



PUPIL PREMIUM STRATEGY STATEMENT

Prepared by: Miss A Matlub (Pupil Premium Lead)

2025-2026

(Part of the 3-year strategy- 2024-25, 2025-26, 2026-27)

**Audley Infant School, Queen's Park Road,
Blackburn, BB11SE**

School overview

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.

Detail (2025-2026)	Data
School name	Audley Infant School
Number of pupils in school	257 (not including nursery) 281 (including nursery)
Proportion (%) of pupil premium eligible pupils	18.67%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
The date this statement was published	December 31 st 2025
The date on which it will be reviewed	December 31 st 2026
Statement authorised by	Mrs Helen Nelson
Pupil Premium Lead	Miss Amina Matlub
Governor / Trustee lead	Mr Paul Hawthornthwaite

Funding overview

Data (2025-2026)	Amount
Pupil premium funding allocation this academic year	DfE allocation: £45,450)- 23.11.25 (30 pupils- 11.4%)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£45,450

Part A: Pupil premium strategy plan

Statement of intent (2024-2027)

What are our ultimate objectives for disadvantaged pupils?

- For all disadvantaged pupils to meet or exceed the expected standard for their year group in Reading, Writing and Maths. By the end of Year 2, these pupils will be ready for Junior school.
- To close the gap between disadvantaged and non-disadvantaged pupils in core and foundation subjects over the next three years.
- To inspire a love of learning and exploration by providing enrichment opportunities for our disadvantaged pupils, thus raising their aspirations.
- To raise the engagement of pupils and families, therefore raising standards in behaviour, attitudes and attainment.

How does the current Pupil Premium Strategy Plan work towards achieving those objectives?

- The funding of a Pupil Well-being Co-ordinator is supplemented, enabling them to play a pivotal role in building, maintaining and driving forward positive relationships with families.
- There is a clear focus on the holistic individual with funding supporting additional opportunities such as after-school clubs.
- A range of resources is provided to support the development of a love of reading and learning in the home environment.
- We provide the means for there to be clear communication with families, as well as the offering of support as and when needed.
- An increased emphasis is placed on targeted small group work to ensure children can reach at least the expected standard in their areas of learning. The initial focus will be on the core areas and Communication and Language.
- Staff receive CPD to ensure a consistent approach to developing and supporting the teaching of the curriculum. Additionally, members of the senior leadership team attend additional courses that support teaching and share with the team to embed and sustain impact.

What are the key principles of the strategy plan?

- Provide every child with the opportunity to succeed.
- Empowering potential: Supporting disadvantaged pupils to reach their academic and personal goals.
- Inclusive progress: Ensuring every learner has access to resources and high-quality teaching.
- Community commitment: Working together with families, staff, and partners to build brighter futures.

This report reflects the school's dedication to equity, ambition, and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Low language level on entry to school.
2	Low general attainment in Reading on entry to school.
3	A high percentage of persistent PP absence
4	Lack of confidence/ managing feelings safely

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
<p><i>Priority 1-</i> to support families to ensure children are attending school regularly. Currently, 18/48 (37.5%) of PP pupils have an absence below 95% (<i>data accessed 28th November</i>)</p>	<ul style="list-style-type: none"> ▪ A new pupil well-being coordinator has been employed by the school. ▪ PWC to be embedded in the role to support families of pupils with persistent absence and pastoral concerns. ▪ PWC to create strong relationships with families to support the most vulnerable families. ▪ PWC to securely implement the attendance policy and ensure protocols and procedures are followed. ▪ PWC to work closely with the LA inclusion team to improve persistent absence. ▪ PP Lead to support PWC in engaging with our most vulnerable families if required. ▪ Teachers to be the first point of contact for families where children are not attending regularly to strengthen the relationship with the most vulnerable families.
<p><i>Priority 2-</i> Support the Mental Health & Well-being of pupils by having robust and sustainable support in place</p>	<ul style="list-style-type: none"> ▪ CIOC Lead to attend relevant training to support vulnerable children. ▪ TLA3 to attend ELSA refresher training. ▪ TLA3 to lead ELSA intervention. ▪ CTs to lead Jigsaw PSHE lessons weekly ▪ CTs to continue to establish strong links with parents, giving them the support where required. ▪ Liaise with the BWD mental health support team, where necessary. ▪ Liaise with the school nurse to support the medical well-being of vulnerable pupils and families. ▪ Provide various clubs, including after-school clubs for vulnerable children, to be done as part of the teachers' directed time.

