

Victor Seymour Infants' School

Pupil Premium Strategy

Statement

Victor Seymour Infants' School is part of the Greenshaw Learning Trust.
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Victor Seymour Infants'

Pupil premium strategy statement 25/26



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	314
Proportion (%) of pupil premium eligible pupils	10% across all years (31 children)
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sam Morrissy
Pupil premium lead	Emma Gauci
Governor / Trustee lead	Catherine Sonoiki

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,528
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£66,528

Part A: Pupil premium strategy plan

Statement of intent

At Victor Seymour Infants' we are committed to ensuring that every child, regardless of background or individual challenges, has the opportunity to thrive and make strong progress across all areas of learning. Our mission is to raise the attainment of all pupils through a broad, balanced, and inspiring curriculum, underpinned by a love of learning and a focus on wellbeing.

Our intentions are to:

- Ensure pupils in receipt of the Pupil Premium Grant (PPG) achieve in line with their non-PPG peers, with deprivation never being a barrier to success.
- Identify underachievement at the earliest stage and implement timely, targeted interventions led by experienced teachers or highly skilled teaching assistants, with impact reviewed regularly.
- Secure strong foundations in core skills so that all children make at least good progress in their learning journey.
- Guarantee disadvantaged pupils have equal access to the full breadth of school life, including extra-curricular opportunities.
- Provide challenge and tailored support for more able pupils so they can exceed expectations and achieve their full potential.
- Embed evidence-based approaches, drawing on Education Endowment Foundation (EEF) research, to support the progress of disadvantaged learners. This includes sequenced learning, high-quality feedback, effective interventions, and a strong emphasis on early reading and fostering a love of books across the school.

Through this strategy, Victor Seymour Infants' will deliver a relentless focus on excellence and equity, ensuring that disadvantaged and vulnerable pupils not only keep pace with their peers but are empowered to flourish, achieve and thrive in all aspects of school life.

At Victor Seymour Infants', we recognise that some pupils may face additional challenges that can affect their learning journey. We are committed to ensuring these do not limit progress or attainment. Our strategy focuses on building on children's strengths, providing the right support at the right time, and creating opportunities so that every pupil, including those eligible for Pupil Premium, can flourish and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Learning Attitude and Skills: Some pupils eligible for Pupil Premium are still developing key learning attitudes and skills. With targeted support and opportunities to strengthen their knowledge and confidence, they are working towards achieving the Expected Standard (EXS+) in reading, writing, and mathematics.
2	Overlapping Vulnerabilities: Some pupils eligible for Pupil Premium also have additional needs, such as SEND, EAL, or are in care (LAC). With carefully tailored support, these pupils can fully access the curriculum, build on their strengths, and achieve excellent progress alongside their peers.
3	Home Learning Support: Some pupils eligible for Pupil Premium benefit from additional support to consolidate foundational skills. With targeted guidance and school-based resources, these children can strengthen their core knowledge, develop confidence in learning, and make rapid progress alongside their peers.
4	Attendance and Engagement: Some pupils eligible for Pupil Premium are developing consistent attendance and engagement habits. With proactive support and encouragement, these children can fully access learning opportunities, maximise progress, and thrive alongside their peers.

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 outcomes in writing showing expressive and confident writers.	<ul style="list-style-type: none"> • Students apply writing skills with independence and creativity • Students demonstrate accelerated progress in writing throughout the academic year • Students achieve writing outcomes comparable to their peers
Improved reading outcomes developing passionate and skilled readers that apply the use of phonics to decode.	<ul style="list-style-type: none"> • Students engage independently with texts, applying reading strategies with confidence • Students demonstrate accelerated progress in reading throughout the academic year • Students achieve reading outcomes comparable to their peers • All Pupil Premium students successfully complete the phonics check by the conclusion of Year 2
Strengthen mathematical confidence and capabilities	Students demonstrate independence and fluency in number concepts

	<ul style="list-style-type: none"> • Students show accelerated progress in mathematics throughout the academic year • Students achieve mathematical outcomes comparable to their peers across all year groups
Strengthened support for home engagement to support learning means progress in attainment.	<ul style="list-style-type: none"> • Students access enriched learning opportunities at home, with technology provided where beneficial • Families receive personalized invitations to participate in learning workshops
High levels of wellbeing and a clear sense of belonging and inclusion that broaden cultural horizons and experiences	<ul style="list-style-type: none"> • Pupil Premium students participate fully in our rich program of cultural opportunities throughout the school year
Elevate attendance engagement for Pupil Premium students	<ul style="list-style-type: none"> • Achieve attendance parity with narrowed difference of 5% or less by summer 2026 • All students thrive with 96% or higher attendance rate



