

St Faith's Church of England Infant and Nursery School:

Pupil Premium Strategy Statement 2026– 2029

“Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship.

We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated, and our genuine love and high expectations make a difference to all.”

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Faith's Church of England Infant and Nursery School
Number of pupils in school	262 (updated September 2026, including nursery)
Proportion (%) of pupil premium eligible pupils	19% Targeted (8%) and expanded (10.3%) support (updated September 2026)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2028
Statement authorised by	Mrs Amanda Konrath
Pupil premium lead	Mrs Lisa Kingston
Governor / Trustee lead	Reverend Victoria Lawrence and Matthew Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous financial years (enter £0 if not applicable)	£4936
Total budget for this academic year	£70,036



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Part A: Pupil premium strategy plan

Statement of intent

At St Faith’s we aim to ‘construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and **cultural capital** they need to succeed in life.’ Some children arrive at our school with poorer experiences than others, in both their learning and play. What we do, through our curriculum and interactions and the opportunities we provide, potentially makes all the difference for our disadvantaged children. It is our aim to ensure that children experience the awe and wonder of the world in which they live.

We aim to ensure that every child leaves our school excited about learning and determined to succeed, with ambition and a positive mind set. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives. We want to provide all children with the skills to enable them to confidently reach their full potential by building upon their self-confidence and self-belief.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims and ensure that for **all** disadvantaged children, opportunities and additional experiences enable them to close the gap both socially and academically with their peers, as appropriate. We tailor what we provide to suit the needs of individual and small groups of children to ensure that our ‘St Faiths Family’ provides these children and their families with the best foundations for learning and life possible.

Our current pupil premium strategy works towards closing these gaps by:

- Providing a balanced and broad curriculum to engage ALL learners.
- Providing training and support to upskill all practitioners in supporting all children, with a specific focus on our disadvantaged children.
- Focus on key skills in communication, reading, writing and maths to ensure our children reach their full potential.
- Tracks disadvantaged children closely to ensure early intervention can be put into place to maximise both attainment and progress.

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Challenges

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

Challenge number	Detail of challenge
1	Social and emotional difficulties, including low self-confidence and self-esteem, and some behavioural problems – children can enter nursery and reception with limited social skills.
2	Poor or limited oral language and understanding – for our youngest children to gain full access to the curriculum we prioritise the development of language & communication skills.
3	Disadvantaged children not achieving the expected standard or above in reading and writing. (This has greatly improved over the last strategy and now we are aiming to maintain the high standards they are currently achieving.)
4	Low starting points and low % of GLD at end of Reception is resulting in scores below national expectations in Reading, Writing and Maths.
5	Limited experiences and opportunities to broaden both understanding and skills.
6	Parental engagement and confidence in knowing how to support their child’s learning, including poor attendance for some families.

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
All children having a high level of both well-being and involvement in their learning	95%+ of all children have a high level of wellbeing and involvement.
All children to achieve their full potential in phonics and develop a love of reading	New reading areas, including the outdoor little library, to be used regularly and enjoyed by all families. 80%+ to pass the phonics screening check at the end of year 1 70% of children in EYFS reaching the expected standard in reading and phonics to be in line with the national average.
All children make expected or better progress in writing, with a high level of confidence to write	95%+ of all children making expected or better progress in writing. Good teaching in all classrooms and teachers feeling confident in planning and using Talk for Writing strategies. Linked to involvement and wellbeing, data collected through child’s voice and staff questions.
Good attendance for all children	All pupils aiming for 95%+ attendance. 90%+ of all children achieving 95%+ attendance.

