



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	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rachel Boswell
Pupil premium lead	Rachel Boswell
Governor / Trustee lead	Jemma Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

We are committed to maximising the impact of the Pupil Premium Grant (PPG) through a long-term strategy that aligns with our Federation Improvement Plan (FIP). This approach allows us to deliver a balanced mix of short-term, medium-term, and long-term interventions and/or support, ensuring that PPG funding supports wider school priorities and enhances pupils' readiness to learn. At the heart of our PPG strategy is the goal of overcoming barriers to learning. We recognise that needs and associated costs vary depending on the specific challenges faced. Therefore, we do not allocate fixed personal budgets to individual pupils in receipt of PPG. Instead, we identify the barriers to be addressed and select the most effective interventions, whether for individuals, small groups, larger cohorts, or the whole school, and allocate resources accordingly.

At Tibshelf Infant and Nursery School, we believe the greatest barriers to learning for pupil premium pupils include:

- Poor attendance.
- Limited life experiences that support academic development.
- Lack of guidance and positive role models.
- Few opportunities to raise aspirations.
- A persistent learning gap between SEND, pupil premium and non-pupil premium pupils.
- Low motivation, often influenced by adverse childhood experiences.
- An increased mental load and SEMH need compared to their peers.
- A high proportion of pupils identified as Pupil Premium are also on the SEND register.

At Tibshelf Infant and Nursery School, we want:

- All groups of learners will have every opportunity to make good progress in knowledge/skills across all subjects.
- Pupils achieving GLD and Phonics pass rate to increase, so that it is at least in line with national averages
- To increase and maintain high levels attendance and punctuality.
- To reduce % of Persistent Absence.
- To ensure learning behaviours are consistently good so that pupils are aspirational and aim high.

To prioritise spending, we have adopted a graduated approach to define our priorities and ensure balance. This approach comprises three categories:

- High-quality adaptive teaching.
- Wider targeted strategies and interventions.
- Specialised support.

When developing and sustaining our pupil premium strategy, our school adopts a graduated approach to:

- **Assess - Diagnose pupils' needs** - we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.
- **Plan - Use strong evidence to support the strategy** - we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.
- **Do - Implement the strategy** - we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.
- **Review and Adapt - Monitor and evaluate the strategy** - we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Challenges

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

Challenge number	Detail of challenge
1 Aspirational Learning and Role Models	Many pupils lack intrinsic motivation and engagement, making it harder to sustain focus and enthusiasm for learning. Adults around pupils may not set high enough expectations
2 Parental Engagement	Some families provide limited support for schoolwork, reading, and routines, which impacts progress and consistency.
3 Early Life Experiences and limited Cultural Capital	Pupils may have missed cultural and developmental experiences (e.g., books, museums, enrichment activities) that build background knowledge. Lack of experiences throughout childhood like visits to zoos, museums, reading at home or clubs reduces vocabulary and general knowledge.
4 Attendance, Lack of Routine and Environment	Poor attendance and challenging home circumstances such as low literacy, and adverse childhood experiences (ACEs) hinder learning continuity. Morning organisation can be rushed and sometimes pupils do not attend school with appropriate equipment for the day (also preparing for later life). Currently, attendance for Non-PP Pupils: 96% Attendance for PP Pupils: 92.5% (top 40-50% nationally) Attendance for PP with SEND Pupils: 92.8% (top 30-40% nationally)
5 Meeting the ever changing needs of pupils.	A high proportion of the school is identified as SEND, with 33% of PP pupils also being identified as SEND. Over 70% of SEND primary or secondary need is identified as SEMH need.

6 SEMH and Outcomes	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. 66% of our disadvantaged children have SEMH needs.
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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
To provide opportunities to raise aspirations and develop a sense of belonging to Tibshelf Infant and Nursery School.	- Attendance improves so that the gap between Disadvantaged and Non-Disadvantaged pupils reduce. - There are opportunities for pupils to participate in wider experiences throughout the school year (as a minimum 1 school trip and 1 enrichment activity) - Provide additional activities to develop parent-child relationships - There is a wider range of Pupil Leadership responsibilities in school - There are opportunities for pupils to visit and interact with other pupils and staff within the cluster and wider local area. - 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 the curriculum
To further develop provision for all pupils so their needs are met and they make at least expected progress. https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/developing-an-inclusion-strategy-using-the-inclusive-mainstream-fund	- Further development of sensory provision including the Nest, Cosy Cabin, Positive Play room, Sensory Baskets and Sensory Circuits. - Classroom reorganisation to reduce sensory overload and create calming environments. - Embed routines that are standardised across the school so pupils know clear expectations

