



Pupil premium strategy statement

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	Wootton Bassett Infants
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was first published	September 2024
Date this statement was published for 2025-26	September 2026
Planned Date 2026-27 strategy to be reviewed	July 2027
Statement authorised by	Alison Pass
Pupil premium lead	Alison Pass
Governor	Andy Carr

Funding Overview 2025-26

Detail	Amount	Actual
Pupil premium funding allocation this academic year (inc. FSM Ever 6, Service Pupils and Adopted from Care)	£16,565	£16,565
Recovery premium funding allocation this academic year	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£16,565	£16,565

Part A: Pupil premium strategy plan

Statement of intent

At Wootton Bassett Infants' School we believe that the highest possible standards can only be achieved by having the highest expectations of **all** learners. At all levels, we share an understanding that the fundamental purpose of education is to ensure all children reach their full potential. We aim to support all children to develop their emotional wellbeing and academic skills but also to provide opportunities to enrich their understanding of the world and enjoy different experiences both within the school grounds and in the wider community. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for Looked after Children (CLA) and previously LAC (CPLA)).
- Supporting pupils with parents in the armed forces.

This plan outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

As an infant school, we appreciate the vital importance of children's formative years, and we ensure that children benefit from the delivery of consistent quality first teaching. We aim, through additional support and intervention, to reduce the barriers that some disadvantaged children have to their learning and take every opportunity to increase their cultural capital. We will support children and families through parental engagement and attendance of pupils. With these systems in place, equality of access to education is established. Children entitled to PPG are assessed, provision is identified, and progress is monitored throughout the school year. Our approach will be routed in robust diagnostic assessment, not assumptions about the impact of disadvantage.

This policy has been reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact on reducing poverty related stigma.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning for pupil premium children and those in poverty (specifically in phonics and number fluency) have been identified by teacher assessment.
2	Poor emotional wellbeing and self-regulation are evident through analysis of behaviour records and outcomes of GLOD and ELSA assessments. These factors present a barrier to learning.

3	Observations and discussions with children indicate limited life experience leading to reduced cultural capital.
4	Assessments, observations, and discussions with children, indicate under-developed language and communication skills on entry to reception.
5	Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

Intended outcomes for the end of the 3-year Strategy so by Sept 2027

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
There is a culture of shared responsibility for privileging disadvantaged learners, and every member of staff is committed to high expectations and never gives up on any child. The language used in school significantly influences the children's self-perception and attitude. Language will promote inclusivity, making all children feel they belong and can succeed. We will focus on strengths rather than deficits building upon those strengths and providing opportunities for disadvantaged learners to excel and gain confidence. This approach will help to foster positive self-image and encourage academic and personal growth. 1. Children experiencing disadvantage attain well and are successful in all aspects of school life. They make progress at least in line with their peers and their outcomes are a barometer of success for all school improvement strategies. 2. Accurate assessment of individual children's needs and early interventions are prioritised, so we get provision right from the start. 3. Focusing on children's strengths requires the use of high-quality, evidence-based interventions and these will link to classroom teaching and the curriculum.	• Children entitled to PPG to achieve in line or above average progress in the 7 areas of learning in EYFS and attain a GLOD annually. • Children entitled to PPG achieve in line or above average progress and achieve the standard in Phonics annually • Children entitled to PPG to achieve in line or above the average progress in Reading annually. • Children entitled to PPG to achieve in line or above the average progress writing annually. • Children entitled to PPG to achieve in line or above the average progress scores in maths annually.

2. Increase capacity to support social, emotional, and mental health wellbeing for children entitled to PPG

Understanding each child's unique circumstances is key to applying equity. As a school we will remove barriers and create optimal learning environments tailored to their needs.

Individualised empathy helps in designing effective support systems and interventions. Actions should be based on FACT not assumptions.

There is a strong and shared understanding of the causes, barriers and challenges faced by children and families who are experiencing disadvantage and a commitment to reducing poverty related stigma by deliberately making positive changes to school policy and practice through the lens of affordability.

Affordable school initiative – Year 3 focus healthy body/ healthy minds and parental engagement.

High expectations for behaviour are in place and underpinned by a relational approach.

Behavioural concerns are informed by an understanding of poverty and how it can affect tiredness, thirst, hunger, stress, irritability, bullying, mental wellbeing and household responsibilities that may legitimately compete with those of school.

