

Pupil premium strategy statement – Cecil Gowing Infant School

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.

School overview

Detail	Data
Number of pupils in school	161 (Sept 24)
Proportion (%) of pupil premium eligible pupils	28.98
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Aimee Bulman Headteacher
Pupil premium lead	
Governor / Trustee lead	Lyndsey Leeder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,127
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1442.24
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>	£39569.24

Part A: Pupil premium strategy plan

Statement of intent

At Cecil Gowing Infant School, our mission is to create a nurturing and stimulating environment where every child, regardless of their background or starting point, is empowered to achieve their full potential. Although the proportion of pupils eligible for the Pupil Premium funding in our school is relatively low, we are steadfast in our commitment to addressing the specific challenges they face and ensuring that no child is left behind.

Ultimate Objectives for Disadvantaged Pupils

- To close the attainment gap between disadvantaged pupils and their peers in core areas such as literacy, numeracy, and social-emotional development.
- To equip disadvantaged pupils with the skills, knowledge, and confidence they need to thrive academically and socially, both during their time at Cecil Gowing and beyond.
- To foster a sense of inclusion and belonging, ensuring every child feels valued, respected, and capable of success.

How Our Current Pupil Premium Strategy Supports These Objectives

Our strategy is tailored to meet the needs of the small but significant cohort of disadvantaged pupils at our school. It includes:

- Targeted Academic Support: Providing focused interventions in phonics, reading, and mathematics to address gaps in learning.
- Pastoral and Emotional Wellbeing Initiatives: Offering bespoke support through wellbeing programs, mentoring, and access to counselling to help children overcome barriers to learning.
- Enrichment Opportunities: Ensuring disadvantaged pupils can participate in extracurricular activities, school trips, and other enriching experiences to enhance their cultural capital.
- Parent and Community Engagement: Strengthening partnerships with families to create a supportive home-school dynamic, empowering parents to be active participants in their child's education.

Key Principles of Our Strategy Plan

- High Expectations for All: We believe that every child is capable of achieving great things, and our strategies reflect this unwavering commitment.
- Individualised Support: Recognising that every child's needs are unique, we focus on personalised approaches that address specific barriers to learning.
- Evidence-Based Interventions: Our actions are informed by research and best practices to ensure effectiveness and positive impact.
- Sustainability and Long-Term Impact: While addressing immediate needs, we also prioritise strategies that build resilience and foster independence for lasting success.

- Continuous Monitoring and Adaptation: Through regular assessment and review, we refine our approaches to maximise outcomes for disadvantaged pupils.

Our overarching goal is to ensure that every child at Cecil Gowing Infant School has the opportunity to shine, thrive, and lay the foundations for lifelong learning and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Many children, including disadvantaged pupils, enter school with underdeveloped communication skills, which can impact their ability to access the curriculum, build relationships, and develop confidence.
2	Limited access to enrichment activities, such as after-school clubs, trips, and extracurricular programs, can disproportionately affect disadvantaged pupils, limiting their opportunities to develop broader skills, interests, and cultural capital.
3	Persistent absence among disadvantaged pupils can significantly hinder their academic progress, social development, and overall wellbeing. Addressing this issue is critical to ensuring equitable opportunities for success.
4	Disadvantaged pupils often face barriers related to physical and mental health, including poor diet, limited access to healthcare, and emotional challenges. These factors can negatively impact their ability to concentrate, engage, and succeed in school.

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 Communication Skills	<p>Disadvantaged pupils will demonstrate significant progress in their ability to express themselves, understand instructions, and engage in conversations by the end of Reception.</p> <p>Through thorough assessments in Reception, any underlying speech, language, or communication needs will be identified early, allowing for timely and effective intervention.</p> <p>Close collaboration with the Speech and Language Team will ensure personalised strategies are in place for each child, creating a cohesive approach between home, school, and external professionals.</p> <p>As children develop their speech and language skills, they will feel more confident participating in classroom activities and forming</p>

