



## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Tibshelf Infant and Nursery School
Number of pupils in school	112 (R-Y2)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Boswell
Pupil premium lead	Rachel Boswell
Governor / Trustee lead	Gemma Moore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

At Tibshelf Infant and Nursery School we want:

- All groups of learners to have every opportunity to make good progress in knowledge/skills across all subjects but particularly in core subjects.
- Pupils achieving expected good level of development and % achieving expected standard in reading and maths to match or exceed National
- To maintain and increase the improved attendance and punctuality. To reduce % of PA
- To ensure learning behaviours are consistently good

We aim to do this through -

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- When 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 reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved by providing high quality CPD.
- To allocate intervention through an experienced teacher - providing small group work focussed on overcoming gaps in learning
- Specific staff member provides a robust attendance monitoring process that supports children and families to remove any barriers when accessing school and learning
- Additional teaching and learning opportunities provided through external agencies including Educational Psychologist and Inclusion Support Services.
- Support payment for activities, uniform, educational visits and residentials. Ensuring children have first-hand experiences to enhance their learning in the classroom.
- Provide appropriate nurture support to support pupils in their emotional and social development through our Pastoral team and external P4YP (Positive for Young People)
- Provide opportunities for all pupils to participate in enrichment activities and develop their cultural capital

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that disadvantaged pupils, especially those who are SEND achievements are lower than that of non-disadvantaged pupils. 48% of our PP children are also SEND.
2	Our assessments, observations and discussions with parents and pupils indicate that social and emotional needs of pupils hinder their attainment and independent learning skills; friendship, behaviour and academic progress. For some pupils this has resulted in knowledge gaps and social attitudes to learning, leading to pupils falling behind age related expectations. 63% of our disadvantaged children have SEMH needs.
3	Our attendance data shows that disadvantaged pupil's attendance is at a lower rate compared to non-disadvantaged pupils. In 2024-2025, attendance of disadvantaged was 93.33% compared to non-disadvantaged at 95.32%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our disadvantaged families are increasingly more likely to take holiday during term time. A large proportion of those pupils identified to be persistently absent are disadvantaged with a multi-agency framework working with the families (32%).
4	<p>Wider opportunities for our disadvantaged families are limited within the community. Families have to travel in order to gain wider enrichment experiences.</p> <p>Street checker from around the addresses of the children indicates (please note approximate findings):</p> <p>Household deprivation (measured against four dimensions for census - employment, education, health/disability, and overcrowding) - 60%</p> <p>Education - over 60% have not carried on in Education after GCSEs</p>
5	Our observations indicate that our children have difficulties with the application of metacognitive and self-regulation strategies. This means that our children need support in monitoring and evaluating their own behaviours. Approximately 60% of our disadvantaged children have weekly nurture sessions.

## 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
All groups of learners will have every opportunity to make good progress in knowledge/skills across all subjects	Clear evidence that end of year outcomes are improved and in line with national expectations, verified through monitoring and swift interventions.

<p>Pupils achieving good level of development at the end of Foundation Stage to increase</p> <p>Pupils progress scores and % achieving expected standard in reading, writing and maths to improve at end of KS1</p>	<p>End of Key stage data shows that disadvantaged pupils attainment is in line with national statistics.</p> <p>Less children will require targeted support.</p>
<p>To support our vulnerable pupils so they can learn effectively <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>All pupils use characteristics of learning skills and Tibshelf federation values as part of their everyday approach to learning. Opportunities for well-being (physical and mental) are embedded through all subjects and is evident through monitoring/cohort profiling. Children identified swiftly and supported with Pastoral care where needed in a timely manner. Pupil Voice shows vulnerable children know they have a safe base whilst in school with basic needs met - food, clothing, nurture and attention. Children with SEMH needs will access the learning environment more positively, more successfully and have their needs catered for through adaptive teaching. Access to Positive Play and Nurture time planned for weekly. Increased adult support in classrooms for all children. Priority given to holistic activities where needed for specific children who need support to develop a more positive attitude towards school and education (designed to break down barriers). Where appropriate, children will be supported with a personalised timetable to meet their individual need - including time for regular brain breaks and well-being check ins</p>
<p>To increase the attendance of all pupils especially disadvantaged pupils.</p> <p><a href="#">Working together to improve school attendance</a></p>	<p>Reduction in absenteeism for disadvantaged children so they are in line with national statistics. Absences are short and pupils return to school quickly.</p> <p>Pupil Voice shows that pupil premium children enjoy learning and attending school.</p> <p>Pupil premium children achieve at least 96% attendance, with absences chased daily and monitored.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3575