Trauma informed training – Five to Thrive. This is a model that highlights how connected relationships are fundamental to human well-being and resilience and will form a key driver for resilience and positive behaviour choices.

Social and emotional skills support effective learning and are linked to positive outcomes later in life. Whole class approaches as well as targeted interventions will be used and monitored carefully.

[EEF Social and Emotional Learning.pdf](#)

- Staff training and implementation of the Five to Thrive trauma informed approach supports children's abilities to manage their emotions and builds resilience.
- Introduction of self-regulation strategies and resources in the classroom promotes positive behaviour and well-being.
- PSED results in EYFS are improved.
- All children to have correct school uniform and PE kits (provided by school from retained storage if necessary).
- School to liaise with home to ensure correct equipment and uniform and intervene where necessary.
- Casting the wider net to support families that are struggling due to cost-of-living crisis.
- Supporting families with additional costs and putting specific arrangements in place to mitigate

	against poverty related stigma.
Privileging disadvantaged children requires a deliberate focus on excellence, equity and culture. School is proactive in identifying and removing any perceived potential barriers that prevent access to personal development and enrichment opportunities. 1. Improved cultural capital and life experience for all children entitled to PPG. 2. Affordable school: Enrichment and opportunity strand to continue Ensure trips are affordable and find strategies to support families so that the children continue to have the experiences we want to offer. The stigma of disadvantage should be eliminated and there will be a collective commitment to ensuring every child reaches their full potential. Survey parents re trips/ experiences and costs. Adapt trips to ensure they are in line with our cost commitment. Offer payment options for parents to spread the cost of visits. Access to Vale View gardens for all children and families to enjoy. Volunteers commit to and it will be in the new Charity Constitution that at least one free family fun day will be run in the summer holidays to provide fun, knowledge of crafts and science and free food for children. The Victorian Market Barrow is stocked with free children's books and from spring to autumn will provide excess locally produced fruit & vegetables to anyone who wants it • Music- access to Rock Steady (1 bursary place) • Cooking • Sporting events Offer free after school clubs and track the children who attend. Priority booking given to PP children.	• All children to attend at least one school trip per year • All children to experience specialist visitors in school • Leisure activities are made accessible to targeted children entitled to PPG • Life skills such as cooking are accessible to targeted children entitled to PPG. • After school clubs are inclusive • FUEL camps held at the school during the holidays • Stagecoach runs sessions at school with support for families on low incomes and identified bursary places
Reading is fundamental for accumulating advantage and developing strong oracy skills is transformative for disadvantaged children. Reading development is prioritised ensuring all pupil, especially the disadvantaged, have access to	• Evidence that children are assessed on entry to reception to identify those requiring specialist

a rich reading experience and resources to build their cultural capital. Effective communication skills boost self- esteem, social interaction and academic performance. Vocabulary building and high- quality conversations will develop oracy across the school for all learners. 3. Children to be able to communicate their needs and access the curriculum in line with their peers. • Focus on Early Language • Talk through Stories • Specialist SALT TA • EAL support 4. SIP priority 3: Taking part in the Cracking Communication programme which aims to support the school to implement evidence -informed practice in reception and KS1 leading to improvements in communication and language outcomes for all children but especially those from disadvantaged backgrounds. • School and system leaders work collaboratively with a shared understanding of evidence-informed practice which improves outcomes for disadvantaged learners. • All staff involved in Cracking Communication report increased levels of confidence in developing learners' communication and language skills and are equipped to assess need, intervene effectively and monitor progress • There is an effective network across Wave 2 schools in Wiltshire, providing support and training, with a focus on challenging educational disadvantage and improving C&L outcomes. • At a system level, there is a prioritisation of, and commitment to, improving disadvantaged learners' outcomes, which is prominent in school improvement planning- see SIP priority 3.	support – evidence of impact of interventions in making progress through tracking of vulnerable learners and progress meetings. • Identification of key issues and what we can change/ introduce to improve outcomes. • Language development is a focus for all children, and this is evident in all classroom practice including thinking partners, stem sentences, word of the day, word of the week, Talk through Stories- deliberate focus on vocabulary. Snack chat. • Staff attend training to successfully implement evidence informed practice and resources through sharing good practice, CPD and coaching. • Disadvantaged learners achieve their Early Learning Goals in Communication and Language
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	• All leaders and staff are fully engaged with the Cracking Communication programme, networking opportunities and gap tasks 2) Leaders work with staff (teachers/TAs etc) to establish a baseline picture and develop an effective implementation plan with clear aims to improve outcomes for all, especially those who are disadvantaged 3) High quality interactions are seen in classrooms to improve language and communications – using the ShREC approach (Share attention, Respond, Expand, Conversation). 4) Staff show increased confidence and skill at delivering an equitable approach to improve communication and language
Attendance is the foundation of educational influence. Improving the attendance rates of our disadvantaged children will be a priority. Strategies to increase attendance include mentoring, working with families and creating a welcoming school environment. 5. Attendance for children entitled to PPG to be increasingly in line with their peers. • Robust attendance monitoring	• Overall absence rate for children entitled to PPG to be no more than 3% lower than their peers.

