

Pupil premium strategy statement – Park Hill 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	270
Proportion (%) of pupil premium eligible pupils	22%
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)	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 26 (annual) December 28 (3 year)
Statement authorised by	Jane Charman
Pupil premium lead	Laura Newell
Governor / Trustee lead	Nick Bourne Prachi Chaturvedi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93, 130
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£93, 130

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Park Hill Infant School, is a three-form entry, community school serving a residential area close to the centre of Croydon. A significant number of pupils, 79%, are exposed to more than one language in the family home with approximately 51% of pupils having a language other than English as their first language. 53 different languages are spoken at Park Hill Infant School.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.
- Provide behaviour and nurture support by providing activities to engage and promote school values and enhance learning

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and leaders will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils indicate under-developed oral language skills and vocabulary gaps amongst many disadvantaged pupils. Many children enter Reception with lower-than-average language skills. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.
2	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception, broadly between 75 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 35 - 50% of other pupils arriving at below ARE.
4	Internal assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception, broadly between 60 - 70% of our disadvantaged pupils arrive below age-related expectations compared to 30 - 40% of other pupils arriving at below ARE.
5	Internal assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception, broadly between 75 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 35 - 50% of other pupils arriving at below ARE.
6	Observations and discussions with pupils and families have identified social and emotional issues for many pupils (a large proportion of who are disadvantaged). Teacher referrals for support have markedly increased recently. An increased number of pupils (a large proportion of who are disadvantaged) currently require additional support with social and emotional needs, and are receiving 1:1 or small group intervention.
7	A lack of enrichment opportunities or access to funds to support additional extra-curricular activities. These challenges particularly affect disadvantaged pupils, including their attainment in wider curriculum subjects.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when

	triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their baselines. A higher % PPG pupil will meet end of Key Stage expectations in Year Two compared to individual starting points.
Improved writing attainment among disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their baselines. A higher % PPG pupil will meet end of Key Stage expectations in Year Two compared to individual starting points.
Improved maths attainment for disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their /baselines. A higher % PPG pupil will meet end of Key Stage expectations in Year Two compared to individual starting points.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils are able to self-regulate and manage emotions in appropriate way.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent questionnaires and teacher observations
Implementation and embedding of Little Wandle Letters and Sounds Revised, shows an increase in PPG pupils meeting the benchmark for the Phonics Screening Check in Y1.	An increase in PPG pupils meeting the benchmark for the Phonics Screening Check in Y1 and/or a higher % PPG pupil will meet the benchmark in comparison with their baselines.
Pupils' achievement in wider curriculum subjects is in-line with non-PP pupils and cultural capital is developed and sustained.	Data shows PPG pupils perform broadly in-line with non-PPG pupils. Pupil voice shows a greater understanding of the world around them.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual renewal of subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Including Membership, Resources and Full CPD training and Teaching support programme for all staff. Including purchase of further resources to support Phonics in school and Phonics at Home resources to support home learning and additional practice.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 5</p>
<p>Professional development on evidence-based approaches regarding metacognition and self-regulation. Including the annual subscription of TGMC, a research backed, multi-faceted platform and approach that supports schools to improve behaviour</p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5, 6</p>

through systematic approaches to regulation, engagement and classroom management.		
Enhancement of our maths teaching and curriculum planning, through the purchase and delivery of White Rose and Stories for Maths Resources, and Planning/Programme alongside CPD and training for staff.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF using_storybooks_high_quality_maths_resource_v0.1.pdf	4
Enhancement of our humanities and Science teaching and curriculum planning, through the purchase and delivery of Kapow Planning/Programme alongside CPD and training for staff.	The EEF guidance is based on a range of the best available evidence: Improving Primary Science EEF	7
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	6, 1, 2, 3, 4,

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

Budgeted cost: £ 50,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual subscription of SpeechLink and the	Oral language interventions can have a positive impact on pupils' language skills.	1

<p>delivery of a programme and relevant resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Specific targeted phonics keep up / Rapid Catch up / Additional Reading/ Phonics intervention sessions targeted at disadvantaged pupils who require further phonics support. Sessions delivered by highly trained staff to meet the specific needs of learners</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 5</p>
<p>Targeted tutoring/1:1 and small group intervention for specific pupils who are low achieving/ falling behind/ high achievers. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Small group intensive interventions and booster sessions led by experienced senior teachers and/or Support Assistants, focusing on Maths, Reading, Writing and Phonics skills.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p>
<p>Provision of a trained volunteer to support and actively teach reading to those who may not read regularly at home. This is to supplement reading</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

opportunities already offered within the school day.	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a trained counsellor to work with identified pupils with specific emotional needs which are creating a barrier to their learning (individual and group sessions).</p> <p>Support for parents through counselling, advice and home visits to improve relationships between home/school in order to improve educational outcomes for PPG children.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	6
<p>All children have access to and benefit from experiences on offer regardless of their financial situation through subsidy of educational experiences in/out of school / trips (if requested). This will ensure all children are able to participate in all aspects of our personalised curriculum</p>	<p>Enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	7
<p>All children will have access to and benefit from after-school activities on offer, regardless of their</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as</p>	7

<p>financial situation through subsidy of club fees by the school (if requested). This will ensure all children are able to participate in all aspects of school life, including children eligible for the PPG, who have been identified as having a particular aptitude or talent, but may not have regular access to these activities.</p>	<p>improved attendance. There is a small positive impact of physical activity on academic attainment</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	
<p>To provide an opportunity for children in Reception and throughout KS1 to make/eat breakfast, ensuring that they are ready to learn. To enhance social skills and offer more speaking and listening opportunities.</p>	<p>Evidence suggests schools running a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 93,130

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, we achieved the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section below.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their baselines. A higher % PPG pupil met end of Key Stage expectations in Year Two compared to individual starting points. <i>Data for children that started in Reception 2022/23 and left Year Two in 2024/25: 67% met the Expected Standard at the end of Year Two compared to 44% on track at Reception baseline.</i>
Improved writing attainment among disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their baselines. A higher % PPG pupil met end of Key Stage expectations in Year Two compared to individual starting points. <i>Data for children that started in Reception 2022/23 and left Year Two in 2024/25:</i>

	<i>78% met the Expected Standard at the end of Year Two compared to 33% on track at Reception baseline.</i>
Improved maths attainment for disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their /baselines.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils are able to self-regulate and manage emotions in appropriate way.	PPG pupils sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent questionnaires and teacher observations. <i>PHSE data 2024/25 demonstrates that PPG pupils achieved extremely well, with 93% meeting Expected Standard compared to 90% whole cohort.</i>
Implementation and embedding of Little Wandle Letters and Sounds Revised, shows an increase in PPG pupils meeting the benchmark for the Phonics Screening Check in Y1.	An increase in PPG pupils meeting the benchmark for the Phonics Screening Check in Y1. <i>In 2024/25 74% of PPG pupils met the benchmark, compared to 65% in 2021/22.</i>
Pupils' achievement in wider curriculum subjects is in-line with non-PP pupils and cultural capital is developed and sustained.	Data shows PPG pupils perform broadly in-line with non-PPG pupils. Pupil voice shows a greater understanding of the world around them.

Our evaluation of the approaches delivered last academic year indicates that the strategies used are having a positive impact upon the progress and attainment of our disadvantaged children and these strategies will continue this academic year. We have refined, adapted and implemented strategies to ensure they meet the needs of all children.