



## Pilton Infants' School Pupil Premium Strategy Statement 2025-2029

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
School name	Pilton Infants' Academy
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026-2027/2029
Date this statement was published	12.11.25
Date on which it will be reviewed	10.10.26
Statement authorised by	Dan Polak
Pupil premium lead	John Mortimer
Governor / Trustee lead	Sue Wells

### Funding overview

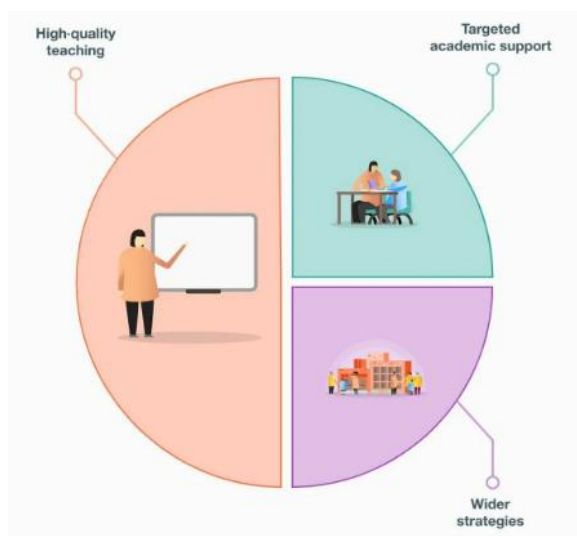
Detail	Amount
Pupil premium funding allocation this academic year	£67240
<b>Total budget for this academic year</b> <i>No trust pooling or carry forward</i>	£67240

# Part A: Pupil premium strategy plan

## Statement of intent

At Pilton Infants' Academy, we are committed to ensuring all children thrive academically, socially, and personally. Our motto, "Learning for Life," reflects our determination to inspire pupils to exceed their expectations and develop a lifelong love of learning. We are dedicated to providing every child with the opportunity to reach their full potential, removing barriers to achievement wherever they exist.

We recognise the unique challenges faced by vulnerable pupils, including those with a social worker and young carers, and our approach ensures that these children receive tailored support, irrespective of their disadvantaged status. Our goal is to ensure all pupils experience a school life that fosters success, happiness, and ambition.



### Objectives:

- Provide high-quality teaching for all pupils.
- Close the attainment gap between disadvantaged pupils and their peers.
- Maintain a low attainment gap compared to national figures for disadvantaged pupils.
- Offer targeted social and emotional support to ensure pupils feel safe, happy, and attend regularly.
- Prioritise high-quality interventions for disadvantaged pupils in 2025/26.
- Ensure disadvantaged pupils have access to a wide range of curriculum and extracurricular activities.

### Implementation:

Our strategy will be underpinned by evidence-based approaches. We will provide academic, social, and emotional support to meet the diverse needs of disadvantaged pupils, working in partnership with families and external agencies.

### Key principles:

- Use evidence-based strategies for maximum impact.
- Continuously improve teaching and learning.
- Collaborate with parents and outside agencies to support families.
- Provide an equitable or enhanced offer for disadvantaged pupils to ensure they have access to opportunities that enable their success.

## Challenges

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

Challenge number	Detail of challenge
1	Deprivation challenges leading to safeguarding and wellbeing workload and increasing number of families struggling with the cost of living.
2	The need to increase attendance levels for all pupils and ensure attendance of disadvantaged pupils is in line with their peers.
3	Low Parental engagement and aspiration frequently for disadvantaged groups.
4	School readiness including: <ul style="list-style-type: none"> <li>- Low attainment on entry</li> <li>- Increasing levels of social and emotional needs on entry</li> <li>- Toileting and self-care issues</li> <li>- Speech and language issues</li> <li>- Parenting skills- impact of technology on family life and wider associated safeguarding risks</li> </ul>

