Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Yeading Infant and Nursery School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Rupinder Ahluwalia
Pupil premium lead	Kuldip Cheema Assistant Headteacher
Governor / Trustee lead	Sumit Parmar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,250
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4540.89
Total budget for this academic year	£120,790.89

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Yeading Infant and Nursery School is a school where all our pupils are able to learn and grow in an environment that stimulates and challenges. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve. Skilled and dedicated senior and middle leaders ensure that pupils make exceptional progress. Cohesive teamwork ensures no child is left behind. Children flourish in this nurturing environment. All staff know the pupils as individuals and care for them exceptionally well. Children feel safe to learn and take risks. Curriculum is rich and varied, with a wide range of extra-curricular opportunities. These provide pupils with high-quality experiences. Leaders are not complacent. They believe that the curriculum remains a work in progress, and they continue to make well-considered changes to meet the needs of all children. Leaders ensure that teaching is consistently effective in their year groups. Teachers plan and pitch their lessons to challenge pupils. They are able to do this through the use of high-quality assessment. Then they can ensure that pupils from different starting points are able to make equally strong progress. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as being disadvantaged. Pupil premium will be allocated to the children who are identified as a priority for interventions or support, so therefore not all children in receipt of pupil premium for free school meals or military funding will have interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1.	Assessments, observations and discussions indicate underachievement in oral language skills and vocabulary gaps due to 90% of pupils have English as an Additional Language. These are evident from Nursery through to KS1 and more predominant for our disadvantaged pupils compared to their peers.
2.	Assessments, observations and discussions suggest that disadvantaged pupils have greater difficulty with Phonics compared to their peers. This has an impact on their progress as readers.

3.	Assessments, observations and discussions suggest that disadvantaged pupils have lower Literacy Skills compared to their peers which impacts on their Reading.
4.	Assessments, observations and discussions suggest disadvantaged pupils have lower Literacy Skills compared to their peers which impacts on their Writing.
5.	Assessments, observations and discussions suggest disadvantaged pupils have lower Literacy Skills compared to their peers which impacts on their Maths.
6.	Assessments, observations and discussions indicate children entering the Early Years have limited language and communication skills and this impacts on their ability to access all areas of learning.
7.	Assessments, observations and discussions suggest pupils have emotional and social needs including low self-esteem. The lack of enrichment activities over school closure has raised lots of social and emotional issues for many children. Teacher referral for support from Learning Mentor have increased and currently children requiring additional support for emotional needs are receiving small group interventions (Nurture Group, Pastoral Groups).
8.	Assessments, observations and discussions suggest that attendance among disadvantaged children has been lower than non - disadvantaged 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
Improved oral language skills and vocabulary. Oracy.	Assessments and observations show improved oral language and vocabulary among disadvantaged pupils. This is evident during class engagement in lessons, discussions, book scrutiny and on-going assessments.
Early Reading and Phonics.	Year 1, maintain and continue to reduce gap between disadvantaged, non-disadvantaged and nationally in Phonics.
Overall attainment and progress in Reading.	At KS1, narrow the gap between disadvantaged pupils, non – disadvantaged and nationally in Reading.
Overall attainment and progress in Writing.	At KS1, narrow the gap between disadvantaged pupils, non – disadvantaged and nationally in Writing.

Overall attainment and progress in Maths.	At KS1, narrow the gap between disadvantaged pupils, non – disadvantaged and nationally in Maths.
Most able and higher achieving pupils across the school.	At KS1, narrow the gap in RWM at Greater Depth between disadvantaged, non – disadvantaged and national.
Emotional well – being and behaviour support for all our pupils in school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: Children demonstrate increasing resilience. Reduction in children receiving 1 to 1 emotional well – being intervention.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance and narrow the gap between disadvantaged pupils, non – disadvantaged and national.

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.

