

Pupil premium strategy statement – North Baddesley Infant School

This statement details our school's use of pupil 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	262 310 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	22.2% 20.3% (inc Nursery)
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)	2025-2028
Date this statement was published	25/11/2025
Date on which it will be reviewed	Every half term
Statement authorised by	Carla Lashmar
Pupil premium lead	Beth Waters
Governor / Trustee lead	Mike Hiscock & Kayleigh Leonard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,490
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£55,490

Part A: Pupil premium strategy plan

Statement of intent

- *Children to become lifelong learners*
- *Children to manage themselves socially and emotionally*
- *For children to have a strong sense of belonging at NBIS*
- *For children to have good attendance*

Challenges

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

Challenge number	Detail of challenge
1	Children eligible for PP often experience a combination of factors that can limit their attainment. In particular, some may lack key skills—such as metacognition and executive functioning—that support effective learning.
2	Schoolwide assessment for learning needs to be further developed to ensure that children eligible for PP receive timely, targeted support that addresses gaps and moves learning forward. Continue to strengthen teachers' adaptive teaching practices so they can better adjust instruction, resources and scaffolding in response to the needs of children eligible for PP.
3	Children and families eligible for PP often face a range of barriers, meaning they are not always ready to access the curriculum or to attend school consistently.
4	Children and families eligible for PP are less likely to have access to a variety of enrichment opportunities. This can mean they find it harder to link learning to their experiences, have lower self-esteem and a reduced sense of belonging.

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
Children show learning behaviours which help to support effective learning.	<ul style="list-style-type: none"> Monitoring reports Pupil comments (from pupil conferencing) Progress data
Staff have increased knowledge and experience applying executive functioning and metacognitive strategies.	<ul style="list-style-type: none"> Monitoring reports Teachers' confidence audits Attendance at training
Staff use a bank of assessment for learning strategies effectively to pitch and accelerate learning.	<ul style="list-style-type: none"> Monitoring reports Staff meeting minutes
Teaching is high quality and lessons are consistently adapted to meet the needs of all children.	<ul style="list-style-type: none"> Monitoring reports Planning Progress data
The gap between disadvantaged and non-disadvantaged children's outcomes in writing will be reduced.	<ul style="list-style-type: none"> Gap in writing data for Y2 between disadvantaged and non-disadvantaged will be less than 15.1%
Children and families are supported enabling children to feel emotionally ready to access the curriculum.	<ul style="list-style-type: none"> Reduction in CPOMS incidents Trajectory on family interventions (families moving from CP to CIN etc) Reduction in pastoral support (need for meet & greets, TALA & ELSA) Engagement with school staff Family survey data
Continued improved attendance for disadvantaged children and reduce percentages of persistent absentees.	<ul style="list-style-type: none"> Gap between disadvantaged and non-disadvantaged children's attendance remains or improves from the previous academic year (92.06% vs 96.88% in 2023-2024 [gap 4.2%], 92.3% vs 95.6% in 2024-2025 [gap 3.3%]) Children identified as persistent absentees show an improved attendance trajectory from their identification point

	<ul style="list-style-type: none"> Action is taken for all disadvantaged pupils with emerging attendance concerns Individual case studies Qualitative data – parent forum
Children increasingly contribute and engage with experiences that connect them to the community.	<ul style="list-style-type: none"> Attendance at clubs Pupil comments (from pupil conferencing)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,265 (Team Teach, JH for ESLT, Paul Dix, Drawing Club & Curious Quest resources, memorable experiences etc)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sharing research and delivering training around executive functioning, metacognition, assessment for learning and adaptive teaching.	High quality teaching can narrow the disadvantage gap and promoting effective CPD is crucial for improving classroom practice and pupil outcomes (EEF, 2021).	1 & 2
CPD tailored to individual teachers.	Ensuring that professional development aligns with the needs of the school and is supported by school leadership is recommended by EEF, 2021.	1 & 2
Ensure all staff have current attachment awareness training and become an Attachment and Trauma Aware School (ATAS).	Research shows that when teachers are attachment-aware and provide secure-base, emotionally attuned relationships, students demonstrate better academic engagement, self-regulation, and social competence (Rosie et al, 2019)	3
Drawing club, curious quest and memorable experiences for writing.	Monitoring demonstrates the positive impact with reluctant writers, writing sentences and improved letter formation across all classes in EYFS. Children show increased motivation to write and enjoyment of the process.	2

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

Budgeted cost: £10,908 (2x TA 10hr/wk each, 39 weeks) & ed supplies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue pre-teaching and paired reading.	TAs delivering interventions to small groups or individuals is most effective and can provide an additional four months progress. (EEF, 2022)	2
Share understanding of research to benefit the use of pre-teaching. Staff to plan and deliver pre-teaching.	Yoon (2023) carried out a meta-analysis on the effectiveness of pre-teaching on academic achievement. According to a research overview, pre-teaching has a moderate positive effect.	2

