

PUPIL PREMIUM POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Board on February 5th 2026

It will be reviewed February 2027.

Signed:

Date:

Pupil Premium Policy

Definition

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. Schools receive funding for pupils who have been registered for Free School Meals at any point in the last six years ((known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel. For the year 2025-26 this amount is £1,515 per pupil, £2,630 per looked after pupil or those adopted from care and £350 for service premium.

Rationale

Pupil Premium is a government initiative which aims to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared to their peers;
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium;
- A statement on the school website each academic year using the DfE template;
- Scrutiny of pupil premium plans by governors and trustees.

Aims and principles

- To use Pupil Premium funding to help support our policy of ensuring that teaching and learning opportunities meet the needs of all pupils and that all pupils reach their potential.
- To use Pupil Premium to break down barriers to learning - these may be emotional and social as well as academic.
- To ensure that all pupils who are in need of intervention or support receive this. We recognise that not every child who is socially disadvantaged will qualify for free school meals. This means that some pupils who are not in direct receipt of funding will be in pupil premium funded intervention groups.
- Funding will be allocated following a needs analysis which will identify priority individuals and groups. This means that not all children in receipt of Pupil Premium will be in receipt

of interventions at any one time. But all Pupil Premium children will be involved in an intervention at most points during the year.

Provision

During 2025-26 Pupil Premium funding will support a tiered approach to providing quality first teaching and timely interventions to maximise pupil progress. This is based on the EEF best practice recommendations. In addition, it will support:

1. The employment of Family Resource worker employed by school for up to 30 hours each week working with vulnerable children and their families to reduce barriers to learning. Jo Sassanelli fulfils the lead role in Early Help support and Rachael Riley picks up some additional Family resource hours as they are needed.
2. Nurture Provision: The form of this is dependent upon the nature of need as in some years this is greater than others and requires more sessions, longer in length. Pupil Premium income provides funding for one Teaching Assistants for six hours per week to meet the needs of our vulnerable children.
3. Social thinking intervention for a small group of children in both year one and year two.
4. Access to extra-curricular activities. A proportion of funding is used to provide access to sports and arts activities at a reduced rate when children are in receipt of pupil premium funding.
5. Access to outdoor learning for some of our most vulnerable pupils. We have worked closely with the Engagement team from Derbyshire LA and have now developed our own weekly programme of events with links to Whitehall outdoor centre and Buxton Junior School.
6. Sarah Cafferky is the Governor with responsibility for Pupil Premium.

Adopted by the Governing Board of Buxton Infant School on **5th February 2026**

PLEASE SEE SEPARATE PP DOCUMENT FOR PUPIL PREMIUM STRATEGY WHICH WILL BE ADDED TO THE POLICY

Pupil premium strategy statement Buxton Infant School December 2024-December 2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Funding based on Oct 2023 census of 159
Proportion (%) of pupil premium eligible pupils	35%
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	1 st December 2024
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Jude Boyd
Pupil premium lead	Jude Boyd
Governor / Trustee lead	Laura Bowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	55 x £1480 1x £340
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	£81,740
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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 Covid pandemic served to widen the gap between the current attainment of disadvantaged children. As a school we are still feeling the impact of the Covid years and how this effected the view of many parents and carers towards parenting and school. 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 2024-25 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.

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 3 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	The impact of the covid pandemic is still noticeable in children entering school at four whose socialisation as babies and young infants was affected. Many of our pupil premium families are now being heavily impacted by the cost-of-living crisis. In the academic year 24-25 we have a noticeably growing 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 limited range of vocabulary on entry to school and poor oral language skills
3	A large proportion of children enter school with social and emotional barriers to learning which require support.
4	A large proportion of children enter school with difficulties in listening and attention and lack resilience.
5	Severe persistent absenteeism was a statistically significant issue for our school last year in our PP cohort of children 22/23 and 23/24.
6	2021 Reception cohort had a higher than usual percentage of PP children with significant SEND issues. This pattern increased further in 2023 with 9 children from 58 listed on our SEND register. Four are eligible for PP funding and are currently in year one.
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 23-24 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 above national figures and PP attainment will be above 40th 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 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. Gap in writing attainment for BIS PP and all others will continue to 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. Selfmotivation 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 levels for PP children will continue to increase.	PP attendance will closely match figures for all others. The gap with levels of severe absenteeism for PP children and the national picture will narrow.
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.	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: **£24,164.31**

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 for less able children.</i>	EEF Improving literacy at KS1	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	7 and 4
<i>All staff to access CPD on a variety of SEND needs to included supporting children who may be dyslexic and those who may have ADHD. All staff to access in house CPD to revisit common components on an inclusive classroom.</i>	Research informing training accessed through participation in National PINS project (partnership for Inclusion of Neurodiversity in School). NHS, DFE, DHSC	6
<i>All staff to continue to embed common language to support Autistic children, based on the principles of social thinking.</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
<i>Attachment Awareness/Trauma informed training accessed by staff new to school. Bespoke in house Safeguarding CPD for all</i>	EEF Working with Parents to support Children's Learning. Evaluation of the Attachment Aware Schools Programme: Final report	3 and 5