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a well sequenced curriculum in all subject areas through quality first teaching and small group/individual interventions for identified pupils.	<p>Evidence from EEF of the impact of small group tuition raising attainment by 5+ months- the evidence suggests that small groups can be better than 1:1 in some cases.</p> <p><a href="#">Evidence from EEF</a> suggests that 1:1 tuition can have an impact of 5+ months, providing intensive academic support, including <a href="#">one to one tuition</a>.</p>	1, 2, 5
To fund teacher release time to embed key elements of guidance in school and CPD in reading and maths. Leaders will also look at how this can be linked into the wider curriculum.	<p><a href="#">EEF guidance</a> 'it is crucial, then, that we start early and make sure that all young people—regardless of background—have access to great mathematics teaching in the early years and at primary school.'</p> <p><a href="#">EEF guidance</a> is based on the best available evidence</p>	1, 2
To create meaningful assessment tasks to identify gaps in learning and where progress has been made.	<p>End of year attainment in Maths is low. Building on previous learning / developing the long term memory, See research carried out by '<a href="#">Focus education</a>'(<a href="#">Clive Davies</a>)</p> <p><a href="#">EEF evidences</a> this approach</p>	1 & 2
To ensure learning behaviours are consistently good from all groups of children	<p><a href="#">Metacognition and self-regulation approaches</a> have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF) This strategy is effective when taught collaboratively so that learners can support each other and make their thinking explicit through discussion.</p> <p><a href="#">EEF Improving Behaviour in Schools Recommendations:</a></p> <p>1. Know and Understand your Pupils 2. Teaching Learning Behaviours alongside managing misbehaviour 3. Use Effective Classroom Management Strategies to support good behaviour. 4. Use Simple approaches as part of your regular routine. 5. Use targeted approaches to meet the needs of individuals in your school.</p>	1,2,3, 5

	<a href="#">Strong evidence</a> detailing how these approaches ensure high expectations for all are maintained and next steps are well informed, so pupils thrive.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for pupils through intervention, which are robustly monitored by the leadership team.	Evidence from EEF of the impact of small group tuition raising attainment by at least 4+ months <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
Little Wandle keep up, catch up	1:1 support can make a difference of 5+ months based on EEF research <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
Training for staff to ensure pupils receive feedback and have opportunities for overlearning.	Importance of effective CDP- EEF research <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Effective practice by all staff members essential, EEF research <a href="#">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> EEF research suggest feedback from learning has a very high impact at a very low cost. <a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	1
To ensure vocabulary is being taught consistently across the school and there are planned opportunities for children to	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to	2,4

use the spoken language to improve learning.	<p>implement with high impacts on reading: This has very high impact for a low cost EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF/Preparing-for-Literacy">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Preparing for Literacy</p> <p>3. Prioritise the development of communication and language - language provides the foundation of thinking and learning and should be prioritised. - High quality adult-child interactions are important and sometimes described as talking with children rather than just to children. - Adults have a vital role to play in modelling effective language and communication. - Use a wide range of approaches including shared reading and storytelling to explicitly extending children's vocabulary. 4. Develop children's early reading using a balanced approach. 7. Use high quality targeted support to help struggling children. - High quality support can ensure that children falling behind catch up as quickly as possible.</p>	
To support children to compose orally and know how to form letters, spell and punctuate correctly. Handwriting instruction should start at the beginning of reception, alongside phonics, and continue throughout the reception year and beyond.	<a href="https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary">https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary</a>	1
Support pupils self-esteem and attitudes towards learning through highlighting and addressing their social and emotional needs.	<p>The research suggest that this can benefit disadvantaged pupils. EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/Social-and-emotional-learning-strategies">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	2,4

