



Outcomes for disadvantaged pupils – analysis statement

We have analysed the educational performance of our disadvantaged pupils during the previous academic year 2025 2026, drawing on our own internal summative and formative assessments and wider evidence base.

The data demonstrated that disadvantaged pupils continued to achieve well. Across the year, 100% of disadvantaged pupils made good or better progress in reading, writing and mathematics. Reading attainment increased to 73%, writing at 60% and mathematics 67%, with progress measures indicating that disadvantaged pupils are making strong gains from their starting points. For Year 1 PPG pupils who took the PSC, 100% of them met the required standard. This is compared to national 60% (2025). All planned interventions were delivered and pupils received targeted academic support to accelerate progress.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The evidence demonstrates that disadvantaged pupils continue to benefit from a wide range of pastoral, wellbeing and enrichment opportunities. All pupils requiring additional social and emotional support accessed appropriate interventions, including My Happy Mind, Zones of Regulation, emotional check-ins and targeted wellbeing groups, with staff reporting positive engagement throughout. Pupil voice showed that 100% of disadvantaged pupils felt safe and supported in school and knew who to talk to if they had a concern. Attendance is monitored regularly to ensure any emerging issues are addressed promptly (Attendance to date 94%, Local 89%, National 90%), and disadvantaged pupils also benefited from financial support to access trips, visits and wider curriculum opportunities, with 100% of PPG pupils being offered an extracurricular opportunity. PSHE outcomes were also strong, with 93% of disadvantaged pupils achieving age-related expectations or above.

This year, the introduction of the new Ofsted framework has provided an opportunity to further strengthen our focus on disadvantaged and vulnerable pupils. Through ongoing professional dialogue and staff development, we have reinforced that these pupils are everyone's responsibility, ensuring that all staff understand their accountability for delivering high-quality provision and securing the best possible progress and outcomes.

Professional development, targeted literacy support, speech and language and mathematics interventions and carefully planned wellbeing support have all contributed positively to pupils' attainment, progress and wider development. We have also strengthened assessment practices, particularly in writing, enabling staff to identify gaps more precisely and target support effectively.

Following analysis, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

So what?

Priorities next year will include the following actions to continue to support closing the gap further in core attainment between PPG and non-PPG pupils and also link closely with our FDP priorities.

- Improvement in the teaching of phonics throughout EY and KS1
 - Focus on teaching of foundational skills to impact on writing outcomes for PPG pupils
 - Implementation of progressive and planned opportunities for oracy
 - Identification of consistent teaching and learning approaches
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Stalyhill Infant School PPG Impact Statement 2025 2026

School context		
Total number of pupils eligible for pupil premium funding	Number of looked after children (LAC)	Number of post-LAC
15	0	2

Stalyhill Infant School – The three key objectives (for Rationale, please see intended spend document).

- ✓ **Development of Teaching:** to further improve teaching and learning across school and for targeted cohorts.
 - ✓ **Targeted Academic Support:** to develop further the range of intervention strategies in use to ensure PP pupils in all years make progress in line with or exceeding the progress of their non PP peers.
 - ✓ **Wider Strategies:** to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the classroom.
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Review of the 2025/26 academic year		Total pupil premium allocation for 2025/26: 27,585 Actual spend for 2025/26: 28,066																	
Objectives	Summary of expenditure	Impact	Comments inc. any deviation from intended spend document.																
To further, improve teaching and learning across school and for targeted cohorts.	Internal CPD completed... - Reading lead RWI support for ECT - Retrieval follow up sessions - Grammarsaurus training - Relational Inclusion External CPD completed... - Maths Hub	✓ All staff agree that they have been supported to keep improving their practice. ✓ Staff agree that they feel supported to be the best they can be and take ownership of their own development. ✓ KS1 and KS2 <i>subject</i> leads have worked together and Grammarsaurus is taught in Year 2. Appropriate elements have been brought into EY and Year 1. ✓ Writing assessment uses gap analysis model similar to reading – SVW, this has supported staff with assessment for learning in writing. ✓ ECTs have been supported with RWI and maths pedagogy teaching through working with the maths hub alongside Maths Lead. ✓ Launchpad for Literacy training has been sought for the reading lead and has been disseminated to staff and used to plan for small steps of progression for identified children and plan interventions	Budgeted cost 2000.00 Actual spend 1200.00 -800 underspend on external CPD																
To develop further the range of intervention strategies in use to ensure PP pupils in all years make progress in line with or exceeding the progress of their non-PP peers.	Also see individual provision tracker. - In EY and KS1 TAs delivered literacy (including writing) and numeracy group interventions to identified children - TA 1:1 RWI 'keep up' assisted blending and tutoring. - WELLCOMM SaLT programme used to identify and support pupils needing CLL intervention. - EYFS specific SaLT interventions using WELCOMM and Launchpad for Literacy - WELLCOMM SaLT interventions – Year 1. - KS1 – Year 2 focus on handwriting, sentence structure gaps.	<table><tr><td>Pupil Premium whole school summary (15)</td><td>At or above ARE 2026 (2025)</td><td>Good Progress (Good+)</td></tr><tr><td></td><td>All other non-disadvantaged pupils</td><td></td></tr><tr><td>Reading</td><td>73% (68%) 83%</td><td>100% (20%)</td></tr><tr><td>Writing</td><td>60% (64%) 81%</td><td>100% (13%)</td></tr><tr><td>Maths</td><td>67% (73%) 83%</td><td>100% (27%)</td></tr></table> Children in receipt of PPG compared to all other pupils.		Pupil Premium whole school summary (15)	At or above ARE 2026 (2025)	Good Progress (Good+)		All other non-disadvantaged pupils		Reading	73% (68%) 83%	100% (20%)	Writing	60% (64%) 81%	100% (13%)	Maths	67% (73%) 83%	100% (27%)	Budgeted cost 24,040.00 Actual spend 23,843
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		➤ Good or better progress for all PPG pupils is broadly in line with all other children. ➤ All actions have been carried out as intended. ➤ All children have received class support and interventions to accelerate progress.	
To provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the classroom.	Forest School sessions contribution Trip/visits contribution Clubs – internal and external TA Interventions to support emotional wellbeing - My Happy Mind - Lego Think Bricks - Zones of Regulation - Morning group - Emotional check ins - Grief support	➤ Attendance of PPG pupils is monitored every 3 weeks. Any identified concerns are identified quickly and action put into place. ➤ 100% of PPG pupils reported that they felt safe and supported in school and knew who to talk to if they had a problem. ➤ Pupils who need social and emotional support have all received support via extra wellbeing sessions. Feedback from session facilitators is that all pupils are engaging well and enjoying the sessions. ➤ For these pupils, school/parent communication is good and school are supporting parents where necessary, extra transition arrangements are also in place where necessary. ➤ PPG pupil attainment in PSHE is good with 93% of children at ARE+. ➤ 100% of pupils have accessed an extracurricular opportunity.	Budgeted cost 2600.00 Actual spend 3023.00 +423 -additional pupil contributions