

# Cupernham Infant School

## Pupil Premium Strategy Statement 2025-2026



**“Together we care, we learn and we achieve.”**

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	Cupernham Infant School
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	27 (11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	April & July 2026
Statement authorised by	Mr Duncan Wells (HT) & Full Governing Body
Pupil Premium Lead	Mrs Abigail Darlow
Governor Lead	Mrs Lorraine Pugh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Service Families	£340
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,790

## Part A: Pupil premium strategy plan

At Cupernham we believe that educationally disadvantaged pupils are pupils for whom a great education matters most. Our ultimate aim is for all children, including disadvantaged children, to attain in line (or better) than children nationally and to prepare them for success in the real world. We believe that teaching and learning should meet the needs of all pupils. We ensure appropriate provision is made for all pupils who belong to vulnerable groups and this includes adequately addressing the needs of socially disadvantaged pupils.

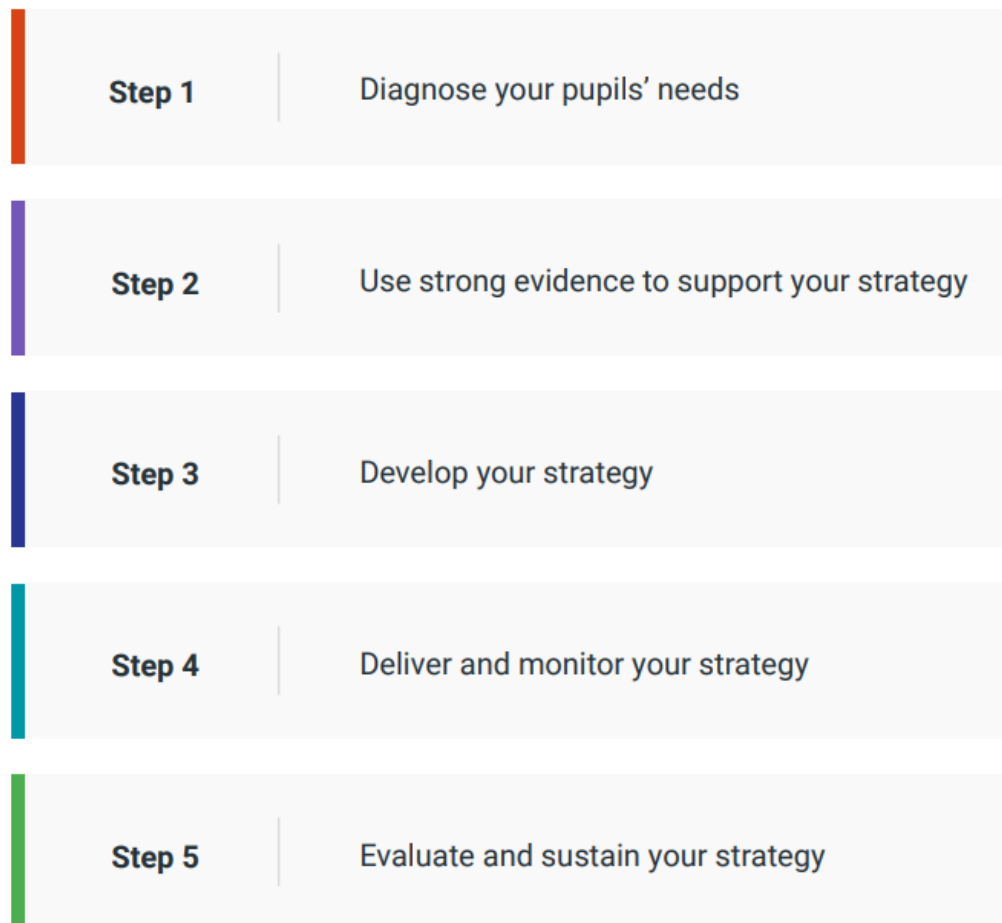
In addition, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals so the grant is used to create equality of opportunity. Our intention is that all children, especially pupils eligible for Pupil Premium will access high quality education and provision.

