Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	William Austin Infant School
Number on roll:	311
Proportion (%) of pupil premium eligible pupils	18% (55)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	B Kang (Headteacher)
Pupil premium lead	J Johnson (Deputy Headteacher)
Governor / Trustee lead	Mrs R Hussain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,505
Recovery premium funding allocation this academic year	No longer applicable
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1974
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	£103,479

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, make good or better progress and reach their own individual potential. The focus of our pupil premium strategy is on high quality teaching and learning to support disadvantaged pupils to achieve to the best of their ability and to challenge and extend their learning further.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The Pupil Premium Lead will work closely with the Safeguarding Team to ensure that the needs of these children are addressed and considered. The strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach will benefit both disadvantaged and non-disadvantaged children in school.

Our approach will be continually monitored and reviewed to ensure that it continues to address the needs of disadvantaged pupils in our school. We will ensure that the strategy is effective by:

- Ensuring that disadvantaged pupils are challenged in the work they are set
- Acting early to intervene at the point the needs are identified
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	*Low levels of English acquisition on entry* Assessments and observations of children indicate that children enter our school with very low levels of English acquisition. Oral language skills and vocabulary gaps are evident in the majority of children, particularly among the disadvantaged group. This is evident in Reception through to Year 2.
2	*Poor phonics knowledge*

	Assessments and observations show that disadvantaged pupils generally have greater difficulties with phonics than their peers. This can lead to a negative impact on their development as readers.
3	*Poor reading comprehension* Assessments and observations show that children have poor reading comprehension. They are able to read the words accurately using phonemes they have learned but struggle to understand the meaning of the text. This is often due to limited personal experiences.
4	*Poor fine motor skills* Observations show that children can find recording their ideas challenging in the first half of year 1.
5	*Emotional well-being* Observations indicate that the emotional well-being of disadvantaged pupils is lower than that of our non-disadvantaged pupils as disadvantaged pupils have less access to enrichment activities outside of school.

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 levels of English Acquisition	Assessments and observations will show significantly improved levels of English and use of language amongst disadvantaged pupils. This is also evident through increased engagement in lessons, work scrutiny and ongoing formative assessments.
Improved Phonics skills	Assessments will show significantly improved skills in the area of Phonics. Error analysis will inform future planning and show continuous improvement.
Improved reading comprehension	Assessments and observations will show significantly improved levels of reading comprehension. Reading outcomes show that a high percentage of disadvantaged pupils meet the expected standard or above.
Improved fine motor skills	Observations show that fine motor skills improve and children develop their ability to record their work and ideas accurately. This will lead to an improvement in stamina for recording work and ideas.
Improved emotional well-being	There will be an increase in participation in enrichment activities amongst the disadvantaged group.

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.

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Challenge number(s) addressed</th></tr>
<tr><td>Support and challenge for eligible pupils in Year R 2025/2026</td><td>Internal assessment data from July 2025 shows that a high level of focused and targeted support in Year R supports children to develop their English language skills.

<table>
<tr><td>2025</td><td>GLD disadvantaged</td><td>GLD not disadvantaged</td></tr>
<tr><td>WAIS</td><td>50%
10/20 pupils</td><td>71.8%
61/85 pupils</td></tr>
<tr><td>Luton</td><td>52.4%</td><td>66.1%</td></tr>
<tr><td>National</td><td>51.4%</td><td>71.5%</td></tr>
<tr><td colspan="3">National (all pupils) = 68%</td></tr>
</table>
Disadvantaged children have made good progress from their starting points.</td><td>1</td></tr>
<tr><td>Support and challenge for eligible pupils in Year 1 2025/2026</td><td>Assessment data shows that targeted support for phonics through in class quality first teaching and interventions improves phonics skills and application.

<table>
<tr><td colspan="3">2025</td></tr>
<tr><td>National</td><td colspan="2">80% (all pupils)</td></tr>
<tr><td>Luton</td><td colspan="2">78.5%</td></tr>
<tr><td>WAIS</td><td colspan="2">92% (all pupils)</td></tr>
<tr><td>WAIS</td><td>96% disadvantaged (23/24)</td><td>91% not disadvantaged (69/76)</td></tr>
<tr><td>Luton</td><td>67% disadvantaged</td><td>81% not disadvantaged</td></tr>
<tr><td>National</td><td>67% disadvantaged</td><td>83% not disadvantaged</td></tr>
</table></td><td>2</td></tr>
<tr><td>Support and challenge for eligible pupils in Year 2 2025/2026</td><td>Internal assessment data shows that targeted support for reading comprehension leads to an improvement in reading skills and ability.

