

Pupil premium strategy statement Buxton Infant School December 2025-December 2026

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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. The plan maintains provision established in the previous year and also responds to the impact of the current cost of living crisis on our families.

School overview

Detail	Data
School name	Buxton Infant School
Number of pupils in school	45 Funding based on Oct 2024 census
Proportion (%) of pupil premium eligible pupils	29% at Oct census 24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 updated and amended annually
Date this statement was published	December 1st 2025
Date on which it will be reviewed	December 1st 2026
Statement authorised by	Jude Boyd
Pupil premium lead	Jude Boyd
Governor / Trustee lead	Sarah Cafferky

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2X£2630=£5260 42x £1515=£63630 1x £350=£350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,240

Part A: Pupil premium strategy plan

Statement of intent:

We believe that every child has the right to high quality education tailored to their needs which allows them to meet their full potential. The past decade has seen a widening of the gap in attainment between disadvantaged pupils and others. The number of children qualifying for Pupil Premium funding at our school has also risen by more than 10% since October 2019. Our strategy involves support for the needs of the whole child with a strong focus on safeguarding and well-being as well as academic support. In the year 2025-26 it also continues to reflect the impact of the cost-of-living crisis on our families and the growing number of children presenting with social and emotional needs.

We adopt a tiered approach to our expenditure, following the guidance of the Education Endowment Foundation, which prioritises quality first teaching, ensuring that all children are taught to a high standard across a broad range of subjects and that every teacher is supported with high quality continuing professional development which links directly to the school's improvement plan and/or meets a specific need.

At Buxton Infant School we closely monitor each child's progress and current levels of attainment. Where children are identified as having some gaps in their understanding or require consolidation to remain at an age-related level of achievement; funding is used to provide the class teacher with time to provide overlearning and re-teach areas of difficulty to groups of children. Where children are identified as being more significantly behind with their learning funding is utilised to provide specific small group or one to one intervention, delivered by high quality Teaching and Learning Assistants. Children are assessed against criteria for well-being as well as their academic attainment. Specific well-being interventions are in place for some children e.g Nurture support, Talkabout self-esteem programme and MeToo for children who have been a victim of domestic abuse. Bespoke bereavement support is also provided where needed. We are currently working alongside the engagement team to provide outdoor education to develop self-esteem and self-confidence for some of our children. In the coming year funding will be utilised to maintain this provision once the external support and training ends.

Children in receipt of pupil premium funding are an identified group within school. All class teachers and teaching assistants know which pupils, in their class, are in this group and track their progress and attainment accordingly. Each term, class teachers from each year group, meet with the SLT to discuss pupil progress and attainment – which includes a focus on the progress of children in receipt of pupil premium funding. The progress and attainment of pupil premium pupils is reported to and discussed through the Standards' committee of the Governing Board three times each year and is also highlighted to the Full Governing Board through the Head teacher's report. Our

pupil premium strategy is reviewed at the beginning of each academic year to consider successes and any aspects that we might want to adjust, in the light of the impact of strategies employed the previous year and to reflect the individual needs of the current cohort of children.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium families are now being heavily impacted by the cost-of-living crisis. In the academic year 25-26 we have a continued high number of children with social and emotional needs. We have a few children who have been mental health needs because of significant trauma.
2	Pupils have a limited range of vocabulary on entry to school and poor oral language skills. The recent curriculum review highlights the need to focus on developing children's oracy.
3	A large proportion of children enter school with social and emotional barriers to learning which require support. The number of children requiring adaptive teaching for their SEMH issues has increased.
4	A large proportion of children enter school with difficulties in listening and attention and lack resilience and stamina. The impact of which is felt into year one.
5	Persistent absenteeism was a challenging issue for our school last year in our PP cohort.
6	A growing number of our PP children feature on our SEND register by the time they reach year one. We have seven children in receipt of EHCPs six of which qualify for PP funding. This makes the challenge of narrowing the attainment gap doubly hard
7	Writing attainment for our PP children (2022) was in the 51st percentile when compared with other children nationally. Although there is now no national data available to make comparisons with, writing remained an area of weakness in our own data for PP children 24-25 at the end of key stage.

