

Streetsbrook Infant & Early Years Academy *Pupil Premium Strategy Statement, 2024-27*

This statement details our school's use of Pupil Premium funding and the NTP funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding and the effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School name	Streetsbrook Infant & Early Years Academy
Number of pupils in school	177 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	9% (16 children) 2025-26 11% (19 children) 2024-25
Academic year/years that our current pupil premium strategy plan covers	September 2024-July 2027
Date this statement was published	1 December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Minter, Headteacher
Pupil Premium Lead	Elsbeth Miller, Deputy Headteacher
Governor / Trustee Lead	Charlotte Heeney, PP Lead

Funding overview

Detail	Amount		
	2024-25	2025-26	2026-27
Pupil premium funding allocation this academic year	£27,648	£30,615	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,648	£30,615	

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Streetsbrook, we strive to provide an equal chance for all to become caring, responsible citizens who lead happy and fulfilled lives, and are equipped with the knowledge, skills and abilities to shape the world they live in.

At Streetsbrook Infant & Early Years Academy, we aim for all children, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We believe in maximising the use of the Pupil Premium by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	EYFS Disadvantaged children typically enter EYFS with social and communication skills below those of children nationally
2	KS1 The gap between disadvantaged and no-disadvantaged children particularly in maths and writing
3	Supporting the Social and Emotional needs of Children There is an increase in children's anxiety, lack of self-regulation and poor emotional resilience; these challenges have a particular impact on our disadvantaged children
4	Pupil Well-Being Some of our disadvantaged children are unable to access wider enrichment opportunities
5	Attendance For a small number of our disadvantaged children, maintaining consistent attendance above 97% and punctuality is a concern
6	SEND A significant percentage of our disadvantaged cohort also have SEND needs

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
Disadvantaged children in EYFS will have improved social and communication skills	Teaching is evaluated as being consistently good and highly effective in meeting the children's needs Termly analysis of data in EYFS shows gaps are reduced
Quality first teaching is maintained and as a result, gaps in attainment are reduced	Teaching is evaluated as being consistently good and highly effective in meeting the children's needs Termly analysis of data in KS1 shows gaps are reduced
There will be early identification and intervention to improve the well-being and SEMH needs of our disadvantaged children	The Nest intervention will continue to support the children's social and emotional needs Nurture UK principles will be embedded into daily practice throughout the school
Disadvantaged children will access wider enrichment opportunities to raise aspirations, motivation and engagement in school life	All disadvantaged children will access enrichment opportunities
The attendance of our disadvantaged children will be raised and punctuality will be improved; as a result gaps in attendance will be reduced	Termly analysis of attendance data will show gaps are reducing
The additional SEND needs of our disadvantaged children will be identified and responded to in a timely manner	Disadvantaged children with additional SEND needs will be effectively supported

Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Class teachers to prioritise PP pupils through Quality First Teaching by paying close attention to pupil participation and using specific feedback to support accelerated progress.	Feedback is proven to be very high impact for very low cost, particularly for primary. EEF - Teacher Feedback to Improve Learning	1, 2, 6
Communication & Language Pupils are supported to articulate key ideas, consolidate understanding and extend vocabulary. This is also supported through reading groups and interventions.	There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF - Communication & Language Approaches Oral Language Interventions	1, 2
Phonics & Writing To continue to embed Little Wandle across the school and ensure the scheme is delivered consistently well in order to achieve the intended outcomes for our children To ensure children who are falling behind in phonics are part of a regular intervention To use quality texts to develop language acquisition, talk, comprehension and composition	Systematic phonics approaches have been consistently found to be effective in supporting younger children to master the basics of reading and writing EEF - KS1 Literacy Guidance Report EEF- Effective Professional Development	2
Maths To embed the Mastering Number Programme; all staff to complete relevant training and ensure the programme is taught every day Ensure Maths teaching and learning reflects key recommendations of EEF research Reinforce the importance of high quality feedback in order to move children's learning on	Developing a sound understanding of mathematics is essential. Children's early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on educational progress and life outcomes. EEF - Improving Mathematics in the Early Years and Key Stage 1 Verbal methods of feedback can improve pupil attainment and is more time-efficient when compared to some forms of written feedback	2

