

Pupil premium strategy statement – Combs Infant School 2025/2026

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	14
Proportion (%) of pupil premium eligible pupils	7.14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Joanna Sweatmore Headteacher
Pupil premium lead	Joanna Sweatmore
Governor / Trustee lead	Nick Boden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,830
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£1,830

Part A: Pupil premium strategy plan

Statement of intent

At Combs Infant School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We support each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and put them on the path to being 'well rounded' citizens of the future.

We will ensure that effective teaching, learning and assessment meets the needs of **all** pupils through the rigorous analysis of hard and soft data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Following the guidance from the EEF; The range of provision the school leadership consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress – through use of Teachers and teaching assistants.
- 1-1 support where required to enhance progress and outcomes.
- Additional teaching and learning opportunities provided through trained external agencies such as Family Support.
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths
2	Continue to maintain good progress in early phonics
3	To revisit SMART targets repeatedly to ensure knowledge is embedded

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
Progress in reading	Achieve national average progress scores in KS1 reading – children can apply phonic skills to read with fluency and expression
Progress in writing	Achieve national average progress scores in KS1 writing
Progress in mathematics	Achieve national average progress scores in KS1 mathematics
Progress and attainment in early phonics	Achieve national average attainment in phonics
SMART targets met and embedded	Children applying what they have learnt in their class learning independently

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)

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Children in receipt of the Pupil Premium Grant and Recovery Premium Grant funding will make at least expected progress from their individual starting points across all areas of the curriculum but especially in reading, writing and maths.</i>	All Pupil Premium children will be tracked each term to ensure they are making at least expected progress towards their targets. Their interventions will be reviewed following a robust timetable of data collection and passed to subject leads to ensure progress is being made and interventions are having an impact.	1,2,3

<i>CPD for staff – supply costs</i>	Developing teaching staff knowledge, skills and subject leadership to ensure quality first teaching. Visiting of other schools to learn, cascade ideas and learning and develop. This further supports development into middle management and senior management roles. Use of leadership training NPQH as well as internal and external training providers. Cross school works through PEGS to support CPD.	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted individual/small group intervention and targeted support addressing where there is a need directed by regular assessments</i>	Through regular and ongoing assessments, children with gaps in their knowledge are set SMART targets specific to their needs with specific intended outcomes. Extra hours given to staff to allow more interventions for further small group and 1:1 support for highly targeted groups. (e.g Fast track tutoring, precision teaching and Toe by Toe)	1,2,3

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

Budgeted cost: 430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School sessions delivered weekly to support the children</i>	Forest school allows children the time and space to discover who they are and where they fit into the world. Children develop life skills and interests at their own pace, making discoveries about the world around them in a natural environment. Leaders facilitate this holistic learning by providing experiences and practical activities that enrich the learning and development of individuals, catering to different learning styles	1 ,2, 3

Total budgeted cost: £1,830

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Target - Social and emotional behavioural challenges

Impact – Small group/individual work and day to day support by teachers and TA have ensured a positive outcome emotionally and academically for these children. We have seen self – confidence grow along with resilience and self-belief. The children look forward to these sessions where they feel happy, safe and secure. Forest school continues to be used to promote mental health and wellbeing. It also helps resilience, motivates independence and problem solving.

2. Target - Narrowing the attainment and progress gap across Reading, Writing, Maths

Impact – Children have been part of catch-up intervention programmes with TA's and teachers. Data is demonstrating good progress for these groups. Staff continue to have this as a core focus of data analysis and therefore clear overview of where improvements need to be.

3. Target - Improving progress and attainment in early phonics

Impact – Children have been part of catch-up intervention programme with TA's and teachers. National data demonstrates that we are in the top 20% for our phonic results. Improving progress and attainment in early phonics.