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
Quality first teaching ensures that pupil progress is maximised for all	Tiered approach to teaching and learning is maintained with pupil progress maximised across all subjects. 90% of all children achieve good or better progress in core subject areas. Phonics data is at or above national figures and PP attainment will be above 40 th percentile when compared to all others nationally.
Children are able to access appropriate intervention through high quality research based planning, diagnostic assessment, constant review and impact monitoring.	PP children make progress equal to all other children. Tiered approach to teaching and learning is maintained, progress maximised across all subjects. 90% of all children achieve good or better progress in core subject areas. Phonics data is at or above national figures. Pupils in the lowest 20% of readers attain good progress equal to their peers.
Children are confident and articulate in their oral language use. Writing evidences widening vocabulary.	Progress in reading and writing across school will be good or better for at least 90% of children. Writing attainment at the end of KS1 will be above national data available from 23. (children with EHCP to be removed from data) Gap in writing attainment for BIS PP and all others will narrow.
Children are able to self-regulate their emotions and work collaboratively with others. Attachments to school adults are strong.	Attitudes to learning are positive. Self-motivation is good. Children who have required a trauma informed plan or behaviour support plan have demonstrated progress in well-being and attainment.
Children can concentrate on and persevere with, tasks for lengthy periods achieving an outcome which is in line with their ability.	Children can identify strategies to persevere when faced with difficulties. Year 2 pupils with potential for ARE achieve equivalent assessment levels in optional SATs papers.
Level of severely persistent absenteeism for PP children will decrease. Attendance	PP attendance will closely match figures for all others. The gap with levels of

levels for PP children will continue to increase.	severe absenteeism for PP children and the national picture will narrow. Where pupils are PP and have significant SEND it may be necessary to look at other barriers to attendance.
School will endeavour to ensure that all children have their basics needs met in order to access learning e.g breakfast where needed, signposting families to support.	Progress for children in receipt of pupil premium funding matches that of other children.
PP children with significant SEND need are appropriately supported to make good progress. Formative footprint assessment will be used.	PP SEND children are appropriately supported to ensure progress equally to other SEND pupils in school.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In house CPD to revise and revisit structured teaching approaches to support the teaching of writing with regard to transcription.</i>	EEF Improving literacy at KS1 DFE Writing Framework 2025	7
<i>Whole school training to consider methods of improving spelling and handwriting, to include a return to the teaching of action words for some children.</i>	EEF The simple View of Writing EEF Improving literacy at KS1 EEF Preparing for Literacy DFE Writing Framework 2025	7 and 4
<i>All staff to access CPD on supporting children with SEND. To include training of sensory needs and adhd.</i>	Research informing training accessed through Training delivered by Derbyshire ISATs	6
<i>All staff to continue to embed common language to support Autistic children, based on the principles of social thinking. CPD to review and revise social thinking approach</i>	Social Thinking Crooke, P. J., & Winner, M. G. (2022, July). Social Thinking Metacognitive Strategies to Support Self-Determined Social Goals in Autistic Youth.	6 and 3
<i>Attachment Awareness/Trauma informed training accessed by staff new to school. CPD provided by Engagement team to consider positive impact of learning outdoors for some children. Lead teacher established.</i>	EEF Working with Parents to support Children's Learning. Evaluation of the Attachment Aware Schools Programme: Final report Dingwall and Sebba University of Oxford. EEF Impact of use of social and emotional learning strategies	1,3 and 4
<i>CPD to develop quality interactions and</i>	EEF ShREC	2

<i>improved oracy in EYFS. Support the DFE programme of developing the role of Teaching assistants</i>	Curriculum and assessment review 2025	
<i>External support to develop good practice in teaching and learning in Reception, giving PP children in the Early years accelerated progress.</i>	Early years Toolkit EEF. Closing the attainment gap. EEF	2 and 4
<i>Internal CPD to extend whole school knowledge of Early years curriculum. Support from subject leaders will help to accelerate pupil progress in the Early Years.</i>	Early years Toolkit EEF. Closing the attainment gap. EEF	2 and 4
<i>Continued participation in Relationship aware programme with two feeder nurseries. Includes development of use of transitional objects and work with parent and child engagement in school prior to starting.</i>	EEF Working with Parents to support Children's Learning. Relationship Aware programme DCC	3,4 and 5
<i>Family support in school through dedicated family support worker role and additional pastoral support from HLTA</i>	EEF Working with Parents to support Children's Learning.	3,4, 5 and 6

