



Consett Infant School Pupil Premium Strategy

Academic year: 2026–2027

School: Consett Infant School

School type: Maintained infant school

Pupil premium cohort: Approximately 21% of pupils

Number on roll: Approximately 160 pupils

Federation: Consett Infant School and Beechdale Nursery School

1. Statement of Intent

Our ultimate objectives for disadvantaged children

Consett Infant School is committed to ensuring that every disadvantaged child makes strong academic, personal and social progress from their individual starting point. Our objectives are that disadvantaged children:

1. Achieve highly in reading, writing and mathematics, including phonics, spelling, handwriting and early mathematical development.
2. Develop strong communication and language skills so that they can understand, express themselves and access the full curriculum.
3. Close identified attainment gaps between disadvantaged children and their peers wherever this is appropriate, while recognising that many disadvantaged children also have SEND and may require highly individualised outcomes.
4. Develop confidence, emotional resilience, self-regulation and positive attitudes to learning.
5. Have equitable access to enrichment, cultural, physical and extra-curricular opportunities.
6. Build strong partnerships between school and home, enabling parents and carers to support reading, phonics, spelling, handwriting, mathematics and wellbeing.
7. Make a successful transition through the Early Years Foundation Stage and Key Stage 1, including effective transition from Beechdale Nursery School and other pre-school settings.

The school recognises that disadvantage is not a single condition. Within the cohort, disadvantage may interact with SEND, speech and language needs, low prior attainment, limited access to books and enrichment, emotional need and family circumstances. Consequently, this strategy is based on individual need rather than assumptions about children or families.



How this strategy works towards these objectives

The strategy follows the Department for Education's **Menu of Approaches**, using a balanced combination of:

- **Tier 1: High-quality teaching**
- **Tier 2: Targeted academic support**
- **Tier 3: Wider strategies**

The strategy prioritises high-quality classroom teaching for all children. Targeted support is used where assessment shows that an individual child or group requires additional teaching. Wider strategies remove barriers that prevent children from engaging fully in education and wider school life.

The school will:

- Use accurate starting-point information and ongoing assessment to identify need early.
- Track disadvantaged children as a group while also considering individual needs.
- Identify whether difficulty arises from phonics, language comprehension, vocabulary, spelling, handwriting, number sense, mathematical reasoning, emotional wellbeing or SEND.
- Ensure that interventions supplement rather than replace high-quality classroom teaching.
- Deploy teaching assistants carefully, with clear objectives, training, structured resources and regular review.
- Use the school's relationship with Beechdale Nursery School and other pre-school providers to improve transition and early identification.
- Use the Parent Support Worker, ClassDojo, parent meetings, open days and individual contact to strengthen engagement.
- Work closely with families in a supportive, non-stigmatising way.
- Evaluate provision through progress data, work scrutiny, observations, pupil voice, parent feedback and staff review.
- Ensure that disadvantaged children who also have SEND receive provision through a coherent graduated approach rather than being expected to access generic interventions that do not match their profile.

Key principles

High expectations for every child

Disadvantaged children will be expected to achieve highly. Low attainment at entry will not be accepted as a reason for low ambition. Children will receive appropriate scaffolding, adaptation and additional teaching so that they can make strong progress from their starting points.



Quality first

Pupil premium funding will be used primarily to improve the quality, consistency and responsiveness of teaching. The strategy will not rely on short-term or poorly monitored interventions.

Early identification and early action

The school will identify needs in Reception and, where possible, before school entry. Particular attention will be given to communication and language, early reading, phonics, early number, self-regulation and fine-motor development.

Evidence-informed implementation

The school will use high-quality evidence, including EEF guidance, while applying professional judgement to the context of an infant school. Evidence will inform decisions, but provision will be adapted to the needs of Consett Infant School's children and families.

Inclusion

As approximately 20% of pupils are on the SEND register and many disadvantaged children also have SEND, inclusion is central to this strategy. Staff will avoid attributing all underachievement to disadvantage. Assessment will identify the most relevant barrier and provision will be coordinated with SEND support, EHCP outcomes and external agency advice.

Partnership with parents and carers

Parents and carers are essential partners. Communication will be positive, practical and personalised. Families will be offered realistic strategies for shared reading, phonics practice, spelling, handwriting, mathematics and wellbeing.

