

Humberstone Infant Academy Pupil Premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Humberstone Infant Academy
Number of pupils in school	(not including nursery)
Proportion (%) of pupil premium eligible pupils	51 pupils (21%) July 2025 2 PLAC
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Annemarie Williams Executive Headteacher
Pupil premium lead	Annemarie Williams
Governor / Trustee lead	Nicola Shipman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76, 465
Pupil premium funding carried forward from previous years	£ 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	£ 76, 465

Part A: Pupil premium strategy plan

Statement of intent

At Humberstone Infant Academy our vision is for all children to be challenged and supported to reach their full potential and to make the very best progress across a challenging knowledge rich curriculum. The aim of our Pupil Premium Strategy is to support disadvantaged pupils and those who are vulnerable for other reasons by addressing barriers that may prevent them from achieving these high standards.

We know from research that teacher effectiveness is one of the most important factors in pupil attainment and that being taught by a good teacher is equivalent to a whole year of learning for disadvantaged pupils. With this in mind our strategy focuses on **ensuring excellence in teaching for all pupils (every lesson a great lesson)**. This includes supporting the professional development of all staff, providing strong training and support for early career teachers, ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving no matter what their career stage.

We also know that addressing gaps in learning that have developed as a result of the pandemic, remains a priority for all our children but that some of our most vulnerable pupils have been more affected academically, socially, emotionally and physically.

Our approach as an Infant school will be to ensure that through high quality teaching and targeted intervention, disadvantaged pupils and all pupils, leave key stage 1 with strong foundational knowledge and skills, especially in early reading and are ready for their next stage in their education. Our approach is rooted in effective assessment and evaluation of a range of factors including progress towards age related expectations, standardised tests, attendance data, behaviour records and information from external professionals and agencies.

Alongside high quality teaching that is continually improving and a rich and challenging curriculum, we aim to provide a range of evidence based interventions and bespoke support based on the needs of individual pupils. This includes providing a range of wider strategies including support for attendance, behaviour and the social and emotional needs of children and their families.

Challenges

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

Challenge number	Detail of challenge
1	The % of disadvantaged pupils who demonstrate greater depth in reading and writing at the end of key stage 1 Data analysed before the pandemic identified that fewer disadvantaged pupils achieved greater depth in reading, writing and maths in comparison to their non disadvantaged peers. Teacher assessment indicates that this gap has widened in some cases, particularly for vulnerable and disadvantaged pupils
2	Phonics acquisition for disadvantaged and vulnerable pupils Analysis of phonics data and ongoing tracking of pupil progress in phonics shows that disadvantaged and vulnerable pupils are more likely to fall behind in acquiring the phonics skills needed to become confident early readers.

3	Developing early reading fluency and a love of reading Discussions with teachers, pupils and monitoring of home reading records shows that wider reading and regular opportunities to practise fluency is a barrier for some of our disadvantaged children. Research shows that more regular reading practice is linked to reading ability and confidence alongside vocabulary development and wider academic success.
4	Attendance of disadvantaged pupils Historical analysis of attendance data for disadvantaged pupils indicates that absence levels are above those of all pupils nationally and above absence levels for other pupils within the school. Persistent absence of disadvantaged pupils is a particular challenge post pandemic.
5	Lack of access to enrichment activities during school closures Feedback from parents and pupils shows that many children have had reduced access to enrichment activities, clubs and holidays in the last 3 years. This has impacted disadvantaged pupils significantly and reports of mental health concerns in children and their families have risen in the last 2 years.

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
Improve reading and writing outcomes at the end of key stage 1 (year 2) for disadvantaged pupils	Key stage 1 reading and writing attainment for disadvantaged pupils are in line or are within 5% of challenging targets set for all pupils
Improve the % of disadvantaged pupils who pass the phonics screen in year 1 and at the end of year 2	90% of all disadvantaged pupils pass phonics screen in Year 1 and 100% of disadvantaged pupils pass phonics screen by end of Year 2
Improve reading attainment for disadvantaged pupils at the end of Y1 and Y2	Key stage 1 reading attainment shows that disadvantaged pupils meet challenging targets for reading attainment at the end of year 2
Improved attendance levels for disadvantaged pupils and reduced persistent absence levels for disadvantaged pupils	Overall absence rate for disadvantaged pupils will be no more than 4% and there is no gap between the absence levels of disadvantaged pupils and all pupils.
Improved access to cultural capital for disadvantaged pupils	Improved access to cultural, sporting or academic enrichment activities for disadvantaged pupils and their families. Data shows that a greater % of disadvantaged pupils and their families attend clubs, residential, family learning days and other events than would be statistically representative for the school