	- Staff training provides further CPD for all staff to support developing needs of pupils (Inclusion Support Service) - Ensure that teaching throughout school adopts adaptive teaching methods to meet the needs of all pupils.
To ensure regular school attendance so that attendance and persistent absence is at least in line with national expectations. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	- Clear and robust expectations communicated to parents - a Federation approach is taken to tackle and support poor attendance. - Adaptations to pupil timetables to support their emerging needs linked to attendance and EBSA. - Attendance leads across the federation to have time to meet and monitor attendance, absence and patterns. - Use of Early Help (P4YP) to support and signpost families. - Meetings with Inclusion Support Service to review and monitor attendance.
To close the gap in achievement between disadvantaged and non-disadvantaged pupils so that they are at least in line with national https://educationendowmentfoundation.org.uk/early-years/getting-it-right-for-disadvantaged-children-getting-it-right-for-all-the-children	- Foundational knowledge is identified, taught and revisited regularly. - Where pupils have missed work due to absence, intervention and support is in place to address this. - End of Reception assessments and phonics results show disadvantaged attainment is in line with national, and the gap between PP and NPP is closing year on year.
To develop social and emotional readiness to enable academic progress Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	- Staff are EBSA trained to identify and support pupils who are struggling to access school. - Resilience and Wellbeing Lead supports throughout school to address SEMH support needs and provides communication between home and school. - Further support is accessed through DCC Inclusion Services, Early Help P4YP to support pupils. - Use of well-timed and appropriate intervention, such as

	Positive Play, Nurture Groups, etc. in place. - Sensory/SEND needs are identified and supported to allow pupils to access school. - Use of whole school initiatives to raise awareness of SEMH - SMILERS
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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

Budgeted cost: £4494

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching and assessment, alongside a broad and balanced curriculum that is responsive to the needs of Pupil Premium pupils. This includes ensuring lessons are well-structured, assessments inform next steps, and the curriculum provides equitable access to rich learning experiences. Monitoring based on Walk Thru books by Tom Sherrington and Oliver Caviglioli	The evidence from EEF indicates that great teaching is the most important lever schools have to improve pupil attainment. Barak Rosenshine (Principles of Instruction): The core of the WalkThrus framework adapts Rosenshine's 10 research-backed principles—such as daily review, small-step presentation, guiding practice, and checking for understanding	1,3,5,6
Professional development to support the effective implementation of targeted	EEF research outlines that high-quality teaching is the most significant factor in improving pupil outcomes, and effective professional development is a vital lever for enhancing teaching quality. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3,4,5,6

approaches for Pupil Premium pupils. This includes training staff to use evidence-based strategies, monitor impact, and adapt teaching practices to meet individual needs.		
Develop the Curriculum offer and family workshops offer so that pupils have access to a wider range of learning opportunities to pique interest and motivation in turn rising aspirations for future learning and careers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.bera.ac.uk/blog/why-family-engagement-is-crucial-for-schools-and-children	1,2,3,4,6
Over learning of the basics, repetitive practice and over learning. To ensure the key knowledge documents are embedded.	https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	2,3,4

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

Budgeted cost: £17,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meetings will serve as a key opportunity to review individual attainment and development across all areas of learning. During these meetings, staff will analyse assessment data, classroom observations, and any relevant contextual information to identify pupils who may require additional support. Where concerns are noted, individual targets and interventions will be planned and implemented to address specific learning needs, ensuring that every pupil has the opportunity to make sustained progress. Ensure that targeted intervention programmes in Reading, Writing, and Maths are implemented across the school, appropriately staffed, and rigorously quality assured for all identified pupils.	https://nationalcollege.com/news/pupil-progress-meetings	1,4,5,6

Targeted support for pupils through intervention. Develop opportunities for small groups and break out areas to allow work with teaching staff to break down learning into smaller chunks and focus on specific gaps in foundational knowledge. These are robustly monitored by the leadership team.	Evidence from EEF of the impact of small group tuition raising attainment by at least 4+ months Small group tuition EEF (educationendowmentfoundation.org.uk)	5,6
Little Wandle keep up, catch up	1:1 support can make a difference of 5+ months based on EEF research One to one tuition EEF (educationendowmentfoundation.org.uk)	5,6
To ensure vocabulary is being taught consistently across the school and there are planned opportunities for children to use the spoken language to improve learning.	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: This has very high impact for a low cost EEF Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Preparing for Literacy	1,3,5,6
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	https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary	2,3,6

throughout the reception year and beyond.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total budgeted cost:£17,836