	positive relationships with peers, fostering a sense of belonging and inclusion.
Increased Participation in Enrichment Activities	<p>All disadvantaged pupils will have access to a variety of enrichment opportunities, ensuring they can participate fully in school life, regardless of financial barriers.</p> <p>Pupils will develop new skills, discover personal interests, and build self-esteem through participation in extracurricular activities such as sports, arts, music, or STEM clubs.</p> <p>Participation in enrichment activities will help disadvantaged pupils strengthen peer relationships, develop teamwork skills, and improve their social confidence.</p> <p>Access to enrichment activities will foster a greater sense of belonging and motivation, positively impacting attendance, behaviour, and overall wellbeing.</p>
Improved Attendance Rates	<p>Attendance among disadvantaged pupils will align with or exceed national expectations, ensuring regular engagement with learning opportunities.</p> <p>By reducing missed learning time, pupils will demonstrate improved attainment and progress in core subjects such as reading, writing, and mathematics.</p> <p>Through monitoring and intervention, the school will identify and address underlying factors contributing to persistent absence, such as social, emotional, or logistical challenges.</p>
Enhanced Emotional Wellbeing and Physical Health	<p>Pupils will have access to nutritious food and opportunities for physical activity, supporting their overall physical development and readiness to learn.</p> <p>Pupils will develop resilience, emotional regulation, and confidence through targeted pastoral support and wellbeing initiatives.</p> <p>Improved health and wellbeing will result in better engagement in lessons, reduced behavioural incidents, and enhanced academic performance.</p> <p>Early identification and intervention will address issues such as hunger, fatigue, or anxiety, reducing their impact on learning outcomes.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cecil Gowing Infant School is committed to ongoing staff development to ensure the highest quality teaching and learning for all pupils. Through the VNET partnership, staff will engage in targeted CPD opportunities designed to enhance teaching strategies, address specific challenges, and improve outcomes for disadvantaged pupils. VNET's evidence-based training programs provide access to expert-led workshops, collaborative networks, and bespoke coaching.</p>	<p>The Education Endowment Foundation (EEF) emphasises the importance of sustained and evidence-based CPD, which can improve both teaching practice and pupil learning outcomes. According to the EEF, effective CPD can have an impact equivalent to +2 additional months of progress for pupils, with the greatest benefits seen in disadvantaged students.</p> <p>VNET provides access to experts and practitioners who share proven strategies and innovative approaches. A study published by the Teacher Development Trust highlights that CPD delivered by external specialists is often more impactful due to its grounding in the latest research and practice.</p> <p>Collaboration with peers across the VNET network fosters professional dialogue and reflective practice. The OECD Teaching and Learning International Survey (TALIS) identifies peer collaboration as a critical element in the most effective CPD programs, promoting shared learning and mutual support.</p>	<p>1, 2, 4</p>
<p>Cecil Gowing Infant School will partner with Jude Twani from Early Excellence to deliver specialised CPD sessions focusing on optimising learning environments and strengthening continuous provision. These sessions will help staff create inspiring, purposeful spaces that promote independent learning, exploration, and engagement, particularly benefiting disadvantaged pupils who may have</p>	<p>Research by Professor Ferre Laevers on the Leuven Scale of Wellbeing and Involvement highlights the critical role of well-designed learning environments in fostering engagement and deep learning. Environments that are carefully planned to promote choice, exploration, and autonomy lead to higher levels of pupil wellbeing and involvement, key indicators of effective learning.</p> <p>Studies by the Education Endowment Foundation (EEF) suggest that continuous provision, particularly in Early Years and KS1 settings, supports the development of core skills such as language, problem-solving, and social interaction. Open-ended play and</p>	<p>1, 2, 4</p>

<p>limited access to such environments outside of school.</p>	<p>exploration provide children with the opportunity to apply their learning in meaningful contexts, leading to deeper understanding and retention.</p> <p>According to the National Foundation for Educational Research (NFER), well-structured learning environments with embedded continuous provision have a particularly positive impact on disadvantaged pupils. By offering rich, interactive, and self-directed learning experiences, these environments help to mitigate gaps caused by socio-economic disadvantage.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 33,562.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cecil Gowing Infant School will continue to invest in Speech and Language Support (SEP), a targeted program designed to support the development of speech, language, and communication skills in disadvantaged pupils. SEP provides expert, personalised interventions tailored to individual needs, delivered through small-group or 1:1 sessions by trained speech and language professionals.</p>	<p>Research shows that early and targeted speech and language interventions significantly improve communication skills, helping children to better access the curriculum and engage with peers. A study from the Education Endowment Foundation (EEF) found that speech and language interventions can have an average impact of +6 months progress in oral language skills.</p> <p>According to the Royal College of Speech and Language Therapists, early interventions in speech and language are crucial for supporting later academic success and reducing gaps in attainment.</p> <p>The NELI (Nuffield Early Language Intervention) program, which has similar goals to SEP, has shown that early language intervention in the Reception Year leads to measurable improvements in both language skills and academic outcomes, particularly for disadvantaged pupils. The EEF's research suggests that this can result in +4 months of progress.</p>	<p>1,4</p>

