



Pupil Premium Report for Blue Coat C. E. (A) Infant School 2025-26

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	39.4% (105 of 266 – excluding nurse)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anthony Orlik
Pupil premium lead	David Matthews
Governor / Trustee lead	Anita Edwards

Number of disadvantaged pupils = 105	Number of disadvantaged pupils with SEND = 22/105 (21%)	Number of disadvantaged pupils with EAL = (53%)
Reception – 26 children of 83 (31%)	Reception – 5 children of 26 (19%)	Reception – 11 children of 26 (42%)
Year 1 - 40 children of 88 (45%)	Year 1 - 8 children of 40 (20%)	Year 1 - 19 children of 47.5 (47%)
Year 2 - 39 children of 95 (41%)	Year 2 - 9 children of 31 (29%)	Year 2 – 21 children 31 (67%)



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 159,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£159,075
Total 2023/2024 budget spend on PP highlighted in this report	£159,075

Funding rates for financial year 2025-26

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2023-24, based on per pupil rates.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Funding is paid to:
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,480 (105)	School
Pupils previously looked after by a local authority or other state care	£2,570	School
Children who are looked after by the local authority	£2,570 (2)	Local authority



Part A: Pupil premium strategy plan: Statement of intent

“I will bless you with a future filled with hope – a future of success not of suffering.”

This Federation motto from Jeremiah encapsulates our shared vision: that all pupils should be provided with the values, skills, and experiences that enable them to thrive and flourish into successful adults. At Blue Coat CE Infant School, we are committed to ensuring that learning opportunities meet the needs of all pupils—especially those who are disadvantaged.

We recognise that disadvantage is not defined solely by eligibility for Free School Meals. Our systems are designed to identify and respond to a wide range of barriers to learning. Pupil premium funding may therefore be allocated to any pupil or group of pupils who can legitimately be identified as disadvantaged. Our strategy is rooted in the belief that high expectations, combined with evidence-based, high-quality teaching, are key to closing the attainment gap between disadvantaged pupils and their peers.

A strong focus on literacy and oracy lies at the heart of our approach. We have made significant developments in how we teach reading and writing, and we are proud to provide access to high-quality, engaging reading materials that match each child’s reading level. Our aim is to become a school known for its reading provision—where children are inspired to become lifelong readers. Reading fluency is recognised as a gateway to success, and we are committed to listening to children read regularly, prioritising those who need it most.

Our core intent is to close the gap in attainment and opportunity between disadvantaged and non-disadvantaged pupils. In partnership with Challenging Education and the RADY (Raising the Attainment of Disadvantaged Youngsters) programme, we have refined our approach to include:

- **Raising expectations:** Disadvantaged children often enter each key stage below their peers. We uplift targets to align with their advantaged counterparts and build a culture of achievement where all pupils are expected to succeed.
- **Raising awareness:** Sustained improvement requires leadership at every level. All leaders are responsible for driving the attainment of disadvantaged pupils within their areas.
- **Raising aspirations:** Disadvantaged pupils should be fairly represented across all aspects of school life. They should be challenged in lessons and supported to access wider opportunities that build confidence, skills, and ambition.

High-quality teaching is the foundation of our strategy. Our broad and inclusive curriculum is carefully planned to ensure equity, delivered through whole-class instruction, small group support, and tailored interventions including after-school tutoring. Alongside academic excellence, we prioritise the mental health and wellbeing of our pupils, recognising that emotional security is essential for learning.

Through this holistic and inclusive approach, we aim to raise attainment for disadvantaged pupils while enhancing the quality of education for all. Our strategy reflects our belief that every child deserves a future filled with hope, success, and opportunity.



