



## Pupil premium strategy statement – South Haringay Infant School

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
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Ayse Thomas
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21,210



## Part A: Pupil premium strategy plan

### Statement of intent

At our school, we are committed to ensuring that every child, regardless of background or socio-economic status, has the opportunity to thrive academically, socially, and emotionally. Our strategy for supporting Pupil Premium (PP) pupils focuses on overcoming barriers to learning, raising attainment, and ensuring that disadvantaged pupils are equipped with the skills and experiences necessary to succeed in all areas of school life.

We aim to ensure equity through high-quality teaching, inclusive and adaptive practices, strong pastoral support, and targeted interventions.

#### **High quality teaching, inclusive and adaptive practices**

Our commitment to high-quality teaching is strengthened through a structured programme of Walkthrus CPD, ensuring that staff embed evidence-informed pedagogical practices that support all learners, including those eligible for the Pupil Premium. Targeted Oracy training further enhances pupils' language development, enabling them to articulate ideas clearly, access the curriculum confidently, and engage more deeply in learning. Alongside this, ongoing instructional coaching provides personalised professional development for teachers, supporting adaptive practice and ensuring that teaching is responsive to the diverse needs of learners. Collectively, these approaches build a consistent culture of excellence in the classroom, improving outcomes and removing barriers to learning for disadvantaged pupils.

#### **Targeted Interventions**

Targeted interventions are carefully designed to address identified gaps and accelerate progress for disadvantaged pupils. Group pre-teaching of key vocabulary is used to strengthen pupils' language acquisition and background knowledge in core subjects, enabling them to access new learning with greater confidence and independence. Small-group maths interventions linked to Mastering Number provide focused support on essential concepts and skills, allowing pupils to consolidate understanding and overcome specific barriers. In addition, 1:1 phonics tutoring, aligned with the Read Write Inc. programme, offers highly personalised teaching that targets individual gaps and builds secure early reading foundations. Together, these interventions ensure that support is precise, impactful, and closely matched to the needs of Pupil Premium learners.

#### **Strong Pastoral Support**



We are implementing a School Around the Family (SAF) approach, working proactively with targeted pupils and their families on a wide range of pastoral needs, including attendance. By offering early, coordinated support, we aim to strengthen family–school relationships, address emerging challenges promptly, and reduce the likelihood of cases escalating to the level of Early Help referrals.

### **Health & Nutrition**

Providing funded spaces for breakfast clubs and sports clubs is a key way to promote the health and wellbeing of our students. By removing financial barriers, more children can access nutritious meals and participate in regular physical activity, helping to develop healthy habits from an early age. These opportunities not only support physical health but also contribute to improved concentration, energy levels, and social engagement within the school community.

### **Digital Risks Associated with AI and Social Media**

To address the growing digital risks associated with AI and social media, we will ensure that relevant staff receive up-to-date training on the latest trends, threats, and safeguarding practices. This training will equip staff with the knowledge and tools to identify potential risks, respond effectively to incidents, and support students in navigating digital platforms safely. Additionally, we will hold regular workshops for parents, providing guidance on monitoring and managing their children’s online activity, understanding emerging technologies, and fostering safe and responsible digital use at home. These initiatives aim to create a well-informed community, enhancing digital safety for all students.

This strategy aligns with our whole-school priorities, embedding oracy, inclusion, and wellbeing into the fabric of our curriculum and culture.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Attainment Gap</b> Gaps in attainment for Pupil Premium and EAL pupils, particularly in Reading, Writing, and Mathematics at the end of KS2



2	<b>Communication and Language</b> Underdeveloped oracy skills and vocabulary impacting pupils' ability to articulate ideas, reason, and engage in learning across the curriculum.
3	<b>Behaviour and Social Integration</b> Some PP pupils struggle with social and emotional regulation, leading to behavioural incidents, especially during unstructured times. These behaviour incidents then impact pupil learning in next lessons.
4	<b>Attendance</b> Attendance rates for FSM pupils are below national averages, this is impacting on consistent learning and progress.
5	<b>Inclusive Practice</b> Inconsistent adaptive teaching strategies and understanding of individual needs can hinder full engagement in learning.
6	<b>Awareness of Digital Risks</b> Limited awareness among pupils and families about the dangers of misinformation and AI, especially in disadvantaged households.
7	<b>Health &amp; Nutrition</b> Disadvantage families struggling with cost-of-living crisis and access to clubs

## 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 attainment in Reading, Writing & Maths for PP and EAL pupils.	Optional KS1 reading and writing outcomes in 2026/27 show that the % of disadvantaged pupils met the expected standard is at least in line with the LA average
Develop pupils' oracy and communication skills to support learning across the curriculum	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils remains above the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be less than 3%</li> <li>the percentage of all pupils who are persistently absent remains below the</li> </ul>



	national average and the figure among disadvantaged pupils being no more than 7% lower than their peers.
Ensure all pupils, including PP and SEND, access inclusive, adaptive learning.	CPD on adaptive teaching and SEND strategies- Regular monitoring of PP and SEND pupils shows pupils are able to access work at the age-appropriate level. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increase awareness of digital literacy, misinformation and AI among PP pupils and families	CPD on misinformation, disinformation and AI for teachers. Reduction on MyConcern of concerns around online activities.
Ensuring our disadvantaged children arrive on school on time and eat a healthy breakfast and attend sports clubs to maintain a healthy lifestyle	Free funded places for breakfast clubs and after school sports clubs. Supporting healthy eating and lifestyle whilst encouraging better attendance.