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

Budgeted cost: £ 41,483.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily formative, diagnostic assessment used to allocate children into tiers. Children identified as needing over or prior learning or additional regular additional teaching in Tier 2- group work up to twice weekly x 8 hours across Key stage one per week. Via additional teacher and TA time. To include additional resources where necessary</i>	The EEF Guide to Supporting School Planning A Tiered Approach 2020-21 Moving Forward Making a Difference A Planning Guide for schools 2022-23 EEF	4,6 and 7 £7376.40 £6292.08 Total cost: £13,668.48
<i>Pupils identify as having significant barriers to learning supported by Individual or small group specific interventions. One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</i>	The EEF Guide to Supporting School Planning A Tiered Approach 2020-21 Moving Forward Making a Difference: A Planning Guide for schools 2022-23 EEF One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	3 and 6 £3688.20
<i>School to continue to utilise support from the LA Early Years Team 25-26 to decrease progress gap between PP and other children and accelerate progress for all children in EYFS.</i>	Early years Toolkit EEF. Closing the attainment gap. EEF	2, 3 and 4
<i>Use of SEND base room. Development of classroom and Sensory space to meet needs of increasing number of children with SEND and in receipt of PP. TA</i>	Sensory Spaces in Schools ncse (National Council for Special Education) 2021	3,4, and 6 £24,127.20: Staff

<i>time x 30 hours per week to support</i>		

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

Budgeted cost **£28,604.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talkabout cost of resource plus time to deliver.</i>	Talkabout intervention programme Impact of use of social and emotional learning strategies EEF	3 and 5 £3520.80
<i>Development of increasing number of sensory and calm areas- Seashells classroom, Zen Den. To enable children to have time and space to regulate.</i>	EEF Metacognition and self-regulated learning	1,3, 5 and 6 Costed above
<i>Staffing for nurture support in KS1 and individual attachment work in Reception. X 5 hours per week. Staffing for delivery of social thinking intervention and resources</i>	EEF Impact of use of social and emotional learning strategies	1,3, 4,5 and 6 Staffing costs included within Family resource
<i>Solihull parenting course and extension course.</i>	Fully trained as Attachment Aware school with Derbyshire Virtual School. Impact of Adverse Childhood Experience Supporting and Strengthening Families the provision of Early Help: A Rapid Review of Evidence June 2021 Edwards, Gharbi, Berry and Duschinsky	1,3,5 Costed within other staffing
<i>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance Attendance monitoring, administration time and time to meet with and support parents. Practice and procedures involve additional office</i>	Supporting and Strengthening Families the provision of Early Help: A Rapid Review of Evidence June 2021 Edwards, Gharbi, Berry and Duschinsky.	5 £213

<i>administration time together with time designated by Family Resource worker and Head teacher to meet with parents and carers.</i>		
<i>Timely Early Help intervention for families as result of dedicated family Resource worker.0.5 contract plus additional family work 5 hours per week to support families with access to financial support and regular access to food banks.</i>	Supporting and Strengthening Families the provision of Early Help: A Rapid Review of Evidence June 2021 Edwards, Gharbi, Berry and Duschinsky.	1,3,4,5 and 6 £21,331
<i>Use of trauma informed planning for particular children.</i>	Maxine Harris and Roger Fallot (Harris & Fallot, 2001), and Sandra Bloom (Bloom S., 2013). Based on the models developed, <u>TIP</u> is now widely understood through (Paterson, 2014):	1,3,4 and 5
<i>Access to extracurricular activities including clubs, educational visits or workshops in school- Priority given to PP children and any cost subsidised by 50%.</i>	EEF Pupil Premium Guide	1, 3, 4 and 5 £500
<i>Family resource time x2 hrs per week to complete household support funding application and Food bank referrals, Charitable applications.</i>	October 2022 report from Food Foundation	1 and 5 Costed above
<i>Access to breakfast for the most vulnerable families though breakfast club provision. Cost of</i>	October 2022 report from Food Foundation	1,4,and 5 £2920+£120= Total £3040

staff 5 hours each week and food.		
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Total budgeted cost: £ 70,088.81

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended Outcome	Success Criteria	Impact achieved
Quality first teaching ensures that pupil progress is maximised for all	Tiered approach to teaching and learning is maintained from 2023/4, progress maximised across all subjects. 90% of all children achieve good or better progress in core subject areas. Phonics data is above national figures.	As there is now no statutory data collection for KS1 we can no longer compare end of key stage outcomes to national figures. In line with previous school data more children attain the required pass mark in phonics by the end of key stage than do so nationally. Year one phonics results were just below national data June 25 by virtue of the complex SEND nature of the cohort.