• Positive relationships with children and families are underpinned by mutual respect and trust • Understanding of the unique factors influencing each child's attendance in order to tackle attendance issues. • Early help • Support • EWO meetings • Attendance at Improving School Attendance Network Meetings	
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Activity in this academic year (Sept 2025 – Sept 2026)

This details how we spent our pupil premium (and recovery premium funding) in 2025-26 to address the challenges listed above.

Detail	Forecast	Actual
Teaching	10,000	11,217.40
Targeted Academic support:	4,500	4896.07
Wider strategies (for example, related to attendance, behaviour, wellbeing)	2,065	451.53
Total:	£16,565	£16,565
Carry forward to 2026-27:		£0

Activity in this academic year (Sept 2026 – Sept 2027)

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

Detail	Forecast	Actual
Teaching	11,000	
Targeted Academic support:	4,950	
Wider strategies (for example, related to attendance, behaviour, wellbeing)	1,000	
Total:	£16,950	
Carry forward to 2027-28:		

Wider strategies includes cooking, trips, counselling, setting up of programmes such as Sensory Circuits, Lego therapy, our Five to Thrive approach and our work to improve attendance are ongoing this year.

Teaching (for example, CPD, recruitment and retention)

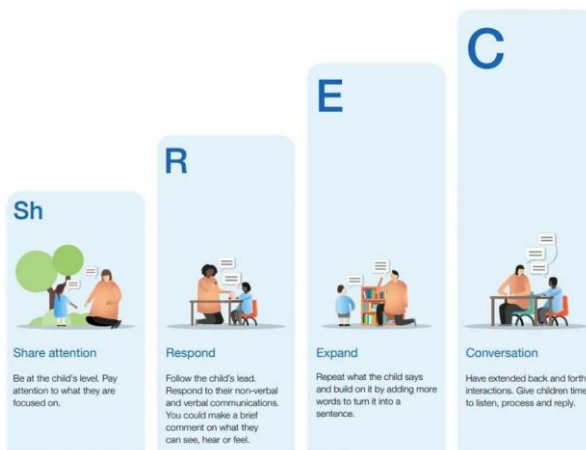
Budgeted cost: £10,000 (contribution to whole cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consolidation of Unlocking Letters and Sounds (a DfE validated Systematic Synthetic Phonics programme) to secure and maintain even stronger phonics teaching for all pupils. <u>Specific aspects</u> • Explicit instruction • Focused interventions • Spotlight children • Pre-teaching • Fidelity to the scheme • Training new staff • Regular monitoring • Team teaching • 2-3 week assessments for EYFS and the vulnerable children.	Assessment of children currently on roll shows that phonetical development is slower for some of our PP children in line with government research, despite good school phonic outcomes overall. Phonics EEF The systematic phonics approach as exemplified by Unlocking Letters and Sounds has a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://www.unlockinglettersandsounds.com/key-information	1, 4
Raise capacity of Teachers to deliver Quality First Teaching to Children entitled to PPG. High-quality teaching characterised by strong explanation and direct instruction is essential. There will be a focus on clear, simple language, real time modelling to ensure all children, especially those with limited prior knowledge, can understand and engage with the curriculum effectively. A well-sequenced, progressive curriculum will emphasise core	CPD: Teachers upskilled in areas of the curriculum to empower the most vulnerable children to develop their skills and make good progress. • Accelerating learning and early reading skills. • Raising standards in maths across the school Mastery learning EEF • Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1, 4 1 1

