

## Pupil premium strategy statement – Pocklington CE (VC) 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	241
Proportion (%) of pupil premium eligible pupils	13
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	
Pupil premium lead	Lynn Bartram
Governor / Trustee lead	Portia Hewitt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45300
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£45300

## Part A: Pupil premium strategy plan

### Statement of intent

#### Ultimate objectives for disadvantaged pupils

- Ensure pupils eligible for Pupil Premium (PP) make accelerated progress so gaps in reading, writing and communication are closed by the end of Key Stage 1 and pupils are well prepared for transition to Year 3.
- Remove barriers to learning arising from Communication and Interaction / Sensory needs including Speech, Language and Communication Needs (SLCN), limited phonics/ decoding, emerging sensory-regulation differences. Remove barriers to learning arising from weaker transcription skills. Deliver evidence-led, sustained, and well-monitored interventions.
- Promote inclusion, wellbeing and resilience so PP pupils access high-quality classroom teaching, targeted academic support and wider pastoral strategies (DfE Menu of Approaches Tier 1-3).

#### How this strategy works towards those objectives

- Use an evidence-led approach guidance and specialist sector advice to select high-impact activities
- Deploy specialist staff (SENCo oversight, full-time TA for SLCN, ELSA, external therapists) and targeted resources proportionate to need; continue to embed whole-school CPD so classroom teaching becomes more inclusive and effective for pupils with SEND and those from disadvantaged backgrounds.
- Use frequent, robust assessment and the assess-plan-do-review graduated approach to target interventions precisely; monitor impact termly and adapt provision where necessary.
- Prioritise early identification (Nursery and Reception) and sustained support through Reception, Year 1 and Year 2 to tackle early language and reading gaps before pupils transfer to Pocklington Community Junior School.

#### Key principles

- Evidence-led: choose interventions with strong EEF / sector evidence and implement with fidelity
- Graduated and data-driven: identify need early, match intensity to need, routinely evaluate progress and adapt (assess → plan → do → review).
- Inclusive by design: continue to strengthen universal classroom practice so fewer pupils need intensive support

- Scalable and sustainable: prioritise CPD and coaching to embed practice
- Parent partnership & transparency: engage families in interventions and share clear measures of progress.

## Challenges

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

Challenge number	Detail of challenge
1	8% of pupils have identified Speech, Language and Communication Needs (SLCN). Many SLCN pupils are disadvantaged and need targeted early intervention to access curriculum and reading/writing.
2	Phonics / decoding gap: 50% of pupils in Year 2 did not pass the Phonics Screening Check in 2024-25; 42% of current Year 2 did not meet age-related expectations (ARE) in reading at end of Year 1.
3	Writing attainment gap: 51% of current Year 2 children did not meet ARE in writing at end of Year 1; weaker composition, transcription and fine motor foundations affecting writing development.
4	Increasing number of pupils with sensory-seeking behaviours / sensory differences that disrupt learning and require adjustments and sensory regulation strategies.
5	Curriculum sequencing, assessment and implementation variability (Ofsted AFI): some subject curriculums not broken into clear sequential steps and assessment systems do not consistently check what pupils know and can do. This reduces precision of classroom support for PP and SEND pupils and risks poor preparation for Year 3.

## 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
1. Improve oral language and SLCN outcomes for identified pupils (Challenge 1)	By end of academic year, 75%+ of pupils targeted for SLCN programmes move one step on bespoke communication targets. - Phonemic Awareness and/or Communication Trust and/or NELI screening implemented for Nursery & Reception. 100% of Reception children screened for NELI in Spring A. - Termly

	reports to governors on progress and reduced SEND-related barriers to learning.
2. Raise phonics and early reading outcomes (Challenge 2)	<ul style="list-style-type: none"> <li>- Year 2 PSC pass rate improves from 50% to at least 80% school-wide within 12-18 months (incremental targets: 65% by end of current academic year).</li> <li>- Proportion of current Year 2 meeting ARE in reading at end of Year 1 equivalent cohorts reduces gap: &gt;60% of identified low readers make 4+ months additional progress following targeted support.</li> <li>- Robust half-termly phonics checks used to move pupils between groups.</li> </ul>
3. Improve writing outcomes (Challenge 3)	<ul style="list-style-type: none"> <li>- Proportion of current Year 2 meeting ARE for writing increases from baseline so that at least 60% meet ARE by end of year</li> <li>Recording of writing progress, improved fine motor &amp; transcription interventions in place for targeted pupils.</li> </ul>
4. Reduce sensory-related behaviour incidents and improve regulation (Challenge 4)	<ul style="list-style-type: none"> <li>- Fewer classroom disruptions related to sensory dysregulation (school behaviour logs) and increased engagement in lessons: 70% of pupils identified make measurable improvements on sensory regulation checklists within two terms.</li> <li>- Sensory zone provision and individual sensory plans implemented and used by staff for targeted pupils.</li> </ul>
5. Strengthen curriculum sequencing and assessment (Challenge 5)	<ul style="list-style-type: none"> <li>- All subjects sequenced into clear, manageable steps for EYFS &amp; KS1 by end of year; staff can articulate key knowledge and skills.</li> <li>- New assessment checks (systematic hinge/exit checks) in place in all classes and used termly to identify gaps; termly leader evidence shows improved use of assessment to adapt teaching.</li> <li>- Ofsted-related actions (curriculum clarity, assessment) show measurable progress in SLT reviews and governor monitoring.</li> </ul>