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

Budgeted cost: £44,568 (CPOMS, Safeguarding training, Pastoral daily, Thrive, Club places, Trips, Attendance mtgs, DSL mtgs, FLinks)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of CPOMS to record and track safeguarding concerns. Andrew Hall leading whole school safeguarding training.	KCSIE (2025) states 'All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing'.	3
Family support work – workshops, financial support, daily pastoral care etc.	Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (Marc Rowland, 2023)	3
Run term time and out of term time clubs for all children, offering funded places for disadvantaged families.	Involvement in creative activities has a positive impact on academic learning and can add three months progress. (EEF, 2022)	4
Breakfast/after school club places to support punctual attendance.	DfE recommends pastoral and SEND staff support pupils and their families to overcome barriers to attendance (2022). Poor morning routine is often described by parents at NBIS as a reason for arriving late.	3

Increase staff awareness of Thrive approach through whole school training and case studies of Thrive in action.	A recent (2023–24) independent study by ImpactEd Group, covering ~1,700 Thrive schools in England, found: 27% fewer exclusions in Thrive schools compared to the national average. Lower pupil absence, including a 15% drop in severe absence. Improved teacher well-being, with a 5% improvement on the Teacher Wellbeing Index.	3
Memorable experiences	Social-emotional learning — which can be fostered through memorable, experiential activities — has a “moderate impact for moderate cost,” translating to about +4 months’ progress on academic attainment. (EEF, 2025)	3 & 4
Develop knowledge and understanding of families that are regular non-attenders and work with them to improve systems and processes.	“Well-designed school communications can be effective for generating positive engagement and having an impact on attendance and other outcomes.” (EEF, 2024)	3

Total budgeted cost: £59,741 (more than PP received in)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact
Children show learning behaviours which help to maximise their learning.	<ul style="list-style-type: none"> • Monitoring reports • Pupil comments (from pupil conferencing) • Progress data 	<ul style="list-style-type: none"> • Increased task engagement and sustained attention during lessons. • Improved progress across subjects due to more effective use of learning time. • Greater independence, resilience and self-regulation in learning. • Reduced low-level disruption, creating a more productive classroom climate.
Staff have increased knowledge and experience applying executive functioning and metacognitive strategies.	<ul style="list-style-type: none"> • Monitoring reports • Teachers' confidence audits • Attendance at training 	<ul style="list-style-type: none"> • More consistent, high-quality modelling of learning strategies across the school. • Better scaffolding for pupils who struggle with working memory, planning or attention. • Improved outcomes for disadvantaged pupils and SEND learners through targeted support. • Staff more confidently planning lessons that develop metacognition alongside subject content. • Greater alignment between adult practices and the school's relational, nurturing ethos.
Families continue to feel supported with their wellbeing.	<ul style="list-style-type: none"> • Parent engagement with family links (attendance registers and feedback) • Reduction in CPOMS incidents • Trajectory on family interventions (families moving from CP to CIN etc) • Reduction in pastoral support (need for meet & greets, TALA & ELSA) • Engagement with school staff 	<ul style="list-style-type: none"> • Increased parental engagement with school and learning. • Stronger home-school relationships and trust. • Earlier identification and support for families in crisis, reducing escalation. • Improved pupil wellbeing and readiness to learn as a result of stable home routines.

	<ul style="list-style-type: none"> Family survey data 	
Continued improved attendance for disadvantaged children and reduce percentages of persistent absentees.	<ul style="list-style-type: none"> Reduced gap between disadvantaged and on-disadvantaged children's attendance (92.06% vs 96.88% in 2023-2024) Reduced number of disadvantaged children who are persistent absentees (57% of persistent absentees were PP eligible in 2023-2024) 	<ul style="list-style-type: none"> Closing of attendance gaps between disadvantaged and non-disadvantaged pupils PPvs Whole school; 92.3% vs 95.6% in 2024-2025 [gap diminished to 3.3%] Improved attainment and progress for pupils who previously missed or were at risk of missing significant learning. Stronger relationships between school and families who previously had attendance barriers. More consistent routines at home and school, supporting behaviour and wellbeing. Reduction in safeguarding concerns linked to poor attendance.
Children increasingly contribute and engage with experiences that connect them to the community.	<ul style="list-style-type: none"> Attendance at clubs Pupil comments (from pupil conferencing) 	<ul style="list-style-type: none"> Strengthened sense of belonging and pride in their local context. Increased cultural capital through diverse, meaningful community experiences. Improved communication, teamwork and social responsibility. Greater visibility of the school within the community, enhancing partnerships. Pupils able to talk confidently about how they contribute to and benefit from their community.

% of children achieving secure +

	Reading			Writing			Maths		
	PP	PP (no SEN)	Whole year	PP	PP (no SEN)	Whole year	PP	PP (no SEN)	Whole year
Year R	77%	83%	88%	69%	75%	87%	85%	92%	90%

Year 1	47.4%	69.2%	77.1%	42.1%	61.5%	68.7%	63.2%	84.6%	73.5%
Year 2	44.4%	80%	82.7%	22.2%	40%	70.4%	33.3%	60%	79%

% of children achieving GDS

	Reading		Writing		Maths	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
Year R	N/A		N/A		N/A	
Year 1	5.3%	15.6%	0%	4.8%	0%	12.5%
Year 2	22.2%	30.6%	0%	13.9%	11.1%	13.9%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds Revised	
Jigsaw PSHE	
Get Set for PE	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
Pastoral support – visits to school dogs, use of nurture room, additional parents evenings, stories related to family circumstance sent home. Interventions for under achievement and additional volunteer reading.
The impact of that spending on service pupil premium eligible pupils
100% of service children met ARE.