knowledge, skills and concepts. Specific aspects which will be addressed through quality first teaching are as follows: • Doubling the number of new phonic sounds learned weekly in Foundation Stage 2 classes (FS2) • More frequent assessments for EYFS and vulnerable children to identify gaps quickly so they can be narrowed immediately. • PP children identified and spotlighted in all sessions with additional support if necessary. • Sustaining the mastery curriculum in maths • Curriculum leaders of core subject areas have time to spend in classrooms to support the development of teaching staff in their subject area against an identified focus • Regular summative and formative assessment using pupil voice and the implementation of Four Squares for learning as a tool for identifying what the children have learned. • Children use feedback and retrieval practice as a self-assessment tool in order to understand how they can make progress.	Feedback EEF EEF research highlights the need for high-quality teaching that includes clear expectations and real-time modelling. 5- a Day expectations in all classroom-monitoring/ supporting CPD EEF blog: The Five-a-day approach: How the EEF can support EEF Children can talk about their learning using Tier 3 vocabulary and increased oracy skills. Cracking communication will provide training and resources to improve communication outcomes for all learners but especially those from disadvantaged backgrounds.	1, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention from TA - Children screened on entry to reception and identified as requiring additional support or referral to Speech and Language Therapist. - Strong links with the SALT team and designated SALT therapist. - Targets set, individual plan developed and reviewed alongside specialist as appropriate. - Children already working under the Speech and Language therapist will continue to work on individual targets with specialist TA within specific release time. - My Listening and Understanding groups - Engaging with the Cracking Communication programme to improve early education through high quality interactions - Vocabulary extension - Storytimes - Delivery of CPD across the school for all staff	<i>Children in the UK who are disadvantaged are 2.3 times more likely to have a speech and language need compared to their peers (OFSTED)</i> These assessments demonstrate significant gaps in speech and language development for PP children on entry. Research demonstrates that an accelerated SALT focus will rapidly increase the rate of progress for PP children. As mentioned above, developing strong oracy skills is transformative for disadvantaged children. The ShREC approach  The STAIRS approach 	4

	Oral language interventions EEF	
Increased capacity for children eligible for PPG to access the curriculum having benefited from evidence based targeted interventions delivered by Class Teacher or TA: • Early assessment of additional needs with prompt referrals to relevant outside agencies to achieve best outcomes as quickly as possible. • TAs are effectively deployed, understand their role in improving outcomes • Interventions are well planned and regularly evaluated for impact • Maths intervention for PP children in all year groups working towards and exceeding expectations delivered by maths subject leaders • Priority readers • Writing intervention • Phonics support (multiple groups) • Talk through stories in EYFS- training all staff/ new staff in EYFS to deliver the programme effectively. • Time to talk interventions in EYFS	Baseline assessments 2025-26 identified gaps in: • fine motor skills and handwriting (in all year groups) • Phonics- phase one- on entry the children have been very poor • writing development and language (in all year groups) • Knowledge and understanding of the world (EYFS) • Creative arts (link with fine motor control in EYFS) <i>Small Group Work: 'This arrangement enables the teaching to focus exclusively on a small number of learners. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year' (EEF).</i> Small group tuition EEF	1 4 3

• Cracking communication – CPD and implementation 2025-26 • Provision and progress meetings • The school has a good knowledge of which pupils are at risk of underachievement and the relationship between this and family poverty. Progress data for these pupils is shared with teachers and support staff at regular intervals throughout the academic year and mitigating action taken.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
• A whole school approach to mental health and wellbeing is adopted. This will recognise the link between higher rates of poor physical and mental health amongst those living in low-income households. • Five to Thrive training has been completed by most staff and there is	<i>1 in 8 children will experience a mental health difficulty growing up. This is more prevalent in children from disadvantaged backgrounds (NHS).</i> <i>This has a detrimental impact on their educational performance (Schools Week).</i> FACT - Five to Thrive: Attachment, Trauma and Resilience Training - Wiltshire Council. Social and emotional learning EEF	2

