

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	John of Gaunt Infant and Nursery School
Number of pupils in school	188 (whole School) 128 (main school only)
Proportion (%) of pupil premium eligible pupils	15.6% (main school)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	October 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Duncan Spalding
Pupil premium lead	Jamie Olney
Governor / Trustee lead	Peter Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,130
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At **John of Gaunt Infant and Nursery School**, our core intent for the Pupil Premium (PP) funding is to **raise the attainment and accelerate the progress** of our disadvantaged pupils, thereby **diminishing the difference** in outcomes compared to their non-disadvantaged peers, both within the school and nationally.

We commit to a strategic, evidence-informed approach that prioritises **long-term educational equity** and is structured around the DfE/EEF's three-tiered intervention model.

### Tier 1: High-Quality Teaching

We recognise that **high-quality teaching** is the most significant driver of success for disadvantaged pupils. Therefore, our paramount priority is investing in **evidence-based Continuous Professional Development (CPD)** for all staff.

- We will ensure that all teachers possess a deep understanding of the specific **cognitive and learning needs** associated with socioeconomic disadvantage (e.g., differences in working memory, attention, and executive function), translating this into **expert, responsive classroom practice**.
- We will maintain a relentless focus on ensuring **outstanding teaching and learning** is a **consistent and non-negotiable** feature across the entire school.

### Tier 2: Targeted Academic Support

We will move beyond generic interventions by adopting a **needs-first, not label-first** approach.

- PP funding will be used to accurately **identify and address the specific educational and cognitive barriers** of individual pupils, regardless of their PP status.
- Interventions will be **evidence-based, carefully monitored, and rigorously evaluated** for impact to ensure they accelerate learning for those falling behind.

### Tier 3: Wider Strategies

We will provide essential non-academic support to reduce barriers to learning and promote high engagement.

- We will use PP funding to provide **pastoral support** and address external/family barriers that impact pupils' readiness to learn, ensuring they are mentally and emotionally supported.
- We acknowledge that closing the attainment gap is a **long-term process**. Our investment may yield benefits in future settings, benefiting the broader **Aylsham**

**Learning Federation** as pupils transition to Bure Valley School and Aylsham High School.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Immature social skills</p> <p>Aligns with the <b>Wider Strategies (Tier 3)</b> focus on <b>non-academic barriers</b> to learning. EEF research emphasises the link between <b>social and emotional learning (SEL)</b> and improved attainment, highlighting that effective SEL programmes can lead to academic gains.</p>
2	<p>Immature language development. Literacy skills and reading ability</p> <p>Aligns strongly with the EEF's focus on <b>literacy</b> as a foundation for all learning, particularly in the <b>Early Years</b> and <b>Key Stage 1</b>. This falls under <b>Targeted Academic Support (Tier 2)</b> and also relates to <b>High-Quality Teaching (Tier 1)</b>, specifically the need for explicit <b>vocabulary instruction</b> and effective <b>reading strategies</b> (e.g., <i>Phonics</i> and <i>Oral Language Interventions</i>).</p>
3	<p>Immature mathematical skills</p> <p>A key focus for <b>Targeted Academic Support (Tier 2)</b>. The EEF toolkit shows that effective <b>mathematics interventions</b> (e.g., those using <b>Mastery approaches</b> and focusing on <b>concrete-pictorial-abstract</b> methods) can significantly boost attainment.</p>
4	<p>Low academic starting point</p> <p>This is the core indicator of the <b>disadvantage gap</b> and is the primary justification for the <b>Pupil Premium</b> funding. It aligns with the need for <b>Tier 1 (High-Quality Teaching)</b> to be highly <b>diagnostic</b> and <b>responsive</b> to close gaps swiftly, preventing them from widening.</p>
5	<p>Limited knowledge and understanding of the wider, cultural world</p> <p>Aligns with the DfE's focus on <b>Cultural Capital</b> and the EEF's emphasis on tackling <b>prior knowledge gaps</b>—a common barrier to comprehending curriculum content. This is typically addressed through <b>Tier 1 (High-Quality Teaching)</b> by enriching the curriculum and providing <b>experiential learning</b> opportunities (part of <b>Wider Strategies</b>).</p>
6	<p>Social Emotional and Mental health</p> <p>A critical <b>non-academic barrier</b> that falls under <b>Wider Strategies (Tier 3)</b>. DfE guidance recognises that poor SEMH is a significant obstacle to attendance and engagement. EEF recommends evidence-based approaches to <b>support the mental health and well-being</b> of pupils to ensure they are ready to learn.</p>