## Activity in this academic year

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

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

Budgeted cost: £2,497.80

*12 hours of HLTA cover for observation & coaching = £217.20*

*126 hours of HLTA cover for Mastering Number training = £2,280.60*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and	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:	2



extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to for training in Mastering Number Reception – Year 2.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p><u>In addition, research and analysis by report by Ofsted showed that children using the NCETM's Mastering in Number helped pupils recall number bonds and subitise easily.</u></p> <p><a href="#">Research and Analysis/Coordinating mathematical success: the mathematics subject report</a></p>	1
<p>Enhancement of adaptive teaching approaches to narrow the disadvantage gap - Walkthrus CPD and coaching.</p> <p>We will fund teacher release time to embed key elements of guidance from EEF.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">Effective Professional Development, EEF</a></p>	1, 2 & 5
<p>Enhancement of our computing</p> <p>Enhancement of our computing teaching and curriculum planning in line with changes in KCSIE and parent education</p> <p>Funding training and workshops for parents.</p>	<p>The potential of AI tools to enhance teaching and learning by reducing administrative burdens and providing tailored support is widely recognised. However, it is emphasised that there is need for safe, responsible and effective implementation, highlighting the imperative to address risks such as inaccuracy, bias and intellectual property infringement.</p> <p><a href="#">The safe and effective use of AI in education DFE</a></p>	6



--	--	--

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

Budgeted cost: £29,647.80

Small group interventions 780 hours of HLTA pay = £5212.80

RWI 1:1 Tutoring – 1,350 hours of HLTA pay = £24,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre-teaching in all year groups of key vocabulary</p> <p>Small group interventions in maths – targeting gaps in number skills</p> <p>Small group interventions in reception targeting handwriting, number skills and core book reading</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1 & 2
<p>One to one tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons focused on phonics, comprehension and number skills.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Tutoring: guidance for education settings</a></p>	1



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

Budgeted cost: £9,873.75

*¼ of learning mentor wage = £8,118.75*

*Free funded breakfast club places = £1755.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Learning Mentor activities to build strong relationships with parents to improve pupil welfare, wellbeing attendance. School Around the Family (SAF) meetings	There is a strong evidence base that good attendance starts with close and productive relationships with parents and pupils. <a href="#">Working together to improve school attendance, DFE.</a>	4
Free funded places for breakfast clubs and after school sports clubs.	There are several case studies indicating that free, before school breakfast clubs not only improve attendance but also pupil attainment. <a href="#">Free, Universal, before-school breakfast clubs</a>	7

**Total budgeted cost: £42,019.35**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year 2023-24 EYFS & Infant school Disadvantaged pupils	School	Haringey	National
KS1 Reading EXS (5 Pupils) Teacher Assessment	80%		
KS1 Writing EXS (5 Pupils) Teacher Assessment	60%		
KS1 Maths EXS (5 Pupils) Teacher Assessment	60%		
Phonics WA (3 Pupils)	67%	76%	69%
Reception GLD (4 Pupil)	75%	65%	52%

Year 2024-25 EYFS & Infant school Disadvantaged pupils	School	Haringey	National
KS1 Reading EXS (5 Pupils) Teacher Assessment	40%		
KS1 Writing EXS (5 Pupils) Teacher Assessment	40%		
KS1 Maths EXS (5 Pupils) Teacher Assessment	60%		
Phonics WA (6 pupils)	83%	73%	67%
Reception GLD (3 Pupil)	67%	60%	51%

For end of KS1 data we are unable to compare ourselves to Haringey or National. However, we can see that there are a few children from each cohort over the last two years not reaching expected standard at the end of KS1. Therefore, we are implementing a range of targeted interventions much earlier, including in Reception to close the gap.

Data from 2025 Year 1 phonics WA shows significant improvement for disadvantaged pupils compared with Haringey and National. This shows that the impact of 1:1 tutoring in phonics overtime. Whilst this is a pleasing picture and shows our PP strategy is



working towards closing gaps, we need to continue with targeted phonics tutoring to close the gap further for PP pupils.

Data from previous two years in Reception GLD show that we are performing better than Haringey and National for our pupil disadvantaged pupils. That said, the cohort numbers are very low and don't demonstrate the good progress for the one EHCP with a pupil with complex needs each year who've made fantastic progress from their starting point.

### **All Pupils Attendance**

Year	Cohort Size	School	National	Difference
2024/25 (2 terms)	118	96.3%	94.8%	+1.5
2023/24 (3 terms)	124	96.5%	94.5%	+2.0
2022/23 (3 terms)	130	95.9%	94.1%	+1.8

### **FSM6 Pupils Attendance**

Year	Cohort Size	School	National	Difference	Gap between all and FSM6
2024/25 (2 terms)	12	92.8%	92.4%	+0.4	-3.5
2023/24 (3 terms)	11	93.9%	92.0%	+1.9	-2.6
2022/23	14	92.1%	91.6%	+0.5	-3.8



(3 terms)					
-----------	--	--	--	--	--

### All Pupils Persistent Absence

Year	Cohort Size	School	National	Difference
2024/25 (2 terms)	118	6.8%	13.3%	-6.5
2023/24 (3 terms)	124	6.5%	14.6%	-8.1
2022/23 (3 terms)	130	8.5%	16.2%	-7.7

### FSM6 Pupils Persistent Absence

Year	Cohort Size	School	National	Difference	Gap between all and FSM6
2024/25 (2 terms)	12	16.7%	24.5%	-7.8	+9.9
2023/24 (3 terms)	11	18.2%	27.1%	-8.9	+11.7
2022/23 (3 terms)	14	28.6%	29.3%	-0.7	+20.1



--