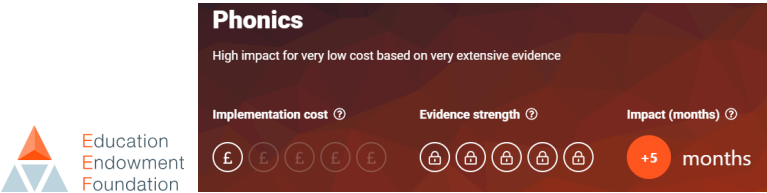
Activity in this academic year

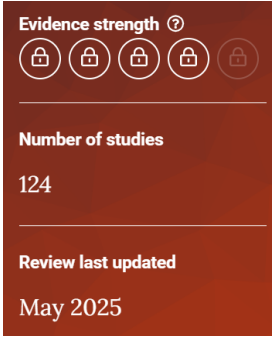
This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for TA's and LSA's to further support questioning and next steps in reading and writing with English lead.</p> <p>TA and LSA training on delivery and planning of Talk For Write, supporting the readiness for writing and building on known vocabulary and schemas.</p>	<p>TA's reading with children are able to use effective questioning to develop comprehension skills and can identify the next step in their reading skills.</p> <p>Talk For Writing is about orally rehearsing texts. Pupils internalise the language structures needed to write through 'talking the text'. The approach moves from dependence towards independence.-</p> <div data-bbox="453 1646 1029 1848" data-label="Figure"> <p>Oral language interventions High impact for very low cost based on extensive evidence</p> <p>Implementation cost ② Evidence strength ② Impact (months) ②</p> <p>£ £ £ £ £ 🗝️ 🗝️ 🗝️ 🗝️ 🗝️ +6 months</p> </div> <p><i>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. EEF- May 2025</i></p> <p><i>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension</i></p>	1, 2

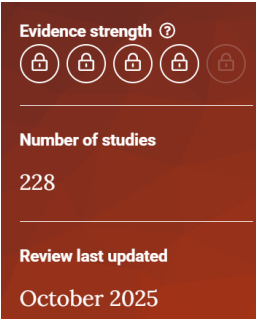
	<p>of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. <i>EEF 2021</i></p>  <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ +6 months</p> <p>Education Endowment Foundation</p>	
<p>Improve the quality and effectiveness of classroom support by</p> <ul style="list-style-type: none"> • Delivering high quality CPD, with English and Maths leads • ‘Developmental Drop Ins’ (DDIs) as part of scheduled DDI timetables • Use TAs to help pupils develop independent learning skills and manage their own learning; through effective questioning and AFL following Rosenshine’s Principles. • Ensure TAs are fully prepared for their role in the classroom by providing detailed plans with recall of facts for long term memory. • Use TAs to deliver high quality small group support using structured interventions in R, 1, 2 for 5 hours per week. 	<p><i>TA’s and LSA’s regularly receive training to develop their subject knowledge and understanding of effectively meeting the needs for all.</i></p> <p><i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. EEF June 21</i></p> <p><i>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider:</i></p> <ul style="list-style-type: none"> • Careful assessment of pupils’ needs so that teaching assistants support is well targeted • Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes • Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers 	1, 2
<p>Training and support for TA’s and LSA’s in teaching phonics led by phonics lead.</p>	<p>TA’s delivering phonics are consistent in correctly pronouncing phonemes resulting in PP children making at least good progress and are in line with ALL in meeting the Phonics Check. Greater percentage of PP Grant pupils in Year 2 meeting the threshold</p> <p>Research from the EEF says ‘ <i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF 2021</i> <i>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).’ Teaching Toolkit</i></p>  <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ +5 months</p> <p>Education Endowment Foundation</p>	1, 2