## 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
Tier 1: Children will make progress from their starting point.	<b>Progress:</b> All disadvantaged pupils' are on track to make progress from their baseline scores using FFT targets. The gap between disadvantaged pupils and non-disadvantaged pupils is narrowing.
Tier 2: Children's language development will be in line with their peers.	<b>Attainment:</b> The percentage of disadvantaged pupils achieving the <b>Expected Standard in Communication and Language (ELG/Phonics)</b> and demonstrating age-appropriate vocabulary is narrowing between non-disadvantaged peers in the same cohort.
Tier 2: Children will make progress from their starting point with both their phonics and their reading. Our aim would be for children to be at the expected standard with their phonics and reading.	<b>Expected Standard:</b> The percentage of disadvantaged pupils passing the <b>Phonics Screening Check</b> will be close to the national non-disadvantaged average in national banding distribution. <b>Reading Attainment:</b> The percentage of disadvantaged pupils achieving the <b>Expected Standard in Reading</b> (KS1 or equivalent internal metric) will be close to the national banding distribution for non-disadvantaged pupils and above the national disadvantaged average.
Tier 2: Children will make progress from their starting point with their mathematical knowledge and understanding. Our aim would be for all children to be at the expected standard with their mathematical understanding.	<b>Expected Standard:</b> The percentage of disadvantaged pupils achieving the <b>Expected Standard in Mathematics</b> (KS1 or equivalent internal metric) will be close to the national non-disadvantaged average in national banding distribution and above the national disadvantaged average.
Tier 3: Children will have developed their social skills so that they are able to play and interact well with others.	<b>Reduced Incidents:</b> A <b>20% reduction</b> in the number of recorded incidents related to social conflict or immature play (e.g., recorded on the behaviour log/pastoral records). Based on Autumn term baseline data. <b>Observational Data:</b> Increase the percentage of disadvantaged pupils observed consistently demonstrating positive play and cooperation in unstructured settings (e.g., lunchtime/breaktime observations).
Tier 3: Children will be more aware of the world around them.	<b>Knowledge Retrieval:</b> Disadvantaged pupils' attainment in <b>curriculum-specific retrieval tasks</b> related to geography, science, and history will show improved

	recall and understanding, particularly concerning topics outside their immediate locality.
Tier 3: Children will have opportunities to look beyond their immediate locality.	<b>Participation Rate: 100%</b> of disadvantaged pupils will participate in either a planned <b>enrichment activity, educational visit, and/or cultural experience</b> provided by the school throughout the year.
Tier 3: A school wide focus on children's social emotional and mental health challenges.	<b>Improved Well-being:</b> Internal and/or external <b>Well-being Surveys (e.g., SDQ/Boxall)</b> will show a measurable improvement in the emotional regulation and well-being scores of disadvantaged pupils, and a reduction in identified SEMH concerns.
Tier 3: Children will have access to a wide variety of support.	<b>Provision Mapping:</b> Every disadvantaged pupil identified as needing additional support (academic or non-academic) will be mapped to an <b>appropriate intervention or provision. Attendance:</b> Disadvantaged pupils' attendance rate will be broadly inline with similar school's median attendance percentages, national and LA averages.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD on Responsive Teaching & Executive Function (Quality First Teaching)	<b>EEF Tier 1 Focus:</b> High-Quality Teaching has the largest impact on disadvantaged pupils. Training on <b>executive function</b> (e.g., working memory, inhibition) ensures teachers adapt instructional methods to mitigate cognitive barriers linked to low SES (Hackman et al.). <b>Responsive Teaching</b> ensures scaffolding and challenges are adapted based on real-time assessment (EEF/Rosenshine).	4 (Low Academic Starting Point) 6 (SEMH/Cognitive Barriers)
Recruitment/Retention Investment (CPD)	<b>EEF/DfE Guidance:</b> Investment in staff expertise is key. Stable, high-quality staff improve outcomes more than short-term interventions. CPD focused on <b>SEND/SEMH</b> best practice strengthens Tier 1 provision for complex needs.	4 (Low Academic Starting Point) 6 (SEMH)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Read Write Inc. (RWI) Phonics Program	<b>EEF Literacy Guidance:</b> Systematic Synthetic Phonics (SSP) programs are highly effective in teaching early reading. RWI is a comprehensive, structured approach that targets early <b>literacy and decoding skills</b> , which are frequently delayed in disadvantaged pupils.	2 (Immature Language/Literacy)
Use of Mathematics Mastery (MM) Framework	<b>EEF Maths Guidance:</b> A structured, mastery approach promotes a deep conceptual understanding over rote learning. MM focuses on <b>concrete-pictorial-abstract (CPA)</b> methods, which are highly beneficial for	3 (Immature Maths Skills)