<i>staff to highlight the school's safeguarding context which includes a high degree of parental conflict and domestic abuse.</i>	Dingwall and Sebba University of Oxford.	
<i>Time devoted to enable teaching staff to consider and develop clear vocabulary progression across all subject areas. To begin from Prime and Specific areas of learning in Reception.</i>	Teaching and Modelling vocabulary EEF	2
<i>CPD to identify current good practice in marking and feedback, reach collective decisions about how to maximise positive impact and train all staff.</i>	EEF Evidence into Action- Teacher Feedback to Improve pupil Learning Guide to Feedback: Ross Morrison McGill Bloomsbury 2023.	2, 3, 4, 7
<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>Additional teaching assistant support for F.S class to support emotional and social wellbeing on transition to school.</i>	EEF Working with Parents to support Children's Learning. Relationship Aware programme DCC	3, 4, 5 and 6

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

Budgeted cost: £ 35,300.12

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 at least twice weekly x 8 hours across Key stage one per week. 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	2, 4 and 7
<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
<i>School to utilise findings of ECERs report, summer 2024 and support from the LA link adviser to provide additional support for children's learning in the Provision.</i>	Early years Toolkit EEF. Closing the attainment gap. EEF	2, 3 and 4
<i>Use of SEND base room, Sensory space TA time x 30 hours per week to support children with SEND currently not in receipt of Inclusion funding or EHCP.</i>	Sensory Spaces in Schools NCSE (National Council for Special Education) 2021	3,4, and 6

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

Budgeted cost: **£37,738**

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
<i>Alternative afternoon provision provided in school across three afternoons each week to meet the needs of the high proportion of children with SEMH needs in year one. Additional staffing x6 hours each week</i>	EEF Metacognition and self-regulated learning	1, 3 and 5
<i>Staffing for nurture support and individual attachment work in Reception. X 5 hours per week.</i> <i>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
<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 and 5
<i>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance</i> <i>Attendance monitoring, administration time and time to meet with and</i>	Supporting and Strengthening Families the provision of Early Help: A Rapid Review of Evidence June 2021 Edwards, Gharbi, Berry and Duschinsky.	5

<i>support parents. Practice and procedures involve additional office 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
<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, TIP 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
<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
<i>Access to breakfast for the most vulnerable families through breakfast club provision. Cost of staff 5 hours each week and food.</i>	October 2022 report from Food Foundation	1,4,and 5

Total budgeted cost: £ 83,628.74

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 2023 to 2024 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 and PP attainment will be above 40th percentile when compared to all others nationally.	In July 2024 PP children attained well in comparison to their non-PP peer group in year 2. As there is now no statutory data collection for KS1 we can no longer compare end of key stage outcomes to national figures. Our PP children outperformed all children nationally in attainment in maths and were 13 and 8 percent respectively below the attainment of all children in reading and writing when compared with national data from 2023. 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. In 2024 these figures were 92% BIS and 89% national.
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 Pupils in the lowest 20% of readers attain good progress equal to their peers.	School maintained its use of tiered documents for both academic achievement and wellbeing. 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 in line with the national average for Phonics. This cohort had stood at 40 when targets were set but

		had risen by five by the time the phonics check was administered. 80% of the newly admitted children did not pass and therefore school targets were missed. 57% of our PP children in this cohort met the required pass mark; this is below the national picture for 2024 where 68% of pupils attained the required pass mark. 31% of the cohort were PP children in summer 2024.
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. Writing progress was good last year and the percentage of all children achieving the expected standard in writing rose from 67% to 69% which matches national data form before the pandemic. The gap between the attainment in writing for PP children and all narrowed considerably within school with 52% of children attaining at an age-related level up from 38% in the previous year.
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.	The school has continued to develop expertise in supporting children who have experienced trauma, and our cohorts of children have increasing numbers of children with complex SEND which has required us to develop bespoke methods of improving self-regulation for many children. This work will need to continue and develop this year, and we are working with the advice of the inclusion service and our designated advisor teacher.

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 in line with that attained nationally and remains above that achieved nationally in 2024 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.
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 children and the national picture will narrow.	School attendance figures remained above national figures last year by 1% point but remains below figures attained prior to the pandemic. PP children had attendance above that nationally for PP children and a lower level of persistent absenteeism. A small number of PP children were severely persistently absent, and this remains a challenge during the current academic year. We have further developed our systems around attendance for this academic year.
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 pupils nationally continues to narrow. In both Maths and Year 2 phonics data 16 our

		PP children outperform their non-disadvantaged peers nationally.
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 year one 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.

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?	