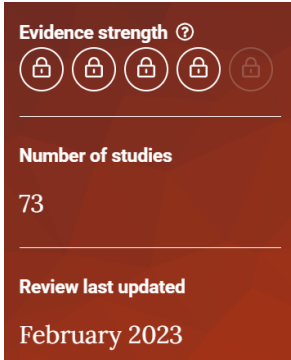
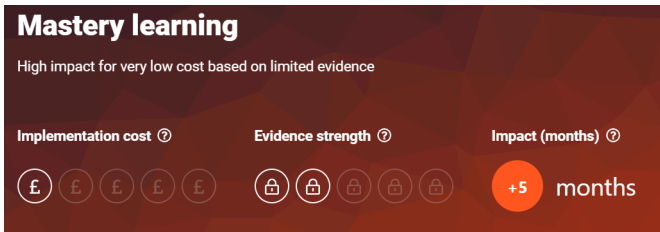
	<p>Leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently. Supporting pupil independence should be a key consideration of TA deployment</p> <ul style="list-style-type: none"> • Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with • Remove scaffolds over time to promote independent learning, with teachers supporting TAs to make those judgements • Ensure pupils have the opportunity to attempt tasks independently before intervening appropriately when they can't proceed. • <p>Deployment of Teaching Assistants Education Endowment Foundation</p>	
<p>Ongoing training and targeted support to enhance teaching for pupils with SEND and EAL with SENCO. Ensuring that disadvantaged learners can access the curriculum fully and make sustained progress.</p>	<p>Disadvantaged pupils with SEND are effectively supported through staff who are highly trained in targeted strategies and interventions. This ensures their individual needs are met, enabling them to access learning alongside their peers and make sustained progress</p> <p><i>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</i></p> <p>SEND in Mainstream EEF 2021</p> <p><i>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress..EEF- March 2020</i></p> <p><i>The EEF's Small Group Tuition Toolkit states, "small group tuition has an average impact of four months' additional progress over the course of a year."</i></p>	<p>1,2</p>
<p>Workshops for parents of children in EYFS to Year 2 to strengthen support for learning at home in Phonics, Reading, and Maths, helping them to reinforce next steps in their child's progress. Targeted for PP pupils.</p>	<p>Targeted support enables parents to effectively develop their children's reading and maths skills at home, contributing to increased independent learning and progress. Individual invitations to workshops and events further enhance parental engagement, ensuring disadvantaged pupils benefit from additional home-based support</p> <p><i>Disadvantaged pupils are less likely to have access to a space to conduct home learning, or to formal and informal learning activities outside of school. This may make it more difficult for some disadvantaged pupils to learn outside of school. This might explain why attainment levels regress during the summer holidays for some disadvantaged pupils. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate this risk, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF Teaching Toolkit May 2025</i></p> 	<p>1,2, 3, 4</p>
<p>Staff are trained in strategies to develop pupils' Speaking and Listening skills, supporting communication development and early literacy outcomes, particularly for</p>	<p>There is measurable progress in speech development in EYFS, with staff able to accurately identify and provide appropriate next steps to support each child's communication skills.</p> <p>Evidence consistently shows when educators use communication and language approaches, they benefit young children's development. The EEF's Early Years Toolkit estimates that communication and language approaches can, on average, provide seven months of additional progress.</p> <p><i>This approach involves intentionally using language to show how words are used together to form sentences and providing opportunities for</i></p>	<p>1,2</p>

<p>disadvantaged learners in Early Years. Oracy training delivered by English lead.</p>	<p>children to apply it in their own speech. Story (recounts of true events or imagined) provides a useful context for practising these skills. EEF February 2025-</p> <p><i>'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</i> EEF Toolkit 2021</p> <p><i>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. EEF -Toolkit - 2023</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £47,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics Support: Deliver small-group phonics sessions across Reception to Year 2, tailored to meet individual learning needs.</p> <p>Phonics Intervention: Provide focused phonics lessons for identified pupils in Reception–Year 2 through small-group teaching.</p>	<p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>Good implementation of phonics programmes will also consider pupils' wider reading skills and will identify where pupils are struggling with aspects of reading other than decoding that might be targeted through other approaches such as the explicit teaching of reading comprehension strategies.</p> <p>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (four to five times a week), over a period of up to 14 weeks appear to be the most successful structure. - EEF Toolkit 25</p> 	1, 2
<p>Ensure teachers continue to support pupils' reading and vocabulary development through shared reading from Nursery to Year 2</p>	<p>Some disadvantaged pupils may have low prior attainment in reading. If a pupil is struggling to read, there could be a range of reasons, and a combination of approaches may be necessary. - Closing the Gap - EEF</p> <p>The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. Successful approaches are carefully tailored to pupils' reading capabilities. Texts should provide an effective, but not overwhelming, challenge. EEF - October 2025</p> <p>Families experiencing poverty are less likely to have the resources, information and confidence to create the stimulating and engaging environment needed to develop crucial early communication, language and literacy skills. Lower income parents may be less confident in their own literacy skills and struggle more with competing time pressures, among other factors. -The National Literacy Trust</p>	1, 2