	pupils with lower prior attainment and those with working memory challenges.	
<b>Targeted Language/Vocabulary Interventions</b> (Interventions)	<b>EEF Oral Language Interventions:</b> Strong evidence shows that targeted interventions focusing on vocabulary and oral language can bridge the attainment gap and improve literacy. These are delivered in small groups by trained staff.	<b>2</b> (Immature Language/Literacy) <b>4</b> (Low Academic Starting Point)
<b>Small-Group Academic Catch-Up</b> (Interventions)	<b>EEF Targeted Support:</b> Small group tuition is a high-impact, cost-effective intervention (EEF Toolkit suggests an average of +4 months' progress). Focused sessions address specific gaps identified by <b>diagnostic assessment</b> .	<b>2, 3, 4</b> (Specific skill gaps)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Tapestry (EYFS Learning Journal) to Strengthen Parent Partnership	<b>EEF Parental Engagement:</b> Engaging parents in their child's learning (especially communication) can lead to significant positive academic outcomes. Tapestry provides a consistent link and shared understanding of learning and development.	<b>1</b> (Social Skills) <b>6</b> (SEMH)
<b>Termly Family Learning Events</b> (e.g., workshops on early literacy, math games, transition support)	<b>EEF Parental Engagement:</b> Strong evidence shows that structured parental involvement in learning can lead to significant academic gains (average impact of <b>+3 months' progress</b> ). These events provide parents with practical strategies to support learning at home.	<b>2</b> (Immature Language/Literacy) <b>3</b> (Immature Maths Skills) <b>4</b> (Low Academic Starting Point) <b>5</b> (Limited Cultural World)
Enrichment and Cultural Capital Funding	<b>DfE Cultural Capital &amp; EEF Wider Strategies:</b> Funding trips, visitors, and resources (e.g., books, specialist equipment) directly addresses limited experience gaps, boosting <b>prior knowledge</b> and motivation.	<b>5</b> (Limited Cultural World)
<b>Pupil Nurture and Wellbeing Provision</b> (Interventions/SEMH), including access to Learning Lab ESP (where appropriate)	<b>EEF Social and Emotional Learning (SEL):</b> SEL interventions improve social skills, reduce low-level disruption, and support pupil readiness to learn. Funding dedicated time/staff for Nurture/SEMH support.	<b>1</b> (Immature Social Skills) <b>6</b> (SEMH)

Use of Purple Mash for Home Learning and Creativity	<b>EEF Digital Technology:</b> When used effectively, technology can support engagement and provide access to resources/tasks that promote <b>creativity and general knowledge</b> —extending learning beyond the classroom.	<b>5</b> (Limited Cultural World)
Access to TACT Families Workshops and Training	<b>DfE/EEF Wider Strategies &amp; SEMH:</b> TACT (Thriving and Coping Together - <i>assuming TACT is a well-being/support service</i> ) workshops directly address <b>social-emotional and mental health (SEMH)</b> barriers within the family unit. Supporting parents' understanding of child behaviour and emotional regulation improves the home learning environment and pupil readiness for school.	<b>1</b> (Immature Social Skills) <b>6</b> (SEMH)
Improved Attendance Monitoring and Intervention	<b>DfE Guidance:</b> High attendance is a prerequisite for academic success. EEF highlights that tackling <b>non-academic barriers</b> (such as poor attendance) is vital. Targeted support/intervention for families of persistently absent disadvantaged pupils is crucial.	<b>4</b> (Low Academic Starting Point) <b>6</b> (SEMH - often linked to anxiety/poor well-being)
Dedicated Pastoral Lead/Behaviour Officer Support	<b>EEF Tier 3 Wider Strategies &amp; Social and Emotional Learning (SEL):</b> Pastoral support directly addresses non-academic barriers, improving readiness to learn. Targeted behaviour support is essential for pupils with complex needs, creating a calmer, more focused learning environment for all. <b>SEL interventions</b> have an average positive impact on academic outcomes.	<b>1</b> (Immature Social Skills) <b>6</b> (SEMH/Behaviour) <b>4</b> (Low Starting Point - by improving engagement)
SENDCO-Led Diagnostic Assessment and Provision Mapping	<b>DfE Guidance:</b> Effective use of PP funds requires <b>diagnostic assessment</b> to accurately identify individual pupil needs <i>before</i> intervention is applied (the "needs-first, not label-first" intent). The SENDCO ensures that funding is allocated to the most appropriate, evidence-based provisions for pupils with complex barriers.	<b>2, 3, 4</b> (All specific skill gaps) <b>6</b> (SEMH)
Headteacher/SLT Strategic Oversight and PP Review	<b>DfE Pupil Premium Strategy Guidance:</b> Headteacher oversight ensures the strategy is a <b>whole-school priority</b> and that funding is spent according to the plan. <b>Regular monitoring and review</b> by senior leaders are key to evaluating impact and ensuring accountability to the DfE/EEF cycle of <i>plan, implement, monitor, and evaluate</i> .	<b>4</b> (Low Academic Starting Point - by ensuring robust accountability)

