Liss Infant School Pupil Premium Strategy Statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Liss Infant School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-24 to 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kay Bowen Executive Headteacher
Pupil premium lead	Al Hutton Deputy Headteacher
Governor / Trustee lead	Zoe Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
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	£28,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at least make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality, inclusive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

We make decisions based upon research conducted by the Education Endowment Foundation (EEF) in order to ensure that the most effective strategies are used and that they provide good value for money.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The challenges are varied and cannot be described as “one size fits all”.

Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through high quality, inclusive teaching and provision for inclusion.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level and for them to see themselves as successful learners.
- To foster positive, consistent relationships with children and their families.

We aim to do this through:

- Ensuring that teaching and learning opportunities and assessment meet the needs of all of our pupils.
- Ensuring that high quality provision for inclusion is made for pupils who are disadvantaged.
- Ensuring that planning focuses precisely on what pupils need to learn to rapidly close gaps in learning, provide challenge and ensure mastery.
- Ensuring appropriate support for families so that pupils attend well and are enabled to achieve well.

Strategy Plan key principles:

- Consistent, high quality, inclusive teaching and assessment for learning enables all groups of pupils achieve well.
- Appropriately timed and precise interventions.
- Ensure pastoral strategies work in an inter-related way.
- High quality support for families ensures engagement and enables families to work confidently with school to maximise attendance and positivity about education.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed oral language skills and vocabulary gaps for many of our disadvantaged pupils. This negatively impacts their learning across the curriculum.
2	Our-pupils living with disadvantages often have greater difficulty with phonics than their non-disadvantaged peers. This negatively impacts their development as word readers.
3	Our assessments indicate that some of our disadvantaged pupils' attainment in writing and maths is significantly below that of their non-disadvantaged peers.
4	Our assessments and observations have identified social and emotional needs for some of our puils living with disadvantages. This negatively impacts their learning across the curriculum.
5	A number of our families living with disadvantage require support with parenting, providing enrichment and supporting their children with learning.
6	It has been identified that a number of our disadvantaged families are unable to sign their children up for extra-curricular opportunities due to financial constraints. The cultural capital that these opportunities provide for the children is essential for their all-round development.
7	Our disadvantaged children have negative gaps against the national and their non disadvantaged peers in all three year groups.

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

Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessment and observation indicate significantly improved oral language among disadvantaged pupils. This is triangulated with evidence including engagement in lessons and book scrutiny.
Improved attainment in phonics and reading.	Phonics outcomes-show that all pupils make good progress from their starting points and 80% of non-SEND disadvantaged pupils meet the expected standard. Reading outcomes show that all pupils make good progress from their starting points and 75% of non-SEND disadvantaged pupils meet the expected standard.
Improved progress and attainment in writing and maths.	KS1 writing and maths outcomes show that all pupils make good progress from their starting points and 75% of non-SEND disadvantaged pupils meet the expected standard.
Achieve and sustain all disadvantaged pupils identifying as successful learners with strategies for learning and dealing with challenges.	Qualitative data indicate that pupils are supported to successfully participate in learning. Few behavioural incidents recorded.
Improve and sustain parental support for children's learning at home.	Qualitative data from parent meetings and home school link worker reports show parents feel more confident and informed with supporting their child with their education.
Improved attendance.	Average attendance for all PP children will be over 90%.

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: £7,000 from this budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for high quality, inclusive teaching.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	1,2,3,4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Enhancement of our English teaching and curriculum planning. We will fund teacher release time to work alongside experienced English leader to develop practice.	The National Literacy Trust Primary Literacy Research and Policy Guide shares recent research and policy developments on the benefits of creating a school writing culture and writing curriculum to develop skills to support the writing process.	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4
Pupil progress meetings held after each Data Drop throughout the year (3 times) using spiral of enquiry and venn diagrams support discussions [PP children a	Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and	2, 3, 4

key group for discussion - academic & pastoral progress].	planned actions/interventions evaluated and adapted.	

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

Budgeted cost: £12000 from this budget (additional funding from elsewhere).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local phonics lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Additional SALT directed to support our disadvantaged children with language skills	High quality structured interventions should be used to support pupils who are struggling with literacy. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Under the direction of the teacher, LSAs to provide targeted support (in line with the spiral of enquiry) across the year group to lessen academic gaps.	This support is precise and allows for specific teaching of to address gaps enabling this group of children to both catch up and keep up.	1,2,3,4

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

Budgeted cost: £9785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff training on restorative practice and behaviour management using trauma informed strategies.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4, 5
ELSA support for some pupils in addition to class-based Social and Emotional Learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF SEL Guidance	3,4
Parent Support Advisor provide sustained and intensive support where needed.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3,4,5
To arrange a series of workshops to help parents develop greater knowledge of how to support their children's learning Workshops to include: Phonics, Reading,	To increase parents' knowledge of what their children are learning and the progress they are making. To increase parents' ability to support their child's learning at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

Writing, Maths		
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	Children who feel secure and have a sense of belonging are better placed to learn. Ensuring equity for children from disadvantaged backgrounds.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Regular monitoring and tracking of attend-ance. Com-municating with parents regularly, so poor attend-ance can be challenged but support offered where nec-essary.	In order to learn, children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness. Our Parent support advisor and attendance officer will work under the direction of our attendance champion to ensure high expectations are set for attendance and goals achieved.	7
Commando Jo		

Total budgeted cost: £28785

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.

Our internal assessments during 2024-25 indicates that the performance of disadvantaged pupils was lower than their peers in all key areas of the curriculum.

Our outcomes for 2024-25

2024-25 PP Outcomes			
EYFS (GLD) 6 children	50% of 6 children achieved GLD 75% of the 4 PP, non SEND group achieved GLD		
Phonics Y1 2 children	50% of the 2 children (1 child) achieved the pass mark. 100% of the PP non SEND children (1 child) achieved the pass mark.		
	Reading	**Writing**	**Maths**
Year 1 2 children	50% of the 2 children achieved expected in all three subjects		
Year 2 8 children	25% of the 8 children achieved expected in all three subjects 75% achieved in reading 38% achieved in writing 63% achieved in maths 50% of the 4 non SEND PP children achieved expected in all three subjects		

GDS - No children in the PP group achieved GDS in any subject.

Externally provided programmes

Programme	Provider
Commando Joe	CM Sports