As a result, quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support; for example, writing. 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. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As well as ensuring high-quality teaching improves outcomes of disadvantaged pupils, we also allocate the pupil premium grant strategically to targeted teaching and supporting the children's emotional and behavioural needs in order for them to access the learning. By using the pupil premium to form an effective pastoral structure at Cupernham Infant School, we can ensure that children's primary needs are met in order for them to access their academic learning, making rapid progress from their starting points

## Developing and Sustaining our Strategy

**A five point plan to sustain an effective Pupil Premium strategy:**



Ref: School leaders can consider the following 5 steps in developing and sustaining their strategy:

[The EEF Guide to the Pupil Premium | Education Endowment Foundation](#)

## Challenges

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

Challenge number	Detail of challenge
1	Families with disadvantage may face barriers to attendance. Last year disadvantaged children's attendance was 92% and non-disadvantaged children's was 95%. Of those classified as persistent absentees many were disadvantaged.
2	Assessments and monitoring show that many disadvantaged pupils achieve significantly less well in writing, with fine motor/handwriting and spelling contributing heavily to this. Last year's end of key stage one outcomes showed that only 71% of disadvantaged children met ARE in writing compared to 79% of non-disadvantaged children.
3	Combined attainment for our disadvantaged children were not as strong as our non-disadvantaged children. Last year's end of key stage one outcomes showed that only 63% of disadvantaged children met ARE in reading, writing and maths compared to 69% of non-disadvantaged children.
4	Children's' reduced ability to self-regulate and manage their social and emotional needs means they are not ready to access the curriculum. Last year 58% of children accessing pastoral support were eligible for pupil premium.
5	Children and families eligible for Pupil Premium find it harder to link learning to their experiences, have lower self-esteem and a reduced sense of belonging.

## 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
Fine motor control will be a focus across the school to aid children's readiness and ability to write.	<ul style="list-style-type: none"> <li>• A range of resources will be purchased to support the use of gross motor skills to strengthen muscles for writing.</li> <li>• A new handwriting scheme, Pen Pals, will be implemented to support children with their fine motor skills, through whole class teaching.</li> <li>• The handwriting scheme will be carefully planned for to support children who are at risk of falling behind, as an intervention.</li> </ul>
Children's will be able to rehearse and retain sentences in order to write coherently.	<ul style="list-style-type: none"> <li>• A writing tool kit will be readily available in every classroom and children will access them independently (e.g. access to talking tins, sounds mats, tricky word mats, learning wall, finger space friends)</li> <li>• Writing interventions with a focus on orally rehearsing to help retain ideas</li> <li>• Working memory interventions to take place</li> </ul>
Children will be skilled at self-regulation, securing strong learning behaviours.	<ul style="list-style-type: none"> <li>• Early years will place a high emphasis on self-regulation, through following a clear progression from co-regulating to self-regulation.</li> <li>• Individual pupils are targeted and supported to develop self-regulation.</li> <li>• Prime areas in the EYFS curriculum are a focus and children not on track are carefully monitored to ensure additional support/intervention/ELSA time is offered to further support their development.</li> <li>• Staff will use a range of strategies to help co-regulate and support self-regulation of pupils in the school community.</li> <li>• Children will be able to articulate how their behaviour has improved and how this makes them feel.</li> <li>• A Thrive approach will allow pupils to regulate their emotions</li> <li>• Sensory circuits will</li> <li>• Calm corners will be accessible in every classroom to help foster self-regulation strategies.</li> <li>• A new sensory room will have been developed throughout the year as a safe place for children to self-regulate, develop confidence and to enhance focus and concentration.</li> </ul>
Children will develop their self-esteem and ability to self-reflect.	<ul style="list-style-type: none"> <li>• Thrive and ELSA interventions will target pupils' self-esteem and ability to self-reflect.</li> </ul>

