



Pupil premium strategy statement – Anton Infant School

This statement details our school's use of pupil premium (and recovery 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	156
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Laura Skeates
Pupil premium lead	Laura Skeates
Governor / Trustee lead	John Honeybun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,040
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£27,040



Part A: Pupil premium strategy plan

Statement of intent

At Anton Infant School we work together to create a safe and inclusive environment, where every child knows they matter. We provide the opportunity for everyone to be nurtured and every experience to be a learning opportunity. Our aim is to promote curiosity, creativity, independence and resilience through an inspiring and engaging curriculum. We set children up to achieve all they are capable of and inspire them to become lifelong learners.

We believe every child has the right to the highest standard of education delivered by highly skilled, trained and committed staff. We want our school to be an inclusive learning environment where every child is known and is appropriately supported with their learning.

Disadvantaged can have a variety of meanings, however for the purpose of this Pupil Premium strategy plan, it refers to children in receipt of Free School Meal funding, allocated to children from low income families or children who are currently in care or who have previously been in the care of the Local Authority.

As an inclusive school, we believe that every child, no matter their needs or background has the right to high quality education and a learning environment where they feel that they belong.

We believe that for many children in receipt of this funding face challenges outside of their and their families control which is why a large proportion of our allocated funding is spent on a dedicated pastoral worker who works with the children and families to support them and give them the best possible start to their education. Childhood is a short season which cannot be repeated. It is important for us to get it right for each child.

This strategy will outline the broad strategies we can deploy to support children in our school but is not a complete list of everything we offer. We aim to provide each child with the resources and strategies they need to thrive and be successful.

At the centre of this strategy is High Quality Inclusive Teaching. We believe this is essential to ensure the needs of all learners are met.



Challenges

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

Challenge number	Detail of challenge
1	Children's emotional wellbeing and mental health, particularly around attachment and trauma and how this can impact behaviour and readiness to learn
2	Academic attainment for children in receipt of PP funding
3	SEND- Increased numbers of pupils with more complex needs, including speech and language, weaker motor skills and barriers with social communication
4	Attendance of PP chn to be in line with non PP children
5	Children's ability to take part in appropriate and purposeful play. We are noticing gaps in social interaction skills

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
<i>Disadvantaged children will have any emotional wellbeing and mental health needs met to remove readiness to learn barriers</i>	<p>Children who need support with wellbeing and mental health identified swiftly and support put in place to remove ready to learn barriers</p> <p>The function of behaviour is understood by all staff and appropriate support and strategies are put in place so that behaviour does not impact on learning</p> <p>Attainment data will show children are able to access the learning and make progress sure to being emotionally regulated and ready to learn</p> <p>Children have strategies and resources to help them self-regulate. Staff are skilled in co-regulation techniques to ensure children are back on track and ready to learn. Incidents of dysregulation are minimised and evidenced through CPOMS</p>



	Thrive and Forest School data will show improvements in all areas
The attainment gap narrows between disadvantaged pupils and non-disadvantaged pupils so that they are in-line. (Taking into account those disadvantaged pupils with SEND and what individual progress looks like for these children)	The percentage of disadvantaged children achieving ARE+ in all areas will increase to be in line with non-disadvantaged children
CPD for staff gives a greater understanding of how to successfully support the SEND needs in school	Staff are more confident and skilled to meet the needs of children with complex needs within the classroom. Children with SEND make expected progress from their starting points
Disadvantaged pupils will attend school as often as non-disadvantaged pupils. High attendance expectations for all.	Attendance data will show that disadvantaged pupils will be in line with non-disadvantaged pupils
Children are given the opportunity and taught the skills to engage in appropriate and purposeful play	Through Forest School and the development of enhanced provision/ risky play, children are given opportunities for purposeful play which develops key skills such as risk taking, turn taking, resilience, problem solving and teamwork.

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: £2216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff to develop High Quality Inclusive Teaching and Ordinarily Available Provision</i>	<p>Good teaching for pupils with SEND is good teaching for all. High Quality Inclusive Teaching with appropriate adaptations ensures all pupils have the opportunity to progress and succeed.</p> <p>EEF research https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/special-educational-needs-in-mainstream-schools/eef_special_educational_needs_in_mainstream_schools_recommendations_poster.pdf Evidence suggests that there are 5 core principles that can be adopted by teachers and</p>	2, 3



