

Pupil premium strategy statement – Howden 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	170
Proportion (%) of pupil premium eligible pupils	17% (29 children)
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	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Chan Amor Headteacher
Pupil premium lead	Gary Johnson
Governor / Trustee lead	Amy Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,659
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>	£39,659

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils and this is at the heart of everything we do at the school. The activities set out in this document are intended to support the needs of all children, regardless of whether they are disadvantaged or not. High quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This is proven through evidence-based research to have the greatest impact on closing the disadvantage attainment gap and at the same time raises attainment for all children in our school. As part of this approach, it is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy responds to the common challenges and individual needs of the disadvantaged pupils in our school, whatever their starting points. It is based on thorough analysis and understanding of the challenges facing each pupil and evidence-based approaches to overcome them.

Principles

- All staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Where a need is identified, action is taken quickly.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Our observations, assessments and discussions show that teaching is consistently good at our school. To improve further, our priority is the continued development of our teaching practice, working in collaboration with our multi-academy trust, TEAL.
2	Through observations and discussions with pupils, it has been identified that oral language skills are underdeveloped and vocabulary gaps are among many disadvantaged children. These issues are identified on entry to the school in EYFS, and are more prevalent among our disadvantaged children than their peers.
3	As part of our curriculum development, we continually assess the offer from our school in terms of experiences. Our current work around the curriculum highlights the often-limited experiences and lack of opportunities at home, particularly for our disadvantaged pupils. This lack of real-life experience often leads to disadvantaged children not transferring learning into their long-term memories. This results in children being less able to recall and embed knowledge. Research, CPD and observations have led us to place a greater emphasis on retrieval skills
4	Sustain and improve wellbeing for all children, including those that are disadvantaged

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
All teachers and support staff have access to high quality and purposeful continual professional development.	• Through Professional Development reviews, training needs are quickly identified. • Teachers will engage with Professional Quality Improvement framework to develop identified teaching practices. • All teachers to have access to Multi-academy trust CPD portal.
All children will develop oracy skills and enhanced vocabulary.	• Talk for Writing leaders training and whole staff training day.

	• Knowledge organisers used to highlight key vocabulary. • Focus on oracy skills through new Talk for Writing units. • All children to have the opportunity to speak in front of an audience (Howden Minster, Collective Worship, Performances, etc) • Phonics and SALT interventions for identified children. • Books carefully matched to children's reading ability using assessments through our phonics programme. • Key vocabulary used with assessments tasks to aid sticky knowledge. • Continuous provision to encourage talk and overlearning of key vocabulary from our Big Idea curriculum.
Regardless of background, all children have access to a broad range of rich and varied experiences which will enhance their learning across the curriculum.	• Visitors and trips widen children's experiences. • Discounts or full payments to apply for trips, residential, music lessons, clubs after school, etc • Knowledge organisers and class learning journeys used effectively to enhance the curriculum. • Pupil Voice opportunities through Worship Squad activities. Children directing their own learning. • Character Development through Trust-Wide initiatives • Regularly reviewed Growth Mindset targets in each classroom.
Sustain and improve wellbeing for all children, including those that are disadvantaged	• ELSA in place for children with specific needs. • Zones of Regulation in use to support emotional wellbeing. • JIGSAW used across school to teach PSHE effectively. • Weekly MIND (Be Well) practitioner in place (one to one, group sessions) • Strong adult relationships • Relationships with families are positive and lead to strong partnerships to support learning. • Partnerships with Early Help and NHS Mental Health support.

	• Attendance, safeguarding and inclusion team in place. • OPAL play embedded over lunchtimes. • Termly after school wellbeing club.
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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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Talk for Writing units including staff CPD	A key feature of Talk for Writing is that children internalise the language structures needed to write through 'talking the text'. There is research evidence that encouraging children to talk and collaborate during writing time improves final written outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?x-craft-live-preview	1,2
Continuous Professional Development.	EEF: The tiered model and menu of approaches. High quality staff CPD is essential following the EEF principles. This includes INSET days, Multi-academy trust CPD, Pupil progress meetings. Professional development reviews and subject reviews. All staff leading on subjects receive release time every half term. All staff have access to training through the NPQ programmes and East Riding training.	1,2,3
Yorkshire Ridings Maths Hub Focus Group	Mastery Maths Specialist to run professional development for all teachers across the school year on adapting White Rose Maths materials to ensure there is	1,3

	conceptual understanding. This will be informed by working with the Yorkshire Ridings Maths Hub. ECT training is also in place over the academic year 2025-2026 https://www.yorkshireridingsmathshub.co.uk/ https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Little Wandle phonics programme for keep sessions for those who are at risk of not passing phonics screening or failed in Y2. All teaching and support staff trained in delivering the programme. HLTA non-classed based to provided targeted intervention for those children who at at risk of not passing the phonics screening	EEF: The tiered model and menu of approaches. Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading, with an average of an additional four month's progress. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2,3