Quality First Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Twinkl Phonics and Early Reading Comprehension Guided Reading Writing Maths	• Collaboration with The English Hub further enhances programme implementation through expert support, training, and resources, ensuring fidelity and effectiveness. • In house CPD with a focus on QFT in all core areas of the curriculum. Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge, pedagogical expertise and curriculum development. (EEF) • High-quality teaching and a responsive curriculum are key to accelerating pupil progress and closing attainment gaps. Research shows effective teaching is the most important factor in pupil outcomes (EEF, 2024). Using evidence based lesson structures like Rosenshine's Principles ensures clear, systematic teaching that improves understanding and engagement (Rosenshine, 2012; EEF, 2021). • The Education Endowment Foundation (EEF) highlights that approaches combining vocabulary development with reading comprehension strategies yield significant progress, particularly for pupils eligible for pupil premium, who may have less exposure to rich	1,2,3,4,5,6.

	language environments outside school. • Support to identify gaps/forgotten learning. Prompt identification of pupils' specific literacy needs and the provision of appropriate support are critical to ensuring sustained progress' (EEF 'Improving Literacy' Guidance report). • In class coaching/monitoring to support and develop practice. Regular monitoring through pupil progress meetings ensures timely identification of needs and targeted support, which is critical to closing attainment gaps (DfE, Using Pupil Premium Guidance, 2025). • Development and implementation of targeted Phonics/Spelling. • Development and implementation of targeted Reading, Writing and Ark Maths. • Writing Project to develop writing with an author. • Transition support for all pupils and those who are new to school. • Provide children with a range of opportunities for enrichment, engagement of cultural capital throughout the Curriculum.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Early Reading in KS1 Writing Maths EYFS	• The Education Endowment Foundation (EEF) recommends implementing a systematic phonics programme that explicitly teaches pupils a comprehensive set of letter-sound relationships for reading	1,2,3,4,5,6

	and sound-letter relationships for spelling. • Access to Reading Recovery with highly experienced teacher. • Targeted Reading/Writing support with highly experienced Reading Recovery Teacher. • Access to Speech and Language support/Occupational Therapy/Physiotherapy support. • The Education Endowment Foundation highlights that good teaching for pupils with SEND is fundamentally good teaching for all, reinforcing the critical role of skilled class teachers in narrowing attainment gaps and fostering positive outcomes. • Access to Bug Club/Purple Mash/Rhino Readers Library to support with reading fluency, comprehension and Maths. • Write Dance and NELI/Language Link targeted support. • Writing/Inference Author Project. The EEF states that 'targeted support focusing on specific aspects of writing—such as composition, grammar, punctuation, and vocabulary—can significantly improve pupils' writing skills'. Structured teaching, combined with regular assessment, allows for tailored interventions that address individual needs and build pupils' confidence and competence. • Targeted NELI programme in Early Years.	
Emotional Well – being and Mental Health	• The EEF states that 'Social and emotional skills are essential for children's development- they support effective learning and are linked to positive outcomes in later life. • ELSA support from specialist staff. • Therapy Dog to ensure that children who are suffering a trauma receive the appropriate	1,2,3,4,5,6,7