Challenges

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

Challenge number	Detail of challenge
1. Early Reading and Vocabulary Gaps	Many disadvantaged pupils enter school with limited language skills. Programmes like NELI and Word Aware are helping, but the need remains high, especially in EYFS. Despite improvements, disadvantaged pupils remain 8% below their peers in early reading at the end of KS1. There is a need for even more intensive phonics and fluency support. A lack of regular reading at home further compounds these issues, affecting not only literacy but also broader curriculum access and pupil confidence.
2. Greater Depth Attainment	Very few disadvantaged pupils achieve the Greater Depth Standard (GDS) across reading, writing, and maths. This limits their long-term academic trajectory and access to higher-level learning. Many disadvantaged pupils struggle with recall and fluency in number bonds and times tables.
3. Writing Development	Writing development is also a priority area. Although outcomes are improving, disadvantaged pupils often require additional support with fine motor skills and sentence construction. The school has identified this as a key focus, with targeted interventions in place to strengthen handwriting and composition. Sustaining high-quality teaching through CPD and mentoring (e.g., via the Advanced Skills Practitioner) is essential to further improving attainment.
4. Social and emotional concerns	Financial hardship for children eligible for pupil premium limits access to learning opportunities outside the classroom. Building aspiration and providing enriching experiences for disadvantaged pupils is difficult in communities with limited access to cultural and extracurricular opportunities. Although overall attendance at the school is strong, 11.2% of disadvantaged pupils are persistently absent, and punctuality issues persist. This subgroup remains a concern for long-term engagement and academic continuity.
5. Financial hardship	Social and emotional concerns present a further barrier to achievement. Financial hardship among pupil premium families limits access to learning opportunities beyond the classroom and can negatively impact attendance and punctuality. Behavioural assessments and teacher referrals indicate that emotional wellbeing remains a significant issue, with many pupils requiring support to regulate their emotions and engage positively in learning.



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
<p>Improve early reading fluency and vocabulary acquisition among disadvantaged pupils, particularly in EYFS and KS1.</p>	<ul style="list-style-type: none"> ● 85% of disadvantaged pupils pass the Year 1 phonics screening check. ● The early reading gap between disadvantaged and non-disadvantaged pupils reduces by the end of KS1. ● Internal assessments show a improvement in vocabulary scores for EYFS pupils receiving NELI or Word Aware support. ● Pupil voice surveys indicate increased confidence and enjoyment in reading
<p>Increase the proportion of disadvantaged pupils achieving Greater Depth Standard (GDS) in reading, writing, and maths.</p>	<ul style="list-style-type: none"> ● At least 10% of disadvantaged pupils achieve GDS in reading, writing, or maths by the end of KS1. ● Targeted pupils demonstrate accelerated progress in internal assessments ● Fluency scores in number bonds and times tables improve for identified pupils. ● Staff use comparative judgement to identify and stretch GDS potential in pupil progress meetings.
<p>Raise attainment in writing for disadvantaged pupils through improved fine motor skills, sentence construction, and high-quality teaching.</p>	<ul style="list-style-type: none"> ● 70% of disadvantaged pupils meet or exceed the expected standard in writing by the end of KS1. ● Handwriting and sentence structure improves by in internal writing moderations ● All teaching staff receive CPD on writing and fine motor development ● Quality First Teaching is embedded and monitored ● Lesson observations and book looks show consistent implementation of writing strategies across classrooms.
<p>Improve emotional wellbeing, attendance, and engagement of disadvantaged pupils through targeted support and enrichment.</p>	<ul style="list-style-type: none"> ● Persistent absence among disadvantaged pupils reduces. ● More pupils receive ELSA or pastoral support after their referral. ● Behaviour incidents involving disadvantaged pupils decrease ● Disadvantaged pupils participate in one or more enrichment activities per term.
<p>Reduce the impact of financial hardship on pupil access to learning, enrichment, and attendance.</p>	<ul style="list-style-type: none"> ● 40% of extracurricular places are consistently filled by disadvantaged pupils, with subsidies applied where needed. ● Attendance for disadvantaged pupils improves to 96% or above. ● Family Link Worker engages persistently absent families through structured support plans. ● Pupil premium funding is used to provide essential resources



