



Pupil premium strategy statement – Unstone St Mary's Nursery & 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Rachael Fowlds</i> Headteacher
Pupil premium lead	<i>Rachael Fowlds</i> Headteacher
Governor lead	<i>Kylie Crossland</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,926
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£19,926

Part A: Pupil premium strategy plan

Statement of intent

At Unstone St Mary's Nursery & Infant School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. All our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

Our pupils in receipt of the Pupil Premium Funding face barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers.

High quality teaching is at the heart of what we do. This has shown to have the greatest impact on closing the gap and also benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through interventions and the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We are committed to meeting their pastoral, social and academic needs within the school environment, we aim to provide access to a variety of exciting opportunities and engage in the whole school curriculum and school life.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident through all year groups and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and Observations show progress in phonics and reading is slower for some disadvantaged pupils than for other pupils. This adversely affects their confidence and consequently their attainment in both English and other subject areas where reading is needed
3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 62% pupils (46% of whom are disadvantaged) currently require additional support with social and emotional needs.
4	Pupils eligible for the pupil premium have less access to enriching experiences than their non-disadvantaged peers.
5	Our attendance data over the last year indicates that absence among disadvantaged pupils was 91.4% - 1.1% higher than for all pupils. 28.6% of disadvantaged pupils have been 'persistently absent' compared to 17.4% for all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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. Proportion of pupils in EYFS who are	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.

PP meet the expected standard in CLL.	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Year 1 phonic outcomes show that disadvantaged pupils in 2026/2027 are at least in line with national data. KS1 reading outcomes in 2026/2027 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Pupils eligible for pupil premium will have access to a full range of enriching experiences in line with their peers.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence. • There will be no gap in attendance between disadvantaged and non-disadvantaged by July 2024.

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: **£5,493**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing teacher development and quality first teaching using Read Write Inc materials, as	EEF guide to pupil premium states that 'good teaching is the most important lever schools have to	1, 2

well access to high quality CPD through National College, Phonics Champions, PoDS, DCC and other internal and external providers, as appropriate.	improve outcomes for disadvantaged pupils’. The EEF guide to the Pupil Premium recognises the importance of ongoing CPD to ensure teachers have the skills needed to deliver the approaches advocated. It states: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school through ISAS and links with local SEND school.	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	3, 4,5

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

Budgeted cost: : **£4,197**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Derbyshire Phonics champions.	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 Teaching and Learning Toolkit EEF	2

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

Budgeted cost **£10,236**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to provide support and guidance (including EHA if appropriate) to families and children (and those engaged with them) by removing barriers to learning (including poor attendance) in order to promote effective	The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which is used by all agencies in Derbyshire who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.	3,4,5
Release time for SEND leader and headteacher to support families with high need SEN and Pupil Premium children.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5

SENCo and headteacher identify and support families and children and work to alleviate barriers to learning.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5
Vulnerable children to be highlighted and supported through Nurture sessions and Lego Therapy sessions.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5
Creation of new Sensory Room to support growing number of children with mental health problems and difficulties with accessing curriculum due to home life/problems.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5
Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. Attendance policy updated and written as PoDS to ensure consistency across the cluster.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3,4

Total budgeted cost: £16,507

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.

Reception Attainment 2025		School	National
GLD	All (14 pupils)	71.4%	67%
	Disadvantaged (5 pupils)	100%	52%

Phonics Attainment 2025		School	National
Year 1	All (13 pupils)	54%	80%
	Disadvantaged (3pupils)	0%	68%
Re check	All (2 pupils)	100%	
	Disadvantaged (0 pupils)	N/A	

All pupils (8) Pupil Premium (4)		School Data
Reading	All	50%
	PP	50%
Writing	All	50%
	PP	50%
Maths	All	50%
	PP	25%

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 (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

A robust system for identifying children with additional needs supported with a graduated response ensured that Pupil Premium pupils with the highest levels of need received good provision.

Our assessments and observations indicated that pupil well-being and mental health continued to be significantly impacted last year. We used pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are continuing to build on that approach.

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

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Spelling Shed	Edshed
Numbots	Maths Circle
Extra hours Educational Psychologist	Derbyshire County Council
White Rose Primary Maths	White Rose Education
Literacy Gold	Engaging Eyes