



Respect for All. Learners for Life.

Lister Infant School

Pupil Premium Strategy

October 2024-27

Updated October 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Lister Infant School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	K Gordon
Pupil premium lead	K Gordon
Governor / Trustee lead	G. Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,870
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£87,870

Part A: Pupil premium strategy plan

Statement of intent

The Senior Leadership Team continually look at ways to improve the life chances of all of our pupils and the barriers that stand in the way of their development. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for Pupil Premium.

Lister Infant School continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following;

1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers
2. Targeted academic support – close links between intervention support and classroom teaching
3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school and to give skills for life

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within internal school data.
- For disadvantaged pupils at the end of KS1 to achieve at least in line with national expectations in order that they can fully access the next stage of their education and achieve their true potential to go on and live a fulfilling life.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Punctuality and attendance issues
4	Limited experiences of life outside immediate environment, self-belief, self-regulation and confidence.

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
Further diminish in school gaps in percentage of disadvantaged children achieving GLD at end of EYFS	2024 Data shows in school gap of 20% (national gap 19%) Aim to continue to diminish this gap as whilst maintaining standards at least in line or above national.
Further diminish in school gaps in percentage of children passing the phonic check at the end of year 1.	2024 Data shows in school gap of 12% (national gap -18%) Aim to continue to diminish this gap further
Improve attendance for disadvantaged children.	Attendance for disadvantaged children at least in line with non disadvantaged children

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of interactions through CPD and peer mentoring.</p> <p>“The ShREC approach-developing high quality interactions” professional development.</p> <p>EYFS Lead release to support development and embedding.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EE</p>	<p>1.2.4.</p>
<p>Improve the quality of social and emotional learning by embedding Zones of Regulation.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Teacher release to support development, embedding and resources.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic attendance, performance, attitudes, behaviour and relationships with peers)</p>	<p>1,2,3,4</p>

Targeted academic support

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants and HLTAs in all year groups to provide small group catch up and keep up phonics	To support a small number of children in all year groups with their phonic and reading progress	1,2
Beanstalk Readers x2 to read 3 times a week with priority given to children who are looked after. Look at possibility of extending to 3 Readers (1 per year group).	Additional time with a trained adult to support reading and share stories on a 1:1 basis - special time not only impacting on reading skills but also building self-esteem and a lifelong love of reading, stories and books.	1,2,3,4
Teaching assistants in each year group to deliver the Wellcomm Intervention	This evidence base intervention supports children with language below the average for their age who need additional support in order to 'close the gap' with their peers. Language development is accepted as being critical to learning, cognitive development and literacy. In the classroom, spoken language is the primary medium through which teachers teach and children learn. It is expected that, when a child starts primary school, they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. This level of proficiency in speech, language and communication is critical to the development of a child's cognitive, social and emotional well being. A child who struggles to speak will often struggle to read and write. This issue can be compounded if children are exposed to teaching of reading and written language before their spoken language skills are developed enough to access this teaching.	1 (2,3,4)

Wider strategies

Budgeted cost: £43,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Work with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers</p>	<p>A lack of home support or life experiences such as trauma causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence Interventions: Think Yourself Great, Sunbeams and Zones of Regulation.</p>	4
<p>To release teacher 1/2 day for 10 weeks to deliver the Build a Bridge of Books Course to parents and children in reception classes. HLTA to deliver Parent Programme for Early Reading x 2 To release Mental Health Lead to run Zones of Regulation workshops with parents.</p>	<p>Course aimed to engage parents in school life and to learn to play, chat and interact with their child through book making activities. Aim is to break down barriers between home and school and promote a partnership approach to their child's learning journey. Evidence shows that if parents will engage with the school and the child's learning that early gains are more likely to be sustained as the child moves through the education system.</p>	1,2,3,4
<p>For any family known to be in need of support with uniform, school will offer uniform free of charge.</p>	<p>Ensuring all children wear the uniform and have a P.E kit ensures that no child feels left out or different to others as a result of economic disadvantage.</p>	4 (1,2,3)
<p>Improve mental health/emotional wellbeing of all pupils through development of forest school and activities. Member of staff to achieve full accreditation for Forest School Training</p>	<p>Children discover for themselves sustainable ways to develop resilience and life skills</p>	4 (1,2,3)
<p>Breakfast Club</p>	<p>To ensure all children have equal access to correct fuel for learning and start the school day after a nourishing breakfast.</p>	1,2,3,4
<p>To provide one term of swimming lessons for year 2 children. To develop their confidence in water and maintain the high</p>	<p>Data shows that the majority of children in the school do not access swimming lessons. In providing these lessons children will take the first steps in mastering a life skill.</p>	4

percentage of pupils who are able to swim 10 metres by the end of year 2.		
Improving attendance, engagement and readiness to learn for the most disadvantaged pupils	The head of school and admin assistant take the lead in ensuring procedures are robust in monitoring attendance and that there is support and help for families that need it. Target: to further improve attendance for all pupil groups to above 97%	3