<p><i>Priority 3</i>- Raise the attainment of PP pupils in Maths, for vulnerable pupils so that they are in line or better than the national level.</p>	<ul style="list-style-type: none"> ▪ Quality First teaching for <i>all</i> pupils. ▪ Senior leaders ensure a robust monitoring cycle is in place. ▪ Mastery Maths teachers to attend relevant training to support the teaching and delivery of maths to support <i>all</i> pupils to achieve their full potential. Feedback and implement whole school. ▪ 2 x SLT to attend Adaptive Teaching training to stretch and challenge all pupils and share this with the whole school. ▪ SLT to monitor maths through the school and give recommendations as appropriate.
<p><i>Priority 4</i>: Ensure children are fluent readers by the end of KS1.</p>	<ul style="list-style-type: none"> ▪ FFT testing initially in Year 2. ▪ Provide Year 1 children the opportunity to complete the FFT assessment to ensure data comparisons are accurate and reflective of pupil progress when retested in Year 2. ▪ Use alternative testing such as the non- statutory End of Key stage 1 assessments. ▪ Further develop whole-class reading and guided reading. ▪ 20-minute Reading slot every morning to ensure individual readers are completed. ▪ Ensure <i>all</i> teachers understand the assessments and clear training is provided on FFT and SONAR. ▪ English lead to prioritise Reading as part of the Action Plan for Spring 1 (January).

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: **£2,226**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of PP pupils by PP Lead	PP Lead to track the progress of the children and check what interventions are being delivered and their impact.	1,2,3,4
NCETM – Mastery Maths Leading the Whole School Vision Teacher Research Group	A whole school approach to supporting Maths (training teachers to lead). Additional maths sessions focusing on Number.	3
Adaptive teaching- Research group to support all pupils to achieve their full potential.	SLT members to attend the Blackburn cluster for adaptive teaching. Teachers will use adaptive teaching approaches, initially within the core subjects	3,4
Ensuring there is a robust assessment system in place and teachers are provided with CPD that enables them to confidently use the assessment to track the children.	A robust assessment system is to be in place, which allows the teachers to track the most vulnerable children. Training for teachers to ensure there is consistency within the school.	4

Targeted academic support (for example, targeted small group work, one-to-one support, structured interventions)

Budgeted cost: **£9,292**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Assessment for EYFS Pupils/New Arrivals	Early language assessment within the borough is also a teaching tool to support EAL children.	4
Targeted small group work with the teaching assistants to focus on maths and fluency.	Small group work with the teaching assistant to supplement the teaching in class by the class teacher.	3,4
NCETM Mastering Number Year 1	Targeted support for children to develop their understanding of numbers.	3
NCETM Mastering Number Year 2	Targeted support to help children develop their understanding of numbers.	3
Phonics Intervention Year 1 and Year 2	Supporting PP pupils to keep up, not catch up, delivering the sessions in small groups. PP children have historically made good progress.	3

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

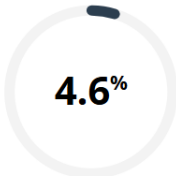

Budgeted cost: **£41,541**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Intervention for vulnerable pupils who need emotional support.	Mental health and well-being problems for children are on an upward trajectory. This allows pupils to have a supportive environment in school.	1,2
PWC to support vulnerable families with pastoral and attendance concerns to help raise attendance.	Good relationships with families help to ensure that families feel supported and will lead to higher levels of attendance.	1,2

Total budgeted cost: £53,059

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority	Analysis												
<p>Priority 1- improve the attendance of vulnerable groups.</p>	<p>Overall Absence: 2024 2025:</p> <div data-bbox="371 450 981 784"> <p>GAP TO:</p> <table border="0"> <tr> <td>National: Non-Disadvantaged</td> <td>+0.4%</td> </tr> <tr> <td>National: Disadvantaged</td> <td>-2.7%</td> </tr> <tr> <td>School: Non-Disadvantaged</td> <td>-1.6%</td> </tr> </table> <p>SCHOOL: VALUE</p>  <p>4.6%</p> <p>TREND: -0.9%</p> <p>PERCENTILE RANK: 11th</p> </div> <p><i>Attendance figure 1.1</i></p> <p>The school's disadvantaged cohort of 30 enrolments has an overall absence of 4.6%. this is 0.4% higher than the national non-disadvantaged cohort at 4.2%. The school's gap to non-disadvantaged pupils nationally has decreased by 0.7% from 1.1% in 2023/24 to +0.4% in 2024/25. The disadvantaged cohort's overall absence has decreased by 0.9% from 5.5% in 2023/24 to 4.6% in 2024/25.</p> <p>Persistent Absence: 2024 2025</p> <div data-bbox="371 1422 1021 1780"> <p>GAP TO:</p> <table border="0"> <tr> <td>National: Non-Disadvantaged</td> <td>+3.0%</td> </tr> <tr> <td>National: Disadvantaged</td> <td>-10.9%</td> </tr> <tr> <td>School: Non-Disadvantaged</td> <td>-4.1%</td> </tr> </table> <p>SCHOOL: VALUE</p>  <p>13.3%</p> <p>TREND: -2.9%</p> <p>PERCENTILE RANK: 15th</p> </div> <p><i>Attendance figure 1.2</i></p> <p>13.3% of the school's disadvantaged cohort are persistently absent (4 pupils out of 30). This is 3.0% higher than the national non-disadvantaged cohort at 10.3%. the school's gap to non-disadvantaged pupils nationally has decreased by 1.7% from +4.7% in 2023/24 to +3.0% in 2024/25. The school's disadvantaged cohort's persistent absence has decreased by 2.9% from 16.2% in 2023/24 to 13.3% in 2024/25. The disadvantaged pupils in the school are in percentile 15 for persistent absence when compared to other schools.</p>	National: Non-Disadvantaged	+0.4%	National: Disadvantaged	-2.7%	School: Non-Disadvantaged	-1.6%	National: Non-Disadvantaged	+3.0%	National: Disadvantaged	-10.9%	School: Non-Disadvantaged	-4.1%
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The DfE has set attendance expectations for primary schools through the introduction of Attendance Baseline Improvement Expectations (ABIEs). From 2026/27 schools will receive individual minimum targets to improve attendance levels, which will be based on their circumstances, including location and pupil needs.