Equity of opportunity

The school will ensure that disadvantaged children are not prevented from participating in clubs, visits, leadership roles, physical activity, creative activities or wider enrichment because of financial or social barriers.

Regular review and adaptation

Actions will be reviewed termly. Provision that is not improving children's outcomes, engagement or wellbeing will be adapted or stopped. The school will consider



attainment data alongside wider indicators such as confidence, independence, participation and self-regulation.

Alignment with school priorities and inspection expectations

This strategy supports the school's improvement priorities, including:

- Improving early identification and support for children at risk of not achieving GLD.
- Improving handwriting, letter formation and pencil grip.
- Improving spelling of age-appropriate high-frequency words.
- Reviewing and strengthening the foundation-subject curriculum.
- Extending pupil roles and responsibilities.
- Strengthening communication, language and early learning.

It also supports the relevant areas of the 2025 inspection framework: **Safeguarding, Inclusion, Curriculum and Teaching, Achievement, Behaviour, Personal Development and Well-being, Early Years, and Leadership and Governance.**

2. Challenges

Challenge number	Detail of challenge
1	Low starting points in communication, language and basic skills. Many children eligible for pupil premium do not enter Reception at age-related expectations. Communication and language are exceptionally weak for some children, who may also have limited vocabulary, listening, attention, counting and self-regulation skills.
2	Lower-than-age-expected phonics and early reading achievement. Disadvantaged children are less likely to meet age-related expectations in phonics. Internal data show improvement following the school's LW intervention, but a substantial proportion remain below expectation.
3	Lower-than-age-expected mathematics achievement and early number knowledge. Some disadvantaged children enter school with limited counting and number sense. Internal data show improvement following WR mathematics intervention, but some children remain below the level required to access the curriculum confidently.



4	Limited engagement with reading and learning at home. Some families have limited engagement in reading at home because of previous experiences of education, confidence with literacy, time pressures, limited access to suitable books or uncertainty about how to support reading effectively.
6	Emotional resilience, self-regulation and wellbeing. Some disadvantaged children have lower emotional resilience and wellbeing than their peers. This can affect concentration, perseverance, relationships, independence and engagement with learning.
7	Complexity of need and overlap with SEND. Many disadvantaged children are also on the SEND register. Across the school, approximately 20% of children are on the SEND register, with a proportion having EHCPs or receiving top-up funding. This creates a need for carefully adapted and coordinated provision rather than generic pupil premium interventions.
8	Limited access to enrichment and wider experiences. Some children do not have regular access to cultural, physical, creative, social or educational experiences outside school. This can restrict vocabulary, background knowledge, confidence and aspirations.

3. Intended Outcomes

Intended outcome	Success criteria
1. Improved communication, language and early development	By the end of Summer 2026, disadvantaged children make strong progress from their individual starting points in communication and language. Staff consistently use vocabulary-rich interaction, sustained shared thinking, storytelling, shared reading and structured talk.
2. Improved GLD outcomes and early identification	The Early Years Lead completed the Moving The Box CPD modules 2026-26 and continues to disseminate key learning to staff Children at risk of not achieving GLD are identified early, receive planned support and have progress reviewed at least termly.
3. Improved phonics, decoding and early reading	The proportion of disadvantaged children achieving age-related expectations in phonics increases from the current internal baselines. At least 85% of disadvantaged children pass the relevant school phonics threshold or demonstrate clearly evidenced



	progress towards it, with appropriate individualised outcomes for children with significant SEND.
4. Improved reading engagement and comprehension	At least 90% of disadvantaged children take part in planned daily reading or structured book-talk opportunities in school. Children demonstrate improved vocabulary, listening comprehension, retelling, prediction and response to texts.
7. Improved emotional resilience and self-regulation	Children identified as requiring support show improved emotional regulation, confidence, persistence and ability to engage in learning. Pupil voice, staff assessments and individual plans show improvement.
8. Improved inclusion and coordinated SEND support	All disadvantaged children with SEND have provision that is clearly linked across pupil premium planning, SEND support plans, EHCP outcomes and classroom provision. Interventions are selected following diagnostic assessment and reviewed for impact.
9. Improved participation in enrichment and wider opportunities	At least 95% of disadvantaged children participate in planned enrichment, educational visits, clubs, leadership opportunities, physical activity or cultural experiences during the year. No child is excluded because of cost or family circumstance.
11. Stronger parental engagement	Parents and carers receive practical and accessible support for reading, phonics, spelling, handwriting, early mathematics and wellbeing. Engagement is monitored through events, ClassDojo interaction, reading records, parent feedback and evidence of children's home-learning routines.

