

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Wyke Regis Infant School and Nursery
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	23% [48 children]
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Wanda Roberts
Pupil premium lead	Duncan Kirwin
Governor / Trustee lead	Rev. John MacKenzie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,720

Part A: Pupil premium strategy plan

Statement of intent

At Wyke Regis Infant School and Nursery our intention is that disadvantaged pupils leave our school well equipped for the next stage of their school career. We want them to achieve at least in line with their peers and to have high aspirations for their futures. We want them to be in school regularly so that they can receive the support and encouragement they need as well as learning strategies to help them to control their emotions. We want to support parents in creating nurturing homes where the children are able to thrive and where education is valued.

Our strategy works towards this by highlighting specific barriers and challenges to learning which many of our disadvantaged children and families face. It targets groups of children with carefully considered interventions based on thorough analysis of their needs. We will evaluate our provision on a regular basis and will make adjustments as necessary.

Our key principles are raising attainment, securing good progress, improving attendance and behaviour as well as supporting families to create better futures.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills, including reading are low on entry to the Federation from Nursery to Reception (FS1 & FS2)
2	Reading, writing and maths attainment for disadvantaged pupils is lower than for non-disadvantaged - especially for those disadvantaged pupils with SEND
3	Attendance
4	Complex emotional and behavioural needs - SEMH needs and support
5	Family circumstances – multi agency involvement

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
<i>Children's language and communication needs will be addressed and appropriate and effective intervention will be put in place.</i>	• Focus on children's language skills – teachers to model standard English at all times – Quality First Teaching • Impact of the Oracy Project is clear in all classrooms • RWI Phonics used from FS1 to Y2 • Reading used effectively to support children's grasp of vocabulary • Reading support put in place as required, including specific phonics interventions – Linked directly to RWI to ensure inclusion and matched learning • Children's oracy will improve which will impact on their attainment, confidence, and ability to read and access the curriculum. • Children will leave KS1 with the phonic knowledge and key reading skills need to access the curriculum • Key language and how to use it is a focus in all lessons for all subjects.
<i>Increased % of disadvantaged pupils reaching the expected standards in reading, writing and maths</i>	• Children who are not making the expected progress are identified and adaptations are made to teaching to ensure their needs are met • PP lead, SENDCo and Bottom 20% lead meet weekly to focus on key children and look at specific areas to ensure progression. Information is then passed to teachers directly. • Focus on Quality First Teaching based on accurate formative and summative assessment with gaps analysis • If necessary, effective interventions are planned and reviewed regularly for impact • The percentage of disadvantaged pupils reaching the expected standard will increase to be in line with national expectations.
<i>Attendance of disadvantaged pupils will improve – attendance will be at least 95% and the number of persistent absentees will reduce</i>	• Children at risk of not attending school regularly will be identified • PP lead is on the Dorset Education Board Attendance Panel – direct involvement in local attendance targeting and policy. • Strategies will be put in place to improve attendance such as phone calls from AHT, door knocks • The County attendance process will be used if other measures are unsuccessful • Attendance of disadvantaged pupils will improve and will be in line with non-disadvantaged pupils • Use of VYED and half termly reports to target key strategies and individuals.
<i>Reduction in fixed term suspensions for disadvantaged pupils</i>	• Children at risk of exclusion are identified and appropriate and effective support is put into place • Positive relationships policy is used effectively by all adults in the school • Range of external support agencies are used to develop a bank of strategies to support pupils at risk of suspension and exclusion • Staff will foster positive relationships with families to ensure support is in place from home. • Due to improved support, fewer disadvantaged pupils will receive fixed term exclusions • Introduction of 'The Hive' SRP provision for SEMH needs will support those children from our school which meet admissions criteria - Reduced suspensions and targeted support.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support staff in every year group</i>	Small group tuition (EEF toolkit) – Moderate impact for low cost +4 months progress Teaching Assistant Interventions (EEF toolkit) – Moderate impact for moderate cost + 4 months progress	1 and 2
<i>CPD linked with the Oracy Project - staff meetings and direct training for key staff to disseminate</i>	Outcomes from The Chesil Challenge project and key areas identified. Use of materials from Devon research school at Kingsbridge.	1
<i>Classroom practice focus based on CPD outcomes from the Oracy Project - Impact of QFT</i>	Outcomes from The Chesil Challenge project and key areas identified. Use of materials from Devon research school at Kingsbridge.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Teaching (whole class and interventions)</i>	Phonics teaching (EEF Toolkit) – high impact, low cost +5 months' progress	1 and 2
<i>SALT interventions including WELKOM</i>	EEF toolkit - Sensitivity towards needs	1
<i>Precision Teaching (small group work)</i>	Small group tuition (EEF toolkit) – Moderate impact for low cost +4 month progress Adopting evidence based interventions has been highlighted in EEF "Making Best Use of Teaching Assistants" summary	1 and 2