High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on phonics (RWI) and writing instruction £10,000 - Whole-staff training and resources	EEF highlights the impact of high-quality teaching on disadvantaged pupils; phonics is a proven strategy for early reading Teaching and Learning Toolkit EEF	1, 3
Coaching and mentoring from the Advanced Skills Practitioner to improve writing instruction. £20,000 - Salary contribution and release time	Sustained professional development improves teaching quality and pupil outcomes Sustained professional development improves teaching quality and pupil outcomes. EEF: Mentoring	2, 3
Comparative judgement for writing and GDS identification (Software license and staff CPD)	Enables teachers to benchmark and stretch pupils effectively Comparative judgements Provides a consistent framework for evaluating writing progress and identifying next steps. Encourages reflective practice among staff.	2, 3
Grammar and writing assessments to inform planning (Assessment materials and analysis tools)	Regular assessment provides diagnostic insight into pupil needs and informs responsive teaching. Helps identify gaps and track progress over time. Diagnostic assessment EEF	2, 3
Daily handwriting and sentence construction sessions for identified pupils	Builds foundational writing skills and supports pupils with fine motor development. Improves fluency and stamina in writing. Improving Literacy EEF	3
Embed fine motor skill development into EYFS and KS1 provision (Fine motor and handwriting resources)	Supports early writing readiness and improves control and coordination. Particularly beneficial for pupils with delayed physical development. EEF: Physical Development	3



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

Budgeted cost: £65,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver intensive phonics tutoring for pupils below expected levels, led by trained Reading Leaders. Implement fast-track phonics support for significantly below-age pupils using RWI strategies. (Reading Leaders - Staffing and training £28,000)	EEF: Phonics has high impact for low cost; improves decoding and fluency Phonics Teaching and Learning Toolkit EEF	1
Fast-track phonics support for significantly below-age pupils	Targeted support accelerates progress for struggling readers	1
Provide small-group tutoring in reading, writing, and maths for high-potential disadvantaged pupils. (£20,000 - internal staffing) Tutoring: guidance for education settings	EEF: Small group tuition is effective for closing attainment gaps. Allows for tailored instruction and rapid feedback. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Introduce targeted maths fluency sessions focusing on number bonds and times tables. (Resources and staffing)	Improves recall and confidence in core maths skills Mathematics guidance: key stages 1 and 2	2
Handwriting and sentence construction sessions	Supports writing development and fine motor skills	3
Continue NELI and Word Aware programmes in EYFS to boost early language acquisition. (Licensing, training, and staffing)	EEF: Oral language interventions have high impact. These programmes support vocabulary development and expressive language. Oral language interventions	1



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

Budgeted cost: 45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision for emotional wellbeing	EEF: Social and emotional learning improves behaviour and attainment Improving Social and Emotional Learning in Primary Schools EEF	4, 5
Family Link Worker to build relationships with families and support attendance. (£15,000 salary contribution)	Strong family-school relationships improve attendance and wellbeing	4, 5
Restorative practice to reduce behaviour incidents	Proven to improve relationships and reduce exclusions Behaviour interventions Teaching and Learning Toolkit EEF	4
Subsidised enrichment and extracurricular activities (40% reserved for PP) £10,000	Builds cultural capital and aspiration; EEF: Arts participation supports engagement	4, 5
Offer career-related learning experiences to raise aspiration	Raises aspiration and connects learning to future goals	4, 5
Introduce more pupil voice surveys to monitor wellbeing and engagement. Communicating with, and supporting, parents PACT workshops	Increases engagement and informs wellbeing strategies. Helps staff understand pupil perspectives and tailor support.	4
Expand access to high-quality reading materials for home use, including take-home books and phonics packs. (£2,500 - materials)	Supports home learning and reading fluency. Addresses gaps caused by limited access to books and reading support at home.	1, 5