	<p>support staff to support all pupils including those with SEND to succeed academically</p> <p>Cost: no anticipated cost</p>	
<p><i>CPD for staff –Mental Wellbeing- Thrive-Delivered by trained Thrive practitioners in school</i></p>	<p>Thrive is a social and emotional development model underpinned by attachment theory, child development, neuroscience and play creativity and arts. It is proven to improve attendance, behaviour and learning outcomes.</p> <p>https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p> <p>Cost: No anticipated cost</p>	1
<p><i>Whole School training around Ordinarily Available Provision</i></p>	<p>Training provided from HIAS SEND for all staff to understand Ordinarily Available Provision within a mainstream classroom. This is then used to improve planning and resources for PP children and support the improved delivery of Ordinarily Available Provision. SLT are also attending Hampshire OAP training to support effective implementation and improved outcomes for all.</p> <p>Cost: £550</p>	2,3
<p><i>Develop provision of risky play in school</i></p>	<p>Tim Gill author of no fear states 'it is argued that many – perhaps most – children have an appetite for risk-taking that, if not fed somehow, will lead them to seek out situations in which they may be exposed to greater risks. For example, the development of publicly funded skate parks and other 'extreme sports' facilities is based in part on the view that children clearly want to take part in such activities, and that dedicated provision is preferable to compelling enthusiasts to pursue them in streets and other public spaces.</p> <p>We are developing a designated risky play area within the playground to encourage children to take managed risks and build confidence, resilience, and problem-solving skills. This approach supports children's overall learning and development and equips them with skills that will benefit them throughout their lives. To help families understand this approach, we hosted an open evening where families could learn more about the purpose and safety measures in place. Childcare was provided to support increased attendance and ensure families were able to engage fully with the discussion.</p> <p>Cost:£480</p>	2,3,5



<p><i>CPD for staff retrieval and retention skills</i></p>	<p>Following our Ofsted inspection in April 2025, an area for improvement was identified relating to checking pupils' retention of previously taught knowledge. In response, staff have undertaken targeted CPD delivered by HIAS focusing on effective retrieval and retention strategies. This has supported teachers with planning regular opportunities for pupils to recall prior learning, identify misconceptions, and strengthen long-term memory across subjects. These strategies ensure pupils can build on prior knowledge, make connections over time, and achieve more securely in their learning.</p> <p>Cost £430</p>	
<p><i>CPD – 5 fundamentals of effective teaching and learning</i></p>	<p>To ensure the effective implementation and embedding of High Quality Inclusive Teaching across the school, selected teaching staff are attending '<i>The Five Fundamentals of Effective Classroom Practice</i>', a HIAS-led training course. This training develops effective instructional leadership, securing the quality and consistency of teaching across the school.</p> <p>An improved whole-school model of teaching and learning will support the ongoing induction, training and development of staff, as well as high-quality provision for all pupils.</p> <p>Key principles and strategies from the training will be disseminated to all teaching staff through PDM meetings.</p> <p>Cost £756</p>	



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

Budgeted cost: £ 7462

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Language Link</i></p> <p><i>Resources to support communication and interaction</i></p>	<p>Support for communication and interaction</p> <p>https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf</p> <p>Cost: £356</p>	2,3
<p><i>Widgit to support with visuals to aid learning</i></p>	<p>To support all children to communicate effectively and enable appropriate support with written language we use the Widgit programme</p> <p>https://www.widgit.com/sectors/education/mainstream.htm#:~:text=Widgit%20symbols%20support%20teaching%20and, and%20understand%20texts%20within%20lessons.</p> <p>Cost: £221</p>	
<p><i>Additional support for children falling below or at risk of falling below ARE 1:1 and small group additional support to accelerate progress, including pre-teaching and active interventions</i></p>	<p>EEF research</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Cost: No anticipated cost</p>	2,3
<p><i>Flexible grouping across curriculum subjects and targeted deployment of LSA and teacher ensure needs of all children are met</i></p>	<p>EEF research</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-flexible-grouping-what-is-it-and-why-use-it</p> <p>Cost: no anticipated cost</p>	2,3
<p><i>Emotional and pastoral support to remove readiness to learn barriers</i></p> <p><i>Thrive practitioner</i></p>	<p>The impact Thrive has on children and young people and the communities around them has been evidenced in a number of studies. These include:</p> <ul style="list-style-type: none"> • Thrive helps to develop resilience in young people (Hart and Heaver 2015) • Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children (Office for Public Management 2013) • Thrive closes the gap for vulnerable children across a range of measures 	1



	<p>including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 215)</p> <p>https://www.thriveapproach.com/news/impact-of-thrive-evidenced</p> <p>Cost: £6885</p>	
--	--	--