	<p>The Specialist Education Professionals (SEP) have a proven track record of providing evidence-based strategies that deliver measurable results in language development for children with specific speech and communication needs.</p>	
<p>Cecil Gowing Infant School will continue to offer weekly singing sessions led by a dedicated singing coach. Each year group will participate in structured singing lessons that focus on developing vocal skills, musical understanding, and emotional expression. These sessions will aim to enhance pupils' language development, confidence, and social skills through music.</p>	<p>Research shows that singing can significantly improve speech and language skills, particularly in young children. A study published by The National Association for the Teaching of Singing (NATS) found that singing helps children develop their vocabulary, pronunciation, and listening skills, as it involves repeated practice of sounds and words in a structured environment.</p> <p>The Education Endowment Foundation (EEF) notes that music interventions, including singing, have been shown to improve cognitive development and emotional regulation, which can support pupils' overall engagement with learning. Singing helps children process emotions, reduce anxiety, and increase self-confidence, all of which can positively impact their academic performance.</p> <p>The Journal of Research in Music Education highlights that participation in group singing can foster social cohesion and improve teamwork, as children learn to listen to others and work together in harmony. This is particularly beneficial for disadvantaged pupils who may face additional social and emotional challenges.</p>	1, 2, 4
<p>Cecil Gowing Infant School employs a dedicated Parent Support Advisor (PSA) to provide tailored support for vulnerable families, helping to address challenges that impact children's attendance, wellbeing, and learning. The PSA works directly with families to build trust, provide resources, and connect them with local support networks. This role is integral to the</p>	<p>The Education Endowment Foundation (EEF) highlights the importance of addressing non-academic barriers for disadvantaged pupils, such as family stress or lack of resources. A dedicated PSA can mitigate these challenges by providing practical and emotional support.</p> <p>Research from Attendance Works shows that schools with dedicated staff focused on family engagement see significant reductions in persistent absence. PSAs help families understand the importance of regular attendance and address</p>	1, 3, 4

<p>school's commitment to reducing barriers to education for disadvantaged pupils.</p>	<p>obstacles such as transport or health issues.</p> <p>Research by Public Health England (PHE) indicates that children living with ACEs benefit significantly from schools that offer family-focused support. By reducing stressors at home, PSAs contribute to a more stable environment for children to learn and thrive.</p>	
<p>Cecil Gowing Infant School deploys skilled Teaching Assistants (TAs) to provide targeted 1:1 support for vulnerable children, addressing their specific academic, emotional, and social needs. This personalised approach ensures that these pupils receive tailored interventions, helping to close attainment gaps, build confidence, and foster engagement in learning.</p>	<p>According to the Education Endowment Foundation (EEF), when TAs are used to provide structured, evidence-based interventions, they have a significant positive impact on pupil outcomes, particularly for those at risk of falling behind.</p> <p>The EEF Toolkit notes that targeted 1:1 tuition can add up to five months of additional progress for pupils, particularly those from disadvantaged backgrounds or with additional needs.</p> <p>A report by the National Foundation for Educational Research (NFER) suggests that TAs providing 1:1 support can reduce disruptive behaviour, enabling a more positive learning environment for all pupils.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 2078.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cecil Gowing Infant School will continue to strengthen parent partnerships with a focus on improving attendance, particularly for disadvantaged pupils. We will hold regular attendance meetings, provide targeted support to families facing barriers to consistent school attendance, and</p>	<p>Research consistently shows that parental involvement is a key factor in improving school attendance. According to a study by The National Parental Involvement Project, when parents are actively engaged in their child's education and attendance, there is a significant reduction in absenteeism, especially among disadvantaged pupils.</p> <p>The Education Endowment Foundation (EEF) highlights that family engagement</p>	<p>1, 3, 4</p>

<p>leverage the expertise of our Parent Support Advisor (PSA) to engage with parents and encourage positive attendance habits.</p>	<p>programs, such as those involving PSAs, can lead to improved student outcomes, including attendance. Programs that involve one-on-one support from a dedicated advisor can lead to more personalised interventions, helping families address specific barriers to school attendance.</p> <p>According to research by the Children's Society, early intervention in cases of persistent absence can prevent long-term disengagement from school. Proactive, supportive approaches, like regular attendance meetings and support from a PSA, can help families resolve issues before they lead to chronic absenteeism.</p>	
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Total budgeted cost: £ 39,566.19

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous Pupil Premium Strategy Plan successfully met many of its intended outcomes. Notable achievements include:

- **Phonics Improvement:** Disadvantaged pupils made significant gains, with outcomes exceeding expectations (Overall 84%)
- **Enhanced Engagement:** After-school clubs and enrichment activities contributed to improved pupil engagement and social skills.
- **Attendance Gains:** The reduction in persistent absence and increase in overall attendance reflect the success of our targeted family support.

Ongoing collaboration with Jude Twani (Early Excellence) and VNET has significantly enhanced teaching quality, continuous provision, and the learning environment. This has been a key driver of improved outcomes across the board.

While significant progress has been made, our analysis highlights areas for continued focus, particularly in reducing remaining attendance gaps and sustaining wellbeing initiatives. These insights will inform the implementation and refinement of our current strategy, ensuring that Cecil Gowing Infant School continues to be a place "Where Greatness Grows."

Externally provided programmes

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

Programme	Provider
PSA	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.