4. Activity in This Academic Year

A. Teaching

Activity	Evidence that supports this approach	Challenge numbers add



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Whole-school focus on communication and language. Staff will develop a language-rich environment through explicit vocabulary teaching, sustained shared thinking, structured talk, storytelling, interactive reading, role play and adult modelling. Wellcom will be used to assess need and monitor progress of children	The EEF identifies communication and language approaches as highly beneficial in the Early Years, particularly high-quality adult–child interaction, shared reading, storytelling and explicit vocabulary development. See EEF: Communication and Language Approaches and EEF: Preparing for Literacy.	1, 2, 4, 7
Continued dissemination of Moving The Box CPD. The Early Years Lead will continue to share practical strategies through staff meetings, modelling, coaching and review of provision.	Professional development supports the successful implementation of communication, language, early literacy and self-regulation approaches. See EEF: Preparing for Literacy.	1, 2, 7
Consistent systematic phonics teaching. The school will maintain a consistent, explicit and systematic phonics sequence, using regular formative assessment to identify gaps in grapheme–phoneme correspondence, blending, segmenting and word reading.	The EEF recommends systematic, explicit and responsive phonics teaching, with regular assessment and additional support where required. See EEF: Phonics.	2, 4, 7, 9
Daily early mathematics opportunities. Teachers and support staff will build counting, subitising, comparison, pattern, shape, measure and mathematical vocabulary into routines, continuous provision, stories, games and practical activities.	Early numeracy approaches are strengthened by regular teaching, practical activity and individual interaction. See EEF: Early Numeracy Approaches.	1, 3, 7
Reading culture and daily book talk. Each class will provide daily opportunities for adults to read aloud, discuss high-quality fiction and non-fiction, develop vocabulary and encourage children to retell, predict, question and make connections.	Shared reading, storytelling, rich vocabulary and discussion support language comprehension and reading motivation. See EEF: Preparing for Literacy.	1, 2, 4, 8



Assessment-informed teaching and pupil progress review. Teachers will use baseline information, phonics assessment, reading records, writing samples, mathematics assessment, language observations and SEND information to identify barriers and plan appropriate provision.	EEF guidance recommends high-quality assessment to identify specific difficulties and match children to appropriate support. See EEF: Improving Literacy in Key Stage 1 .	1, 2, 3, 5, 7, 9
Inclusive classroom adaptation and SEND-informed teaching. Staff will adapt explanations, resources, language, task length, sensory demands, recording methods and adult support.	EEF guidance recommends accurately diagnosing need, matching teaching to children's capabilities and ensuring targeted support connects with classroom teaching. See EEF: Preparing for Literacy .	1, 2, 3, 5, 6, 7
Development of self-regulation and independence. Staff will use visual routines, modelling, language for thinking, Plan-Do-Review, turn-taking, goal setting, reflection and gradual release of responsibility.	Self-regulation strategies support learning, behaviour, persistence and independence. See EEF: Self-Regulation Strategies .	1, 6, 8
Technology and teaching resources. Funding will support high-quality books, phonics materials, manipulatives, handwriting resources, fine-motor equipment, visual supports and curriculum resources where these directly improve access to teaching.	Resources should be selected to address clearly identified needs and implemented as part of a wider teaching approach. See EEF: Putting Evidence to Work .	1, 2, 3, 5, 7, 9

