence among PP pupils is reduced by at least 30% across the federation. • Staff apply consistent relational practice in every classroom, supported by termly DSL supervision. • PP pupils report feeling safe, valued and supported in pupil surveys and voice activities. • Improved wellbeing and regulation evidenced through Leuven / Boxall / SEMH tools.
Belonging through Family Engagement and Trust *Every family feels part of our community*	• Families of PP pupils show improved levels of trust, partnership and engagement with the school. • Increase in families accessing early help, parenting support, and community resources in a timely way. • Positive improvement in parental feedback on communication, inclusion and support (via surveys and events). • Evidence of sustained improvements in attendance, wellbeing, or attainment linked to family engagement interventions. • Family Engagement Officer caseloads demonstrate effective early intervention and fewer repeated referrals.

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: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Audit classrooms using school communication friendly classroom checklist Add Oracy endpoints to Insight Subject-leader release for monitoring staff range of language, think-pair-share etc Compare current Wellcomm data to previous years to see any trends Analyse EAL assessment data to ensure good progress for all children - teachers complete Bell Framework assessment for all EAL children termly Increase awareness of EAL across the school through sharing knowledge from EAL Next training and CPD on resources for EAL (Pen Pals pens, recordable books, talking cubes. **£1000**	Oral language interventions | EEF	1
Reading Termly monitoring of reading interventions Half-termly monitoring of phonics progress using tracker Termly monitoring of teacher support before whole class reading Termly monitoring use of insight to track pupil progress in reading and phonics Reading cafe to develop reading for pleasure Termly monitoring of class reading Book week to promote reading for pleasure **£1000**	Improving Literacy in Key Stage 1 | EEF	2

Writing Reshare writing expectations for each year group to whole staff team. CPD for teaching and support staff on in-the-moment-marking and feedback, specific to individual children. (1/2 day release for support staff meeting time and planning) Subject lead release time for monitoring and building case studies with teaching staff. (1 day release) Writing standardisation resources to be shared with teaching staff. (INSET/Twilight) Pre-teaching to be planned in year groups eg language, writing genres/features, phonics skills. (evidenced in YG meeting minutes) Year group moderations to have specific focus on PP children - what are the gaps and how can we support? Year Group meeting minutes. **£1,000**	DfE Writing Framework Improving Literacy in Key Stage 1 | EEF	2
Maths Roll out maths intervention into Y2 weekly led by teacher; responding to Insight gaps in learning. Ensure that maths has been put on each provision map: subject lead monitoring time Audit of maths in continuous provision activities: maths lead release time Planning opportunities to write a weekly intervention which can be rolled out across year groups: maths lead release time	Improving Mathematics in the Early Years and Key Stage 1 | EEF	3

Support staff CPD on how to support children in maths activities Maths cafe to invite parents into the school to promote Maths knowledge and parent participation: maths lead release time **£1,000**		

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

Budgeted cost: £0 (see rationale below)

Given the small Pupil Premium allocation at RRIS, discrete academic interventions are funded through SEND where appropriate, with Pupil Premium focused on high-quality teaching and relational support to remove barriers to learning.

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Budgeted cost: **£22,105**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance After school clubs/breakfast club attendance Family Engagement Officer (FEO) Role (attendance-focused element) Federation Family Engagement Team and HoS to review attendance communication Develop a more structured approach to managing Lates to reflect absence procedures. Half-termly DSL supervision **£7,700**	Supporting school attendance | EEF Understanding Attendance: In-sight to Action Improving school attendance - N8 Research Partnership	5, 6

Family Support and Engagement FEO role providing targeted, relational family support to reduce barriers to learning linked to attendance, wellbeing and family circumstance. Refreshments budget Welbee subscription Parentkind membership **£14,405**	Parent-Friendly Schools Framework Parental engagement | EEF Working with Parents to Support Children's Learning | EEF	4, 5

Total budgeted cost: £ 26,105

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–25 academic year, Pupil Premium provision at Recreation Road Infant School has focused on removing barriers to learning through high-quality teaching, strong relationships, early intervention and targeted family support. This work aligns closely with the federation's shared intended outcomes around belonging, safety, language development and attendance, recognising that disadvantaged pupils are best supported through consistent, relational and child-centred approaches.

A sustained focus on **language and oracy** has strengthened children's confidence and participation across the curriculum. Structured talk strategies, clear adult modelling and the use of sentence stems have increased inclusion in classroom discussion, particularly benefiting disadvantaged pupils and pupils with EAL. Practice is increasingly embedded, with children more confident to rehearse ideas and contribute meaningfully. Next steps will focus on strengthening assessment and evidence of impact, embedding consistent strategies such as Think–Pair–Share, and further supporting EAL pupils through the Bell Framework.

Attendance continues to be a key priority. Whole-school attendance has improved, and persistent absence has reduced across all groups, including Pupil Premium pupils. Targeted work by the Family Engagement Officer, supported by DSL oversight, has contributed to these improvements, particularly through early identification, attendance plans and supportive meetings with families. However, a gap between PP and non-PP attendance remains, influenced by small cohort sizes, complex family circumstances and limitations linked to non-statutory school age. Local Authority feedback confirms that the school is taking all appropriate and proportionate action. Future evaluation will balance quantitative data with qualitative evidence, including case studies that better reflect the impact of relational and preventative work.

Early reading and phonics remain a strength of provision. Fidelity to the Little Wandle programme is secure, staff confidence is high and outcomes have improved year on year. While disadvantaged pupils' attainment at Year 1 remains below national figures, strong Year 2 phonics retake outcomes demonstrate the effectiveness of sustained, high-quality teaching and targeted Keep Up interventions. Further refinement will focus on closer monitoring of phonics provision for pupils with SEND and strengthening the teaching of tricky words to ensure equitable access for all learners.

DSL support continues to be a critical protective factor for disadvantaged pupils. Early identification of need, robust safeguarding systems and effective multi-agency working have supported pupils' safety, emotional wellbeing and engagement with school.

Access to trusted adults and consistent pastoral oversight has helped reduce safeguarding-related barriers to attendance and learning.

Family support and emotional regulation provision has strengthened trust and engagement with families. Wellbeing events, drop-ins and parent education opportunities have been well received, and Zones of Regulation is embedded across the school, supporting a shared language and approach. However, increasing complexity of family need, rising expectations of schools and higher thresholds for external support present ongoing challenges.

Next Steps

- Strengthen belonging and attendance through sustained, relational support, closely aligned DSL and FEO work, and improved use of case-study evidence.
- Embed consistent oracy practice and strengthen assessment, particularly for EAL pupils.
- Refine Keep Up phonics provision, with sharper monitoring of SEND interventions and targeted support where gaps persist.
- Increase family engagement through improved communication, clear boundaries and use of family feedback to shape provision.
- Continue trauma-informed training to support emotionally available adults across the federation.

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
N/A	

Further information (optional)

Our Pupil Premium strategy is monitored through regular review of assessment, attendance, safeguarding and wellbeing information. Senior leaders and staff leads for each priority meet every half term to review progress together, support one another and share learning, so that the strategy is a collective responsibility rather than the work of one lead.

We use teacher and support staff CPD opportunities to share the plan with all staff, building shared understanding and buy-in instead of it sitting as a stand-alone document. The Pupil Premium lead reviews spending every half term with the School Business Manager to ensure that funding is used appropriately and accurately. Insight data, Leuven/Boxall tools, lesson visits, pupil voice, family feedback and FEO/DSL caseload reviews help us understand the impact of our work on pupils' sense of safety, belonging and progress. Governors receive an annual report and monitor the effective use of Pupil Premium funding across the federation.