<p>80% of pupil premium pupils will achieve good level of development or a combined attainment of ARE (equivalent to non PP pupils).</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children will be able to talk about how to prepare for learning, what to do when they face challenge and what they need or would like to improve on</li> <li>• Teachers will report that disadvantaged children are more independent and resilient</li> <li>• Disadvantaged children will have excellent outcomes in reading, writing and maths in line with their non-disadvantaged peers meaning there is an Increased percentage of disadvantaged pupils making better than expected progress (WTS to ARE or ARE to GD)</li> <li>• All disadvantaged children without SEND will pass the phonic screening check</li> </ul>
<p>The children will be confidently applying their spellings in writing across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Little Wandle will robustly teach spelling in EYFS and KS1 and year 2 follow the Little Wandle spelling scheme.</li> <li>• Additional spelling practise opportunities will be planned for and provided weekly by teachers.</li> </ul>

## 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: £ 9750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Train staff and introduce the Pen Pals Scheme to ensure explicit, consistent and regular handwriting modelling and practice across the school</li> </ul>	<p>The aim of handwriting practice is to support children to develop a quick, efficient, and legible handwriting style. Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and are less able to think about the content of their writing.</p> <p><a href="#">Literacy KS1 Guidance Report 2020.pdf</a></p>	2, 3
<ul style="list-style-type: none"> <li>Continue to embed the Little Wandle spelling programme across the Infant School to ensure consistency in the teaching of spelling.</li> </ul>	<p>“Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.” (<a href="#">EEF guide to Literacy</a>)</p>	2, 3
<ul style="list-style-type: none"> <li>CPD tailored to individual teachers</li> </ul>	<p>Ensuring that professional development aligns with the needs of the school and is supported by school leadership is recommended by <a href="#">EEF, 2021</a>.</p>	2, 3, 4, 5
<ul style="list-style-type: none"> <li>Maintain accurate tracking of vulnerable groups of pupils so that needs can be identified early and met for</li> </ul>	<p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. Providing feedback is well evidenced and has a high impact on</p>	2, 3, 4, 5

<p>both low attaining and those with GDS potential.</p> <ul style="list-style-type: none"> <li>- Pupil Progress meetings (termly)</li> <li>- Half termly phonics tracking and assessment</li> <li>- Tracking progress of interventions using baseline and exit assessments</li> <li>- Pupil conferencing, work scrutiny and learning walks</li> </ul>	<p>learning outcomes, particularly for lower attainers or those from disadvantaged backgrounds (<a href="#">EEF, 2021</a>).</p>	
<p>Additional CPD for our Child &amp; family Support Worker.</p>	<p>Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (<a href="#">Marc Rowland, 2023</a>)</p>	<p>1, 4, 5</p>

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

**Budgeted cost: £28,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Training will be provided for Precision Teaching, and this will be used to identify pupils at risk of falling behind and catch them up with their peers.</li> </ul>	<p>Use high quality structured interventions to help pupils who are struggling with their literacy. A good assumption for young readers is that both skills need equal attention, as programmes content aims to support both word recognition and comprehension find positive impacts.</p>	<p>2, 3</p>
<ul style="list-style-type: none"> <li>• A trauma informed approach will be embedded across the school. Zones of regulation will be</li> </ul>	<p>The Zones of Regulation framework and curriculum was developed from foundational research and practices in the fields of social-emotional learning, neuroscience, curriculum</p>	<p>4, 5</p>