Speech and Language Therapy	Our children come into school with low speaking and listening skills. This is the foundation of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2,3
Library subscription	https://literacytrust.org.uk/reading-for-pleasure/	2,3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of ELSA sessions and associated resources. 1 x ELSA 1 x Pastoral manager supporting school ELSA and staff to support pupils. PSHE lead working alongside MIND practitioner	EEF: The tiered model and menu of approaches EEF toolkit identifies social and emotional learning as having an identifiable and significant impact on attitudes to learning, social relationships in school and pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Whole school approach to Social, emotional learning using Zones of Regulation	2,3,4
Support for attendance on day trips. Support for attendance at extra-curricular	EEF: The tiered model and menu of approaches. Cultural capital and literacy are well-researched concepts within education (see the work of E.D. Hirsch). Where pupils lack experience and capital, they struggle to access all aspects of the curriculum as they lack understanding to contextualise and/or deepen their learning.	3, 4

events in school.	https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	
Admin team to monitor closely and contact home quickly in the case of absence. Class teachers to record late arrivals and determine reason where possible. Attendance team to analyse data. ELSA & pastoral manager liaison with parents and provision of appropriate support to get children into school.	EEF: The tiered model and menu of approaches. This strategy has led to improvements in the attendance of disadvantaged pupils and we aim to maintain this. Understanding of individual circumstances and patterns in attendance have led to successful improvements. Internal data shows that ELSA involvement has played a key role in specific cases. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3, 4
OPAL	OPAL will be rolled out to improve behaviour and wellbeing at breaktimes and lunchtimes. https://outdoorplayandlearning.org.uk/	2,3,4
De-escalation training for all staff. Outreach support for identified pupils with SEMH needs.	Working in collaboration with experts to support our most vulnerable children. This will be through CPD or 'shoulder to shoulder' support. https://thehubschool.org.uk/outreach-services/	1,4
Parental Involvement	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Opportunities throughout the year involving parents. Stay and play sessions, opening	3,4

	evenings for EYFS, reading for pleasure, community readers, agencies such as Early Help, MIND and NHS mental health team available at parents evening and half-termly drop-in community sessions. Annual parent meeting with disadvantaged families to check in and see how best to support their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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Total budgeted cost: £40,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aims:

All pupils reach expected standard for phonics at the end of Year 1

Outcomes:

78% pupils reached the expected standard in phonics in Year 1.

42% Disadvantaged pupils reached the expected standard in Year 1.

Aims:

There is no discernible difference in the understanding and use of, or level of vocabulary between pupils of similar age and/or ability regardless of background.

Outcomes:

77% non-disadvantaged KS1 pupils met the expected standard in reading.

45% disadvantaged pupils met the expected standard in reading.

69% non-disadvantaged KS1 pupils met the expected standard in writing.

39% disadvantaged pupils met the expected standard in writing.

72% non-disadvantaged pupils met GLD in speaking

86% disadvantaged pupils met GLD in speaking.

68% non-disadvantaged pupils met GLD in comprehension.

86% disadvantaged pupils met GLD in comprehension.

Aims:

All children have the confidence to recognise mistakes as vital aspects of deep learning and mastery and regardless of background, have the confidence to experiment, explore and persevere without fear of failure.

A new curriculum has been designed which includes a guiding question for each half term which encourages children to explore a key idea and ask their own questions so they take their learning further.

Staff voice indicates children are now ‘excited’ about their learning using the Big Idea approach. Learning is more purposeful and children are more engaged.

Aims:

Attendance of disadvantaged children is at national average level and all children are in school on time to maximise opportunities for learning so that they make good progress.

Outcomes:

School attendance is always in line or above National averages.

Inclusion and attendance team carefully monitor all children’s attendance and support from EWO is in place.

Daily ‘Meet and Greet’ with SLT and ELSA at the outside and inside school gates has improved relationships with all families.

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
White Rose Maths	White Rose Education
Little Wandle phonics	Little Wandle.
OPAL	OPAL
Talk for Writing	Talk4Writing

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.