## 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. Children are well regulated and ready to learn in a formal classroom environment.	<ul style="list-style-type: none"> <li>- School attainment data will demonstrate that disadvantaged children have narrowed the gap between their attainment and that of their non-disadvantaged peers.</li> <li>- Non-academic data will demonstrate that disadvantaged pupils are increasingly regulated and ready to learn</li> </ul>
2. All children are able to read when they leave school to ensure they can access all learning.	<ul style="list-style-type: none"> <li>- School attainment data will demonstrate that disadvantaged children have narrowed the gap between their reading attainment and their non-disadvantaged peers.</li> </ul>
3. All children are exposed to the breadth of opportunity and aspiration available in modern Britain.	<ul style="list-style-type: none"> <li>- Children will enjoy a broad and balanced curriculum and have had a broad range of additional experiences which enhance the full curriculum offer.</li> </ul>
4. Attendance levels are no different for the disadvantaged group.	<ul style="list-style-type: none"> <li>- School attendance data will demonstrate that disadvantaged pupils have narrowed the gap between their attendance and that of their non-disadvantaged peers.</li> </ul>
5. The spoken language gap has demonstrably closed.	<ul style="list-style-type: none"> <li>- School data will demonstrate that disadvantaged pupils have narrowed the language gap to their non-disadvantaged peers.</li> </ul>

## 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

Budgeted cost: £33620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>High quality teaching</u></p> <p>Staff CPD</p> <ul style="list-style-type: none"> <li>- Relational practice</li> <li>- Scaffolding</li> <li>- Internal CLR cycles related to wider curriculum</li> <li>- Coaching – Walkthru materials</li> <li>- Sustaining Mastery Workgroup</li> <li>- Ongoing writing CPD               <ul style="list-style-type: none"> <li>o Live marking, feedback</li> <li>o Letter formation, handwriting, fine motor control</li> </ul> </li> <li>- Sustaining Mastering Number</li> <li>- English OAIP – dyslexia</li> <li>- Oracy strategy</li> </ul> <p>Quality Assurance through regular monitoring:</p> <ul style="list-style-type: none"> <li>- reviews with TEAM MAT and school improvement advisor</li> </ul>	<p><a href="#">High Quality Teaching</a></p> <p><a href="#">Effective professional development</a></p> <p><a href="#">Mastery Learning</a></p> <p><a href="#">Improving Maths in KS1 and EYFS</a></p> <p>Fluent transcription skills - <a href="#">Improving Literacy in KS1</a></p>	<p>1,2,3</p>
<p>Little Wandle – Reading and phonics ongoing and sustaining work</p> <ul style="list-style-type: none"> <li>- Monitoring + feedback</li> <li>- Training</li> </ul>	<p><a href="#">Phonics</a></p> <p><a href="#">Improving Literacy in KS1</a></p>	<p>2</p>
<p>Developing reading comprehension curriculum in Year 2- especially around the ‘pinch point’ to non-decodables</p>	<p><a href="#">Reading comprehension</a></p> <p><a href="#">Improving Literacy in KS1</a></p>	<p>2</p>

## Targeted academic support

Budgeted cost: £16810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Little Wandle phonics</u> - Rapid catch up intervention – for children working below age related expectation for phonics	<a href="#">Phonics</a>	1,2
<u>1:1 or small group targeted additional reading - Y2</u>	<a href="#">Improving Literacy in KS1</a>	1,2
<u>Spot on With Number – Y2</u> Intervention programme to support children to close the gap to age related expectation. - Training of staff member - Leading of intervention	<a href="#">Improving Maths in KS1 and EYFS</a>	1
<u>Speech and Language</u> Speech links Language links	<a href="#">Oral language interventions</a>	1, 2,5
<u>Educational Psychologist</u> Private EP visit every half-term to support need of SEND children and identify strategies to support in class.	<a href="#">High Quality Teaching</a>	1,2,5
<u>Peripatetic music teaching</u> Subsidised places for disadvantaged pupils	<a href="#">Arts Participation</a>	3
<u>Mastering Number</u> Reception to build deeper understanding of common fluency facts through engagement with NCETM recommended programme.	<a href="#">Mastering Number</a>	1
<u>Fluency Bee</u> Develop children's fluency with mathematical facts to reduce cognitive load with higher order problem solving.	<a href="#">Fluency Bee</a>	1
<u>Fun fit</u> Build gross motor skills to develop regulation and confidence with physical activity.	<a href="#">Funfit</a>	1,2,5
<u>Zones of regulation</u> Improve motivation and managing of dysregulation through a common shared language across school and through bespoke targeted intervention.	<a href="#">Zones of regulation</a>	1,2,5

