

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Pear Tree Infant School
Number of pupils in school	247– October census 2024
Proportion (%) of pupil premium eligible pupils	(141 Children) 57.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (3-year plan) 2024-25 <i>(Budgeting costs relayed for current academic year 2025-26)</i>
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bindy Suddhi
Pupil premium lead	Bindy Suddhi
Governor / Trustee lead	Ewa Wolinska

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,615
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b>	£213,615

# Part A: Pupil premium strategy plan

## Statement of intent

Pear Tree Infant School, located in the inner city of Derby is a community which embraces and recognises the bespoke needs of all children by supporting the specific needs which arise from socioeconomic challenges for children and families. The school Intent pledge is based around the premise that all children will receive a firm foundation of quality first provision through which children develop ambitions for the future and recognise life-long learning as important.

As a school community we carefully allocate our use of pupil premium funding to help us improve and accelerate achievement and attainment for our pupil premium children those working at age related expectations and those working below age related expectations, with a view to diminishing the difference between disadvantaged pupils at our school, with that of non-disadvantaged pupils nationally.

Our strategy plan will focus on the key challenges that hinder our disadvantaged children from achieving and attaining in literacy - speaking, reading, writing and mathematics. The school community recognises that key groups of disadvantaged children have bespoke cultural needs including pastoral and well-being needs. Allocation of funds is carefully allocated to school initiatives which aid children's cultural capital and understanding of life in modern Britain.

Our agreed actions for targeting areas of low academic attainment will result from early diagnostic assessments in reading, writing and mathematics, which will channel an informed response in offering pupils a bespoke curriculum, tailored to meet their needs.

We at Pear Tree Infant School, strongly believe in a quality first teaching approach where children access high quality teaching throughout their school day. Our expectations of all children remain high regardless of the background or the challenges they face. Our vision seeks to support all children by tailoring a curriculum that aims to excite, engage, challenge, and motivate all learners with a view to preparing them for their next stage of learning. We adopt a whole school approach to ensure that our disadvantaged children consistently receive varied, high-quality teaching and learning experiences, in the classroom and through quality outdoor provision.

It is the firm aim of the school that allocated funding for disadvantaged children in the academic year 2025-26 be allocated to a range of school development initiatives with a defined focus on closing the gap for disadvantaged learners. School leaders understand the additional pressure of the cost of living on disadvantaged children and families. As a school community every effort is made to support children in accessing essential

resources so that they are not disadvantaged in accessing the curriculum and wider school opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Factors contributing to persistent absence are a key challenge to the academic, social, emotional, and personal achievement of children across the school community.</p> <p>School success in relation to attendance and tackling persistent absence is a matter of absolute priority to school leaders. A focus on identified children whose attendance is significantly below 90% is prioritised on a daily basis.</p> <p>The school attendance champion and senior leader responsible for attendance monitor the attendance of targeted individuals. This results in personalised communication plans with parents and carers with the aim of tackling persistent absence. The school community makes every effort to communicate the importance of regular school attendance as a non-negotiable school feature.</p> <p>Personalised workshops designed to help families with issues in relation to attendance continue to support targeted families. A range of identified prohibitors such as health considerations, healthy lifestyle choices and bespoke family support are offered to tackle persistent absence.</p> <p>External agency support through early help mechanisms offer holistic support for children and families. School leaders oversee that support is offered in a timely fashion.</p> <p>School leaders continue to face challenges with regular attendance from key groups of children. Leaders recognise the importance of working on a one-to-one basis to support families with understanding the importance of regular school attendance. Accessing the services of the 'New Communities Achievement Team' on a weekly basis is paramount to educating the wider community around the importance of regular school attendance.</p>
2	<p>Low levels of community reading - Our school Intent pledge of Instilling children with a love of reading and books continues to be an area of focus. School leaders have initiated a revised home reading scheme to further foster effective early literacy behaviours for children and their families. All key groups of children will have incentives to read at home daily with parents and carers to accrue credits which result in the gifting of a high-quality text. It is the belief of school leaders that gifting children with a set number of texts over their time at Pear Tree will embed a love of books and reading as a lifelong characteristic.</p> <p>Phonics and early reading, it is the aim of school leaders to impact the early reading skills of pupil premium children which in turn will impact the percentage of pupils achieving age related expectations in phonics screening assessments in both year one and year two. School leaders pay specific attention to the delivery of phonics and discreet reading lessons to ensure that all key groups of children progress within this area.</p>