B. Targeted Academic Support

Activity	Evidence that supports this approach	Challenge numbers addressed



Targeted language intervention in Reception. Children with identified language, vocabulary, listening or narrative needs will receive structured small-group or individual support linked to classroom provision.	Targeted support is appropriate for children who are struggling when it is based on assessment and delivered by trained adults. See EEF: Preparing for Literacy.	1, 2, 7
LW phonics intervention. Children below expected phonics progress will receive regular, short and focused sessions targeting gaps identified through assessment. Progress will be reviewed at least every six weeks.	Phonics interventions are most effective when systematic, regular, matched to current attainment and delivered by trained staff. See EEF: Phonics.	2, 4, 7
Additional reading and fluency support. Identified children will receive supported reading, repeated reading, adult modelling, echo reading, vocabulary teaching and book discussion.	Guided oral reading, repeated reading and explicit vocabulary development support early reading when matched to the child's specific difficulty. See EEF: Improving Literacy in Key Stage 1.	2, 4, 7
Structured reading-comprehension support. Adults will model prediction, questioning, clarification, retelling, summarising and links between texts and children's experiences.	Explicit modelling and supported practice are effective approaches to developing comprehension. See EEF: Improving Literacy in Key Stage 1.	1, 2, 4, 7
Early number and counting practice. Children with weak number sense will receive daily practical opportunities to count objects, recognise quantities, compare groups, identify numerals and explain mathematical thinking.	Early numeracy evidence supports practical games, counting activities and guided interaction addressing the breadth of early mathematics. See EEF: Early Numeracy Approaches.	1, 3, 7
Handwriting and fine-motor intervention. Children with weak pencil grip, poor posture, weak letter formation or low writing stamina will receive short, frequent and precisely targeted support.	EEF guidance highlights early identification of handwriting difficulties and individualised instruction where needed. See EEF: Preparing for Literacy.	5, 7



Teaching assistant deployment with clear intervention plans. Teaching assistants will deliver structured interventions with clear objectives, appropriate training, suitable resources and access to teacher feedback.	Teaching assistants are most effective when deployed in structured settings with high-quality training and support. See EEF: Making Best Use of Teaching Assistants.	1, 2, 3, 5, 7
Intervention review cycle. Each intervention will have a baseline, measurable objective, planned frequency, named adult, review date and exit or continuation criteria.	Accurate diagnosis, appropriate matching, regular review and links between intervention and classroom teaching are central to effective targeted support. See EEF: Preparing for Literacy.	1, 2, 3, 5, 7
Small-group social communication and readiness support. Children requiring support with language, interaction, attention or self-regulation will take part in structured activities involving turn-taking, listening, conversational exchange, collaborative play and emotional vocabulary.	Communication, language and self-regulation approaches can support engagement, behaviour and attainment. See EEF: Communication and Language Approaches and EEF: Self-Regulation Strategies.	1, 6, 7
Targeted support for children with SEND who are also disadvantaged. Provision will be adapted to individual communication, sensory, physical, cognitive and emotional needs, with external agency involvement where appropriate.	EEF guidance recommends accurate diagnosis, trained adults, connection to classroom learning and specialist involvement where required. See EEF: Preparing for Literacy.	1, 2, 3, 5, 6, 7
Additional learning opportunities through extended school provision. Where appropriate, disadvantaged children will be prioritised for reading opportunities, homework or family-learning activities, provided that these are purposeful and suitable for the child.	Additional time is most useful when it is high quality, purposeful and directly linked to learning needs. See EEF: Putting Evidence to Work.	2, 3, 4, 8

C. Wider Strategies



Activity	Evidence that supports this approach	Challenge numbers addressed
Wellbeing and emotional resilience provision. The school will use daily check-ins, nurture approaches, emotional literacy, trusted adults, calm spaces, therapy-dog support where appropriate and carefully planned support for children experiencing anxiety or low resilience.	Social and emotional learning can support social interaction, attitudes to learning, emotional self-regulation and academic outcomes. See EEF: Social and Emotional Learning Strategies .	6, 7
Self-regulation and resilience programme. Children will be explicitly taught strategies for managing feelings, waiting, turn-taking, asking for help, recovering from mistakes, persevering and reflecting on learning.	Self-regulation approaches support learning, behaviour, persistence and independence. See EEF: Self-Regulation Strategies .	1, 6, 7
Parent workshops and practical home-learning support. The school will provide accessible sessions and resources on shared reading, phonics, spelling, handwriting and early mathematics. Support will also be offered through ClassDojo, videos, printed guidance, telephone contact or individual meetings.	Practical guidance and modelling are more promising than simply sending resources home. See EEF: Working with Parents to Support Children's Learning .	2, 3, 4, 5
Personalised home-learning communication. Staff will use positive messages to celebrate successes and provide one manageable next step related to reading, phonics, handwriting, spelling or mathematics.	Personalised, positive communication can promote parent–child interaction and support attainment. See EEF: Parental Engagement .	2, 3, 4, 5
Parent Support Worker provision. The Parent Support Worker will strengthen relationships with families, facilitate communication, help parents access services and provide individualised	Sustained support, trusted relationships and flexible communication are important when families have greater needs. See EEF: Working with	4, 6, 7



