

Pupil premium strategy statement – Milford Infants' School and Preschool

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	227
Proportion (%) of pupil premium eligible pupils	21%
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	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Miss W Chant
Pupil premium lead	Miss W Chant
Governor / Trustee lead	Mr A Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£74,050

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Milford Infants' School and Pre-School is a large school for 2-7 year olds, located on the edge of the large market town of Yeovil in Somerset. In the Index of Multiple Deprivation Decile we are placed 294.

The aim of our Pupil Premium strategy is to ensure that all pupils, including disadvantaged pupils, make progress from their starting points to enable them to reach their full potential. Through addressing the child's social, emotional and mental health needs first, we ensure they have the independence, confidence and resilience to develop learning behaviours needed for successful learning. Teachers take time to get to know the children and build secure relationships at times of transition. Gaps in learning are quickly identified and planning is tailored to ensure an appropriate sequence of learning before moving on.

Through our broad and balanced curriculum and wider school experiences we aim to provide rich and high quality opportunities to enable children to have high aspirations for their lives and future learning. Coaching and feedback school led tutoring sessions will be used across the school to enable teachers to give specific intervention to identified children. As the teacher is delivering this intervention, feedback can then be integrated into everyday practice in the classroom to ensure impact is maximised.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – For a small number of children attendance can be a barrier to learning. This is particularly the case for those children who are regularly late and so miss the teacher led input first thing in the morning.
2	Economic deprivation – Family's economic circumstances can mean that children do not have the same life opportunities as others, often leading very sheltered, localised lifestyles. They are often not well supported by parents at

	home. Parents may not have high aspirations and are not always able to provide equipment and uniform that their child needs
3	Extra-curricular experiences – A number of our pupil premium children were not accessing additional activities and extra curricula clubs. These are clubs that build team work, independence, social and physical skills. They are also places where the children become members and develop the feelings of belonging and being valued.
4	Speech and Language – We are finding increasing numbers of children join our Reception classes with delayed speech and language and vocabulary skills. These skills form the basis of the children's ability to learn, communicate and thrive in the school environment. These are the key skills children require in order to learn to read, make friendships and becoming life-long learners.
5	Well-being and mental health – There are a growing number of children in our school for whom social and emotional needs are a barrier to learning. These children may have suffered an adverse childhood experience or have a diagnosed need. We are also seeing an increase in parents and families who require support with their well-being.
6	High number of pupils with very high SEN needs

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
Pupil premium children to make expected or better progress from their starting points.	Data shows that disadvantaged children have made expected progress or better at our school and this is in line with their peers.
Staff are confident in supporting children and families with their mental health and well-being. To further develop children's resilience through a relational approach to behaviour.	For all children to feel emotionally secure and safe in school. A consistent approach to behaviour support and regulation was established for all pupils. This is demonstrated by: *pupil voice and surveys *parent feedback and surveys *teacher observations *APDR cycles (assess, plan, do, review) *annual reviews for SEND children *continued levels of non-exclusion
All children have high quality life experiences which enable them to have high aspirations for themselves.	The curriculum and wider school life provides children with a variety of experiences in which to participate. There is an increase in participation of pupil premium children in extra-curricular and enrichment activities with a particular focus on after

	school sports clubs run by an external provider.
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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: £157,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Both Assistant Headteachers teaching in class 3 to 4 days per week.	To sustain and maintain high quality teaching.	All
Funding to enable a full time TA in each class to develop secure relationships and provide support for teaching and learning. (Two classes supported by PP funding)	During the Covid19 lockdowns when 'bubbles' were in place and adults were consistent throughout the week we found that children felt safe and secure in their relationships and therefore were able to access their learning and make progress. Incidences of low level behaviour were reduced and teachers had support to deliver immediate interventions as needed. Each classroom has full time TA support throughout the week.	All

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

Budgeted cost: £5,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Talk Boost interventions for identified pupils Toddler Talk and Early Years	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early	4

Talk Boost = Intervention programme to support children with speech and language challenges	language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	
Daily 'early birds reading club' (before school) for pupil premium children to target reading attainment and progress.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	1, 2

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

Budgeted cost: £44,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable consistency of support for attendance and social, emotional and mental health needs for children and families through our Parent Family Support Advisor (PFSA)	The PFSA is an important link between school, the families and Children's Social Care. The PFSA works closely with the SENCo in school to ensure consistency of support for children with additional needs. She supports a number of families with routines to improve children's attendance and punctuality at school. We share our PFSA with Milford Junior School, which helps to facilitate a smooth transition for vulnerable families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 5

Enhance social and emotional support for children with a full time Emotional Literacy Support Assistant (ELSA)	There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning and some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 5
To develop a Nurture base to include an ELSA room, nurture room, parent meeting room and calm/sensory room	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 2, 4, 5
Enhance life experiences by funding the cost of visits and visitors for all pupil premium children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	All
Funding for parents towards wraparound care	Allowing parents to drop their children at school earlier than the usual start time enables them to work longer hours therefore increasing the quality of life for the children at home. Children develop their social skills whilst eating breakfast with a group and playing with children of other ages at the club.	1, 3
Funding for all vulnerable children who would like Free School Milk (Statutory requirement for	Milk is an important part of a child's diet. It is one of the few drinks allowed in school under the latest government's food-based and nutrient-based standards and provides a number of health benefits and social opportunities to ensure children get the most out of the school day. It provides a nutritional boost and keeps children hydrated between breakfast and lunch, helping them to concentrate and learn.	5

schools to pay for School Milk)		
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Total budgeted cost: £206,761

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Pupil premium strategy outcomes

	GLD	Maths	Reading	Writing	Phonics (Passed)
Reception Cohort (81)	53 – 65.4%				
Reception PP (13)	13 – 65.4%				
Year 1 Cohort (82)		66 – 80%	62 – 75%	63 – 77%	69/82 84%
Year 1 PP (12)		6 – 50%	4 – 33%	4 – 33%	6 – 50%
Year 2 Cohort (76)		60 – 79%	56 – 74%	56 – 74%	
Year 2 PP (19)		12 – 63%	12 – 63%	12 – 63%	

Analysis

Strengths:

-In Reading, Writing and Maths the number of children achieving the expected level was significantly higher than the predicted number.

-In Reading and Maths there is a 5-6% increase on the children achieving the expected level from last year.

-The percentage of children achieving Greater depth in reading is 44%.

-Increase of 6% on last year's phonics screening scores (2024 was also an increase of 10% from 2023). This proves that our consistent, teacher-led interventions have been successful in supporting those who were on the cusp of not achieving.

-Achievement in Reading, Writing and Maths are good and broadly in line with each other.

-Improvement of 5% on last year's number achieving the expected at reading. This could be attributed to the amount of support we have had from volunteer adults to hear children read and consistent intervention times.

-Morning books have supported childrens' independence with writing and have provided good evidence of their abilities.

Areas to develop:

-Although there are less children achieving GD in Maths and Writing we feel this reflects the advice given in the 'Stronger Foundations' document. We have focussed on supporting children in developing a depth of foundational skills rather than extending their knowledge and understanding.

-We hope that the introduction of the new phonics scheme will support levels of achievement in Literacy

-To support GD writing we will plan for more non-fiction in the Summer term as this provides better evidence that the non-fiction we have carried out this year.

-Planned moderation throughout the year