Sources used to select and justify activities (examples given throughout the Activity tables): EEF Teaching & Learning Toolkit pages on Oral Language Interventions, Phonics, Small Group Tuition, Early Years evidence store (Communication & Language, Early Literacy), EEF guidance on SEND, and Speech & Language UK reviews and programme evaluations

### 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: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen systematic synthetic phonics (SSP) implementation across Reception/KS1: adopt/confirm a validated SSP, whole-school phonics progression, teacher training, fidelity monitoring, half-termly assessment and rapid response catch-up groups.	EEF Teaching & Learning Toolkit: Phonics has strong evidence (+5 months) and is effective particularly for younger readers; EEF guidance "Improving Literacy in Key Stage 1" and "Preparing for Literacy".	Addresses Challenge 2, 5
Curriculum sequencing project: SLT to work with curriculum leads to break key subjects into explicit sequenced steps and knowledge organisers for Reception-Year 2; produce assessment checkpoints	EEF "A School's Guide to Implementation" and the principle that clearly sequenced curricula + assessment support progress (referenced across EEF guidance).	Addresses Challenge 5
Training on adaptive teaching and "Five-a-day" SEND strategies for all teachers (scaffolding, explicit instruction, flexible grouping, use of technology). SENCo to lead termly workshops.	EEF guidance report "Special Educational Needs in Mainstream Schools" recommends these core adaptive strategies.	Addresses Challenge 1, 3, 5
Deployment and coaching for TAs: CPD on delivering interventions / maths and phonics	EEF guidance on deployment of TAs and "Making Best Use of Teaching Assistants".	Addresses Challenge 1, 2, 3
Implement regular, short formative assessments in phonics, reading and writing; half-termly pupil progress meetings with SLT to review PP & SEND pupils and modify provision.	EEF guidance highlights the importance of diagnostic assessment to target small-group tuition and interventions.	Addresses Challenge 2, 3, 5)

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonemic Awareness/ NELI / bespoke small-group SLCN programmes in Nursery and Reception (universal language enrichment + targeted small groups for children with weak language). Delivery by trained TA and class teacher support;	EEF: Nuffield Early Language Intervention (NELI) is a promising programme for 4-5 year olds; Speech & Language UK "Getting in Early" summarises evidence for Early Talk Boost and Talk Boost KS1. See: [Nuffield Early Language Intervention	Addresses Challenge 1, 2
Targeted phonics catch-up groups (small groups of 2-4) 4-5x per week, delivered by trained teacher/TA, explicitly linked to classroom phonics sequence; review after 10-12 weeks and move pupils as progress warrants.	EEF Toolkit: Small group tuition (+4 months) and Phonics (+5 months). Evidence that one-to-one/small group phonics intensive sessions 4-5x/wk over several weeks are effective.	Addresses Challenge 2
Targeted writing interventions: structured modelling and supported practice (explicit instruction on transcription, sentence structure, use of Chattha), short daily bursts	EEF Early Literacy / Improving Literacy guidance highlights explicit instruction, writing practice, and oral language as interdependent	Addresses Challenge 3
Speech & language one-to-one programmes for pupils with identified SLCN delivered/monitored by the full-time TA (SLCN TA) and sessions with external SLCN therapist	Speech & Language UK and EEF evidence show targeted SLCN programmes and specialist-led small group/one-to-one work accelerate language development.	Addresses Challenge 1
Precision assessment and targeted interventions for pupils with sensory regulation needs: short individual programmes	EEF Early Years Evidence Store on self-regulation and executive function: structured practice, co-regulation and planned sensory/ self-regulation strategies can support learning; academic literature	Addresses Challenge 4

(e.g., sensory breaks, personalised sensory diet plans, scheduled co-regulation time) delivered by trained TA with specialist input from OT when required.	on sensory regulation (peer-reviewed sources).	
--	--	--