<p>Tailored using phonic gap analysis, 1:1 support for reading across Reception, Year 1 and 2</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. Closing the Gap EEF</p> <p>‘One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.’ EEF- Teaching Toolkit 2021</p>	<p>1, 2</p>
<p>Targeted gross and fine motor groups across EYFS to develop core strength</p>	<p>Children from lower-income families are at greater risk of not reaching expected levels of development than their more affluent peers. Evidence indicates that children from disadvantaged backgrounds benefit from educators targeting their mark-making and letter formation EEF Early Years</p> <p>Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds</p> 	<p>1, 2</p>
<p>Lunchtimes OT sessions support key children across Reception to Year 2 developing core strength and fine motor control with targets set by SENCO.</p>	<p>If core strength is underdeveloped, children will struggle with gross motor skills and fine motor skills, stability and balance. This will affect their ability to coordinate more refined movements.</p> <p>Developing core strength and co-ordination supports children’s ability to communicate, learn language and eventually read and write. Whole body movements contribute to the accurate use of small tools and delicate materials. Writing, drawing and painting should be considered as whole-body skills.</p> <p>DFE Core Strength and Co-ordination</p>	<p>1, 2</p>
<p>Targeted short term writing intervention tailored to meet needs based on gap analysis 5 hours a week.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. EEF Mastery Learning</p> 	<p>1, 2</p>

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support groups attended by key children from Reception to Year 2</p>	<p>Supporting Mental Health</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1700047747</p> <p>The creator of Elsa-Support is a trained Emotional Literacy Support Assistant (ELSA), bringing first hand experience and deep understanding of what ELSAs need. This unique perspective ensures that our resources are practical, relevant, and directly aligned with the day-to-day requirements of ELSAs.</p> <p>https://www.elsa-support.co.uk/about-elsa-support/</p>	<p>1, 2, 3,4</p>
<p>School Trips paid for by funding for key children</p>	<p>Children are able to take part in trips and events without financial deprivation</p> <p>Participation in extra- curricular activities for key children is supported and children are able to take part in trips and events without financial deprivation</p>	<p>1, 2, 3,4</p>
<p>Strengthen school-home communication by ensuring all staff proactively engage with parents/carers to increase positive interactions and consistently follow up on student absences, reinforcing the school's low tolerance for unexplained or frequent absences.</p>	<p>Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes EEF Guide to Pupil Premium</p> <p>Understanding the context of pupils will inform decisions about which strategies are most appropriate and suited to needs within your school and community. Establishing strong relationships and communication channels between teachers and pupils, and school and home, can support this by making it easier for relevant information to be sought and shared within a framework of trust. EEF Supporting School Attendance</p>	<p>2,3,4</p>
<p>Fund access to extracurricular clubs for key children and monitor their attendance to enhance engagement, wellbeing, and overall school attendance.</p>	<p>Children are able to take part in extracurricular activities / clubs without financial deprivation</p> <p><i>'Participation in extra- curricular activities for key children and meets the needs in terms of particular skills or socialisation.</i></p> <p>This is where sport can and must play a role. Instead of an add-on, sport should be considered a strategic lever to support those pupils who are on the cusp of becoming persistently absent. Youth Sport Trust</p>	<p>1,3,4</p>
<p>Fund places for Pupil Premium children to attend breakfast and after-school clubs to support attendance and wellbeing.</p>	<p>The tiered approach</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</p> <p>Research Report Rapid assessment of free breakfast provision</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1728378843</p>	<p>1,3,4</p>

Total budgeted cost: £66,528

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
EAL	Renfrew, Bell Foundation
Unlocking Letters and Sounds	Ransom Publishing
Talk 4 Writing	Talk 4 Writing

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils