

Pupil premium strategy statement – Busbridge Infant School

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	174
Proportion (%) of pupil premium eligible pupils	2.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	A. Chalk
Pupil premium lead	A. Chalk
Governor / Trustee lead	J. Jagelman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7714
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>	£7714

Part A: Pupil premium strategy plan

Statement of intent

At Busbridge Infant School, we believe that every child has the right to achieve their full potential and to feel confident, valued, and supported in their learning. Our vision of *“the continual pursuit of excellence”* and our values of Respect, Resilience, Creativity, and Collaboration guide our commitment to ensure that all pupils, whatever their background or circumstances, are encouraged to thrive academically, socially, and emotionally. Every pupil should have access to a broad, balanced, and enriching curriculum, alongside opportunities such as clubs, trips, and creative experiences that build confidence, cultural understanding, and a lifelong love of learning.

We believe that high expectations, encouragement, and challenge benefit all pupils, including those who are disadvantaged and those who are already high-attaining. “What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes,” Education Endowment Framework (EEF). Each child’s strengths and needs are unique, and that understanding these is essential to supporting their progress. We value early support, sensitive intervention, and strong partnerships with families to remove barriers such as attendance difficulties, social and emotional needs, or limited access to opportunities. Our intention is to ensure that no child’s circumstances prevent them from achieving their best.

High quality teaching is at the heart of our approach, with a clear focus on diminishing the difference in attainment between vulnerable groups and all pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils will continue to advance and make good progress alongside their disadvantaged peers. A rigorous schedule of formative and summative assessments enables us to identify and address the individual needs of all pupils including those working at greater depth within the standard.

A whole-school culture of shared responsibility helps every child succeed. All members of our school community play a role in nurturing ambition, resilience, and curiosity. We are committed to sustaining and improving outcomes for all pupils, while recognising and responding to individual needs. Our ultimate intention is for every pupil at Busbridge Infant School to leave confident, capable, and ready to embrace the next stage of their education, equipped with the skills, curiosity, and resilience to thrive.

Our key principles of the Pupil Premium strategy are:

- Every child can achieve highly when supported, challenged, and valued.

- High expectations and ambition benefit all pupils, including disadvantaged and high-attaining learners.
- Individual strengths, needs, and circumstances should inform support and opportunities. ‘On average pupils receiving small group interventions make about **four additional months’ progress over the course of a year,**’ EEF.
- Access to a broad, balanced, and enriching curriculum is essential for growth and cultural understanding.
- Early support, sensitive interventions, and strong family partnerships help remove barriers to learning. ‘**Parental engagement has, on average, a positive impact of four to five months’ additional progress,**’ EEF.
- A whole-school culture of shared responsibility ensures all pupils are supported to succeed.
- Progress, confidence, and wellbeing are equally important, enabling pupils to thrive 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	A high proportion of children display low levels of self-esteem, self-confidence and need access to emotional support via Zones of Regulation/ ELSA so they are able to learn.
2	The gap in attainment for children who are in receipt of pupil premium is typically lower than no pupil premium
3	We recognise that parenting can experience significant challenges so additional support for our Pupil Premium families is often required.
4	Wider opportunities for Pupil Premium children are accessed less frequently than in non-Pupil Premium families.
5	Attendance of Pupil Premium children is lower than non-Pupil Premium

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
<i>The ELSA will equip children with the skills and confidence to enable them to manage daily challenges in life</i>	<ul style="list-style-type: none"> -Children can recognise the difference in their body symptoms when experiencing various emotions. -Children are able to utilise strategies/personalised toolbox to support their emotional wellbeing in line with the Zones of Regulation.
<i>Children will achieve age related expectations at every data point at the end of the academic year.</i>	-Children will achieve their ELG in Reception, pass the Phonics check in Year 1 and at least meet expected standard in Reading, Writing and Maths in Year 2.
<i>Parents will have access to bespoke support from the Home School Link Worker that will equip them to support their child to be successful</i>	<ul style="list-style-type: none"> -Parents will be aware of the pastoral support available to them and are able to access the support on offer. -The support has a positive impact on the needs of the family.
<i>A wide range of extra-curricular opportunities will be readily available to enhance the cultural capital of each child</i>	<ul style="list-style-type: none"> -100% of families are aware of the offer of 1 x free termly enrichment club and 1 x wraparound session each week (either Breakfast, short or long session). -Additional emergency support for wrap around care is made available on a case-by-case basis.