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

Budgeted cost: £ 5300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen ELSA & nurture provision for emotional regulation and to support pupils whose language or sensory needs impact behaviour; explicit SEL activities embedded in routines and taught across school.	EEF evidence on Social and Emotional Learning (SEL) shows moderate impact and supports disadvantaged learners; EEF blog and Toolkit summaries (Behaviour & SEL). See: [EEF Teaching and Learning Toolkit - Social and Emotional Learning] and EEF blogs.	Addresses Challenge 1,4
2. Sensory zone: permanent, well-resourced sensory regulation area and portable sensory packs in classrooms; staff training on use and individual sensory plans co-produced with parents. (Addresses Challenge 4)	EEF Early Years / SEND guidance emphasises environment, co-regulation and structured supports to aid self-regulation. Research literature on sensory regulation underpins the approach.	Addresses Challenge 4
Parent workshops / information (phonics, fine motor): termly sessions and resource packs for families, plus guided home-practice tasks for targeted pupils. Provide simple home packs for low-income families.	EEF Early Years & Literacy evidence emphasises parental engagement and home-school activity supporting language and reading; speech & language sector evidence	Addresses Challenge 1, 2, 3
Before school club and targeted attendance support for vulnerable families (Tier 3) to maintain high attendance and provide settled start	DfE and EEF recognise attendance and routines as important for learning; EEF Toolkit highlights wider strategies (attendance/behaviour) supporting attainment.	Addresses Challenge 5, wider inclusion

for PP pupils, close liaison with Family Support and governors monitoring.		
Transition programme (Year 2 → Year 3): targeted handovers for PP/SEND pupils including shared targets and resources.	Ofsted/EEF emphasise strong transition planning to secure learning continuity. EEF guidance on implementation and SEND guidance support structured transition planning.	Addresses Challenge 5
Subsidised educational visits, school uniform and resource support for PP families to ensure enrichment and reduce barriers to participation; governor-monitored budget allocation.	Wider strategies evidence (EEF Toolkit) suggests extra-curricular opportunities build cultural capital, attendance and engagement—important for disadvantaged pupils (Tier 3)	Addresses Challenge 5 and supports wellbeing

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

77% of pupils met GLD at end of Reception in 2024-25 62.5% of pupil premium children met GLD at end of 2024-25

50% of Year 1 pupils met expected level in phonic screening check in 2024-25. 40% of pupil premium children met expected level in phonic screening check in 2024-25.

95% of Year 2 children met expected level in phonic screening check in 2024-25. 83% of pupil premium children met expected level in phonic screening check in 2024-25.

79% of Year 2 children met the expected standard in reading at the end of 2024-25 (an increase on previous cohort of 6%). 53% of Year 2 children met the expected standard in writing at the end of 2024-25 (an increase on previous cohort of 16%).

69% of pupil premium children in Year 2 in 2024-25 met the expected standard in reading. 23% of pupil premium children in Year 2 in 2024-25 met the expected standard in writing.

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

## Further information (optional)

### Monitoring, Evaluation and Governance

- Termly data cycles: class teachers update the pupil provision map and assessment trackers half-termly; SLT conducts termly pupil progress meetings focused on PP and SEND pupils; the school is developing baseline and exit measures for interventions.
- Implementation fidelity: lesson observations, coaching records, TA drop-ins and external therapist reports. CPD attendance and coaching logs maintained.
- Impact measures: phonics half-term checks, NELI/TalkBoost outcome measures, writing moderation samples, behaviour incident logs, attendance and participation records, parent engagement attendance.
- Governor oversight: dedicated inclusion governor receives termly report and annual PP strategy statement; ensure resource allocation aligns to DfE Menu of Approaches and that spending is evaluated for impact.
- Resource planning: budget allocation prioritises staffing for targeted support, CPD costs, sensory resources, and parental engagement materials.

### Budgetary and Staffing Summary

- Priorities: maintain full-time SLCN TA and ELSA; fund TAs to support targeted tutoring in school or after school; invest in CPD for staff; sensory resources and sensory zone setup; parental engagement materials and subsidised club places.
- School report to governors; keep evidence of impact to inform future allocation.
- Budgetary constraints may mean SLA for SLCN, Sensory and Play Therapy may not be sustainable for the life of the plan. TA support as currently provided may not be sustainable for the life of the plan. Teaching / learning tools / software/ resources may be cut which will have an impact on the ability of the school to meet the targets set in this statement.

---

*This Pupil Premium Strategy is aligned to the DfE Menu of Approaches (Tier 1-3), grounded in EEF and sector research, and tailored to the needs and assets of Pocklington C of E Infant School (including Nursery provision, existing SLCN staffing and external therapist, ELSA, and the Ofsted findings). The SLT and Governors will use this document as the working plan for the next academic year, with termly monitoring and a formal annual review.*