

Pupil premium strategy statement – Bawnmore Community Infant School 2024-2027 (2025-2026)

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
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	8% <i>14 pupils (+1 Services)</i>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Pam Davey, Head of School
Pupil premium lead	Gemma Colston, Sendco
Governor / Trustee lead	Louise Moor, Chair of Governors

Pupil numbers: 178

Detail	Amount
Pupil premium funding allocation this academic year	£34,795.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,795.00

Statement of intent

At Bawnmore Community Infant School, we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential. SLT particularly ensure and monitor that high aspirations are held for vulnerable groups of pupils.

The values underpinning our school ethos are trauma-informed and emotionally literate practices, with positive relationships being at the heart of everything we do. This provides all children, but particularly those who are vulnerable, with a safe space to take risks, make mistakes and grow and develop.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to make good progress and achieve success across all subject areas.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Bawnmore, we are determined to provide the support and guidance they need to help them overcome these barriers. The main focus of our approach is high-quality teaching in the key areas of maths and English, where disadvantaged pupils need 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.

In addition to this, we aim to provide our disadvantaged pupils with access to a wide variety of extra-curricular opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language and Vocabulary Development Evidence from screening tools (such as WellComm), classroom observations, and pupil conversations highlights that many disadvantaged children exhibit limited spoken language abilities and vocabulary knowledge. These challenges are noticeable from the early years through Key Stage 1 and tend to be more pronounced in disadvantaged pupils compared to their peers.
2	Reading, Writing, and Presentation

	<p>Monitoring through assessments and pupil interactions shows that disadvantaged learners often face more significant challenges in reading than their peers.</p> <p>During the period 2021-2024, between 76.2% of disadvantaged children have entered Reception below expected developmental levels in Reading, compared to 46.1% of the cohort as a whole. Although progress is made, a notable gap persists by the end of Key Stage 1.</p> <p>Additionally, internal reviews of pupil work reveal that disadvantaged pupils frequently struggle with handwriting and presentation, which in turn affects their writing outcomes.</p>
3	<p>Mathematical Attainment</p> <p>Analysis of internal data demonstrates that disadvantaged pupils consistently perform below their peers in mathematics.</p> <p>During the period 2021-2024, between 76.2% of disadvantaged children have started Reception below age-related expectations in Maths, compared to 41.5% of the cohort as a whole</p> <p>Although progress is made, a notable gap persists by the end of Key Stage 1.</p>
4	<p>Social, Emotional, and Behavioural Needs</p> <p>Through behaviour monitoring and staff observations we have identified that some disadvantaged pupils experience difficulties with emotional regulation and social interaction. These challenges often manifest in behaviour that is not conducive to learning and can hinder their overall development.</p>
5	<p>Attendance and Absence</p> <p>Attendance records for the period 2021-2024, show average attendance rates for disadvantaged pupils as 90.6% compared to whole school attendance of 94.1%. Our evaluations suggest that these attendance issues are having a detrimental effect on their academic progress, social integration and resilience.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment data and classroom observations show marked improvement in oral language skills among disadvantaged pupils. This progress is corroborated by additional evidence such as lesson participation, book reviews, and ongoing formative assessments.
Improved presentation of work of all pupils, particularly those who are disadvantaged.	Learning walks and book reviews indicate progress in letter formation and overall presentation among disadvantaged pupils, with most achieving a fluent cursive script by the end of Year 2

Improved attitudes and engagement in reading among all pupils, particularly those who are disadvantaged.	Pupils, especially those who are disadvantaged, demonstrate increased enjoyment and motivation to read, engage more frequently with a range of texts, and show improved reading outcomes over time.
Pupils will use mathematical reasoning to solve problems and communicate their solutions effectively using appropriate mathematical language.	Learning walks and book reviews highlight improved journaling skills, with teachers effectively using White Rose resources to embed the Maths Mastery approach and support mathematical oracy through the use of stem sentences.
Pupils identified with social and emotional issues are well supported and able to access learning.	Sustained high levels of wellbeing are evidenced through: Qualitative feedback from pupil voice, parent and pupil surveys, and teacher observations; Improved pupil self-regulation, leading to increased engagement with learning; Greater participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, with a particular focus on ensuring disadvantaged pupils meet or exceed national expectations for attendance.	Sustained high attendance by 2026/27 demonstrated by: Attendance for the whole school being consistently above 95.5% The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

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: £17,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Floppy's Phonics SSP Continue embedding the DfE-validated systematic synthetic phonics programme Floppy's Phonics to strengthen phonics instruction across all year groups.	Research from the Education Endowment Foundation (EEF) highlights that phonics approaches significantly improve word reading accuracy, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	2

<p>Phonics Teaching and Staff Development Provide targeted training for staff who are new to the school or teaching in a new phase to ensure consistent delivery of the programme.</p>	<p>Research from the Education Endowment Foundation (EEF) highlights that phonics approaches significantly improve word reading accuracy, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Handwriting and Presentation</p> <p>Maintain a whole-school focus on improving handwriting, letter formation, and presentation through consistent use of the Letterjoin handwriting scheme across the Federation.</p>	<p>According to EEF guidance, fluency in transcription skills is essential for pupils to focus on the content of their writing. Developing this fluency requires extensive practice and effective feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2
<p>Strengthening Maths Teaching and Mastery</p> <p>Engage all staff in the Numbersense and Sustaining Mastery projects through collaboration with Origin Maths Hub and NCETM, to deepen understanding and delivery of effective maths teaching.</p> <p>Implement the White Rose Maths Mastery scheme across Key Stage 1 to ensure consistency and alignment with national guidance.</p>	<p>The DfE’s non-statutory guidance, developed with NCETM, promotes evidence-based approaches to maths mastery.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>White Rose Maths is recognised as a DfE-approved scheme and aligns with Ofsted’s expectations.</p> <p>https://whiteroseeducation.com/latest-news/wrm-curriculum-and-the-new-ofsted-framework</p>	3
<p>Embedding Social and Emotional Learning (SEL)</p> <p>Improve the quality of SEL provision and promote the Five Steps to Wellbeing through integration into daily routines and targeted staff training.</p>	<p>EEF research shows that strong social and emotional skills positively influence academic outcomes and pupil wellbeing.</p> <p>EEF Social and Emotional Learning</p>	4
<p>Embedding Social and Emotional Learning (SEL)</p> <p>Embed trauma-informed practices from Flourish training and the Positive Relationships policy to support pupils’ emotional development and wellbeing.</p>	<p>There is extensive evidence to show that improved social and emotional skills impact positively on outcomes at school.</p> <p>EEF Social and Emotional Learning</p> <p>Research shows there is clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p> <p>EEF Improving Behaviour in Schools</p>	4
<p>Reading Comprehension and Oracy Development Continue delivering Book Talk guided reading sessions using the Reading Rainbow lenses and</p>	<p>EEF’s Improving Literacy in Key Stage 1 guidance recommends explicitly teaching reading comprehension strategies and encouraging discussion to deepen understanding. Structured approaches like</p>	1

structured stem sentences to deepen comprehension and scaffold pupils' verbal and written responses.	Book Talk align well with these recommendations.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Speech, Language and Communication Screening</p> <p>Conduct WellComm screenings for all Reception and Year 1 pupils to identify language needs early and inform tailored interventions, with progress reviewed regularly. This provides a baseline assessment for RADY.</p>	<p>EEF research supports the use of WellComm as a comprehensive toolkit for improving speech, language, and communication skills, especially when paired with resources like The Big Book of Ideas.</p> <p>EEF WellComm: The Complete Speech Language Toolkit</p>	1
<p>Targeted Phonics Support</p> <p>Deliver same-day phonics catch-up sessions in Reception and KS1 for disadvantaged pupils requiring additional support, ensuring interventions are regular and time-limited to maximise impact.</p>	<p>The Education Endowment Foundation (EEF) highlights that targeted phonics interventions are particularly effective for disadvantaged pupils when delivered consistently over a period of up to 12 weeks.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Nurture Provision</p> <p>Deliver a bespoke curriculum and alternative provision for a small group of pupils, including those identified as vulnerable, to support emotional regulation, engagement, and readiness to learn.</p>	<p>EEF's <i>Social and Emotional Learning</i> strand shows notable impact, especially when interventions are embedded into daily practice and tailored to pupil needs.</p> <p>EEF Social and Emotional Learning</p>	4
<p>Rainbow Challenges in Continuous Provision</p> <p>Implement weekly Rainbow Challenges in Reception and Year 1, targeting pupils from vulnerable groups to support development in the Prime Areas through purposeful play and structured interventions.</p>	<p>EEF's <i>Early Years Toolkit</i> highlights that structured play and adult-guided activities can significantly improve outcomes in communication, language, and personal development.</p> <p>EEF Early Years Toolkit</p>	1, 2, 3, 4
<p>SALT (Speech and Language Therapy)</p> <p>Provide daily 1:1 speech and language interventions using NHS therapist-recommended materials, tailored to individual pupil needs.</p>	<p>EEF's <i>Oral Language Interventions</i> strand shows high impact for low cost, particularly when delivered in small groups or 1:1 settings with structured resources.</p> <p>EEF Oral Language Interventions</p>	1
<p>EPATT (Early Phonics and Text Talk)</p> <p>Deliver daily 1:1 EPATT sessions in KS1 to improve early reading outcomes through structured phonics and comprehension strategies.</p>	<p>Targeted phonics interventions are shown to be highly effective, especially when delivered consistently over time.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2

<p>Volunteer Reading Support Engage volunteers, including retired teachers, to hear individual children read regularly, prioritising vulnerable pupils to boost confidence, fluency, and enjoyment of reading.</p>	<p>EEF’s <i>Reading Comprehension Strategies</i> and <i>1:1 Tuition</i> strands show that regular, structured reading practice—especially when delivered by trained adults—can significantly improve fluency and comprehension, particularly for disadvantaged pupils. EEF 1:1 Tuition EEF Literacy KS1 Guidance</p>	<p>1, 2</p>
<p>Mastering Number Interventions Provide targeted interventions in KS1 to reinforce number fluency, composition, and recall, building on prior learning from the <i>Mastering Number</i> programme.</p>	<p>EEF’s <i>Improving Mathematics in the Early Years and KS1</i> guidance recommends developing number sense and fluency through structured, repeated practice. EEF Maths KS1 Guidance</p>	<p>3</p>
<p>Vocabulary and Language Development Deliver small group and 1:1 interventions informed by WellComm baseline screenings, using WellComm and NELI materials to support vocabulary acquisition and language development.</p>	<p>NELI (Nuffield Early Language Intervention) is an EEF-funded programme with strong evidence of impact on oral language and early literacy skills. EEF NELI Evaluation</p>	<p>1, 2</p>
<p>Social Skills and Resilience Run small group sessions twice weekly in Reception and KS1 using social stories, purposeful play, and problem-solving activities to build resilience and support pupils in navigating social interactions and minor conflicts.</p>	<p>Social and emotional learning programmes that include explicit teaching of social skills and emotional regulation show positive impact on behaviour and learning outcomes. EEF Social and Emotional Learning</p>	<p>1, 4, 5</p>
<p>Breakfast Soft Start Intervention Provide a free breakfast soft start intervention supported by multiple teaching assistants, aimed at improving readiness to learn, emotional regulation, and attendance for vulnerable pupils.</p>	<p>EEF research highlights that targeted social and emotional learning approaches, particularly those embedded into daily routines, can positively impact behaviour, wellbeing, and academic engagement. Soft start interventions also support improved attendance and readiness to learn, especially for disadvantaged pupils. EEF Social and Emotional Learning EEF Behaviour Interventions</p>	<p>4,5</p>

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

Budgeted cost: £6360

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Promoting Reading for Pleasure Raise the profile of reading through initiatives such as parent volunteers supporting weekly library book changes, and the <i>Advent Book Calendar</i> led by the school council, with class wish-lists focused on diverse and inclusive texts.</p>	<p>EEF's <i>Reading for Pleasure</i> guidance highlights that fostering a love of reading improves vocabulary, comprehension, and attitudes to learning. Access to diverse texts helps children see their own experiences reflected in literature, supporting engagement and identity development. EEF Reading for Pleasure</p>	<p>1, 2</p>
<p>Mental Health in Schools Team (MHST) Engagement Collaborate with MHST to deliver teacher support and parent workshops focused on emotional wellbeing, anxiety, and resilience strategies.</p>	<p>EEF's <i>Social and Emotional Learning</i> strand shows that whole-school approaches to mental health and wellbeing, including staff training and parental involvement, can positively impact pupil outcomes. EEF SEL Toolkit</p>	<p>1, 4, 5</p>
<p>Attendance Promotion As a referring school, actively support families through signposting and referrals to external services where needed. Use the school newsletter to regularly communicate the importance of good attendance, celebrate improvements, and share practical strategies with parents.</p>	<p>EEF's <i>Parental Engagement</i> strand highlights that consistent, positive communication and early intervention can improve attendance, particularly when schools work in partnership with families and external agencies. EEF Parental Engagement</p>	<p>1, 4, 5</p>
<p>Behaviour and Relationships – Paul Dix Approach Revisit and refine “Positive Relationship” Policy and staff training on Paul Dix’s relational behaviour strategies to promote consistency, positive reinforcement, and restorative practices across the school.</p>	<p>EEF's <i>Behaviour Interventions</i> strand supports relational approaches that focus on building trust and emotional safety, which are particularly effective in early years and KS1 settings. EEF Behaviour Interventions</p>	<p>1, 4, 5</p>
<p>Maths Engagement – Parent Workshops and Clubs Maths Lead to deliver parent workshops and run a maths club open to all pupils, designed to engage children in real-life, purposeful maths activities and strengthen home-school links.</p>	<p>EEF's <i>Improving Mathematics in EYFS and KS1</i> guidance recommends involving families in maths learning through practical, everyday contexts to build fluency and confidence. EEF Maths KS1 Guidance</p>	<p>3</p>

<p>Attendance Support and Partnership Working Collaborate with the new LA Attendance Officer to embed the principles of effective practice outlined in the DfE's <i>Improving School Attendance</i> guidance. Provide targeted support for families where attendance is a concern, including referrals to external services as a referring school. Allocate dedicated time for the SENDCo and Assistant Head to work directly with families to address barriers to attendance.</p>	<p>The DfE's guidance is based on best practice from schools that have successfully reduced absence and persistent absence through early intervention, multi-agency working, and strong parental engagement. DfE Improving School Attendance</p>	<p>5</p>
<p>Behaviour and Emotion Regulation Training Deliver further staff training on behaviour management and emotion regulation strategies to improve responses to dysregulated behaviour and reduce incidents. Provide specific training for wrap-around care staff to better support the emotional wellbeing of children attending extended hours.</p>	<p>EEF research shows that both targeted and universal behaviour interventions can positively impact pupil outcomes, especially when focused on emotional regulation and relational approaches. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Wraparound Care – Emotional Wellbeing Training Provide targeted training for staff working in wraparound care to better support the emotional needs and wellbeing of children attending school for extended hours, ensuring consistency in relational approaches across the school day.</p>	<p>EEF research shows that developing pupils' social and emotional skills has a positive impact on behaviour, wellbeing, and academic outcomes. Both universal and targeted approaches—when delivered by trained adults—can lead to improved emotional regulation and reduced behavioural incidents. EEF Social and Emotional Learning Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p>
<p>Enrichment and Cultural Capital Continue to encourage and support disadvantaged pupils to access a broad range of enrichment opportunities, including school trips, clubs, and cultural experiences.</p>	<p>EEF research indicates that arts and enrichment participation can lead to moderate improvements in academic outcomes, particularly in English, maths, and science, while also enhancing engagement and wellbeing. EEF Arts Participation</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £35,303

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2024-2025, performance of disadvantaged pupils has been assessed using national data, internal summative and formative assessments, and teacher observations. The school continues to work towards closing the attainment gap, with targeted interventions and strategic planning.