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

Total budgeted cost: £6960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Derbyshire Nurture Package within school led by nurture team	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	2
Derbyshire Positive Play intervention	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</a>	2,5

	<p>Ofsted defined the Positive Play Support Programme as "an early intervention tool, reducing disaffection and encouraging inclusive education."</p> <p><a href="#">EEF Social and Emotional Learning Toolkit</a>: 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.</p>	
Dedicated Nurture intervention teachers to support pupils and families to increase self-esteem, motivation and attendance and children get the right support at the right time.	<p>Promoting the next lessons increases attendance, see <a href="#">Improving school attendance (DFE)</a>.</p> <p><a href="#">EEF: Working with Parents to support Children's Learning</a></p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	3,4, 5
Embed principles of good practice set out in the DFE's working together to improve school attendance advice Dedicated member of staff to work alongside families. P4YP and Pastoral lead.	<p>This document states why and how building strong and trusting relationships can help build barriers and increase attendance</p> <p><a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a></p>	3
Subsidise trips and events/ free uniform/funding for issues	<p><a href="#">The impact of breakfast on learning in children - Family Action (family-action.org.uk)</a></p> <p>Based upon our experiences we have identified a need to set aside a small amount of funding to respond quickly to the needs which may not have yet been identified e.g.- food parcels</p>	1,2,3,4
All PP children receive interventions e.g. - well-being such as Zones of regulation, ELSA, use of Sensory activities for regulation	<p>metacognition and self-regulation has strong evidence that it is highly effective with very little cost with 7+months of additional progress</p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>Limited Evidence but links to metacognition research.</p> <p><a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2, & 3



## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using performance data and our own internal assessments.

To help us gauge the performance of the disadvantaged pupils we compare their performance to the non-disadvantaged pupils alongside national statistics.

Our assessments and observations have shown that challenges in wellbeing, mental health and absences have impacted disadvantaged pupils, particularly at the end of FS2. Other areas that have not been met at GLD are communication/language and writing. Many of our PP pupils are also SEND. We have reviewed our strategy statement and made changes to how we intend to use some of our budget as set out in the Activity in This academic year section above.

Disadvantaged Data	School (7 pupils)		National			
<b>EYFS % GLD</b>	29% (increased from last year)		51.3%			
<b>Y1 Phonics EXP+ (12 pupils)</b>	50% (increase from last year)  80% of disadvantaged passed Y2 phonics retake (only 1 pupil did not but did increase by 19 sounds since starting point and is also SEND)		67%			
<b>End of KS1 EXP + (9 pupils)</b>	<b>Reading</b> improved from last year		<b>Writing</b>		<b>Maths</b> improved from last year	
	<b>Sch</b>	<b>Nat</b>	<b>Sch</b>	<b>Nat</b>	<b>Sch</b>	<b>Nat</b>
	44%	-	22%	-	44%	-