<i>Resilience Building</i>	Social and Emotional Learning – moderate impact, moderate cost +4 months progress Teaching SEL strategies explicitly – EEF “Improving Social and Emotional Learning in Primary Schools” guide Metacognition and Self-Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5
<i>Targeted ELSA/TIS support</i>	Metacognition and Self-Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of word rich environments using planned for vocabulary especially within FS classrooms</i>	EEF - preparing for literacy report, Work with Dorset SIP Range of report papers found online	1 and 2
<i>Targeted ELSA/TIS support - use of Motional</i>	Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5
<i>MHST Support</i>	Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5
<i>Stormbreak and Stormbreak Shine Pathways</i>	Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5
<i>Attendance monitoring (identifying families at risk and offer breakfast club if appropriate)</i>	Maslow's Hierarchy of Needs; Marc Rowland – The Pupil Premium; EEF – using the Pupil Premium	3
<i>Reduced rate for trips, breakfast club, after school club [support with Nursery Fees in conjunction with CS where appropriate]</i>	As above	5

<i>Oracy project - follow up to involvement in The Chesil Challenge Project</i>	Maslow's Hierarchy of Needs; Marc Rowland – The Pupil Premium; EEF – using the Pupil Premium	1-5 with a clear focus on 1 in this stage of the project
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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.

Year 2	Reading		Writing		Maths	
Year Group (71 pupils 70 pupils) Attendance – 94.4% 94.5%	65% ARE + 62% ARE+	46 pupils 43 pupils	58% ARE + 61% ARE+	44 pupils 43 pupils	75% ARE + 75% ARE+	53 pupils 53 pupils
	25% GDS 24% GDS	18 pupils 17 pupils	10% GDS 11% GDS	7 pupils 8 pupils	11% GDS 13% GDS	8 pupils 9 pupils
PP (17 pupils)	53% ARE + 47% ARE+	9 pupils 8 pupils	47% ARE + 41% ARE+	8 pupils 7 pupils	71% ARE + 65% ARE+	12 pupils 11 pupils
	24% GDS 29% GDS	4 pupils 5 pupils	0% GDS 0% GDS	0 pupils 0 pupils	0% GDS 0% GDS	0 pupils 0 pupils
SEN (20 pupils)	20% ARE + 20% ARE+	4 pupils 4 pupils	25% ARE + 25% ARE+	5 pupils 5 pupils	30% ARE + 40% ARE+	6 pupils 8 pupils
	5% GDS 5% GDS	1 pupil 1 pupil	0% GDS 0% GDS	0 pupils 0 pupils	0% GDS 0% GDS	0 pupils 0 pupils
No SEN (50 pupils)	82% ARE+ 78% ARE+	41 pupils 39 pupils	72% ARE+ 76% ARE+	36 pupils 38 pupils	92% ARE+ 90% ARE+	46 pupils 45 pupils
	34% GDS 32% GDS	17 pupils 16 pupils	14% GDS 16% GDS	7 pupils 8 pupils	16% GDS 18% GDS	8 pupils 9 pupils

PP+SEN (7 pupils 6 pupils)	29% ARE + 17% GDS	2 pupils 1 pupil	29% ARE + 17% ARE+	2 pupils 1 pupil	43% ARE + 33% ARE+	3 pupils 2 pupils
	14% GDS 17% GDS	1 pupils 1 pupil	0% GDS 0% GDS	0 pupils 0 pupils	0% GDS 0% GDS	0 pupils 0 pupils
PP No SEN (10 pupils 11 pupils)	70% ARE + 64% ARE+	7 pupils 7 pupils	60% ARE + 55% ARE+	6 pupils 6 pupils	90% ARE + 82% ARE+	9 pupils 9 pupils
	30% GDS 36% GDS	3 pupils 4 pupils	0% GDS 0% GDS	0 pupils 0 pupils	0% GDS 0% GDS	0 pupils 0 pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service premium applies to 1 child currently in Reception. The funding was spent on emotional support as required as well as small group intervention to ensure children were making at least expected progress.
What was the impact of that spending on service pupil premium eligible pupils?	The child has made a positive transition from Nursery into Reception. He requires some support to separate from mum in the morning but is generally coping well in the FS2 classroom.

This is our strategy statement; a 3-year plan outlines specific spending plans and detail of strategies deployed.