

## Pupil premium strategy statement

This statement details our school's use of pupil 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	Carrington Infant School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	18% (30 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	May 2026
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Kate Cliffe
Governor Lead	Jonathan Nelson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25/26)	£51,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for 2025 - 2026 academic year</b>	<b>£51,510</b>

## Part A: Pupil premium strategy plan: Statement of intent

### Supporting Disadvantaged Pupils at Carrington Infant School

At Carrington Infant School, we have a deep understanding of the common barriers to learning that disadvantaged pupils may face. We are committed to ensuring that this knowledge is shared across our staff team so that every adult in our school is equipped to support pupils effectively. We hold the highest expectations for all children, regardless of their starting points or challenges.

We believe that **high-quality teaching, targeted interventions, and a diverse programme of enrichment activities** are the most impactful strategies for helping our disadvantaged pupils thrive. Our aim is for every child to:

- Communicate confidently using a rich and varied vocabulary
- Develop a lifelong love of reading, recognising that books open doors to new worlds
- Be emotionally regulated and ready to engage positively with their learning

We are unwavering in our belief that, with the right tools and support, every child can succeed.

### Relationships and Community

We place great importance on building strong, positive relationships with pupils and families. These connections are vital in helping children feel safe, happy, and valued. We want every pupil to love coming to school and to feel a sense of belonging within our community.

### Our Core Objectives for Disadvantaged Pupils

- Use assessment to inform action and close gaps in literacy and numeracy
- Ensure equal access to opportunities beyond the classroom
- Foster a sense of belonging and value, where every pupil knows their contributions matter

### How We Achieve This

- Being trauma informed and attachment aware
- Supporting teachers through a reflective coaching model
- Collaborating with colleagues across other schools
- Promoting wellbeing and resilience among disadvantaged pupils
- Empowering parents to support their children's learning
- Raising attainment in speech, language, and phonics
- Tracking participation in extra-curricular activities to broaden life experiences
- Addressing persistent absence and lateness
- Providing therapeutic support, including access to a Therapy Dog
- Creating frequent opportunities for purposeful talk

### Governors' Expectations and Our Commitment

- Ensuring all teaching is consistently good or better
- Delivering targeted, meaningful support
- Making every pupil feel valued and recognised
- Supporting the cost of educational visits and enrichment activities
- Providing behaviour support to help pupils be ready to learn
- Maintaining strong parental engagement

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Poor speech and language from EYFS</b></p> <p>Every child, regardless of circumstance should be able to develop and thrive. There is increasing concern about the numbers of children starting school with poor speech, language and communication skills. Inequalities in early language development are recognisable in the second year of life and have an impact by the time children enter school.</p> <p>Nationally approximately 20% of all children throughout the UK are behind with their talking and understanding of words.</p> <p>When children start school in Reception they are assessed using a speech and language therapist approved assessment. Each child who is flagged in the assessment as having a difficulty is provided with a personalised programme.</p> <p><b>43% of our PP Reception intake children require Language Link Intervention or require Speech link</b></p>
2	<p><b>Low levels of social and emotional development</b></p> <p>Our Reception cohort were born in Covid lockdown and we have recognised a dip in self-regulation and the language required to communicate personal needs.</p>
3	<p><b>Preparedness for the school pathway (Emotionally, Physically and Nutritionally)</b></p> <p>Identifying families that need our support in the morning to manage the school drop off. This ranges from support in the home to reviewing the food the children are eating. We recognise the link between less nutritious meals and the inability to focus in learning.</p>
4	<p><b>SEND</b></p> <p>40% of our disadvantaged PP pupils are SEND</p>
5	<p><b>ACES – Adverse Childhood Experience</b></p> <p>23% of our disadvantaged PP pupils have one or more ACEs which can potentially significantly impact mental and physical health throughout their life</p>
6	<p><b>Enrichment</b></p> <p>Not all of our Pupil Premium children have enrichment opportunities outside of the school therefore our enrichment offer is wide and varied <a href="#">see website</a></p>

## 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 oracy skills	<p>Pupils can articulate themselves verbally</p> <p>EYFS curriculum targets communication and language supported by Language link and Voice 21 materials</p>

	Targeted teacher and support staff professional development using Voice 21 materials
Pupil Premium children will participate in a range of activities, supplementary to the curriculum.	Participation in school sports and other extra-curricular activities increased cultural capital. Take up of clubs and other enrichment is monitored and parents contacted to offer places if the child would like to attend.
Positive Relationships Policy supports all children to feel connected and psychologically safe.	iESCAPE incidents decrease from Autumn Term baseline of 39 to end of year in single figures as children become more able to understand their emotions
Progress of PP with SEND is tracked against personalised targets	Success will look different for each child. Teachers will be able to demonstrate progress from starting points at the beginning of the school year
Attendance is above 95% for all Pupil Premium children	All Pupil Premium children maintain attendance above 95%, ensuring they access the full curriculum. Attendance is monitored daily, and any early signs of decline trigger immediate support and family engagement.