Children are able to access appropriate intervention through high quality research-based planning, diagnostic assessment, constant review and impact monitoring.	PP children make progress equal to all other children. Tiered approach to teaching and learning is maintained from 2023/4, progress maximised across all subjects. 90% of all children achieve good or better progress in core subject areas. Phonics data is above national figures.	School maintained its use of tiered documents for both academic achievement and well-being. All children were in tiers format from their previous year group which reflected their level of need in order to achieve age related expectation across Reading, Writing, Maths and well-being. Appropriate support was allocated. Children at the end of year one attained below the national average for Phonics. Six of the cohort of 60 children had complex SEND and none of these six children were able to access the test. 80% of the newly admitted children 31% of the cohort were PP children in summer 2025.
Children are confident and articulate in their oral language use. Writing evidences widening vocabulary.	Progress in reading and writing across school will be good or better for at least 90% of children. Writing attainment at the end of KS1 will be above national data available from 23. Gap in writing attainment for BIS PP and all others will continue to narrow.	Extended work on talk and vocabulary across school impacted positively on children's word choice and understanding. Pupils made accelerated progress in reading and writing and writing attainment remained above 23 figures
Children are able to self-regulate their emotions and work collaboratively with others. Attachments to school adults are strong.	Attitudes to learning are positive. Self-motivation is good. Children who have required a trauma informed plan or behaviour support plan have demonstrated	The school has continued to develop expertise in supporting children who have experienced trauma, and our cohorts of children have increasing numbers

	progress in well-being and attainment.	of children with complex SEND which has required us to develop bespoke methods of improving self-regulation for many children. This work is becoming well embedded but will continue to develop this year with a greater focus on trauma informed practice and the benefits of outdoor learning.
Children can concentrate on and persevere with tasks for lengthy periods achieving an outcome which is in line with their ability.	Children can identify strategies to persevere when faced with difficulties. Year 2 pupils with potential for ARE achieve equivalent assessment levels in optional SATs papers.	Attainment in phonics in year one was just below that attained nationally due to the complex SEND needs of so many of the children; but remained above that achieved nationally in 2025 at the end of Key stage. Pupils performed well on non-statutory Sats papers having improved their stamina over the course of the year. All end of key stage data was above that attained nationally in 2023 when the last data was available. The attainment of our PP children by the end of key stage in 2024 was better across all core subjects when compared with that from the previous year. It fell again slightly by the summer of 2025.
Punctuality for PP children improves to ensure that all pupils have full access to Phonics and Literacy teaching.	PP attendance will match figures for all other children. The gap with levels of severe absenteeism for PP	School attendance figures remained above national figures last year by 1.8% point but remains below figures attained prior to the

	children and the national picture will narrow.	pandemic. Overall attendance continued to decline whilst level of persistent absenteeism increased. We will continue to work alongside Derbyshire's ISAT team for further advice and support. However, both Ofsted and Derbyshire LA agree that our systems are robust. The attendance of our Pupil premium children who are also SEND remains a challenge for the school.
PP children have their basic needs of food and clothing met.	Progress for children in receipt of pupil premium funding matches that of other children.	Attainment data was stronger than the national level of PP across all core subjects at the end of 2024 when compared to national data from 2023 and the gap between the attainment of PP children and non-disadvantaged is heavily impacted by the complex nature of our SEND pupils who are in receipt of PP funding.
PP children with significant SEND need are appropriately supported to make good progress.	PP SEND children are appropriately supported to ensure progress equally to other SEND pupils in school.	Tiers documents demonstrate attainment of SEND children spread across all three tiers. In current year two the very high number of children who have complex SEND and are also in receipt of pupil premium funding means that there are a greater proportion of children with these characteristics in tier three.

		Individual tracking systems demonstrate small steps good progress.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talkabout- Alex Kelly	Routledge Publishing
Emotion Coaching	Derbyshire LA through the virtual school
Social Thinking-Tarshis,Hendrix, Palmer and Winner	www.socialthinking.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	