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the collaborative efforts of the Resilience and Wellbeing Lead/ Attendance Officer, SENCO and SLT to assist families with attendance issues and address both acute and emerging needs. Escalate to Early Help P4YP/ Inclusion Support as needed. Ensure there is a joined up approach between professionals to support families.	Strong parental engagement can accelerate a child's progress by up to four additional months (EEF), depending on the quality of the engagement and the strength of relationships. Promoting the next lessons increases attendance, see Improving school attendance (DFE) . EEF: Working with Parents to support Children's Learning	2,4,5,6
Parental engagement remains a key priority, with an emphasis on modelling positive	EEF evidence suggests parental engagement has a positive impact on average of four months additional progress	1,2,4,6

behaviours that parents can replicate with their children. We will maintain a strong focus on learning through initiatives such as coffee mornings based on specific areas, workshops and links with the Resilience and Wellbeing Lead and P4YP worker		
Pupil Premium children have equitable access to experiential learning opportunities through inclusive participation in the full range of enrichment activities, clubs, and school events, irrespective of financial circumstances. (community links and engagements, increased clubs and lunchtime offer)	There is extensive EFF evidence associated childhood social and emotional skills with improved outcomes at school and in later life. DfE Behaviour in Schools guidance: Attachment and trauma informed practice guidance identified the importance of developing trusted relationships to support self-regulation. Both targeted behaviour interventions and universal approaches have positive overall effects four months.	3

Nurture Package within school Derbyshire Positive Play intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning Ofsted defined the Positive Play Support Programme as "an early intervention tool, reducing disaffection and encouraging inclusive education." EEF Social and Emotional Learning Toolkit: 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.	6
To ensure positive learning behaviours so all groups of children can learn and make progress from their starting points	Metacognition and self-regulation approaches 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. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching https://researchschool.org.uk/cornwall/news/behaviour-management-vs-teaching-learning-behaviours https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	6
Children receive regular sensory circuits, low sensory areas and use of sensory baskets as well as specific interventions such as Zones of regulation, ELSA to support regulation	Metacognition and self-regulation has strong evidence that it is highly effective with very little cost with 7+months of additional progress Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Limited Evidence but links to metacognition research. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	4,5,6

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.

We have analysed the performance of our school's disadvantaged pupils during the 2025/2026 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 there has been a very good increase in the percentage achieving GLD in 2026. In Y1, there has been an increase in the disadvantaged pupils passing the phonics than GLD the year before. However, many of our PP pupils within Y1 are also SEND and face a variety of challenges. 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	National	
EYFS % GLD	86%	54.7%	
Y1 Phonics EXP+	29%	68.3%	

Focus 2025-2026	Outcomes
All groups of learners will have every opportunity to make good progress in knowledge/skills across all subjects	There has been a very good improved data outcomes for the cohort for GLD and phonics which is near national. Disadvantaged pupils have performed particularly well in GLD outcomes.
To support our vulnerable pupils so they can learn effectively	Creation of the Nest and Cosy Cabin. Personalised learning spaces created for individual children. Introduction of Positive Play programme. Sensory circuits have been introduced and rigorous timetables for children to access sensory areas throughout the day to allow them to keep regulated. There has been a focus on CPD for inclusion led by ISAT at DCC. Attendance has improved (see above data) and children who were on part time timetables are no longer on these.

To increase the attendance of all pupils especially disadvantaged pupils.	Attendance has improved and is in line or near national. Attendance at July 2026 was 92.5% for PP pupils and 92.8% for SEND and PP. Whole school data was 95% (in top 40-50% nationally).
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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 Letters and Sounds	The Wandle Learning Trust
Numbots	Maths Circle
White Rose Maths TA Hub	White Rose
Test Base Standardised Assessment	Merit Testbase
Nurture and Positive Play Programme	DCC Inclusion Support Service

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.

Our school improvement plan and inclusion strategy are based on inclusion for all as we believe this supports pupil premium students by embedding high-quality, universal teaching and a sense of belonging into everyday classrooms, which reduces stigma and tackles the multiple barriers disadvantaged learners face.

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.