

Pupil premium strategy statement – Ilfracombe Infant and Nursery School

This statement details our school's use of pupil premium (and recovery 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	173
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire Grant, Executive Headteacher
Pupil premium lead	Claire Grant, Executive Headteacher
Governor lead	Nadine Sampson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,385.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£66,385.00

Part A: Pupil premium strategy plan

Statement of intent

At Ilfracombe Infant and Nursery School our education focuses on the development of the whole child and integrates academic learning with artistic and outdoor activities. We recognise the unique contribution that each child brings to their learning and use targeted additional support strategies to support every child to be able to:

- Improve levels of attainment and progress
- Where present, close attainment gaps
- Improve self-esteem
- Have full access to the curriculum
- Access extra-curricular provision

We are committed to ensuring that pupils in receipt of pupil premium are not stigmatised or isolated in any way. We do identify these pupils in our progress tracking system and attendance monitoring, which enables us to monitor their progress and to intervene where appropriate.

High quality teaching is always a priority as this has a significant impact on closing the attainment gap between pupil premium children and non-pupil premium children. We recognise that high-quality teaching, targeted support and a range of wider strategies is necessary to overcome barriers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and underpinned by research.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have less developed speech and language skills including vocabulary gaps this has an impact on their attainment in reading, writing and mathematics.
2	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a

	greater extent than for other pupils. These findings are supported by national studies.
3	Some pupils require social, emotional or mental health support.
4	Some families require social and emotional support to minimize barriers to learning for their child and improve attendance.
5	Some pupil's exposure to extracurricular experiences is limited.
6	Parental engagement with parents of pupil premium children.

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
Key Stage One pupils achieve their full potential in phonics.	A high number of pupils achieve the expected standard in phonics screening at the end of year one/two. Narrow the gap between the attainment of pupil premium children and non-pupil premium children.
Children make good or better progress from their individual starting point in reading, writing and maths.	Children on track to meet their ambitious predictions in reading, writing and maths and narrow the gap between the attainment of pupil premium and non-pupil premium children.
Improved oral language skills and vocabulary.	Assessments and observations indicate improved oral language. Assessment data and exit data indicates that pupils no longer require intervention, or that intervention can be reduced.
Improved attendance.	The gap between pupil premium and non-pupil premium children's attendance is narrowed.
For pupils to access high quality enrichment opportunities to inspire, engage and contextualise learning.	A high level of enjoyment and engagement noted by staff and parental feedback. The children are able to talk about their experiences and it is obvious that it has had positive impact on their wellbeing.
Improve confidence and self-esteem.	There is a high uptake of access to after school clubs. Children extend their understanding through experiential learning - they are excited about their

	learning and want to talk about it. Their vocabulary is richer and their aspirations are higher. They can talk about their experiences and use subject-specific vocabulary. Their level of engagement for learning is high.
Provision enables pupils to access a full curriculum.	Case studies illustrate an improvement in social, emotional, mental health and wellbeing. Children accessing groups will have increased confidence, resilience and a range of strategies to improve their relationships within school. Adaptive teaching is strong across the whole school.
Parental engagement improved	Case studies illustrate improved engagement from parents of pupil premium children. Attendance of pupil premium children improves.

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: £25,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Mental Health Training	The Education Endowment Fund states that "Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils."	2,3,4,6
Continue to invest in Little Wandle phonics programme	Gap between pupil premium and non pupil premium was 8% at the end of 2024/25. 100% of pupil premium	1

	pupils that did not achieve the expected standard are on the SEND register.	
LSA support within every classroom. To raise attainment of our Pupil Premium children by ensuring that every child's learning is scaffolded according to their individual need, within the framework of quality first teaching.	The Education Endowment Fund states that "one to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile."	1,2,3

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

Budgeted cost: £33,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group speech and language, English, maths and social and emotional sessions	The Education Endowment Fund states that "one to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile."	1,2,3
Mastering Number Training across the school	Children are equipped with greater accuracy, efficiency and confidence with working with numbers, including flexible partitioning, secure understanding of number bonds and the ability to explain their thinking using appropriate mathematical language.	1,2

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

Budgeted cost: £7,635.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF PP evidence brief)	2,3,5
Provide at no cost to families, a wide range of educational visits, after school clubs and curriculum enrichment opportunities. Contextualise the learning for children so that they can make connections. Extend vocabulary and understanding by providing first hand experiences		1,2,3,4,5
Lunchtime social and emotional group to offer provision for pupils with social and emotional needs.		1,2,3,4

Total budgeted cost: £66,385.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25 Impact

Teaching and Targeted Academic Support

Year One

- Phonics gap between pupil premium and non pupil premium was 8% at the end of 2024/25. 100% of pupil premium pupils that did not achieve the expected standard are on the SEND register.

EYFS

- 39% of pupil premium pupils achieved a good level of development in comparison to 51% of non- pupil premium, a gap of 12%. 75% of pupil premium pupils that did not achieve the expected standard are on the SEND register.

- Case studies indicate that the impact of a school inclusion lead has improved attendance, parental engagement and provision for disadvantaged pupils that are also on the special educational needs register.

- Children have very good learning behaviours and are engaged in their learning.

Year Two Intervention

The targeted intervention in reading and writing has resulted in all pupil premium children making significant progress from their individual starting point.

Wider Strategies Impact

There has been a high uptake of after school clubs for pupil premium children throughout the whole year. Parents and carers express their appreciation of this free provision and staff report that disadvantaged children are gaining from the additional experiences.

Forest School provides all children with the opportunity to be outside learning in an environment that many may not have experience of. We receive regular positive feedback from parents, carers and the children. Some children that have

struggled with their emotions thrive in Forest School and they sometimes access additional sessions.

The early morning breakfast club and lunchtime club gives children the opportunity to access an environment that meets their needs. Some children will attend for a short while before going on to play with their friends outside. The clubs provide excellent transition for children who might otherwise become dysregulated.

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