<p>Access to TACT SEMH Team (Specialist Support)</p>	<p><b>EEF Wider Strategies &amp; External Specialist Expertise:</b> Accessing specialist external support provides high-quality intervention that the school may not be able to deliver internally. This ensures severe <b>Social, Emotional, and Mental Health (SEMh)</b> barriers are addressed promptly and effectively, leading to improved emotional regulation and attendance.</p>	<p><b>1</b> (Immature Social Skills) <b>6</b> (SEMh)</p>
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**Total budgeted cost: £ 141,777**

# 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 last academic year.

Context:

	2023	2024	2025
School number on roll	Close to average 201	Below average 190	Close to average 202
School % FSM6	Below average 15.38	Below average 14.69	Well below average 9.16
Local area % FSM6	Close to average 21.29	Close to average 20.60	Close to average 19.82

Attendance:

### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	14	93.0%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	17	90.5%	92.0%	Below	Relative improvement	-
2022/23 (3 term)	18	88.1%	91.6%	Below	Relative decline	-

### Challenge 1: Immature Social Skills

- **Intended Outcome:** Children will have developed their social skills so that they are able to play and interact well with others.

Internal data shows a small decrease in the number of recorded minor behaviour incidents/friendship issues for the majority of disadvantaged pupils, however there remains a high level of need for adult mediated play for a minority of disadvantaged pupils.

Reports and observations for disadvantaged pupils accessing SEMH support demonstrate positive impact. Disadvantaged pupils surveyed report feeling happier and more included in appropriate play activities. However, a minority of disadvantaged pupils do not fully engage in cooperative independent play based on monitoring observations and support is ongoing.

### Challenge 2: Immature Language Development. Literacy skills and reading ability

- **Intended Outcome:** Children's language development will be in line with their peers / Expected standard with phonics and reading.

### All pupils - Phonics expected standard

- There were 54 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 3 pupils did not meet the **phonics expected standard**.
- There were 3 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 2 pupils did not meet the **phonics expected standard**.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	143	92%	80%	Above (sig+)	Not applicable	Not applicable
2025	54	94%	80%	Above (sig+)	No sig change	High - SEN
2024	36	89%	80%	Above (non-sig)	No sig change	-
2023	53	91%	79%	Above (sig+)	Not available	-

## Phonics

Pupil Group	Pupils	National	School	Gap	Pupil Gap
All Pupils	54	80.0%	94.4%	14%	▲ 8
Male	23	76.1%	91.3%	15%	▲ 3
Female	31	84.1%	96.8%	13%	▲ 4
Disadvantaged	6	67.0%	83.3%	16%	▬ 1
Non-Disadvantaged	47	83.5%	95.7%	12%	▲ 6

### EYFS Pupil Groups

Colour ranking for Gender, FSM6, EAL and SEN against corresponding National 2025 results for each characteristic.

