

Pupil premium strategy statement – Emscote 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	
1	2024/5-2027/8
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jon Queralt
Pupil premium lead	Jon Queralt
Governor / Trustee lead	Jody Tracey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,375
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>	£53,375

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background or the challenges they face, make strong progress and achieve high levels of attainment across all subject areas. The purpose of our Pupil Premium strategy is to ensure that disadvantaged pupils are supported to achieve this ambition, including those who are already high attainers.

We also recognise the additional challenges faced by other vulnerable pupils, such as those who have a social worker and/or are young carers. The strategies outlined in this statement are intended to support the needs of these pupils as well, whether or not they are eligible for Pupil Premium funding.

High-quality teaching is central to our approach, with a particular focus on the areas where disadvantaged pupils require the greatest support. Evidence shows that this has the strongest impact on reducing the attainment gap. At the same time, it benefits all pupils, ensuring that the attainment of non-disadvantaged pupils is sustained and improved alongside the progress of their disadvantaged peers.

Our approach is responsive to both shared barriers and individual needs, informed by robust diagnostic assessment rather than assumptions about disadvantage. The strategies we adopt work together to support pupils to excel. To ensure effectiveness, we will:

- ensure that disadvantaged pupils are appropriately challenged in their learning
- intervene early when needs are identified
- adopt a whole-school approach in which all staff are accountable for disadvantaged pupils' outcomes and have high expectations of what they can achieve
- ensure that all pupils benefit from the high-quality teaching and learning opportunities funded through Pupil Premium
- provide appropriate provision for all vulnerable groups, including pupils from socially and economically disadvantaged backgrounds

Pupil Premium funding is allocated following a thorough needs analysis, with priority given to pupils in receipt of free school meals whose progress is not sufficiently rapid. We recognise that pupils eligible for free school meals are not automatically socially disadvantaged or making poor progress, and equally, that some socially disadvantaged pupils may not qualify for or be registered for free school meals.

Our Pupil Premium funding is used in a broad and creative range of ways to meet the diverse interests and needs of our pupils. Spending decisions are guided by best value principles and informed by research evidence to ensure the greatest possible impact. While some strategies may lead to short-term gains, we also take a long-term approach, recognising that closing achievement gaps sustainably may take more than one academic year.

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 gaps are evident on entry to Reception when WellComm Screening, these gaps are more prevalent among our disadvantaged pupils than their peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils attain lower than non-pupil premium children, this is linked to WellComm Scores.
3	Children struggling with resilience to overcome tasks
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties for many pupils and families both during and following National closure of nurseries and schools, impacting on development and these challenges particularly affect disadvantaged pupils, including their attainment.
5	Children who arrive without breakfast due to financial hardships and other home difficulties.

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.	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.
Improved reading attainment among disadvantaged pupils.	Internal assessments indicate similar rates of progress from starting points for disadvantaged pupils and their peers. However more disadvantaged children have SEND needs so it appears they attain at lower level. It would be our hope to see this gap narrow.
Improved regulation for most children	Children are able to use the Zones of regulations tools Parents are aware and use the tools

	<p>Embedded use of the Zones of Regulation approach enables pupils to self-regulate using appropriate strategies.</p> <p>A 'soft start' to the day available via Holly classroom that is used by pupils as required.</p>
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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: £ 10,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Time to Talk and WellComm training to enable to staff to screen EYFS pupils on entry (and KS1 pupils presenting with communication and language difficulties)</p> <p>Continued training for new staff to ensure assessments are interpreted and administered correctly.</p>	<p>Screening can provide reliable insights into the specific strengths and weaknesses in communication and language of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>WellComm Screening</p>	1,2,3,4
<p>Improve the quality of social, emotional and mental health (SEMH) learning. WellBeing Policy for pupils and staff</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional</p>	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Mental Health audit and action plan supported by Education Mental Health Practitioner Mental Health Services for Children and Young People</p>	3,4

development and training for staff.	(RISE) Coventry and Warwickshire Partnership NHS Trust	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of WellComm intervention programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,4
Additional phonics "Keep Up" sessions targeted at disadvantaged (and non-disadvantaged) pupils who require further phonics support. Small group phonics sessions before school. Little Wandle Phonics scheme promotes whole class teaching with additional adult support in the session.	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 Toolkit Strand Education Endowment Foundation EEF Staffing costs for these sessions	2
School-led Early Bird Phonics sessions will be implemented for pupils who are identified as needing additional catch-up sessions in Year One and also Year Two for	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	4

<p>those pupils who have not met the threshold for the Phonics Screening Test. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who attained highly historically.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustaining the additional Teaching Assistants roles, enabling immediate support (be that emotional or academic) of a trained professional, using a range of interventions to meet these needs.</p> <p>Many pupils that are in receipt of PP also have an identified SEND need, TAs support speech and language, Motor Issues, OT, specific learning issues and emotional issues. TA support is integral to</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3,4,5</p>