<table>
<tr><td>KS1 Reading 2025</td><td>% EXS+ Disadv</td><td>% EXS+ Not disadv</td><td>All Pupils</td></tr>
</table></td><td>3</td></tr>
</table>

		National	No statutory data for end of KS1			
		WAIS	89% (24/27 pupils)	83% (68/82 pupils)	85% (92/109 pupils)	

Budgeted cost: **£ 7366**

Teaching (for example, CPD, recruitment and retention)

	The attainment of disadvantaged pupils in Reading is 6% higher than their not disadvantaged peers.	
Support for fine motor skills across the school	Observations show that focused support for fine motor activities improves ability children's engagement and enjoyment in fine motor activities.	4
Embed DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2
Financial support for disadvantaged families *(uniform pack; free school milk; reduced cost of extra-curricular clubs)*	Engagement in clubs increases as a result of the reduced cost. Disadvantaged children have the correct school uniform and the offer of free school milk throughout their time in the school.	5
Whole school engagement in setting aspirational targets for disadvantaged children.	Whole school initiative to set aspirational targets for disadvantaged pupils to close the gap between disadvantaged children and their peers.	1 ,2, 3, 4, 5

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

Budgeted cost: £ **75,275**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require phonic support.	Small group support / 1:1 phonics interventions provide targeted support. Outcomes of assessments / error analysis informs approach and provides specific support in areas of need.	2
Small group targeted support in lessons provided by TA	Small group support has proved to be beneficial to support children to self-correct and improve their work based on constructive feedback in lessons linked directly to their areas of need and next stage in learning.	3

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

Budgeted cost: **£20,838 (including contingency fund)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support at lunchtime to support development of social skills *MDSAs provided with training on playground games and social skills.*	Observations show increased awareness of appropriate social skills and improved self-confidence and self-esteem.	5
Whole school training on behaviour and PSHE to develop our school ethos and improving behaviour across the school.	Observations show a consistent approach to behaviour management and improved outcomes.	5
Support for children's Mental Health and well-being. *Support for children to develop their skills in self-regulation and management of their feelings.*	Observations will show children are able to manage their emotions and are equipped with the skills to self-regulate so that they do not reach crisis point.	5
Contingency fund for acute issues.	We have set aside part of the funding to respond to needs of disadvantaged children that may become apparent during the year. This is particularly important in light of the challenges faced due to COVID.	£0

Total budgeted cost: £ 103,479

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.

Internal data has been used to review and identify the priorities outlined in the plan above. We will continually review, monitor and adapt the plan as required to address the needs that our disadvantaged children face.

Academic Achievements:

2025 data outcomes and internal data sources shows that disadvantaged children have made very good progress and the gap between disadvantaged children and non-disadvantaged children has narrowed.

Year 1 end of academic year outcomes:

- In Reading, the percentage of PPF children working at expected or above is 70%(16/23)
- In Reading, the percentage of non-PPF children working at expected or above is 77% (60/78)
- In Writing, the percentage of PPF children working at expected or above is 70% (16/23)
- In Writing, the percentage of non-PPF children working at expected or above is 72% (56/78)
- In Maths, the percentage of PPF children working at expected or above is 74%

Year 2 end of KS1 outcomes:

- Reading:
- In Reading, the percentage of disadvantaged children working at expected or above is 89% (24/27)

  In Reading, the percentage of non-disadvantaged children working at expected or above is 83% (68/82)

- In Writing, the percentage of disadvantaged children working at expected or above is 74% (20/27)
  In Writing, the percentage of non-disadvantaged children working at expected or above is 78% (64/82)

- In Maths, the percentage of disadvantaged children working at expected or above is 74% (20/27)
  In Maths, the percentage of non-disadvantaged children working at expected or above is 78% (64/82)

Enrichment Clubs:

In the Autumn Term 2024, 27 PPF children in Year 1 benefitted from extra-curricular clubs which were offered at a subsidised rate.

In the Spring Term 2025, 23 PPF children in Year 2 benefitted from extra-curricular clubs which were offered at a subsidised rate.

In the Summer Term 2025, 18 PPF children benefitted from extra-curricular clubs which were offered at a subsidised rate.

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Free milk offer

Term	Eligible	Accepted
Autumn	50 children eligible	36 accepted
Spring	60 children eligible	39 accepted
Summer	65 children eligible	40 accepted

Free Uniform

In 2024/2025, there were 67 PPF children eligible for Free School Uniform. Out of the 67 children who were eligible, 60 accepted the offer.

Uplifting targets

Targets of PPF children were reviewed and some were uplifted to be more aspirational to ensure the gap between PPF children and their non-PPF peers was narrowed.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A