Use of CPD from National College, NCETM and White Rose Maths	EEF - Teacher Feedback to Improve Learning	
Well-Being & Social and Emotional Needs School to complete NurtureUK Training to ensure the children are as well supported as they can be	Children need to be emotionally secure and have good mental health in order to be able to learn. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income EEF - Improving Social and Emotional Learning	1, 2, 3, 4, 5, 6
Identifying SEND Needs Ensure disadvantaged pupils who also have SEND have their needs correctly identified and supported. This will be done through CPD to ensure quality first teaching (meta cognition, scaffolding, modelling, explicit instruction, etc) and making learning passports specific and relevant to pupil needs. Develop staff knowledge and understanding of neuro-diversity as part of our PINS (Partnerships for Inclusion of Neurodiversity in Schools) Project (See SIP Priority 3, 2024-25)	Evidence-based strategies shown to be most successful with SEND pupils within quality first teaching: EEF - SEND in Mainstream Schools	6
Monitoring Impact Allocated leadership time for the English, Mathematics, EYFS, Attendance Leaders to monitor the impact of teaching and learning on our PP children Allocated time for the Business manager to track the PP Spend Use of CPD from the National College	Rigorous analysis of data and assessment information enables staff to correctly identify gaps in learning; in turn this ensures interventions are tightly focused on the needs of the learner EEF - Implementation Guidance	1, 2, 3, 4, 5, 6

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

Budgeted cost £11,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions Teachers and Teaching Assistants to work in partnership to provide high quality structured 1:1 and small group interventions with the priority being on: - communication and language - physical development - phonics - reading - early writing skills - emotional, mental health and well-being - maths 2025-26 DHT to work with a targeted group of Year 2 children, including those who didn't pass the PSC	Using high quality structured interventions effectively supports children who are struggling. Research on TAs delivering targeted high quality structured interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress EEF - KS1 Literacy Guidance Report EEF - Preparing for Literacy Guidance EEF - Making Best Use Of Teaching Assistants EEF - Teacher Feedback to Improve Learning EEF - Improving Mathematics in the Early Years and Key Stage 1	1, 2, 3, 4, 5, 6
Well-Being & Social and Emotional Needs In-class mentoring and support by TAs	Evidence suggests that assigning TAs to particular children or groups of children – usually those with difficulties connected to learning, behaviour or attention – can help them develop confidence and motivation, good working habits and the willingness to finish a task. Other research has identified the benefits of TAs in terms of the range of learning experiences provided and the effects on pupil motivation, confidence and self-esteem. EEF - Making Best Use Of Teaching Assistants	3, 4, 5, 6
Well-Being & Social and Emotional Needs The Nest Intervention	Children need to be emotionally secure and have good mental health in order to be able to learn. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and	5, 6

	mental health, school readiness and academic achievement, crime, employment and income EEF - Improving Social and Emotional Learning	
Identifying SEND Needs The Hive (SEND Intervention)	Children with additional needs related to the following broad areas of need, may need additional support in line with a graduated response • Communication and interaction • Cognition and learning • Social, Emotion and Mental Health Difficulties • Sensory and/or Physical Needs EEF - SEND in Mainstream Schools	6

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance CSAWS (Central School Attendance and Welfare Service) (NB Funding through Synergy Collaborative Subscription)	EEF - Supporting School Attendance.htm	3, 4, 5, 6
Safeguarding CPOMs Subscription (£775)	All disadvantaged children and families are supported and swift action is taken by DSLs to provide the best opportunities for children and families	4, 5
Enrichment Financial support with costs of free school meals, educational visits, uniform, learning materials and extra-curricular clubs (NB – School Meals = £8121.30)	Disadvantaged families may need additional support (partial or full) to cover the cost of activities which enrich the curriculum	3, 4

Total budgeted cost:

- £27,648 (2024-25)
- [£30,615 \(2025-26\)](#)

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 **2024 to 2025** academic year.