an understanding of how the approach supports positive behaviour and relationships • The school engages with the Wiltshire Health and Wellbeing Survey and reviews results for those in receipt of free school meals, in single parent families, young carers, pupils with SEND and looked after children; and acts on these findings. • The school has a Healthy Schools Bronze Award which we aim to become Silver in 2026. • The affordable school strategy will focus on Healthy Body/ Healthy Mind and parental engagement • Engaging with the school nurse to deliver parent support sessions on sleep, toileting and healthy eating. • Introduction of calm corners • Programmes such as sensory circuits and Lego Therapy • Access to a trained child counsellor • Wiltshire Wildlife Trust sessions one a week		
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• Class outdoor Learning sessions • Therapy dog • Yoga for all year groups in Terms 3 and 4 • Positive engagement with parents		
Early Support Assessments Families identified as requiring additional support either by school, our feeder school, MASH, outside agencies or social care are offered an Early Help Assessment. These are undertaken by the SENCO and DSL and are reported to the Early Support Hub for monitoring. The school liaises with partner services regarding the learning and health needs of individual pupils affected by poverty, e.g. via the Early Help App.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF	1,2
Ensure equality of opportunity for PP pupils • Continued practical support with equipment, (PE kit, drinks bottles, classroom items). • Continue to monitor and support parental engagement at parent evenings.	EEF toolkit: parental engagement Families have a regular contact with school to support access to events, ensure correct equipment is in place to access the curriculum and provide this if not in place, notification of school trip and parents evenings. Staff link with families throughout their time in the school, allowing positive relationships and trust to build throughout this time.	3 4 2, 4

- Continued provision of support for school trips and activities enriching cultural capital. To increase the cultural capital - Support the cost of day trips and other experiences to ensure their inclusion. - Swimming lessons outside of school are financially supported to allow targeted children to access tuition and develop a life skill and encourage physical activity and support positive mental wellbeing. - All staff ensure equitable access to the curriculum ensuring that affordability is not a barrier to pupil engagement (e.g. cookery ingredients, equipment for school trips, etc) - Use of Vale View gardens to explore educational, physical and personal and social objectives both during the school day and after school for all children and families.	At WBIS we have identified a range of cultural capital experiences which aim to enhance the children’s learning and provide experiences that allow them to appreciate the local environment and beyond (see website for cultural capital statement.) This is in line with the Ofsted focus for developing cultural capital for all pupils. https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework	4 2, 3
Improving School Attendance	Attendance matters and is everyone’s business and there is a relentless and	2, 4

• Rigorous monitoring, tracking and coordinated support for attendance based on the principles of good practice set out in the DfE's advice. • Maintenance of an enhanced system of checking and following up on attendance with a specific focus on children entitled to PPG. • Poor attendance and punctuality are informed by an understanding of poverty and how it can affect tiredness, thirst, hunger, stress, irritability, bullying, mental wellbeing and household responsibilities that may legitimately compete with those of school. • Referral to and support from outside agencies, (including EWO). • Attendance at Improving School Attendance network meetings delivered by the LA.	equitable focus on securing high levels of attendance for all children- this is an ongoing process with the aim of continual improvement. The school therefore ensures that it embeds the principles of good practice set out in in the DfE's Working together to improve school attendance - GOV.UK DfE guidance is informed by engagement with schools demonstrating high levels of persistent absence.	
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Total budgeted cost: £16,565

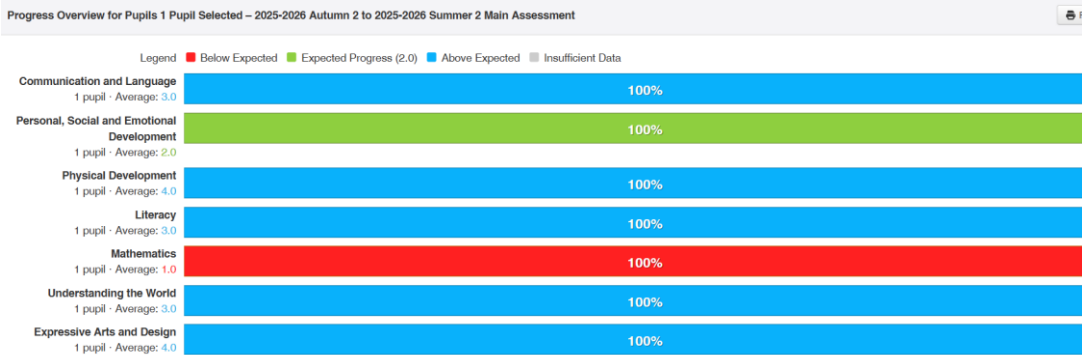
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2025-26