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: **£3,857**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process</i>	-Disparity between attainment of Pupil Premium and non Pupil Premium children in national scores.	1, 2

<i>Continue to provide provision of Focus Groups and small group intervention</i>	<p>-Sutton Trust research strongly confirms that quality first teaching is especially crucial for disadvantaged children.</p> <p>-The NFER research programme (P15) emphasises the importance of teachers having good subject knowledge</p> <p>-The Education Endowment Framework guidance report</p> <p>-Pupil Premium guidance for school leaders 2025</p>	1,2
<i>Rigorous school Effectiveness Programme to support all staff through regular observations</i>		1, 2, 5
<i>Provide staff with high quality CPD to implement strategies in the classroom to support all abilities.</i>		1,2,5
<i>Additional teacher providing booster support for children across Reception to Year 2.</i>		1,2,5
<i>Class Teachers will continue to implement Zones of Regulation</i>		1,2,5
<i>Attendance to be monitored weekly and shared with class teachers/parents. Support to be provided to help families.</i>		1,2,3,5

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

Budgeted cost: **£1929**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher providing focussed</i>		1,2,5

<i>teaching interventions across YR-Y2.</i>	<p>-Disparity between attainment of Pupil Premium and non Pupil Premium children in national scores.</p> <p>-Sutton Trust research strongly confirms that quality first teaching is especially crucial for disadvantaged children.</p> <p>-The NFER research programme (P15) emphasises the importance of teachers having good subject knowledge</p> <p>-The Education Endowment Framework guidance report</p> <p>-Pupil Premium guidance for school leaders 2025</p> <p>-Little Wandle is a validated DFE phonics programme</p> <p>-Gov.uk Education Hub details the direct comparison between good attendance and good attainment</p> <p>-Education Endowment Foundation (EEF) evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages compared to non-Pupil Premium children. Lower Social and Emotional skills are linked with poorer mental health and lower academic attainment.</p>	
<i>CPD sessions delivered by subject leaders to support class teachers in providing appropriate support and challenge.</i>		1,2,5
<i>Little Wandle rapid catch up/SEND programme to support children in maintaining pace that aligns with their peers</i>		1,2,5
<i>Oracy skills are focussed upon to support early literacy</i>		1,2
<i>Class Teachers, Maths Leader, English Lead/Deputy, SENCO and Headteacher attend termly Pupil Progress meetings to identify need and map provision effectively.</i>		1,2,5
<i>Headteacher and HSLW to review attendance and feedback to Class Teachers. Support provided to ensure appropriate support is in place.</i>		1,2,5
<i>ELSA to support children with their emotional needs and offer strategies to support those who are dysregulated learn to manage themselves independently. This will then translate at home and back in class.</i>	1,2,3,5	

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

Budgeted cost: **£1928**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Encourage uptake for extra curricular activities/Wrap around care by Class Teachers</i>	-Pupil Premium guidance for school leaders 2025	3,4,5
<i>Opportunities for enrichment made available to eligible children first and follow up from the Office</i>	-Youth Enrichment Discovery Phase Discussion paper submitted to the Department for Culture, Media and Sport by SQW which states that	3,4,5
<i>Investigate reasons for children not attending school trips to enable the school to subsidise where necessary.</i>	'generally, young people from disadvantaged backgrounds have less access than their peers, a trend that Covid-19 has exacerbated.'	3,5
<i>Support parents with their own subject knowledge/awareness of parent workshops so they can better support their children at home (through enhanced provision of parental workshops).</i>	-Working together to improve school attendance -EEF Guidance: Improving Social and Emotional Learning in Primary Schools	3,5
<i>Support staff to monitor patterns in attendance data on their registers via BromCom</i>	-EER (Educational Effectiveness Research) highlights that small group tuition is effective due to greater feedback from the teacher. This diminishes the difference between PP and Non PP.	2,3,5
<i>HSLW/attendance Champion to provide bespoke support for families struggling with attendance</i>	Student Wellbeing: An analysis of the evidence Oxford Impact	3,5
<i>ELSA interventions continue</i>		1,2,3,5
<i>Review social and emotional needs in early morning meetings each week</i>		1,2,3,5
<i>Rigorous progress of personalised learning to include ELSA, Speech and</i>		1,2,3,5

<i>Language and Little Wandle</i>
<i>Support families who are facing financial hardship with referrals to charities such as the community store and Stripy Stork. When necessary we provide children with essential school equipment eg book bag/jumper.</i>

3,5

Total budgeted cost: £7,714

Part B: Review of the previous academic year

This details the impact that our Pupil Premium activity had on our pupils in the 2024-2025 academic year

Aim	Outcome
<p>Improve oral language skills and vocabulary among disadvantaged pupils in social situations e.g. take turns, wait to speak, be happy for our friends when winning or losing a game etc. Use S & L sessions and ELSA as required.</p>	<p>75% of PP children positively engaged in play with peers.</p>
<p>Improve reading attainment among disadvantaged pupils.</p> <p>Pupils use their increasing phonics knowledge to segment and blend words when reading</p>	<p>100% of PP pupils met the standard for the end of KS1</p>
<p>Improve writing attainment for identified children.</p> <p>Use their increasing phonics knowledge to decode words when spelling and writing</p>	<p>100% of PP pupils met the standard for the end of KS1</p>
<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>100% of pupils could name the colour zone they were in when dysregulated.</p> <p>75% of pupils could apply strategies to support them self regulate.</p>