	Benchmark against National 2025 results (be aware if looking at other years)	Yr R Pupil Count	Av no of ELGs	% GLD	National Av no of ELGs	National % GLD
	ALL	39	13.7	71.8%	14.1	68.3%
Gender	Female	17	15.8	88.2%	14.9	75.3%
	Male	22	12.1	59.1%	13.3	61.6%
FSM	No	39	13.7	71.8%	14.5	71.5%
	Yes				12.2	51.3%
EAL	Non-EAL	36	13.9	75.0%	14.4	69.9%
	EAL	1	10.0	0.0%	13.4	64.7%
SEN	EHCP	3	1.7	0.0%	2.3	3.9%
	SEN Support	5	9.8	40.0%	8.7	26.3%
	Non-SEN	29	15.7	86.2%	15.3	76.5%
Looked After	Yes				n/a	n/a
Young Carer	Yes				n/a	n/a
Service Child	Yes				n/a	n/a

Ac Year
2024/25
2023/24
2022/23

The school did not sit 'optional' KS1 assessments, however based on internal reading and writing data, the attainment of disadvantaged children to non-disadvantaged pupils has narrowed, but a gap remains.

### **Challenge 3: Immature mathematical skills**

- **Intended Outcome:** Children will be at the expected standard with their mathematical understanding.

The school did not sit 'optional' KS1 assessments, however based on internal PUMA data, the attainment of disadvantaged children to non-disadvantaged pupils in maths has narrowed, but a gap remains.

The number of disadvantaged pupils on track (based on FFT targets) has improved, however a number of disadvantaged pupils have remaining learning gaps to close.

### **Challenge 4: Low academic starting point**

- **Intended Outcome:** Children will make progress from their starting point and our aim is to accelerate this progress.

Internal data demonstrates that a high proportion of disadvantaged pupils make expected progress towards FFT targets in internal tracking, however not all disadvantaged pupils are making 'expected' progress. The school is aware of these pupils and is providing universal and targeted support.

The school can not measure the GLD gap between disadvantaged and non-disadvantaged pupils as there were no FSM pupils recorded in 24-25. The school has more work to do with the census around streamlining procedures for families and outlining why it is important that parents notify the school even if they receive universal free school meals.

Whilst attendance percentages for pupils with Free School Meals is below whole school attendance rates it is comparable to median attendance of FSM pupils in similar schools.

### **Challenge 5: Limited knowledge and understanding of the wider, cultural world**

- **Intended Outcome:** Children will be more aware of the world around them / Access to opportunities to look beyond their immediate locality.

Internal monitoring shows that pupils' wider curriculum knowledge has improved based on pupils interviews, book looks and knowledge retrieval tasks. The majority of disadvantaged pupils were able to articulate some relevant knowledge about places/events/concepts beyond their immediate experience. However, a minority of pupils' responses were still limited to immediate, local, or known experiences. The school continues to build on pupils' prior knowledge and cultural capital compared to non-disadvantaged pupils.

All disadvantaged pupils in 24-25 participated in an enrichment activity and school trip. The school is working to develop its non-statutory enrichment programme for all children.

### **Challenge 6: Social Emotional and Mental health (SEMH)**

- **Intended Outcome:** A school-wide focus on children’s social emotional and mental health challenges.

The school provides access to nurture and SEMH support through its pastoral team, enhanced support provision (Learning Lab) and SEMH referrals to the TACT Families SEMH team in addition to utilising external agencies and resources when appropriate.

This has meant that for most children in receipt of this provision the school is able to demonstrate measurable improvements both quantitatively and qualitatively, using SDQ scores, ESP tracking and SEMH reports. However, there has been an increase in the number of sanctioned fixed term suspensions (that is currently not fully reflected in the school’s IDSR). This has led to a high number of referrals to external SEMH services/LA SEND and Inclusion Team, due to a minority of pupils having self-regulation difficulties.

Classroom monitoring and staff feedback demonstrates that the majority of disadvantaged pupils are settled and ready to learn at the start of lessons. However, a small number of disadvantaged pupils require higher levels of support to ensure their SEMH needs are met and do not affect the learning of others.

Parent and carer feedback from parents/carers of disadvantaged pupils is overwhelmingly positive about the school’s support for their child’s well-being and confidence. However, parental engagement can still remain a barrier.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc.	Ruth Miskin
Mathematics Mastery	Ark Curriculum Plus
Real PE	Jasmine
WellComm	GL Assessment
Talk Boost	The Communication Trust
Purple Mash	2Simple
Espresso	Discovery Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	As all other pupil premium children
What was the impact of that spending on service pupil premium eligible pupils?	