Intended outcome	Success criteria	Impact of pupil premium strategy on pupils in the 2024 to 2025 academic year.															
Disadvantaged children in EYFS will have improved social and communication skills	Teaching is evaluated as being consistently good and highly effective in meeting the children's needs Termly analysis of data in EYFS shows gaps are reduced	Staff have continued to prioritise providing a language-rich environment purposefully designed to provide the necessary stimulus to develop the children's communication skills. There has also been an increased focus on self-regulation to support the development of the children's social skills. Characteristics of Effective Learning continue to be highlighted to support age appropriate understanding of the attributes needed to be an effective, confident learner. An annual circus themed parental workshop for Nursery parents relating to CofEL is embedded as have half termly 'Reminder' Assemblies covering aspects of H&S, Behaviour, and Wellbeing. End of EYFS Results, 2024-25 <table border="1"> <tr> <td></td><td colspan="2">% of PP children with no identified SEND achieving EXP compared to the whole cohort</td></tr> <tr> <td rowspan="2">C&L</td><td>Listening & Attention 1 out of 2 children</td><td>50% (69%)</td></tr> <tr> <td>Speaking 2 out of 2 children</td><td>100% (86%)</td></tr> <tr> <td rowspan="3">PSED</td><td>Building Relationships 2 out of 2 children</td><td>100% (93%)</td></tr> <tr> <td>Managing Self 2 out of 2 children</td><td>100% (86%)</td></tr> <tr> <td>Self-Regulation 2 out of 2 children</td><td>100% (85%)</td></tr> </table>		% of PP children with no identified SEND achieving EXP compared to the whole cohort		C&L	Listening & Attention 1 out of 2 children	50% (69%)	Speaking 2 out of 2 children	100% (86%)	PSED	Building Relationships 2 out of 2 children	100% (93%)	Managing Self 2 out of 2 children	100% (86%)	Self-Regulation 2 out of 2 children	100% (85%)
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Quality first teaching is maintained and as a result, gaps in attainment are reduced	Teaching is evaluated as being consistently good and highly effective in meeting the children's needs Termly analysis of data in KS1 shows gaps are reduced	The progress and attainment of all children eligible for Pupil Premium funding is tracked on a termly basis. Pupil Premium children who are off track or failing to make progress in line with Non Pupil Premium children are identified and targeted interventions are planned and implemented. End of KS1 Results, 2024-25 <table border="1"> <tr> <td></td><td colspan="2">% of PP children with no identified SEND achieving EXP + compared to the whole cohort</td></tr> <tr> <td>Reading</td><td colspan="2">3 out of 5 children - 60% (75%)</td></tr> <tr> <td>Writing</td><td colspan="2">3 out of 5 children - 60% (65%)</td></tr> <tr> <td>Maths</td><td colspan="2">3 out of 5 children - 60% (74%)</td></tr> </table> Year 1 Phonics Results, 2024-25		% of PP children with no identified SEND achieving EXP + compared to the whole cohort		Reading	3 out of 5 children - 60% (75%)		Writing	3 out of 5 children - 60% (65%)		Maths	3 out of 5 children - 60% (74%)				
	% of PP children with no identified SEND achieving EXP + compared to the whole cohort																
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		<table><tr><td></td><td>% of PP children with no identified SEND achieving the Year 1 PSC compared to the whole cohort</td></tr><tr><td>Phonics</td><td>4 out of 4 children - 100% (87%)</td></tr></table> NB – some of the interventions that had been planned were not implemented due to staffing capacity as a result of unexpected long-term staff absence.		% of PP children with no identified SEND achieving the Year 1 PSC compared to the whole cohort	Phonics	4 out of 4 children - 100% (87%)
	% of PP children with no identified SEND achieving the Year 1 PSC compared to the whole cohort					
Phonics	4 out of 4 children - 100% (87%)					
There will be early identification and intervention to improve the well-being and SEMH needs of our disadvantaged children To implement the Zones of Regulation (added September 2025)	The Nest intervention will continue to support the children's social and emotional needs Nurture UK principles will be embedded into daily practice throughout the school	The Nest Intervention successfully supported the identified children in further developing their social and emotional needs. It increased the children's awareness of how they can begin to manage their emotions. The Nurture UK principles are beginning to be embedded with the specific learning activities being planned for the children to complete; this will continue to be a priority in the SIP in 2025-26. The implementation of the Zones of Regulation will be a priority in 2025-26.				
Disadvantaged children will access wider enrichment opportunities to raise aspirations, motivation and engagement in school life	All disadvantaged children will access enrichment opportunities	All PP children in Reception and KS1 have had opportunities to participate in small group Nurture sessions 'The Nest' Some PP children have accessed extra-curricular opportunities at no cost. All PP children have accessed Educational Visits at no cost.				
The attendance of our disadvantaged children will be raised and punctuality will be improved; as a result gaps in attendance will be reduced	Termly analysis if attendance data will show gaps are reducing	Attendance is continued to be monitored on a half-termly basis. Where a child's attendance falls below 90%, this is followed up by both class teachers and the Headteacher via formal letters, and formal and informal meetings with parents. This has had a positive impact, although the attendance of 4 children (27%) remain a concern; this will continue to be monitored in 2025-26.				
The additional SEND needs of our disadvantaged children will be identified and responded to in a timely manner	Disadvantaged children with additional SEND needs will be effectively supported	Year 2 Pupil Premium with identified SEND (2) Both children had an EHCP Year 1 Pupil Premium with identified SEND (4) Personalised Learning Plans are in place for all four children; these have been reviewed and updated at least termly. External professionals are involved with all children. Reception Pupil Premium with identified SEND (3) 1 child has an EHCP Personalised Learning Plans are in place for the two other children; these have been reviewed and updated at least termly. External professionals are involved with all children.				

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
N/A	