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional development for Oracy using the Voice 21 materials	Oracy Education Commission Report – October 2024	1
The National College CPD package	EEF Effective Professional Development	4
Trauma Responsive Education Training	This is part of a local authority wide strategy to equip schools to promote practice that supports vulnerable children to attend and engage in education. Mitigating the barriers to good educational outcomes for this cohort is a national priority as demonstrated by the government's commitment to the extended duty to all Virtual Schools. Trauma Informed and Attachment Aware approaches can have a profoundly positive impact on children who have had or are experiencing 'Adverse Childhood Experiences', enabling them to be more ready for learning.	5

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech link and Language link delivered by trained Learning Support Assistants to assessed groups of children in EYFS and Year 1	EEF (+4) Teaching assistant interventions Infant Language Link provides planned and resourced interventions for a graduated approach. Recommended high quality teaching strategies and classroom resources allow the teacher to support SLCN universally.	1
Use of local Alternative Provision	Meeting the specific needs of disadvantaged pupils with SEND	4
Carrington Bears Breakfast Club: Dedicated intervention to enhance a sense of community, improve attendance, sense of purpose	EEF (+4) Social and Emotional Learning - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2 & 3

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

Budgeted cost: £ 8,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk and Toast – targeted breakfast intervention run by experienced support staff	Education Endowment Foundation Breakfast Interventions: Rapid Evidence Assessment August 2024 <a href="#">EEF Breakfast Interventions</a>	1 & 3
Our Time, breakfast and after school club provision: some PP places funded by school		
Enrichment activities accessible for all	The Sutton Trust Outside of the school gates, access to extracurricular activities is limited for those who cannot afford to pay. Addressing these access gaps is key to ensuring all young people receive the education they need to reach their potential.	6

	Schools should focus on ensuring a wider range of their pupils develop a broad array of non-academic skills, through both classroom strategies and extra-curricular enrichment activities such as debating, cultural visits and volunteering	
Parental Engagement – tell a Tale Assembly	EEF Parental Engagement	6

**Total budgeted cost: £ 51,510**

## 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.

#### CONTEXT Pupil Premium and Community Engagement Overview (September 2024 – July 2025)

During the academic year 2024–2025, 22% of our pupils were eligible for Pupil Premium funding—slightly above the national average of 19%. Our school serves a broad geographical area, with only 30% of pupils residing within the immediate catchment. This diversity makes fostering a strong sense of community within the school especially important.

We are proud to have achieved the **Bronze Award** for becoming a **Trauma and Attachment Aware School**, reflecting our commitment to supporting pupils' emotional wellbeing. This academic year we will be working towards the Silver Award.

#### Parental Engagement and Support for Disadvantaged Families

Parental engagement has been notably strong. Impressively, 100% of parents of disadvantaged pupils attended both autumn and spring term parent evenings. The Head Teacher continues to work diligently to build and maintain positive relationships with disadvantaged families, ensuring they feel supported and included in the school community.

#### Enrichment and Extra-Curricular Opportunities

Our pupils have participated in a wide range of extra-curricular clubs and enrichment activities designed to broaden their experiences and support holistic development. These include:

**Clubs and Activities:** Gymnastics, football, Wycombe Wanderers, dance, choir, Rock Steady music, drama, Forest School, EYFS activities, Wellness Wednesday, computing, art, ball skills, multi-sports, cooking, and swimming for Year 2 pupils.

**Special Events:** eg Colour Run, themed enrichment days, art workshops

#### Educational Visits and Cultural Experiences

We have offered a variety of internal and external trips to enhance pupils' learning and cultural awareness, including visits to:

- Windsor Castle
- Tower of London
- Waddesdon Manor
- High Wycombe Chair Museum
- Flackwell Heath Library
- Woolley Firs Environmental Centre
- Science shows and visiting theatre groups
- Lego Workshop
- Christchurch Flackwell Heath
- Local awe walks
- Paccar Scout Camp

**63 Pupils in cohort of which**

**17 PP**

<b>Year 1 Phonics Pass</b>	<b>Whole Cohort</b>	<b>National Pass</b>	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
2025	86% Pass	90% Pass	80 % Pass	88 % Pass

**EYFS – GLD (good level of development)**

**48 pupils in cohort**

**PP**

<b>EYFS - GLD</b>	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
2025	66 % achieved GLD	71 % achieved GLD

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Language Link	Speech Link Multimedia LTD
Rock Steady	Rock Steady
Swimming Yr 2	Swim Stars Swimming School