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

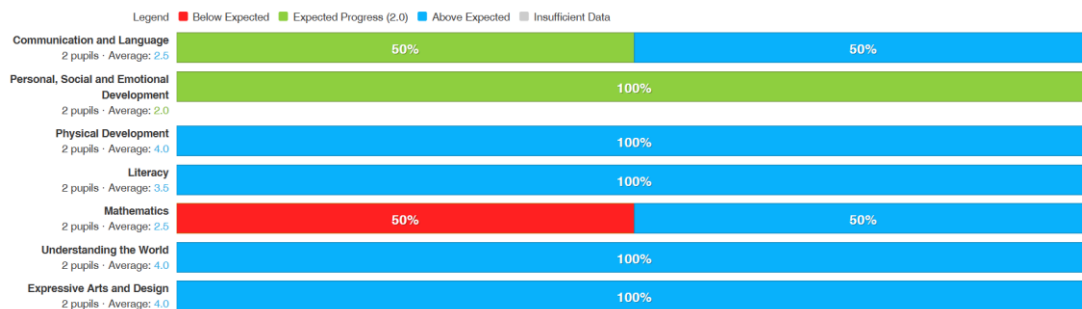
Narrowing the attainment gap for PP children

GLOD progress: (1 child)



1/1 PP child did not achieve GLOD due to SALT difficulties and blending for reading and maths but achieved in all other areas. Specific support (incl support from SALT services) has been put in place and will continue next year. Progress was EXS or above average in all areas. Apart from maths, progress was good or better in every area.

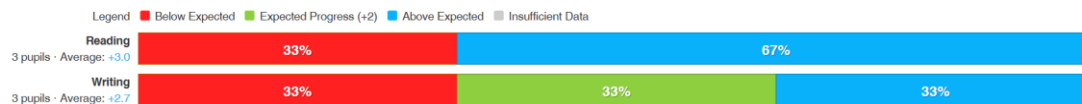
From June 2026 a new child in EYFS qualified for PP status. They did achieve a GLD. Progress for both children from June 2026.



Phonics: 100% of PP children (2/2) in Year 2 reached the standard in the phonics check this year.

Year 1 phonics: 100% of the pupil premium listed children achieved the standard required in this year's phonics check.

Progress Year 1 (3 children)



One child did not make AR progress in reading or writing due to additional and complex needs identified on an EHCP.

All PP children made AR progress in Maths.

Year 1 Maths

	Percentage expected standard	79%
	Percentage greater depth	14%
	Percentage working towards	7%
	The PP children made above average progress. All PP children in Year 1 are on track.	
	Year 2 Maths	
	Percentage expected standard	34%
	Percentage greater depth	53%
	Percentage working towards	13%
The two children eligible for PP made age related progress in maths and are on track for maths.		
Increase Social emotional and Mental Health wellbeing of PP children	Our continued focus on the Five to Thrive Approach and self-regulation has enabled us to embed processes and procedures that positively support how we engage with the children and support their behaviour. Children who experience regular and consistent responsive and nurturing interactions are better able to manage their emotions. In school, this leads to: • Fewer emotional outbursts • Better coping with frustration or disappointment The children are learning to develop a stronger sense of security, which reduces anxiety-related behaviours. There is a strong focus on relationships which enables the children to trust adults in school, and they are active in seeking help appropriately and show positive relationships and few instances of disruptive behaviour. Classroom displays show evidence of calm, productive classroom environments with a strong emphasis on talk and play-based/ firsthand experience learning across the school. Children are engaged and participate confidently in classroom activities. The “Talk” element, which has been directly impacted by our engagement in the Cracking Communication programme, directly supports language development for both conversational language and learning interactions. Children are demonstrating stronger communication skills which enables them to express their feeling clearly and makes them less likely to resort to physical or disruptive behaviour. Thus, these behaviours are reduced, and children are showing that they are regulated and engaged in classroom activities, because their underlying emotional and developmental needs are being met. Children continue to access the Calm Corners when they need time to regulate their emotions, and all classrooms are supported by a ‘Calm Classroom’ approach that means children are ready for learning especially in the afternoons after the unstructured nature of lunchtime play. Relationships between the adults and the children continue to be highlighted and identified as a strength by visitors including the SIA and this shows a positive impact of our approach. We continue to be supported by a specialist counsellor who has been seeing 2 children every 6 weeks, and our PP children benefit from her services. Children also benefit from ‘meet and	