Focus 2024 - 2025	Outcome
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<p>All groups of learners will have every opportunity to make good progress in knowledge/skills across all subjects</p> <p>Pupils achieving good level of development at the end of Foundation Stage to increase</p> <p>Pupils progress scores and % achieving expected standard in reading, writing and maths to improve at end of KS1</p>	<p>Each subject has progression of skills and knowledge and new assessment is in place. There has been no narrowing of the curriculum for the disadvantaged. There has been increased subject leadership time.</p> <p>This has remained the same although it has improved in separate areas. This is an area for the SIP in 2025-2026</p> <p>All groups of pupils have improved data from end of KS1 last year, including disadvantaged (see data above)</p> <p><b>Year 2 (all children)</b></p> <table><tr><th>(3 chd did not take)</th><th>EXP</th><th>EXC</th><th>Average scaled score</th></tr><tr><td>Maths</td><td>77%</td><td>20%</td><td>104.1</td></tr><tr><td>Reading</td><td>75%</td><td>14%</td><td>106.7</td></tr><tr><td>SPAG</td><td>63%</td><td>8%</td><td>103.8</td></tr><tr><td>Writing</td><td>62%</td><td>2%</td><td>-</td></tr></table>	(3 chd did not take)	EXP	EXC	Average scaled score	Maths	77%	20%	104.1	Reading	75%	14%	106.7	SPAG	63%	8%	103.8	Writing	62%	2%	-																																																																								
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<p>Pupils use characteristics of learning skills and Tibshelf federation values as part of their everyday approach to learning. Opportunities for well-being (physical and mental) are embedded through all subjects and is evident through monitoring/cohort profiling.</p>	<p>There have been less incidents of low level or poor behaviour recorded. Well-being activities have increased and areas created for children that need support in SEMH or learning. DCC nurture package has run through the year and Boxhall profile demonstrate good impact. There has been increased opportunities during non-structured times and increased sensory breaks.</p>																																																																																												
<p>To increase the attendance of all pupils especially disadvantaged pupils</p>	<table><tr><th>Attendance</th><th>All pupils</th><th>PP</th><th>SEND</th><th>PA</th></tr><tr><td>Tibshelf Infants</td><td>94%</td><td>91.98%</td><td>91.75%</td><td>11%</td></tr></table> <p>Primary Phase Absence Summary as at 31/05/2025</p> <table><tr><th rowspan="2">DfE</th><th rowspan="2">School Name</th><th colspan="4">All Pupils</th><th colspan="4">All SEN (E+K)</th><th colspan="4">FSM</th></tr><tr><th>Cohort</th><th>% Overall Absence</th><th>%PA</th><th>%SA</th><th>Cohort</th><th>% Overall Absence</th><th>%PA</th><th>%SA</th><th>Cohort</th><th>% Overall Absence</th><th>%PA</th><th>%SA</th></tr><tr><td></td><td>Derbyshire Primary Phase Settings</td><td>50575</td><td>4.8%</td><td>10.4%</td><td>0.6%</td><td>10939</td><td>7.5%</td><td>20.1%</td><td>2.2%</td><td>16307</td><td>7.1%</td><td>20.6%</td><td>1.4%</td></tr><tr><td></td><td>Infant Schools</td><td>5242</td><td>5.4%</td><td>13.1%</td><td>0.7%</td><td>1197</td><td>8.4%</td><td>24.3%</td><td>2.1%</td><td>1938</td><td>7.8%</td><td>24.5%</td><td>1.3%</td></tr><tr><td></td><td>Junior Schools</td><td>11246</td><td>4.9%</td><td>10.7%</td><td>0.6%</td><td>2702</td><td>7.6%</td><td>20.3%</td><td>2.0%</td><td>4492</td><td>6.9%</td><td>18.9%</td><td>1.2%</td></tr><tr><td></td><td>Primary Schools</td><td>34087</td><td>4.6%</td><td>9.9%</td><td>0.6%</td><td>7040</td><td>7.3%</td><td>19.4%</td><td>2.3%</td><td>9877</td><td>7.0%</td><td>20.6%</td><td>1.4%</td></tr></table> <p>Disadvantaged:</p> <p>91.98% which is near national for infants at 92.2%.</p>	Attendance	All pupils	PP	SEND	PA	Tibshelf Infants	94%	91.98%	91.75%	11%	DfE	School Name	All Pupils				All SEN (E+K)				FSM				Cohort	% Overall Absence	%PA	%SA	Cohort	% Overall Absence	%PA	%SA	Cohort	% Overall Absence	%PA	%SA		Derbyshire Primary Phase Settings	50575	4.8%	10.4%	0.6%	10939	7.5%	20.1%	2.2%	16307	7.1%	20.6%	1.4%		Infant Schools	5242	5.4%	13.1%	0.7%	1197	8.4%	24.3%	2.1%	1938	7.8%	24.5%	1.3%		Junior Schools	11246	4.9%	10.7%	0.6%	2702	7.6%	20.3%	2.0%	4492	6.9%	18.9%	1.2%		Primary Schools	34087	4.6%	9.9%	0.6%	7040	7.3%	19.4%	2.3%	9877	7.0%	20.6%	1.4%
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## 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
Little Wandle	Little Wandle Letters and Sounds revised

White Rose	White Rose

## Further information

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.