encouragement with home learning and wellbeing.	Parents to Support Children's Learning.	
Enrichment and extra-curricular access. Funding will support disadvantaged children to participate in educational visits, clubs, music, sport, creative opportunities, special events, leadership roles and other activities that develop experiences and aspirations.	Extra-curricular activities are included within the wider strategies tier of the DfE Menu of Approaches and can support personal development, vocabulary, background knowledge and confidence.	6, 8
Pupil roles and responsibilities. A structured system of classroom and school roles will be embedded across year groups, with at least 90% of classes participating each term.	Structured opportunities to develop independence, responsibility, relationships and confidence are supported by evidence on self-regulation and social-emotional learning. See EEF: Self-Regulation Strategies.	6, 8
Equal access to uniform, equipment and essential resources. Where financial circumstances create a barrier, the school will provide or signpost support with uniform, reading materials, stationery, participation costs and other essential resources.	Removing practical barriers supports participation, inclusion and access to learning.	4, 7, 8
Transition support. Disadvantaged children, particularly those with SEND or language needs, will receive enhanced transition support between Beechdale Nursery School, other pre-school settings, Reception and Year 1.	Early identification, high-quality assessment, strong family relationships and targeted support help children make successful transitions. See EEF: Preparing for Literacy.	1, 2, 3, 6, 7
External agency and federation collaboration. The school will continue to work with Beechdale Nursery School, local pre-school providers, speech and language services, health professionals, local schools and other agencies.	Specialist involvement and coordinated early support are important where children's needs require expertise beyond school-based intervention. See EEF: Preparing for Literacy.	1, 2, 3, 6, 7

5. Monitoring, Evaluation and Governance



Monitoring arrangements

The Headteacher, senior leaders, SENDCo, Early Years Lead, English and mathematics leaders, Parent Support Worker and governors will monitor the strategy through:

- Termly pupil progress meetings.
- Half-termly review of phonics, reading, writing, spelling and mathematics data.
- Review of intervention entry and exit data.
- Monitoring of disadvantaged children with SEND.
- Book scrutiny and writing moderation.
- Learning walks and lesson observations.
- Review of classroom provision and curriculum implementation.
- Pupil, parent and staff voice.
- Analysis of enrichment participation.
- Review of wellbeing, behaviour and pastoral records.
- Evaluation of parent engagement activities.

Measures of success

The school will evaluate academic and wider outcomes, including:

- GLD and Early Years assessment information.
- Phonics screening and school phonics assessments.
- Reading fluency, comprehension and vocabulary.
- Handwriting and spelling assessments.
- Mathematics and early number assessments.
- SEND progress and individual plan outcomes.
- Participation in enrichment and pupil leadership.
- Pupil confidence, self-regulation and wellbeing.
- Parent engagement and feedback.

Review cycle

Autumn term: Establish baselines, confirm provision, identify children requiring targeted support and provide staff CPD.

Spring term: Review progress, intervention impact, wellbeing, enrichment and parent engagement; adapt provision where necessary.

Summer term: Evaluate outcomes against success criteria, review value for money and identify priorities for the following academic year.

Pupil premium funding will be used strategically and reviewed against impact. The school will avoid maintaining activities simply because they have historically been



provided. Provision will be sustained, adapted or discontinued according to evidence of benefit for Consett Infant School's children.

Overall strategy rationale

The school's strategy is deliberately balanced. High-quality teaching provides the foundation; targeted intervention responds to clearly identified learning needs; and wider strategies remove barriers relating to wellbeing, family engagement, inclusion and access to enrichment. This approach reflects the needs of Consett Infant School, where disadvantaged children often have low starting points and overlapping SEND, language and emotional needs. It supports the school's ambition that every child should develop academically, personally and socially to their full potential.