Victoria Park Infant School

Pupil Premium Statement

2026/2027

Pupil Premium Mission and Strategy Statement

School Overview

Detail	Data
School name	Victoria Park Infant School
Pupils in school	203
Proportion of disadvantaged pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers	2026 - 2029
Academic year or years covered by statement	2026/2027
Publish date	10th October 2026
Review date	2nd September 2027
Statement authorised by	Lehi Baker
Pupil premium lead	Debbie Vrlec
Governor lead	

Funding Overview

Pupil premium funding allocation this academic year	£36790
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

Statement of Intent

Our intention is that all pupils, irrespective of background or challenges, make good progress in their learning, achieve their potential and aspire to great things. We are dedicated to meeting the academic, social and pastoral needs of all of the pupils and are fortunate enough to have a learning mentor who supports pupils as they learn to recognize their emotions and develop self-regulation skills. We strive to ensure barriers to learning are removed and we aim to close the attainment gap.

We pride ourselves on our caring and nurturing school and promote a love of learning. Every child is given the opportunity to be the best that they can be and we value and celebrate their individual efforts and perseverance.

Challenges

Challenge number	Details of challenge
1	There is an increasing number of pupils starting our EYFS with Speech and Language needs (WELLCOMM assessments) Assessments show an increase in the number of pupils in Red and Amber
2	Attendance rates for FSM pupils is lower than All pupils; persistent absence rates of FSM pupils is higher than All pupils and above national It is difficult because our pupils are not able to bring themselves to school, they rely on parents/carers. Pupil driven incentives are not fair, it is about working with parents. The learning mentor needs to be even more visible and the main point of contact for the adults bringing the child to school, rather than the office staff
3	Despite achieving Early Learning Goal for PSE, 42% of pupil premium pupils in KS1 need support with social skills/friendships Many pupils are not ready to come into the classroom after a break due to disputes in the playground. The have unresolved issues and are not ready to learn
4	A considerable number of our Pupil Premium pupils experience difficulties with emotional recognition and self-regulation, affecting their engagement and learning. Dysregulated pupils can struggle in lessons, find it hard to follow instructions, fail to engage in their own learning and severely disrupt other pupils' learning
5	A growing number of Pupil Premium pupils are not completing homework, widening the gap between them and other pupils. Pupils are very young and have not established independent study skills. They miss vital consolidation opportunities is they are not practising reading at home, not able to practise maths skills
6	Certain Pupil Premium pupils experience reduced access to social opportunities that support confidence, wellbeing and personal development There may be social groups that they would like to join but have time or financial barriers, they may not be aware of activities that they may like – cultural capital
7	We want to close the attainment gap between PP pupils and their peers Many of our Pupil Premium pupils face additional challenges, including EAL and/or SEND, which can create further barriers to learning

Intended Outcomes

Intended Outcome	Success criteria
Disadvantaged pupils will be supported to develop their oracy skills, enabling them to broaden their vocabulary and grow in confidence	95% of pupil premium pupils in EYFS will reach ELG in Speaking, Listening, Attention and Understanding

Reduce persistent absence in FSM pupil	Attendance rate for FSM pupils is at least below national average
Pupils demonstrate high levels of engagement and enjoyment in school life	Pupil Premium pupils are accessing a wide range of extra-curricular opportunities Pupil voice reflects positive levels of enjoyment and engagement in school.
Pupils are able to recognise and understand their emotions and are beginning to develop effective self-regulation strategies.	Disruptions to learning are reduced, enabling pupils to engage more consistently in lessons.
All Pupil Premium pupils are engaging with and completing homework.	All Pupil Premium pupils are engaging fully with and completing homework.
Pupil Premium pupils access enrichment activities and positive social experiences that enhance their personal development	Pupil Premium pupils engage in a variety of extra-curricular and social activities

Activity in this academic year

Budgeted cost: £24,790

Activity	Evidence that supports this approach	Challenge addressed
The Learning Mentor monitors and supports attendance through daily attendance checks, prompt follow-up of absences, challenging persistent lateness, and implementing swift interventions where concerns arise. Learning mentor will be first point of contact for parents calling school, will be in entrance to meet and challenge parents	Working together to improve school attendance - GOV.UK Addressing attendance: Getting below the surface | EEF Clear expectations of attendance rates. Encourage parental communication and engagement	2
SLT to monitor attendance with Attendance Lead half termly Ensure swift interventions and have time specific targets for families	Embedding principles of good practice set out in DfE guidance: Improving School Attendance advice	2
Learning mentor to support playtimes and friendship groups LM to be present in the playground to observe, support and swiftly intervene with play	Pupils are more ready to come and learn in the classroom after a successful playtime	3
Social and emotional interventions to help pupil's interactions with others and self-regulation of their emotions.	Self-regulation strategies | EEF EEF | Developing emotional awareness	4

1-1 and small group sessions to teach key skills and support conflict resolution		

Targeted academic support

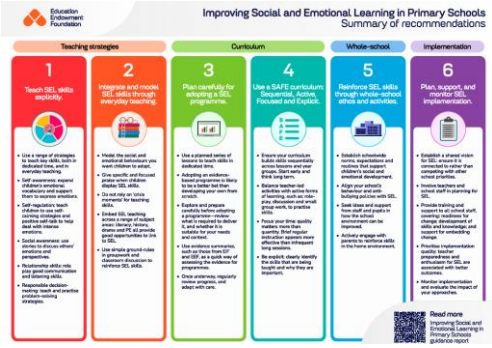
Budgeted cost: £6,00

Activity	Evidence that supports this approach	Challenge addressed
Additional Teaching Assistant support is provided to help Pupil Premium pupils consolidate learning and complete homework tasks. Time each week for groups and individuals to complete their homework and develop independent study skills	**Closing the disadvantage gap** Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.	5
1-1/small group interventions or pre learning sessions Some PP are EAL/SEND and would benefit from pre learning vocabulary and concepts	Improving behaviour in schools 	1 4 5
Early language groups for pupils identified through WELLCOMM Targeted play sessions, to develop specific language needs: turn taking, prepositional, social	Communication and language approaches | EEF Oral language interventions can have a positive impact on pupils language skills – focus on speaking and listening	1

Wider strategies

Budgeted cost: £6,00

Activity	Evidence that supports this approach	Challenge addressed
From PP voice in EYFS and KS1, targeted enrichment opportunities are planned to broaden pupils' experiences and aspirations find out what the PP pupils interests are and what they already	Background supporting the enrichment framework for schools and colleges - GOV.UK "We know that enrichment opportunities can help expand horizons, raise aspirations and improve engagement and we want to ensure	6

have access to. Lunchtime clubs to match their interests or build cultural capital	that these opportunities are available for all, not just the privileged few"	
Teach SEL skills explicitly: Learning mentor with KS 1 pupils and TA in EYFS	EEF | Teaching social communication skills There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life  EEF | Self-regulation and executive function	3 4

Review outcomes of the previous academic year

- Learning mentor support for social and emotional development in KS 1, had a positive impact, we want to roll that out in EYFS
- All pupil premium were able to access extra curricular, funded, sporting clubs and activities. This year, we wanted to obtain pupil voice for what they enjoy doing, what they would like to do
- Targeted TA interventions helped pupils to pass their phonic screen but more PP pupils are missing the consolidation opportunities of completing homework
- The Library loaning system run by volunteers was extremely popular amongst our PP pupils. The increased number of volunteers in a session, that meant that pupils could sit and look at their book of choice before taking it home and when returning it too. This will continue
- Attendance overall for PP pupils is above the national but slightly below that of last year but persistent absence has increased. This needs more focused work