Assessment and Monitoring

Performance has been assessed using:

- **National assessments** (Phonics Screening, KS1 SATs)
- **Summative and formative assessments** across all year groups
- **Teacher observations**, pupil progress meetings, and internal tracking systems

Phonics

- Year 2: 88% of disadvantaged pupils passed the phonics screening check.
- Year 1: 78% of disadvantaged pupils passed the phonics screening check, slightly below the national average for all year 1 pupils of 79% and the school cohort average of 87%.
- Reception: 86.7% of disadvantaged pupils were on track, exceeding national expectations.
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Reading

- Year 2: 84.7% of pupils achieved ARE, with 18.6% at GDS. This is significantly above the national average of 68%.
- Year 2: 42.9% of disadvantaged pupils achieved ARE.
- Year 1: 70% achieved ARE, with 36.7% at GDS. This cohort faced transition challenges and high mobility.
- Year 1: 25% of disadvantaged pupils achieved ARE.
- Reception: 86.7% achieved ARE.
- Reception: 57.1% of disadvantaged pupils achieved ARE.

Writing

- Year 2: 91.5% achieved ARE, with 15.3% at GDS.
- Year 2: 71.4% of disadvantaged pupils achieved ARE.
- Year 1: 70% achieved ARE, with 13.3% at GDS.
- Year 1: 25% of disadvantaged pupils achieved ARE.
- Reception: 88.3% achieved ARE.
- Reception: 57.1% of disadvantaged pupils achieved ARE.

Maths

- Year 2: 91.5% achieved ARE, with 13.6% at GDS.

- Year 2: 71.4% of disadvantaged pupils achieved ARE.
- Year 1: 60% achieved ARE, with 21% at GDS.
- Year 1: 25% of disadvantaged pupils achieved ARE.
- Reception: 90% achieved ARE.
- Reception: 57.1% of disadvantaged pupils achieved ARE.

EYFS

- GLD (Good Level of Development): 78.3% of pupils achieved GLD, significantly above the national average of 67.2%.
- GLD: 57.1% of disadvantaged pupils achieved GLD.
- WellComm screening and targeted interventions (NELI, SALT) supported oral language development.

Wider Issues Impacting Performance

Behaviour and Wellbeing

- Behaviour incidents are low overall, but a small number of pupils exhibit high-level dysregulation.
- The Nurture Room has been highly effective, supporting around 8 pupils regularly.
- Zones of Regulation and trauma-informed practices are embedded across the school.
- Pupil voice surveys indicate that over 90% of children feel safe and respected.

SEND and Safeguarding

- 41 pupils on the SEN register, including 6 with EHCPs and 4 with agreed EHCNAs.
- Speech and language support has expanded, with NHS and private therapists delivering targeted interventions.
- CPOMS is used effectively for safeguarding and behaviour tracking.

Attendance

- Whole school attendance: 94.9%, close to the 95% target.
- Disadvantaged pupil attendance remains below target, with transport issues and persistent absence affecting outcomes.
- Attendance is monitored weekly, with action plans in place for persistent absence cases

Progress Towards Intended Outcomes (2024–2025 Strategy)

1. Improved Oral Language and Vocabulary:

- WellComm, NELI, SALT, and classroom strategies show positive impact.

2. Improved Reading, Writing and Presentation

- Progress made, but gaps persist in Year 1 and writing presentation.

3. Improved Mathematical Fluency

- Reception and Year 2 show strong progress; Year 1 impacted by transition.

4. Social and Emotional Support

- Nurture provision and trauma-informed practices are embedded and effective.

5. Improved Attendance

- Slightly below target; persistent absence for a small number of families and transport issues for refugees and disadvantaged families remain.

Evaluation of Previous Strategy

The school is on track to meet most of the 3-year strategy goals. Key strengths include:

- Strong phonics and maths outcomes in Reception and Year 2.
- Effective wellbeing support through nurture, SEL, and trauma-informed practices.
- Improved oral language development through targeted screening and interventions.

Areas requiring continued focus:

- Writing attainment and presentation, particularly in Year 1.
- Attendance and punctuality for disadvantaged pupils.
- Transition support for Year 1 pupils to reduce attainment dips.

Strategic Priorities for 2025–2026 (SIP Links)

The school's improvement plan aligns with the following priorities:

- Safeguarding and Behaviour: Embed the Positive Relationships Policy and trauma-informed practices.
- Assessment and Attendance: Full transition to Bromcom, improved tracking, and targeted attendance interventions.
- Curriculum Enrichment: Strengthen curriculum communication and community partnerships.
- Leadership Development: Empower staff through CPD, mentoring, and role clarity.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