Attendance continues to be a school priority. The PWC works closely with the HT to support the improvement of attendance. The PWC monitors and tracks attendance, contacting parents of vulnerable pupils; this ensures that support is available where required.

Priority 2-
Support the Mental Health and Wellbeing of pupils by having robust and sustainable support in place.

As a school. We prioritise the mental health and wellbeing of our children. As well as teaching PSHE lessons, some children are given the opportunity to access ELSA.

Autumn	2/9 PP children (22.2%)
Spring	1/9 PP children (11.1%)
Summer	2/9 PP children (22.2%)

ELSA Figures 2.1

- 18.5% of PP children have taken part in ELSA.
- Established process for how pupils are selected in place, in which staff follow the procedures. The pupils are selected by CTs in dialogue with the ELSA lead SY and the HT.
- ELSA interventions are in place to support the specific needs of the pupils, with additional time dedicated where there are needs.
- Interventions are monitored and tracked, and continue for more than a term where necessary. If children require further support down the line, this is in place to happen if necessary.
- The impact of ELSA has shown an improvement in confidence and motivation of pupils.

We are committed to continuing with supporting TLA3s in delivering the sessions with the support of HT, PWC and the PP lead.

We will continue to provide support for the children who need it the most to enable them to become confident individuals.

Priority 3-
Raise the attainment of PP pupils in Mathematics, Writing and Grammar and vulnerable pupils so they are in line or better than national level.

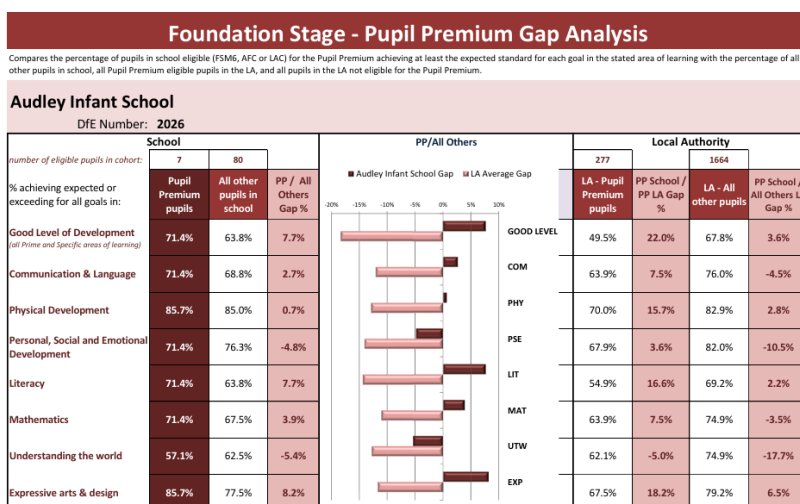
We prioritise raising the attainment of PP children in Mathematics to give them the same chances as their peers.

We have done this through:

- Quality First teaching
- Targeted Interventions
- Training for teachers and support staff.

EYFS:

We track data through various means, which further enables us to support our most vulnerable children.



EYFS Data Figure 3.1

72.7% of PP children passed their Phonics test at the end of Year 1 in comparison to 71.8% for the rest of the cohort. They have outperformed the PP children in the local authority by 2.8%.

Pupils meeting the expected standard in year 1

80%

Unchanged from 2024

Disadvantaged pupils meeting the expected standard in year 1

67%

Down from 68% in 2024

The gap between the highest and lowest attaining region

4 ppt

Up from 3 ppt in 2024

These statistics cover the attainment of year 1 and year 2 pupils who took the phonics screening check in summer 2025.

(Gov.uk)

Our children were below the national average of 80% but the PP children exceeded national levels by +5.7%.