Total budgeted cost: £87,870

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes for Disadvantaged Pupils for Academic Year 2024-2025

Disadvantaged /Non-disadvantaged end of year Scores at EXS 2025					
	Reading	Writing	Mathematics	GLD	PCS
Reception				60 / 72% ()	
Year 1	52 / 71%	44 / 62%	56 / 82%	WRM 44 / 62%	68/85% (67/84)
Year 2	64 / 79% <i>(54/73%)</i>	61 / 71% <i>(44/65%)</i>	71 / 82% <i>(56/75%)</i>	WRM 61 / 71%	82/86% (81/92)

**scores in red – national 2023*

**scores in blue – national 2024*

Historically the gap between disadvantaged pupils and other pupils at Lister Infant School is consistently less than the national gap with overall outcomes either in line or above national results. End of year results for 2025 show that as a result of high quality teaching and intervention the attainment for disadvantaged pupils at the end of EYFS is above national averages for 2023 and in school gap is in line with the national average. In KS1 attainment for disadvantaged pupils at Lister Infant School is higher than national average 2023 in all areas. In school gaps are also much improved on national gaps. The school will continue to provide the best quality education and experiences for all our children to reduce this in school gap whilst maintaining the high standard all our pupils achieve.

Outcomes from Teaching Strategies

Activity	Impact
Teaching assistants and HLTAs in all year groups to provide small group catch up and keep up phonics	<p>In Reception 11 children accessed catch up phonics- 6 achieved a GLD. 11 children accessed WELLCOM intervention- 10 children met age related expectations at the end of the year.</p> <p>In Year 1, 13 disadvantaged children accessed catch up phonics- 7 passed the year 1 phonic check.</p> <p>In Year 2, 16 disadvantaged children accessed catch up phonics- 10 children passed the year 1 phonic check.</p>
Beanstalk Readers x2 to read 3 times a week with priority given to children who are looked after. Look at possibility of extending to 3 Readers (1 per year group).	<p>We had 2 Beanstalk Readers. In EYFS 5 children accessed the support. 3 children achieved a GLD and 80% achieved speaking ELG.</p> <p>In KS1 8 children accessed this additional support. All children who took part grew in confidence and self-esteem. The Beanstalk readers supported work in phonics and reading also. All children in EYFS who accessed the intervention achieved a GLD.</p>
Teaching assistants in each year group to deliver the Wellcomm Intervention	In reception 10 children accessed this language support. 80% achieved CLL and 80% achieved a GLD.

Outcomes from wider strategies

Activity	Outcome
Pastoral Support Work with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers	<p>Interventions: Think Yourself Great, Theraplay, Sensory circuits and Zones of Regulation.</p> <p>Teaching assistants worked with a total of 26 children throughout the year from KS1. All children benefitted from increased self-esteem, confidence and were more equipped to manage their emotions through self-regulation strategies</p>
To release teacher 1/2 day for 10 weeks to deliver the Build a Bridge of Books Course to parents and children in reception classes.	<p>This course was replaced with a maths course for Reception parents. 12 families participated. 7 children achieved a GLD. 83% achieved maths Early Learning Goals (ELGs).</p> <p>In total 10 families accessed this course. 6 children achieved a GLD. Feedback from families showed that parents had increased confidence to develop</p>

HLTA to deliver Parent Programme for Early Reading x 2 Teaching Assistant to deliver Nurture Programme for Parents	8 families accessed the nurture course – feedback at the end of the course showed that parent had increased awareness and confidence to deal with challenges and that family life was calmer and more positive.
For any family known to be in need of support with uniform, school will offer uniform free of charge.	This is ongoing and the school supports any family in need of uniform.
Improve mental health/emotional wellbeing of all pupils through development of forest school and activities. Member of staff to achieve full accreditation for Forest School Training	All children have accessed forest school. Feedback from parents, children and staff value these sessions. Forest School accreditation ongoing until spring term 2026.
Breakfast Club	33 children accessed Breakfast Club. 30% were children entitled to Pupil Premium. All children enjoy a relaxed, nutritious breakfast in a relaxed, social environment.
To provide one term of swimming lessons for year 2 children. To develop their confidence in water and maintain the high percentage of pupils who are able to swim 10 metres by the end of year 2.	All children in year 2 accessed one term of swimming lessons. All children showed huge improvement in water confidence and are ready for next step in learning to swim. 100% of pupils could put their face in the water, blow bubbles and walk confidently. 87% could float confidently in the water. 65% could kick and swim with a float. 20% could swim 5m 10% could swim 10m
Improving attendance, engagement and readiness to learn for the most disadvantaged pupils	End of year data for attendance for disadvantaged pupils was 93.69% and no was 95.9% showing the impact of RISE support workers and pastoral staff.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	