<p>supporting these children.</p> <p>Low level behavioural issues, normally stemming from disconnection emotionally, trauma or a learning need are also supported by TAs delivering restorative justice and nurture.</p>		
<p>Employing school counsellor to support pupils for an afternoon a week.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4
<p>Contribution to a Federation and Church Family Link Worker (nominal fee of £1000) who support pupils and families through direct work and via signposting to external agencies for support. Current support for Church to recruit for position.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) 'Parenting can bridge the disadvantage gap – the research is clear' Kevan Collins 2019</p>	3,4,5
<p>Contingency fund for acute issues.</p>	<p>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.</p> <p>An example of this is additional emotional support</p>	1,2,3,4,5
<p>Funded meals, toast and milk</p>	<p>If children continuously miss out on a nutritious breakfast, they may find it more difficult to get enough of the key nutrients that support healthy growth and development as</p>	5

	<p>well as cognitive function. For many, particularly those from food-insecure households, breakfast will provide the energy they need for the day ahead and help alleviate feelings of hunger that might affect children’s ability to process information and learn</p> <p>.https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/</p>	
<p>Supporting children, via financial contributions to attend after school clubs and other enrichment opportunities such as trips</p>	<p>It is our belief that by giving children opportunities outside of the classroom we can raise their attainment and the RADY approach supports this (raising attainment of disadvantaged youngsters) https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p>	2,3,4,5

Total budgeted cost: £ 53,375

Part B: Review of the previous academic year

Premium report summary (based on our data and recent changes)

Our pupil premium cohort sits within a context of lower-than-national deprivation (Ever 6 FSM 21.7% vs national 26.3%) alongside rising diversity and need: minority ethnic groups 36.7%, EAL 21.1%, EHCP 7.8% (above national 3.5%) and SEN Support 12.8%. Pupil mobility remains comparatively low, with stability 92.5% (above national 84.3%). This profile means our evaluation focuses on both attainment outcomes and the barriers that sit behind them, particularly the overlap between disadvantage and SEND/EAL. It should be noted that this deprivation measure is based on all-through primaries; in infant schools a proportion of pupils become 'disadvantaged' later in their primary journey (over the next six years), which can skew comparisons and make our current PP figures appear lower than the future picture for this cohort.

Published outcomes (previous academic year) show the attainment achieved by disadvantaged pupils in statutory measures (e.g., phonics screening and end of key stage outcomes where applicable). In presenting this, we include a short caution that national systems have limitations around progress measures and prior-attainment breakdowns for some years due to earlier Covid disruption, which can affect comparisons between cohorts and schools.

We evaluate impact through triangulation: (1) published outcomes; (2) school summative assessment points across reading, writing and maths; and (3) formative evidence (phonics/reading checks, work scrutiny, pupil conferencing and teacher assessment) to identify precisely where disadvantaged pupils are not yet secure (for example, specific decoding gaps, oral language/vocabulary, writing stamina/transcription, or number fluency). This year we have strengthened early identification and next-step planning further through **WellComm screening** (to identify speech, language and communication needs early) and the use of **Leuven Scales** to track wellbeing and involvement, ensuring barriers to learning are identified promptly and addressed through targeted provision. Early SEN identification is explicitly considered alongside pupil premium eligibility to capture the common crossover in need and to ensure support is joined-up from the outset.

Alongside attainment, we use school data and professional observation to understand wider factors affecting disadvantaged pupils, including attendance patterns, behaviour and regulation needs, and wellbeing (for example, pastoral logs and safeguarding/early help intelligence). Our **Spotlight Children** approach strengthens this further: a named SLT member leads this process, and Spotlight Children are the starting point for pupil discussions, ensuring that the most vulnerable disadvantaged learners remain sharply in focus, with actions reviewed regularly and adjusted quickly when impact is limited.

A number of whole-school improvements have also been aligned to improving outcomes for disadvantaged pupils. These include our **new curriculum** (with clearer progression and stronger foundations), investment in a **new library and reading culture**, and a stepped programme of **parent education meetings** (reading, phonics, growth mindset) alongside targeted support for parents of pupils with SEND, delivered through both group sessions and individual work. Together, these approaches aim

to strengthen home–school partnership, increase consistency of support, and reduce barriers outside the classroom that can impede progress.

Overall, the combined impact of targeted support, strengthened identification and monitoring, and whole-school curriculum and reading developments has contributed to improved outcomes for our youngest learners, including a **rise in the proportion achieving a Good Level of Development in the last year**. The full picture is used to judge which strategies are delivering the strongest impact for disadvantaged pupils, which require adjustment (dose, targeting, delivery quality, or staff training), and how we will prioritise next steps to reduce in-school gaps and improve outcomes over time.

