

Consett Infant School Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium for the 2025 to 2026 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.

School overview

Detail	Data
School name	Consett Infant School
Number of PP pupils in school	30
Proportion (%) of pupil premium eligible pupils	20%
Percentage of PP children with SEND	27%
Percentage of PP children with SEND and additional funding/EHCP	16%
Academic year/years that our current pupil premium strategy plan covers	2025~2026
Date this statement was published	October 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Julia Graham
Pupil premium lead	Julia Graham
Governor lead	Paul Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£43,935

Part A: Pupil premium strategy plan

Statement of intent

At Consett Infant School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils who are eligible for Pupil Premium do not enter Reception at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience and well-being of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year 1 and 2. This slows their progress in reading and all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high for PP children.
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.

7	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and that would raise aspirations for the future. This means they have a poor range of experiences to draw upon and apply to many areas of their education.
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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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2025.
Improve emotional resilience for all pupils through use of school councillor support and intervention. Pupils and key family members have access to a trained councillor to offer sessions to support their mental wellbeing, self-esteem and aspirations.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from 2025.
Provide children with high quality teaching and feedback in smaller groups to ensure progress in lessons. Pupils have access to focussed intervention in all subjects delivered by experienced teachers and TAs, as well as focussed resources in order to close the gap with non-disadvantaged pupils	Increased proportions of pupils will reach ARE in English and Maths across the school.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Provide increased opportunities in school to support and enthuse a love of reading and widen their vocabulary.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to assessment in summer 2025.

Ensure PP pupils receive a broad and balanced curriculum with opportunities to in school activities that their parents may be unable or unwilling to help their child access.	PP pupils have access to learning opportunity to attend school external visits, Forest school sessions and well-being activities.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff and English lead to receive training from the English hub on "Talk for Stories" to build vocabulary and background knowledge, ensuring disadvantaged children gain exposure to a wider range of experiences through language	Collaborative talk is well evidenced in older age groups, with approaches including dialogic teaching and exploratory talk showing a positive impact on attainment in maths, science, English and on reasoning skills (e.g. Jay et al., 2017; Mercer and Sams, 2006; Mercer et al., 2004; Mercer, Wegerif and Dawes, 1999) Education Endowment Foundation, Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	3 £2,400 - 6 days supply cover
Staff to continue to deliver systematic programme of spelling to ensure consistency in this approach across the school. English lead to monitor and support this development	Spelling is an important academic skill for students to learn in schools. Further, spelling can be taught directly and systematically. Spelling Mastery and Spelling Through Morphographs teach children to spell accurately through teacher-directed phonemic, whole-word, and morphemic instructional approaches. Several evaluations of Spelling Mastery and Spelling Through Morphographs have provided strong and compelling evidence for the adoption and sustained use of these curricula. Further these curricula have demonstrated substantial effects on the spelling development of children. National Institute for Direct Instruction Research on teaching children how to spell https://www.nifdi.org/resources/free-downloads/programs/spelling/spelling-mastery/549-spelling-mastery-research-base/file.html	3 £1200 - 6 days supply cover JS

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
By the end of the Summer term 2026, the early years lead CB will have completed the national continuous professional development (CPD) modules provided by the Moving The Box project and disseminated these to staff to improve identification and support for children at risk of not achieving a Good Level of Development (GLD).	A high-quality early education can prepare children for success in their later education. During their early education, children begin to explore the building blocks of national curriculum subjects that they will go on to study. The 'Effective provision of pre-school primary and secondary education' study found that children who attended pre-school provision, of any kind, attained higher total GCSE scores than those who did not. The higher the quality of the pre-school provision, the higher the GCSE scores. Best Start In life 2022 DFE	1 CB 3 x days supply cover £635
Interventions planned by teacher and led by teacher or TA using key resources across Literacy and numeracy for all year groups – evidence in Pupil Progress meeting document	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF toolkit: Teaching Assistant Interventions	4 £34,200
Intervention delivered by TAs in all year groups to support catch-up in phonics and group reading	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF toolkit: Teaching Assistant Interventions	3 4 6 £24,955

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A well-being School Councillor to have specific time set aside to support children with challenging behaviour and low emotional well-being/resilience	Overall, it is clear that reducing challenging behaviour and low emotional well-being in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	2, 5 £7392
Continue to employ a Parent Support Adviser to support the school business manager to monitor and implement strategies to improve attendance. Free Breakfast Club for PP children with poor attendance	Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	5 £680 £4387.50 £1900
Pupils across school have access to a wider range of experiences and opportunities that are needed to provide a rounded education and that raise aspirations for the future. These include: • Commando Joe sessions • an organised theatre visit to school	Pupils would be unable to access specialist sessions designed to improve their confidence, investigative skills and knowledge and understanding of the world. Their access to the outdoors is limited to the town of Consett. PP pupils will expand their horizons beyond their own locality and experience different environments to enrich their understanding of the wider community Pupils do not have the opportunity to attend the theatre and experience this enriching, cultural experience, adding to their cultural capital.	7 £2658 (Commando Joe) £200.00 (theatre visit to school)

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?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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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.