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: £49,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase top up resources for DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils £5,000 Provide top up training for ECT's and new staff including teachers and support staff in Phonics scheme approach Ongoing subscription to Little Wandle Phonics Scheme (£1200)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF Teaching and Learning Toolkit)	2, 3
Provide Additional Phonics Teaching and Intervention from suitably trained and experienced HLTAs for pupils who are at risk of falling behind in F2 and Year 1 £43, 580	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF Teaching and Learning Toolkit)	1,2,3

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

Budgeted cost: £ 13, 260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide trained Reading/writing Mentors for disadvantaged pupils in years 1 and 2 £12, 000 Ongoing subscription to NGRT £1260	Previous outcome data for this intervention shows gains of approximately 10 months + (data from intervention analysis) on reading ages in a 10 week intervention period with vulnerable and disadvantaged pupils who consistently attended 3 sessions a week. These gains are also sustained over time. Tracking of small steps progress	2, 3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and embed the principles of good practice from the DfE Improving School Attendance	Guidance provided by the DfE based on effective practise in schools who have reduced absence levels	3
Review attendance policy and ensure that key principles are line with DfE: Working together to improve school attendance Provide targeted EWO support for unidentified families £2000	Guidance provided by DfE on implementing an effective Attendance Policy	3
Provide after School clubs, holiday clubs, family learning days, calm club for disadvantaged and vulnerable pupils £11, 000	Feedback from parent surveys indicate that holiday provision and after school clubs are highly valued. "Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps" EEF Teaching and Learning Toolkit	5

Total budgeted cost: £ 76, 040

Pupil premium strategy outcomes for 2024-25

This details the impact that our pupil premium activity had on pupils in the
2024-25 academic year.

Intended outcomes	Success criteria	Outcomes
Improve reading and writing outcomes at the end of key stage 1 (year 2) for disadvantaged pupils	Key stage 1 reading and writing attainment outcomes for disadvantaged pupils are in line or are within 5% of challenging targets set for all pupils	Key stage 1 Reading outcomes for 2022 show a decreased gap by 5% at greater depth when compared to those from 2021. June 2021: Greater depth reading gap = 18% June 2022: Greater depth reading gap = 13% June 2023: Greater depth reading gap = 11% June 2024: Greater depth reading gap = 11% June 2025: Greater depth reading gap =

		NO Gap - Dis 22% all pupils 14%
Improve the % of disadvantaged pupils who pass the phonics screen in year 1 and at the end of year 2	90% of all disadvantaged pupils pass phonics screen in Year 1 and 100% of disadvantaged pupils pass phonics screen by end of Year 2	<u>June 2022:</u> % of disadvantaged pupils who passed the phonics screen in year 1 = 63% (77% all pupils) <u>June 2023:</u> % of disadvantaged pupils who passed the phonics screen in year 1 = 75% (81% all pupils) <u>June 2024:</u> % of disadvantaged pupils who passed the phonics screen in year 1 = 77% (90% all pupils) <u>June 2025:</u> % of disadvantaged pupils who passed the phonics screen in year 1 = 94% (17 out of 18 PP Pupils) (95% all pupils)
Improve reading attainment for disadvantaged pupils at the end of Y1 and Y2	Key stage 1 reading outcomes show that disadvantaged pupils meet challenging targets for reading attainment at the end of year 2	June 2022: Key stage 1 Reading Outcomes Disadvantaged Disadvantaged Reading outcome = 75% National Reading outcome (all) = 67% June 2023: Key stage 1 Reading Outcomes Disadvantaged Disadvantaged Reading outcome = 65% National Reading outcome (all) = 69% June 2024: Year 2 Reading Outcomes Disadvantaged Disadvantaged Reading ARE = 64% Reading outcome ARE (all)pupils = 77% June 2025: Year 2 Reading Outcomes Disadvantaged Disadvantaged Reading ARE = 83%% Reading outcome ARE all pupils = 86%
Improved attendance levels for disadvantaged pupils and reduced persistent absence levels for disadvantaged pupils	Overall absence rate for disadvantaged pupils being no more than 6% Overall PA rate for disadvantaged pupils to be no more than national average PA level for 2019 (16%)	2021-22 all pupils attendance = 92% disadvantaged pupils attendance = 90% 2022-23 all pupils attendance = 93% disadvantaged pupils attendance = 90% 2023-24 all pupils attendance = 93% disadvantaged pupils attendance = 90% 2024-25 all pupils attendance = 94.2% disadvantaged pupils attendance = 92.6%
Improved access to cultural capital for disadvantaged pupils	Improved access to cultural, sporting or academic enrichment activities for disadvantaged pupils and their families. Data shows that a greater % of disadvantaged pupils and their families attend clubs, residential, family learning days and other events than would be statistically representative for the school	Participation in enrichment activities for PP pupils is above their statistical representation (24% PP in 2023-24) After school clubs 2021-22 Autumn = 25% PP Spring = 24% PP Summer = 28% After school clubs 2022 - 23 Autumn = 31% PP