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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 (for example, CPD, recruitment and retention)

Budgeted cost: £20, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop oracy and communication skills, linking to storytelling.	Drawing Club, Talk for Writing and Little Wandle phonics have been embedded across the school. We are seeing attainment improving or maintained and progress maximised for most children. This needs to continue and introduced to new staff to ensure consistent teaching in all year groups. Training for new staff and continuing to upskill full teaching team. Further develop through year group planning, use of scaffolding, the progression document and opportunities for talk. There will be a particular focus on Early Years as evidence has shown, preventing the learning gap where possible rather than closing is extremely effective. This will place a high focus on foundational knowledge. Staff training for further ideas to close the word gap and further develop language with intervention being implemented for groups and individuals as needed.	2, 3, 4, 6
Ensure all relevant staff (including new staff) have received training and support to deliver the phonics scheme (Little Wandle) effectively, focusing on consistent intervention.	Data shows the use of Little Wandle is having a positive impact on all children’s reading and phonic ability. In July 2026 83% of children passed their phonic screening check in Year 1. This needs to continue alongside the further development of phonic interventions. Evidence show that improving the quality of teaching can have the greatest impact on learning quality. As research from the EEF shows this is low cost for moderate impact and is especially important for the age of our children. The systems we have in place are both explicit and systematic both of which are recognised as being the most effective.	2, 3, 4
Little Wandle Handwriting scheme	Foundational knowledge and The Writing Strategy both clearly outline the need for automatic handwriting to become a successful writer. Previous training on Penpals handwriting scheme has had a positive impact in Key stage 1. We are continuing to train staff and are now focusing on Little Wandle to ensure that this is in line with the teaching and learning of phonics.	3, 4

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

Budgeted cost: £ 29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Sensory circuits to support children facing difficulties in sensory and emotional regulation needs.	Staff have accessed planned training for delivering sensory circuits. Resources have been allocated for this and careful plans are in place for groups and individual children. This will support children with SEND sensory needs and also those who may find self-regulation and managing their emotions difficult. Research completed by the Royal College of Occupational Therapists shows the impact this has on participation and performance in everyday tasks.	3, 4
Little Wandle Intervention	We will ensure that intervention for reading and phonics will be consistent and frequent for all classes. This will address the gaps for identified individuals. This will be monitored closely to ensure that all delivery is consistent and in line with the Little Wandle approach whilst following our St Faith’s way. Children need to keep up and not just catch up. This will maintain and continue to improve the phonics scores.	2, 3, 4, 5
Ensure all staff accurately identify areas of need, and use high quality intervention to support and close gaps for groups and individuals.	Through closely working with our school SENDCO we have identified the need for teachers to identify initial concern children and plan a high-quality intervention programme where progress can be measured, and from this any SEND concerns to be acted upon. Intervention is carefully planned, adapted and delivered to suit groups and individuals. This is reviewed regularly and next steps planned. We aim for this to maximise progress for ALL children.	1, 2, 3, 4, 5
ELSA sessions	We have 2 adults trained to deliver ELSA sessions. This is used to its maximum benefit for individuals and groups of children. By prioritising the social and emotional learning and also behaviour strategies, it has a positive impact on the ethos of the school, supporting progress for all. They offer advice and strategies for other staff. When needed they have allocated time to deliver the effective sessions. With the youngest children our best resource is adult support. This is sometimes of high cost, but quality intervention and supported play can have a huge impact. We will monitor this closely to ensure consistency and quality.	1, 2, 3, 4, 5
Developing confidence of PP children through additional activities	Additional Activities strategically planned and arranged for children. These include a range of additional enhanced curriculum activities to provide experiences and knowledge. Focusing on social and emotional aspect of learning can have an impact of 4 months according to EEF toolkit. For Year 2 children this will include sessions with a Lincoln City Supports coach.	1

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

Budgeted cost: £14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Full time ELSA used to support families and children when needed. By prioritising the social and emotional learning and also behaviour strategies, it has a positive impact on the ethos of the school, supporting progress for all.	1, 6
Supporting individual children by funding or providing additional clubs to support the development of both social and academic skills.	Continuing with wellbeing and additional support for PP. Paid Fireflies’ sessions as needed. Support from SENDCO and ELSA Funded after school and holiday clubs. Clubs offered designed to support PP children e.g. Phonics and reading club We are tracking the number of PP children attending the different clubs we offer.	1, 3, 4, 6
Progress and attainment	We currently hold progress and attainment meetings to discuss and plan next steps for groups and individual children. This focusses on both progress and attainment. This also incorporates nurture needs and any other barriers the children are facing.	1, 6
Lego Therapy	Lego therapy intervention delivered by an experienced and trained TA has many benefits. As Therapy.Org state Lego therapy promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.	1, 2, 5
Attendance support	We monitor attendance really closely. Our pupil premium children have been identified as one of our lower attending groups and so a greater focus and support for families has been placed here. The supported offered is tailored for individual families.	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 64,100

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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 2025 to 2026 academic year.