3	Communication and language development remains a focus of consideration for school leaders. Through analysing local and national data it is evident that as a school community much attention must be given to the promotion of quality speech and language for all children within each phase group. A long-term strategic improvement strategy focuses solely on the facilitation of 'Talk' as integral to teaching, learning and school life.
4	<p>Limited cultural capital – Our assessments, observations and discussions of pupil premium children working below ARE, evidence that our pupils have limited experiences of their wider world and therefore struggle to make links with previous and new knowledge.</p> <p>School leaders commit to offering all key groups of children with enriched experiences which aid cultural capital.</p>

## 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
<ul style="list-style-type: none"> <li>Improved attendance for pupil premium children.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium children identified as having persistent absence evidence regular school attendance. Percentage markers for this key group of children to evidence impact of bespoke initiatives.</li> <li>Identified pupil premium children and parents attend bespoke workshops led by the school attendance champion supporting regular school attendance.</li> <li>Pupil premium children and their families continue to have targeted support from both the school and the 'New Communities Team' to address individual barriers to regular school attendance.</li> <li>Pupil premium children and their families have bespoke support with socioeconomic issues as a result of the cost-of-living crisis to address individual barriers to regular school attendance.</li> </ul>
<ul style="list-style-type: none"> <li>Improved oracy and vocabulary skills for pupil premium children.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium children in the reception phase group evidence good progress in communication, language, and literacy from starting points.</li> <li>Pupil premium children in year one reach the expected standard in the phonics screening assessment in June 2025.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupil premium children in year 2 who did not achieve the expected standard in the phonics screening assessment in June 2024 reach the expected standard in the June 2025 retake.</li> <li>• Pupil premium children evidence greater fluency and command of spoken English, demonstrated through an independence of learning, in daily learning activities.</li> <li>• Pupil premium children achieve the expected standard at the end of Key stage one in reading and writing.</li> <li>• Pupil premium children across all phase groups have access to enrichment days to promote growing oracy skills and growing vocabulary skills, evidencing a significant increase in confidence and an increase in the percentage of pupil premium children, achieving age related expectations.</li> <li>• Pupil premium children have weekly access to a quality text matched to their phonics stage to encourage an independence of reading at home.</li> <li>• Pupil premium children are gifted with a high-quality text each term to compile their own mini library at home to instil a love of reading and books.</li> </ul>
<ul style="list-style-type: none"> <li>• Phonics and early reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium children in year one reach the expected standard in the phonics screening assessment in June 2025.</li> <li>• Pupil premium children in year 2 who did not achieve the expected standard in the phonics screening assessment in June 2024 reach the expected standard in the June 2025 retake.</li> <li>• Pupil premium children across all phase groups have access to quality texts to instil a love of reading and books through class-based texts, home reading texts, and wider school texts with the aim of impacting statutory reading and writing assessments.</li> <li>• Pupil premium children across all phase groups have weekly access to the school library and to the school reading den to instil a love of reading and books with the aim of impacting statutory reading and writing assessments.</li> <li>• Pupil premium children and their families attend termly planned school reading events with the aim of impacting</li> </ul>

	<p>statutory reading and writing assessments.</p>
<ul style="list-style-type: none"> <li>• Improved learning behaviours for pupil premium children include: <ul style="list-style-type: none"> <li>-Motivation</li> <li>-Resilience</li> <li>-Independence</li> <li>-Confidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium children will demonstrate increased levels of engagement, motivation, resilience, and confidence in all areas of learning through receiving quality first provision across the curriculum, with the aim of impacting statutory reading and writing assessments.</li> <li>• Pupil premium children will achieve national average progress scores at the end of the Key Stage One in reading, writing and mathematics.</li> <li>• Pupil premium children will achieve national average scores in phonics screening assessments in year one and year two.</li> <li>• Pupil premium children will have opportunity to attend a school residential trip during the spring term 2025 to positively impact levels of motivation, resilience, independence, and confidence in preparation for their next stage of schooling at Junior school.</li> <li>• Pupil premium children will have access to extra-curricular after school clubs to impact levels of motivation, resilience, independence, and confidence.</li> <li>• Pupil premium children will have access to extra-curricular musical experiences to impact levels of motivation, interest, and confidence in music.</li> <li>• Pupil premium children will have access to an extra-curricular regular swimming experience to impact levels of motivation, resilience, independence, and confidence in swimming.</li> <li>• Pupil premium children will have access to breakfast club provision daily to positively impact levels of motivation, resilience, independence, and confidence.</li> </ul>
<ul style="list-style-type: none"> <li>• An increase in breadth of knowledge, skills, and experiences through the provision of a broad and balanced curriculum which enhances cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium children will take part and engage in termly enriched events to launch topic learning across the curriculum with the aim of reaching age related expectations in all areas of the curriculum.</li> <li>• Pupil premium children will evidence greater fluency and command of spoken</li> </ul>