	support. One-to-one support for anxious children improves attendance, wellbeing, and readiness to learn. Research shows addressing anxiety reduces barriers to education, enabling better engagement and academic progress (DfE, Working Together to Improve Attendance; EEF, Supporting Mental Health in Schools). • Sport coaching across the school week to work with PP children in EYFS/KS1 on self-esteem, social skills and attitude to learning. Lunchtime football club for girls run by Brentford Football Club. • Purchase of Catch Up Books and additional resources. • Nurture Groups. • Engagement of most vulnerable children and families. Building parents' confidence through Soft Starts, Parent Partnership, workshops, individual support, and accessible resources strengthens home learning environments, which positively impacts pupil attainment. The EEF highlights that sustained, practical parental engagement improves children's outcomes, especially for pupil premium pupils, by fostering partnership and shared responsibility (EEF, Working with Parents, 2025). • Structured Conversations with most vulnerable families. • High levels of communication with parents. • Zones of Regulation.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole school training on SCERTS with the intent to develop school ethos and improve self - regulation for all pupils.	Universal approaches as well and targeted interventions to have positive overall effects – SCERTS tailored CPD.	7
Opal Play to improve pupils' happiness and wellbeing and meet their play needs.	An evidence-based, mentor-supported framework that improves primary school playtimes by enhancing children's mental health, physical activity, and social skills	1,2,3,4,5,6,7,8
Improve the lack of digital devices and internet to support home learning.	Providing bursaries for school uniform and equipment reduces financial barriers, promoting equal access to education and improving attendance and engagement. The Education Endowment Foundation highlights that removing such non-academic barriers supports disadvantaged pupils' overall attainment and wellbeing (EEF, Using Pupil Premium, 2025).	1,2,3,4,5,6
Embedding principles of good practice set out in DFE's Improving School Attendance advice.	• Celebrating and rewarding good attendance positively reinforces regular school attendance, boosting pupil motivation and engagement. The Education Endowment Foundation highlights that recognition strategies contribute to improved attendance and reduce absence, supporting better educational outcomes (EEF, Using Pupil Premium, 2025). • Magic Breakfast Club to encourage attendance and punctuality. • Wraparound Care to support working families. • Member of staff allocated to focus on attendance as part role on engaging with parents.	8
Music lessons, trips, visitors and extra – curricular Clubs.	• EEF recommends using assessment to build on pupils' knowledge, employing manipulatives, teaching problem-solving, and developing rich mathematical understanding. Targeted support, metacognition, purposeful practice, and smooth Infant to Junior School transitions are crucial. Experienced staff should deliver	7

	evidence-based interventions, ensuring tasks challenge and motivate all pupils. • Forest School to provide happy and healthy lunchtime activities - Outdoor Adventure Learning • After school clubs for all pupils.	
School uniform/PE Kit.	• Providing bursaries for school uniform and equipment reduces financial barriers, promoting equal access to education and improving attendance and engagement. The Education Endowment Foundation highlights that removing such non-academic barriers supports disadvantaged pupils' overall attainment and wellbeing (EEF, Using Pupil Premium, 2025).	7
Nutrition	• Milk and fruit provided free of charge for all children.	1,2,3,4,5,6
Contingency fund for acute issues that may arise.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 2025 to 2026 academic year.

Our school assessments for 2025/26 suggested that the performance of disadvantaged pupils was above non disadvantaged pupils.

- The children continued with a range of opportunities for enrichment, engagement of cultural capital throughout the Curriculum.
- Access to Reading Recovery with highly experienced teachers.
- Targeted Reading/Writing support with highly experienced Reading Recovery Teacher.
- ELSA/Therapy Dog to ensure that children who are suffering a trauma/need extra support receive the appropriate intervention.
- High levels of communication with parents.

Year 2	Reading			Writing			Maths		
2025 to 2026	Pupil Premium (26)	Non Pupil Premium (81)	All (107)	Pupil Premium (26)	Non Pupil Premium (81)	All (107)	Pupil Premium (26)	Non Pupil Premium (81)	All (107)
Working At and Above.	77% (20chn) (80%)	75% (61chn) (83%)	79% (84chn) (85%)	77% (20chn) (80%)	73% (59chn) (79%)	77% (82chn) (82%)	81% (21chn) (79%)	77% (62chn) (87%)	81% (87chn) (83%)

Next steps

- **To continue to narrow the gap between PP and Non PP pupils in all areas.**

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
NELI	Nuffield
Language Link	Speech Link Multimedia Ltd
Nessy	Nessy Learning
Bug Club	Pearson
Educational Psychology Service	EPS Hillingdon

CITS	Hillingdon Council
Therapy Dog	Canine Assisted Learning
Musical Subscription	Charanga
Purple Mash	Two Simple Software
Twinkl Phonics	Twinkl
My Rhino Readers Library	Twinkl
Ark Maths	Ark Maths
Oxford Owl	Oxford University Press