Activity	Summer 2025 Evaluation			
Teaching Priorities	% Scores PP children Year 1	December 2024	March 2025	July 2025
	0-10	54%	30%	15%
	10-20	23%	23%	38%
	20-30	23%	15%	15%
	30+	0%	32%	32%
	- Figures above that show PP children scoring 20+ is significantly higher than at the same point in previous years. 13 Pupil premium total - 8 of these have SEND - PP pass rate: 31% (80% without SEND)			
Targeted Academic Support	- Phonics - The % of pp children at ARE in YR has increased from 2%- 63%, in Y1 from 23% to 39% and in Y2 17% to 43%. This shows the impact of LW intervention across school - Maths - The % of pp children at ARE in YR has increased from 2%- 50%, in Y1 from 54% to 69% and in Y2 17% to 43%. This shows the impact of WR maths intervention across school - Parents of PP children with attendance less than 90% interviewed in school and support offered to improve this. PP attendance for the academic year 2024-25 was 93.72 in comparison to 95% non-PP - this was in line with the figure of 93.4% when compared to similar schools			
Wider Strategies	- Commando Joe activities delivered to YR, Y1 and Y2 children and staff report that they have observed more skills of resilience with children during daily activities - Family support advisor continues to support PP families to access emergency fund, foodbanks, creative food activities, mental health support for parents, parenting skills etc. Case studies illustrate the impact of this work on children's mental well-being and academic progress - Incidents of poor behaviour have reduced this year. - Evidence of the success of both the above strategies can be found via "Child's Voice" contribution on CPoms. - Free breakfast club issued to 8 children to improve attendance – all increased their % from this offer being provided. - Forest school sessions completed for all year groups			

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

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity		Autumn 2025 Evaluation	
% Phonic Scores PP children Y1	December 2025		
0-10	33%		
10-20	33%		
20-30	11%		
30+	22%		
- Governors discussed figures above and noted that in this Y1 cohort 44% of PP children are SEND – these account for the number scoring 10 or less in the December test. - Reading - The % of pp children at ARE in YR has remained at 14% in Y1 remained at 22% to and in Y2 increased from 23% to 37% - Writing - The % of pp children at ARE in YR has increased from 0%- 11%, in Y1 it has remained at 22% and in Y2 it has remained at 33%. - Maths - The % of pp children at ARE in YR has increased from 0%- 11%, in Y1 from 44% to 48% and in Y2 remained at 42%. - PP attendance figures compare favourably with non-PP children at 94% compared with 96% for non-PP - Parents of PP children with attendance less than 90% interviewed in school and support offered to improve this - Family support advisor actively supporting PP families to access emergency fund, foodbanks, toys for Christmas, mental health support for parents, parenting skills etc			

Activity		Spring 2026 Evaluation	
% Scores PP children Y1	April 2026		
0-10	22%		
10-20	22%		
20-30	22%		
30+	33%		

- Governors discussed figures above and noted that in this Y1 cohort 44% of PP children are still SEND – these account for the number scoring 20 or less in the March test.
- Reading - The % of pp children at ARE in YR has remained at 11% in Y1 risen to 30% and in Y2 increased to 38%
- Writing - The % of pp children at ARE in YR has increased from 0%- 11%, in Y1 it has risen to 40% and in Y2 it has remained at 33%.
- Maths - The % of pp children at ARE in YR has remained at 11%, in Y1 has risen to 50% and in Y2 risen to 46%.
- PP attendance figures compare favourably with non-PP children at 95.10% compared with 96.28.
- Parents of PP children with attendance less than 90% interviewed in school and support offered to improve this

Activity		Summer 2026 Evaluation	
	% Scores PP children	June 2026 Y1	June 2026 Y2
	0-10	11%	0%
	10-20	11%	20%
	20-30	44%	40
	30+	33%	40%

Year 1 analysis:

Governors discussed figures above and noted 9 Pupil premium - 44% (4 SEND) One PP child was disapplied from the test but is still included in overall figures

Pass rate:

Total pass rate: 72%

PP pass rate: 31==44% (57% without SEND)

Others pass rate: 77%

Y2 Analysis:

5 Pupil premium - 28% (all PP children are SEND)

Pass rate:

Total pass rate: 64%

PP pass rate: 22% (100% without SEND)

Others pass rate: 77% (100% without SEND)

End of year data below:

- Reading - The % of pp children at ARE in YR has increased from 14%- 25% with 12% being above expectation in Y1 risen from 22% to 40% and in Y2 from 23% to 38% with 16% above expectation
- Writing - The % of pp children at ARE in YR has increased from 0%- 14% in Y1 from 22% to 50% and in Y2 it has remained at 33%
- Maths - The % of pp children at ARE in YR has increased from 0%- 37% in Y1 from 44% to 80% and in Y2 42% to 62%

Attendance figures for PP children 2025-26 compare favourably to non-PP children and there are eight less PA PP children than non-PP

Attendance - CIS	School Attendance 2024-25	5 th Sept– October 10 th	5 th Sept – 30 th January 2026	5 th Sept – July 2026

Overall attendance (all pupils)	94.73	97.18	96.01	96.18
Attendance – Ever 6	93.72	95.79	94.68	95.68
Attendance – Non Ever 6	95.01	97.5	96.33	96.32
Persistent Absentees	24	16	15	14
Persistent Absentees – Ever 6	7	4	6	5
Persistent Absentees – Non Ever 6	17	12	9	8