<u>Time to Talk</u> Specific intervention to promote oracy and wider social interactions, improving regulation.	<a href="#">Time to Talk</a>	1,2,5
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## Wider strategies

Budgeted cost: £16810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Pastoral support</u>            Providing an additional layer of support for families and children.</p> <ul style="list-style-type: none"> <li>- Support unstructured times</li> <li>- Support children who have/are experiencing ACEs</li> </ul>	<p><a href="#">Social and emotional learning</a></p>	<p>1,4</p>
<p><u>Learning Champions Programme</u> Targeting children to engage in wider curriculum activities to develop relationships, interpersonal skills and sense of belonging. E.g. Outdoor Learning, Lego Therapy, Cooking, Gardening, Board Games,</p>	<p><a href="#">Social and Emotional Learning</a></p>	<p>1,4</p>
<p><u>Honeybees</u>            Targeted support for a very small number of pupils who are unable to access the classroom full-time. Developing their skills and behaviours to enable them to return and be successful.</p>	<p><a href="#">Ofsted – Supporting children with challenging behaviour</a></p> <p><a href="#">Social and Emotional Learning</a></p>	<p>1,4</p>
<p><u>Year 2 PP Music Club</u>            All pupil premium children in Year 2 are given the opportunity to take an instrument for free.</p> <p>Peripatetic sessions offered in addition at half price.</p>	<p><a href="#">Arts participation</a></p>	<p>3</p>
<p>Subsidised places for disadvantaged pupils to provide financial support</p> <ul style="list-style-type: none"> <li>- School trips</li> <li>- School swimming</li> <li>- Wraparound care</li> </ul>	<p><a href="#">Arts participation</a></p>	<p>3</p>
<p><u>Cultural capital opportunities</u>            Prioritising disadvantaged pupils for trips with limited numbers e.g.</p> <ul style="list-style-type: none"> <li>- Remembrance</li> <li>- Visit the old people's home</li> <li>- India school engagement to broaden aspirations and understanding of the world</li> </ul>	<p><a href="#">Arts participation</a></p>	<p>3</p>

<u>Parental engagement opportunities</u> For example: <ul style="list-style-type: none"> <li>- Parents' evenings</li> <li>- Book looks</li> <li>- Reading and phonics workshops</li> <li>- Story telling workshops</li> </ul>	<a href="#">Parental engagement</a>	1,4,5
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**Total budgeted cost: £ 67240**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Pilton Infants' Academy, outcomes for disadvantaged pupils are evaluated using a range of measures, combining internal data with national data to monitor the closing of gaps across a child's learning journey.

#### **Large amount of deprivation related safeguarding workload and increasing number of families struggling with the cost of living.**

This investment supported children while there was a higher than national average Child Protection workload but there are still significant demands on staff deployment to address the gap between DCC's inadequate social care (<https://files.ofsted.gov.uk/v1/file/50276862>) and the need presenting at school level. The local area model is in its infancy so the significant contribution to this area of funds is anticipated to be needed for at least 2025/2026.

#### **Need to increase attendance levels for all pupils and ensure attendance of disadvantaged pupils is in line with their peers.**

The gap between PP and non PP attendance closed by 0.3% compared with 2023/2024 and for 2025/2026 the gap was better than the national average gap by 0.1%. This remains an area to invest in to close in on the goal of a zero gap in attendance between PP and non PP children.

#### **Low Parental engagement and aspiration frequently for disadvantaged groups.**

The funding has supported some shared work between families and school but this remains an area of focus and investment while other services remain difficult to access and navigate for the most vulnerable.

#### **School readiness including:**

- **Low attainment on entry**
- **Increasing levels of social and emotional needs on entry**
- **Toileting and self-care issues**
- **Speech and language issues**
- **Parenting skills**

Our 'good level of development' data supports the impact of multiple strategies related to 'school readiness'- internal data of interventions show high end points from start points and the GLD data sits at 65% compared with the national data of 67.7% and Devon's average of 67%. While this is close to national data, especially considering the context of no nursery, it remains an area of focus and investment to move it north of national data in line with our ambition that disadvantage does not negatively impact academic outcomes for any child.