This is final data for 2024/2025 (January 2025 census data).

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For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group										
National curriculum year group	Number on roll	Male %	Female %	Young Carers % ?	Ever 6 FSM % ?	Minority ethnic groups % ?	English additional language % ?	All SEN % ?	SEN EHCP % ?	SEN support % ?
2	60	60	40	0	22	35	30	25	10	15
1	60	52	48	0	22	35	15	25	8	17
Pre-compulsory ?	60	53	47	0	22	40	18	12	5	7

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National % ?	Average mark		
							School	National ?	
All pupils	58	1	18	39	67	80	31	33	
Male	29	0	15	14	48	76	28	32	
Female	29	1	3	25	86	84	34	34	
Disadvantaged ?	13	1	7	5	38	67	27	30	

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
WellComm	GL Assessment (GL Education

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

Emscote Infant School is a two-form entry school in Warwick, educating children from Early Year Foundation Stage Reception Year (YR) to Year 2. The school has around 180 pupils on roll, with most transferring to All Saints' C of E Junior School, with whom we share a close leadership structure. Our intake reflects the diversity of the local community, with pupils joining us from a range of social and economic backgrounds. The proportion of pupils with SEND is slightly above national, and children often enter Reception with skills below age-related expectations, particularly in speech, language and communication. Through strong Early Years provision, high-quality phonics teaching and targeted support, children make good progress and develop firm foundations for learning.

We are proud of our inclusive ethos, strong pastoral care and close links with parents and the wider community. The curriculum is broad, creative and enriched with trips, visitors and wider opportunities, while maintaining a sharp focus on reading, writing and maths. Our values emphasise respect, kindness, resilience and curiosity, and we strive to nurture confident, independent learners ready for their transition to Key Stage 2. Governors, staff and leaders work in partnership to ensure high expectations and to provide every child with the best possible start to their education.

Currently at Emscote we have 52% Girls, 28% Boys and 22% of our school roll are entitled to FSM; 22% are eligible for Pupil Premium funding; 16% have English as an Additional language (EAL) and 16% of children are on the SEND register, however we anticipate this will rise as our new EYFS cohort are assessed. 12% of these at SEN Support and 4% with EHCP (6 EHCPs).

Data overview (Dec 2025)

Emscote Infant School's overall attendance is 94.0% (173rd out of 196 schools), with overall absence at 4.4% (176th/196). The persistent absence rate is 20.7% (186th/196), and severe absence is 1.7% (164th/196), placing the school in decile 9 (within the 10–20% of schools nationally). For pupils eligible for FSM, attendance is 86.6% (187th/196) with absence at 13.4% (187th/196); persistent absence is 42.3% (192nd/196) and severe absence 7.7% (164th/196), again in decile 9. These figures are heavily influenced by a small number of high-impact cases, including pupils currently supported by social care, one pupil with long-term illness, and a number of EAL families needing extended time abroad to complete in-person visa applications.

Attendance report

Emscote's SEF shows that attendance is prioritised at leadership level, with clear day-to-day systems for following up absence, accurate registers overseen by the admin team, and regular use of data to identify whole-school and group patterns. Attendance expectations are understood by staff, and concerns are logged promptly so that issues can be addressed early rather than allowed to become entrenched.

In practice, this means we take a support-first, "unpick the barrier" approach. In line with our attendance procedures, we contact families daily when a child is absent, and where we cannot make contact (or where there are welfare concerns) we carry out home visits to check on the child and establish what is

preventing attendance. We use these conversations to identify the underlying reasons for absence (for example, illness, anxiety, safeguarding needs, transport, housing, or family circumstance) and agree the smallest effective actions that will secure a return to school. This is directly reflected in the expectations set out in the Warwickshire model attendance policy (first-day calling, escalation steps, and home visits where needed).

The SEF also highlights an inclusive attendance culture, where children feel a strong sense of belonging, and where pupils with SEND or health needs are supported to attend when they can and to keep up with learning when absent. This is particularly important for children who sit in the SEN/FSM crossover, where barriers are often layered; our approach links attendance work to pastoral, SEND and wider family support so that adjustments and interventions reduce barriers rather than inadvertently increasing them.

We actively work in partnership with families and external agencies. The SEF notes that leaders communicate attendance expectations clearly and work collaboratively with parents to address barriers, with positive impact for many pupils, while continuing to strengthen Early Help/pastoral routes and partnership working. We also engage in formal joint work with the local authority through **Targeting Support Meetings** with the Warwickshire Attendance Service, using these meetings to agree targeted actions for persistently and severely absent pupils where multi-agency support is required.