<p>introduced and used as a classroom and individual approach to manage feelings</p>	<p>development, and psychological foundations. Learners benefit from:</p> <ul style="list-style-type: none"> <li>• Increased self-awareness and social and emotional skills</li> <li>• A common language for communication, problem solving, and emotional understanding</li> <li>• More time spent on learning instead of on behaviour management</li> <li>• A healthier, more inclusive school climate</li> </ul> <p><a href="#">The Zones of Regulation   A Curriculum For Emotional Regulation</a></p>	
<ul style="list-style-type: none"> <li>• Small group and 1:1 tuition with LSA's. Support for reading, Phonics and handwriting</li> </ul>	<p>Intensive tuition and interventions in small groups or 1:1, is often provided to support lower attaining learners as well as those who may need boosting to greater depth. Training on the identified needs of the PP children for language and communication development.</p>	<p>2, 3</p>
<ul style="list-style-type: none"> <li>• ELSA and Thrive Intervention – Social &amp; Emotional Interactions. Vulnerable children receive pastoral support in small social groups in class or 1:1 with the ELSA when identified.</li> </ul>	<p>Support from outside agencies indicates that some children need individualised social and emotional support over and above their peers. Interventions which target social and emotional learning seek to improve children's interaction with others and self-management of their emotions. These children require this to enable them to be ready to learn.</p>	<p>4, 5</p>
<ul style="list-style-type: none"> <li>• One to one or one to three tuition <ul style="list-style-type: none"> <li>- SALT intervention</li> <li>- Little Wandle Phonics Catch up</li> <li>- Social and Emotional support</li> </ul> </li> </ul>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	<p>2, 3, 4, 5,</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
Family Support worker providing pastoral support	Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (Marc Rowland, 2023)	1, 4, 5

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

**Budgeted cost: £7,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote the importance of Attendance across the school.	Identify PP children whose attendance is a concern and create actions on an individual basis. Review and use extra communications to target absence and rewards for improved attendance.	1
Continue to embed our Lunchtime provision in supporting emotional wellbeing and teamwork.	Support behaviour and nurture support during lunchtimes by providing activities to engage and promote the values of Cupernham Infant School and thus enhancing learning. Introduction of a sports coach 2 days per week.	5
Embed our thrive approach and use trauma informed to support vulnerable pupils and boost their self-esteem and confidence.	<p>Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (Marc Rowland, 2023)</p> <p>The Zones of Regulation framework and curriculum was developed from foundational research and practices in the fields of social-emotional learning, neuroscience, curriculum development, and psychological foundations. Learners benefit from:</p> <ul style="list-style-type: none"> <li>• Increased self-awareness and social and emotional skills</li> </ul>	4, 5

	<ul style="list-style-type: none"> <li>• A common language for communication, problem solving, and emotional understanding</li> <li>• More time spent on learning instead of on behaviour management</li> <li>• A healthier, more inclusive school climate</li> </ul> <p><a href="#">The Zones of Regulation   A Curriculum For Emotional Regulation</a></p>	
<p>Vulnerable Year 2 children transition effectively to their next steps in their education</p>	<p>Vulnerable children may struggle with transition and need support to ensure their learning is not affected by their emotional health. We provide extra transition activities for vulnerable children, transition meetings as required and pastoral support</p>	<p>1, 4, 5</p>

**Total budgeted cost: £ 45,450**

## 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. 2024-25 breakdown of PP Children across the school.

Pupil Premium	Yr. R	Yr. 1	Yr. 2
PP not SEN	8	7	13
PP (SEN)	1	3	3
<b>Total</b>	<b>9</b>	<b>10</b>	<b>16</b>

### Children gaining a Good Level of Development in Year R

Local Authority	Cupernham Infant School	Pupil Premium Children
72%	82%	78%

### Children gaining Age Related Expectations at the end of Year 1

Subject	All (81)	All Pupil Premium (10)	Non-Pupil Premium (71)
Reading	79%	60%	81%
Writing	70%	30%	75%
Maths	83%	30%	89%

### Children gaining Age Related Expectations at the end of Year 2

Subject	All (82)	All Pupil Premium (16)	Non-Pupil Premium (66)
Reading	88%	88%	86%
Writing	78%	71%	79%
Maths	84%	77%	84%