		Spring = 16% PP Summer = 18% PP After school clubs 2023-24 Autumn = 26% PP Spring = 20% PP Summer = 25% PP After school clubs 2024-25 Autumn = 25% PP Spring = 31% PP Summer = 26% PP
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Outcomes from PP Strategy 2024-25 allocation £82, 800

High quality teaching /Early Reading: Actual Spend = £ 49, 800

- Impact of professional learning through school QA processes (learning walks, book scrutiny, teacher feedback) shows evidence of effective modelling and explanation developing through novice to expert continuum and a range of check for understanding strategies used effectively
- Professional learning logs evidence that resources have been well accessed to support directed feedback from QA
- Teacher feedback survey shows increased confidence and skill in focus CPL areas
- OFSTED Judgement of Good Improving in June 2024 *"The school prioritises reading. It has the highest expectations for all pupils to become confident and fluent readers. Staff are experts in delivering the phonics programme. Pupils are encouraged to 'sound talk' in their heads and re-read sentences with increased fluency. The reading curriculum that follows on from phonics is equally ambitious. There is a strong focus on the development of reading fluency. Pupils develop their vocabulary and comprehension skills with increasing precision."*

Targeted Support Actual Spend = £ 21, 000

- 11 children in year 2 targeted for reading mentor intervention
- Year 2 - average 15 months gains in reading ages at the end of the intervention period, all secure at phase 5 by end of intervention, all passed phonics screen at the end of year 2

Wider approaches Actual Spend = £12.000

- Target for % of PP eligible pupils who take part in after school clubs to be greater than a representative sample - **24% of all pupils were eligible for PP July 2024**
- Attendance at after school clubs for disadvantaged pupils: Autumn Term, 25%, Spring Term 31% Summer Term 26%
- Attendance at a holiday club for disadvantaged pupils: October, 56%, February, 43%, Easter 66%
- Attendance at a Family Learning Day, Ice Skating = 86%, Stonehurst Farm (50%) Hunstanton 100%
- Targeted pupil attendance support - a gap between the attendance of all pupils (94.4%) and disadvantaged pupils attendance (92.6%) for 2024-25 = 1.8%
- Post pandemic persistent absence rates for disadvantaged pupils in 2021-22 were 18% which relates to approximately 18 children by the year end and 20% for the year ending 2022-23 which equates to 20 pupils
- In the year 2024-25 17 disadvantaged pupils were were persistently absent

Data Analysis 2024-25

Analysis of data from phonics screen and teacher assessment at the end of year 2 indicates that historically, disadvantaged pupils have performed as well or within a few percentage points of all pupils at school and better than the all pupils nationally. The school has high aspirations for all pupils to pass the phonics screen and is investing in additional phonics resources from the DfE approved providers list and enhanced staff training in order to support this goal.

Phonics Outcomes June 2025

	2022 Phonics Outcome		2023 Phonics Outcome		2024 Phonics Outcome		2025 Phonics Outcome	
	All	Dist	All	Dis	All	Dis	All	Dis
School	78%	63%	81%	75%	90%	77%	95%	94%
National	75%	62%	79%	67%	80%	68%		

Disadvantaged pupils attainment is in line with their peers and significantly above the national average for all pupils. This year 17 out of 18 pupils passed the PSC in year 1. The 1 pupils who did not pass were identified as high level SEND and disapplied from the test. 94% of all pupils passed the PSC by the end of year 2