greet'/ sensory circuits and Lego therapy sessions that have demonstrated a positive response from the children in their readiness to learn and engage in classroom activities. The pupil premium children also benefit from cooking (developing life skills) visits from the therapy dog (additional reading support/ calm environment) and from outdoor learning activities that support mental health and well-being. It is well documented that access to outdoor learning and play supports pupil wellbeing by:

- Reducing stress and anxiety
- Improving emotional regulation and behaviour
- Increasing confidence and resilience
- Enhancing social interaction and relationships
- Improving focus and readiness to learn

Attendance: 2025-26

Summary of 6 Pupils (who are pupil premium, 6 Pupils Selected)

Attendance percentage

School	95.0%
National	94.7%
Local Authority	95.2%

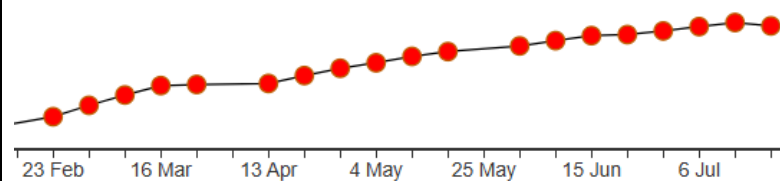
Summary of 47 Pupils (who aren't pupil premium)

Attendance percentage

School	96.8%
National	94.7%
Local Authority	95.2%

1.8% difference between all pupils and PP children which is above our target. This is an ongoing target.

However, a new child was added to the list at the end of June and this has had a negative impact on our PP attendance data as they had a family emergency. A meeting was held with the parent, and they have worked hard to get the child to school most days since. This child's attendance has improved as a result.



We continue to support the family.

Attendance is tracked termly and there are clear procedures in place.

Attendance is highlighted as a barrier to learning on tracking documents.

ESA Meetings and daily support have been introduced to families with children who struggle with coming into school. The use of social stories and 'meet and greet' have also supported the children. We have seen a big improvement, and all children are able to leave their parents more confidently.

Positive letters to acknowledge improvements in termly attendance figures.

Persistent absence figures have been affected by one specific child. We have worked extremely hard with the family in order to support them with attendance and parental mental health issues. There has been improvement this year but an 'in term' holiday at the end Term 6 has impacted our data.

16.7% of pupils are persistently absent, compared to 13.9% nationally.

This has increased due to the addition of the new child to the PP register in June. This child missed the whole of Term 3 due to a family emergency abroad.

20.0% of pupils are persistently absent, compared to 13.9% nationally.

Externally provided programmes

Programme	Provider
Premier Sports	Premier Education
Rocksteady Music School	Rocksteady Music School

Service pupil premium funding

£340 1 child in 2024-25

£700 2 children in 2025-26

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional TA support and interventions such as Lego therapy and sensory circuits to

	support social interaction skills and improve focus and organise their senses for effective learning. Cooking has also been delivered to support social interaction and to develop friendships and a sense of belonging
What was the impact of that spending on service pupil premium eligible pupils?	Clubs and events specifically for service children, have helped them connect with their peers and feel a sense of belonging- supporting them at difficult times when a parent has to go away. Good relationships developed with families who have appreciated the support we have offered to ensure the children are at school every day. Consistent pastoral support Improves emotional resilience and works alongside our trauma responsive and self-regulation approaches.

Further information (optional)

Curriculum planning at Wootton Bassett Infants' School includes aspirational targets for all children, which ensure that every child has an equal opportunity to an agreed range of enriched school experiences that support them to develop as well-rounded individuals. Children who are eligible for PPG will not only access this broad, balanced experience at school, but we will use the funding provided to enable further opportunities to reduce the gap between them and their peers.