### Phonics Screening Check

Year Group	All	All Pupil Premium
Year 1	84%	60%
Year 2 resits	92%	100%

Intended outcome	Success criteria
<b>1. Ensure attendance for disadvantaged children improves and attendance for all is a minimum of 97%.</b>	<ul style="list-style-type: none"> <li>Percentage of persistent absence is reduced, and their attendance is in line or above national</li> <li>Attendance of disadvantaged children increases and their attendance in line or above national</li> </ul>
<b>Impact:</b> Attendance of disadvantaged pupils has increased from 87% in July 2024 to 92% in July 2025. This was 3% away from our non-disadvantaged children who had attendance of 95%. National data shows that attendance for disadvantaged was 89% compared to non-disadvantaged at 95%. Therefore, we were above national. Careful monitoring of absent pupils and support from our family support worker have supported this increase.	
<b>2. Disadvantaged children will have improved outcomes in writing</b>	Disadvantaged children’s writing outcomes will be in line with non-disadvantaged children’s outcomes and in line or above national outcomes
<b>Impact:</b> Our data for our disadvantaged pupils shows that they outperformed their non-disadvantaged peers in writing by the end of Year 2.	
<b>3. Disadvantaged children will have improved outcomes in Maths</b>	<ul style="list-style-type: none"> <li>Disadvantaged children’s maths outcomes will be in line with non-disadvantaged children’s outcomes and in line or above national outcomes</li> </ul>
<b>Impact:</b> Our end of Key Stage one data, for writing of our disadvantaged pupils, shows an increase from the previous academic year of 27% (44% increased to 71%). The gap between our disadvantaged and non-disadvantaged has been reduced with now only 8% between them (disadvantaged: 71%, non-disadvantaged: 79%). Targeted interventions based on writing skills, alongside ELSA and Thrive interventions, have supported children’s emotional well-being, self-esteem and readiness to write.	
<b>4. Disadvantaged children without SEN to make expected or better than expected progress in Reading, Writing and Maths</b>	<ul style="list-style-type: none"> <li>Disadvantaged children will be able to talk about how to prepare for learning, what to do when they face challenge and what they need or would like to improve on</li> <li>Teachers will report that disadvantaged children are more independent and resilient</li> <li>Disadvantaged children without SEN will have excellent outcomes in reading, writing and maths in line with their non-disadvantaged peers meaning there is an Increased percentage of disadvantaged pupils making better than expected progress (WTS to ARE or ARE to GD)</li> <li>All disadvantaged children without SEND will pass the phonic screening check</li> </ul>
<b>Impact:</b> Our end of Key Stage one data for combined attainment of our disadvantaged pupils shows an increase from the previous academic year of 32% (31% increased to 63%). The gap between our	

disadvantaged and non-disadvantaged has been reduced with now 13% between them. Careful monitoring, targeted interventions and a plan, do, review approach has helped close this gap.

<p><b>5. Families to access and enjoy enrichment opportunities offered based on their needs</b></p>	<ul style="list-style-type: none"> <li>• Children have improved opportunities to access a club of their choice, and represent as well as contribute to pupil voice and attend all trips</li> <li>• Families attend events in school and within the wider community to support a sense of belonging and ensure children do not feel different to their peers</li> </ul>
---	--

**Impact:**

- 24/31 of our Pupil Premium children accessed a club in school.
- 11/31 of our Pupil Premium children attended a free off site sporting event during the school day
- Pupil Premium children have access to the school Wraparound Care if required.

<p><b>6. Engagement with opportunities to develop emotional well being</b></p>	<ul style="list-style-type: none"> <li>• Ensure engagement and communication is strong with our Disadvantaged families: Family support worker to work with our most vulnerable families.</li> <li>• Thrive approach to be implemented</li> <li>• Staff to embed their knowledge of trauma informed training to support emotional and social well-being.</li> </ul>
--	--

**Impact:**

- 21/31 of our Pupil Premium children were voted by their peers to have a personal development role last year (e.g. School Councillor, Eco Gang, Assembly Ambassador, House Captain).
- 20/31 of Pupil Premium children and/or families received pastoral support last year which supported emotional well-being (Thrive, ELSA, Outreach support, attendance support and support from the school family support worker)

### Externally Provided Programmes

Programme	Provider
Thrive Approach Training	Thrive