The training that was previously completed is now being used well to support a range of groups and individual children.

Additional TA time has provided high quality intervention for children who may be falling behind. We aim for our children to keep up and not catch up. The intervention timetables are adjusted regularly and progress monitored well particularly in reading and phonics. The impact of this is reflected across EYFS and Key Stage 1, where data shows improvement in all areas of reading, writing, maths and phonics. This shows the strategies we have in place are proving successful for both PP and all children. The gap between PP children and other key groups has now closed and in some areas PP children are now the highest performing group. The data is showing that this is year group specific. Where attainment for PP children is slightly lower this is often due to key children being part of more than one key group, however progress continues to be high.

The embedded schemes including Penpals handwriting, Talk for Writing and Little Wandle continue to prove effective. We are continuing to adapt provision to meet the needs of the children. We are also seeing the impact of handwriting for many children, an element that previously was holding our children back from achieving their full potential. As we continue to move forward, we will further handwriting training in line with Little Wandle.

Relationships with our families continue to be strong as we work together to improve attendance and offer support to families as needed. Our nurture lead is now working with many more families and continues to part of the DSL safeguarding team. This will continue and be closely monitored. Our expanded Safeguarding team ensures all children and families are getting full support. This is also having a positive impact on attendance which has greatly improved for all groups this year.

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



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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?	ELSA support. Weekly wellbeing sessions for Service children. Additional support from Nurture lead, particularly around times of Deployment. Additional support for families and open door policy. Special events and experiences linked to the Armed forces. Additional TA hours for intervention.
What was the impact of that spending on service pupil premium eligible pupils?	Increased wellbeing and involvement for these children. Improved family relationships. Further developed communication with these families. Increased / maintained progressed for most service children.

The data on page one for PP numbers does not include our services children.

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Further information – opportunities and provision for disadvantaged children that is not dependent on pupil premium or recovery funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated meeting and training time for Teaching Assistants	When working with young children we have continued to recognise that quality adult support from our teaching assistants’ team is vital. In order for this team to have the greatest impact on teaching and learning they need dedicated time to access information and training. This will be through meetings, discussions, observations, relevant training and modelling from our teachers. Targeted one to one support can have immediate impact for individuals and groups of children.	2, 3, 4
Establish the first 20% of learners in phonics and those falling behind age-related expectations and establish daily interventions.	As our data shows our attainment in phonics is improving as a result of staff training and the use of Little Wandle. By closely monitoring the first 20% of learners in all classes, and other disadvantaged children who are not on track to reach the age-related expectations, we can then establish quality intervention to further support these learners. This group will be flexible, and progress carefully tracked.	3, 4
Encouraging wider reading, support parents in reading at home	Feedback from parents following meetings and workshops is always extremely positive. These offer support and guidance to our families whilst continuing to develop effective relationships. By providing key information and strategies for parents to use when supporting their children at home, the children are gaining the maximum support in reaching their full potential. This will also include termly parents’ evenings sharing ideas with parents, targeting parents of those children not reading, providing additional support and guidance as required.	2, 3, 4, 5
Priority readers	In each classroom, teachers will identify children that need to read daily. This will be reviewed regularly in order to support those children needing more practise and will often run alongside phonic intervention.	3, 4
Developing confidence of PP children through additional activities	Additional and activities arranged for children such as Pre-school playmates, visiting the library all to build confidence and experiences. These will develop as the year progresses. Focusing on social and emotional aspect of learning can have an impact of 4 months according to EEF toolkit.	1
Wellbeing days and tracking wellbeing for all children	Previously we have tracked the wellbeing and involvement of selected children. We intend to increase this to all children to ensure that no one’s mental health or emotional difficulties are missed. Focusing on social and emotional aspect of learning can have an impact of 4 months according to EEF toolkit.	1