	<p>English, reflected through daily learning activities with the aim of reaching age related expectations in all areas of the curriculum.</p> <ul style="list-style-type: none"> <li>• Pupil premium children will achieve national average progress scores across all phase groups in statutory assessments.</li> </ul>
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## 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 - CPD, recruitment and retention

Budgeted cost: £ 72,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust diagnostic assessments to identify individual learning needs and identification of early intervention, for pupil premium children working below age related expectations. (Supply Cover Costs)</p>	<p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	<p>1 2 3 4</p>
<p>The extended leadership team engage in continued professional development to quality mark the monitoring of.</p> <ul style="list-style-type: none"> <li>• Quality first teaching across the EYFS and key stage one</li> <li>• Consistency of targeted teaching approaches for key groups of children</li> <li>• Consistency of evidence gathering in both the EYFS and keys stage one (Book look monitoring)</li> </ul> <p>(Supply Cover Costs)</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Support/Tiered%20Model/EEF-Diagnostic-Assessment-Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Support/Tiered Model/EEF-Diagnostic-Assessment-Tool.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	<p>1 2 3 4</p>
<p>Teaching staff extend their knowledge and understanding of curriculum subject leadership.</p>		<p>1 2</p>



Budgeted cost: £ 110,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupil premium children have free access to the following enrichment school activities.</p> <ul style="list-style-type: none"> <li>• School curriculum topic launch days (Half termly WOW days).</li> <li>• School curriculum trips.</li> <li>• School residential trip open to end of key stage one children (February 2025).</li> <li>• School breakfast club – daily.</li> <li>• After school extra-curricular clubs (Multi-sports / Street Dance/Cooking).</li> <li>• School uniform.</li> <li>• Termly reading book / text – revised home school reading initiative.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/</a></p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2019/">https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2019/</a></p> <p><a href="https://www.southsoundreading.org/resources/reading-research/">https://www.southsoundreading.org/resources/reading-research/</a></p>	<p>1 2 3 4</p>
<p>Quality first provision of texts including class-based books, home reading books, library books and reading den books.</p> <p>All children will have access to texts / books which are fit for purpose, reflect the demographic population, reflect the likes and interests of children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/blog-supporting-parents-to-undertake-brilliant-book-talk">https://educationendowmentfoundation.org.uk/news/blog-supporting-parents-to-undertake-brilliant-book-talk</a></p>	<p>1 2 3 4</p>
<p>Forest schooling across EYFS and key stage one.</p> <p>All children will have access to forest schooling throughout the academic year.</p>	<p><a href="https://www.forestschooltraining.co.uk/forest-school/the-benefits/">https://www.forestschooltraining.co.uk/forest-school/the-benefits/</a></p>	<p>1 2 3 4</p>

**Total budgeted cost: £213,615**

## 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.

In the academic year 2023 / 2024 much attention was given to addressing persistent absence rates in disadvantaged children. School leaders understand that even with individualised communication plans, barriers to regular attendance often cannot be influenced positively through school initiatives. This has not however deterred the school community in establishing a steadfast consistent approach to tackling issues in relation to attendance. This remains an ongoing challenge for school leaders.

Facilitating half termly awe and wonder onsite and off-site experiences for children to support their cultural capital has had beneficial impact measures on progress and attainment for disadvantaged children. Through giving children a range of experiences closely aligned with topic areas in the national curriculum serves to be a feature of school practice which supports children's knowledge and skillset in curriculum subjects.

Reading, a love of books and a zest for literature is a life skill which we foster as an ongoing priority. As with previous years we continue to honour our pledge of gifting every child with a small library of books throughout their time with us. This continues to motivate and inspire children to truly enjoy reading, books, and literature. Ultimately this impacts children's reading, writing and linguistic skills preparing them for a life of learning.

During the school year 2023/ 2024 another key feature of practice was the introduction of positive praise affirmations and praise walls. This initiative was introduced with the aim of extending vocabulary to enable children to spread positive emotions with peers and adults. In keeping with goals around communication, speech and language, use of positive affirmations has had a positive impact on the personal development of our most disadvantaged learners.