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

Budgeted cost: £ 17,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School has two Thrive practitioners to actively address emotional and behavioural barriers to learning</i>	<p>https://www.thriveapproach.com/news/outcomes-teachers</p> <p>Cost: Thrive Subscription £864</p>	1,2,3,4
<i>Forest School and intervention groups delivered by School Forest School Lead</i>	<p>A Longitudinal Study on Forest School published on the forest school association website “tracked disadvantaged Key Stage 1 children over three years of weekly Forest School sessions. Of note are evident changes in children’s self-regulation and resilience, supported by the project’s approach of providing “emotional time and space”, defined as “the provision of physical space and time in which the children are free to be themselves and express their emotions.” The positive effects were supported and recognised in school by whole school support and ownership.</p> <p>The study showed that children’s academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn’t participate, whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.’</p> <p>The complete study can be found here https://forestschoolassociation.org/new-research-a-longitudinal-study-on-forest-school/</p> <p>Forest School intervention groups support children to develop key skills in collaborative</p>	1,3,5



	<p>working, listening and attention, and self-confidence. Delivery within small, structured groups and a supportive Forest School environment enables children to engage at an appropriate level, reduce barriers to learning, and develop transferable skills. These skills are then more effectively applied within the classroom, supporting improved engagement, participation, and learning outcomes.</p> <p>Cost:£12,300</p>	
<p><i>Reset room- safe space for children to use when overwhelmed or dysregulated</i></p>	<p>The reset room will be used as a safe space when children are overwhelmed and expressing themselves through distressed behaviours. It's a place to support them with their Social and Emotional Learning and a place for them to regulate. These behaviours will be explored using reset boards to support the children.</p> <p>https://beaconhouse.org.uk/wp-content/uploads/2019/09/The-Three-Rs.pdf</p> <p>Cost: no anticipated cost</p>	1,5
<p><i>Transition meetings are carried out with all feeder settings by Year R lead and SENDCo to glean the best understanding of each individual child's barriers to learning. Home visits are also offered to all Year R families</i></p> <p><i>Y3 Transition is robust and purposeful between the infant and feeder junior school</i></p>	<p>https://www.teachearlyyears.com/a-unique-child/view/supporting-transitions-in-the-early-years</p> <p>The research article above highlights how strong transition supports new settings to build good relationships not only with the child, but with their families.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Transition_tool.pdf?v=1702269729</p> <p>Cost: £300</p>	1,3,4
<p><i>Food vouchers provided for disadvantaged families</i></p>	<p>Meal provision is one of the suggestions from the EEF about how to use the Pupil Premium funding effectively</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</p> <p>Cost: £2948</p>	1,2,4
<p><i>Safeguarding hour in office- attendance</i></p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social</p>	4



	<p>characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>Safeguarding hour in the school office. This is a completely uninterrupted time for admin staff to follow up any non-attendees as school and put the procedures in our attendance policy in place</p> <p>Cost: no anticipated cost</p>	
<i>Additional assessments to support individual pupils</i>	<p>Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND</p> <p>Cost: No anticipated cost</p>	1,2,3,4
<i>Reading rucksacks</i>	<p>Research has shown a decline in reading for pleasure. We need to address this during infant school. To enhance opportunities to develop reading for pleasure. We have created reading rucksacks for each class which include fiction and non-fiction quality texts to be shared with families at home</p> <p>https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time</p> <p>Cost £100</p>	2,5
<i>ATAS</i>	<p>We trained last year to become an Attachment and Trauma Aware school in order to upskill staff to better understand and support children who have ACES, trauma and communicate through dysregulated behaviour. We have achieved our Bronze award and are currently working towards our Silver award. This whole school approach supports all children.</p> <p>https://virtualschool.lea.kent.sch.uk/uploads/vsk-at-eef-improving-behaviour-in-schools-2021-blue-final.pdf?_cchid=2a5107c7c3313737a80c04c7d36db329</p> <p>Cost: No anticipated cost</p>	1,3,5



<i>Family activity packs</i>	Holiday activity packs sent home to families to support during the school holidays Cost £50	5
<i>Breakfast club</i>	We ensure pupils in receipt of PP funding can attend breakfast club if needed to support families Cost £500	
<i>Wellbeing lead</i>	We have introduced the role of a wellbeing lead to support both children and their families in school. We have noticed this is an area which needs further support. They are also trained as a DSL. They attend a local pastoral support groups to work with local school to ensure the best support for our children and families Cost £300	

Total budgeted cost: £27,040



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD	
PP	Non
25%	78%

Phonics	
PP	Non
71%	69%

End of Year data for Key stage 1 2025							
Reading		Writing		Maths		Combined	
PP	Non	PP	Non	PP	Non	PP	Non
74%	75%	47%	61%	74%	78%	47%	58%

We continue to assess the wider issues such as emotional wellbeing which impact on PP children's outcomes and are addressing these with this strategy. Writing will be a whole school focus going forward to improve GLD and combined outcomes.

Forest school has been extremely successful with supporting physical development and wellbeing. This will continue.

Thrive will continue to support children's emotional wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thrive	Thrive