



Pupil Premium and Recovery Premium Strategy Statement 2025 - 2026

What is Pupil Premium?

Pupil Premium is paid by a specific government grant calculated from school census data for pupils registered as:

- Eligible for Free School Meals including 'Ever 6' children. (These are children who have been eligible for Free School Meals at any point in the previous 6 years). £ 1,515 per child
- Looked after Children - £ 2,630 per child
- Previously Looked after Children - £ 2,630 per child
- Children whose parents are serving in the armed forces - £335 per child

In 2014 Universal Free School Meals were introduced across the country, entitling all school children up to the age of 7 to free school meals every-day. Pupil Premium Free School Meal grants continue to be based on the original income based Free School Meal criteria. This relies upon parents registering for Free School Meals with Stockport Council.

It is additional to main school funding and is used by schools to address any underlying inequalities between eligible children and others by ensuring that the funding reaches the pupils who need it most.

Schools do not have to spend Pupil Premium solely to benefit eligible pupils, directing it to wherever there is greatest need.

This statement details our 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 (without nursery)	228
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	September 2025 – September 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Yvonne Dobson
Pupil Premium Lead	Yvonne Dobson
Governor	Steven Hurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,705
Total budget for this academic year	£25,705

Funding allocation for the academic year 2025-2026 is based upon pupil numbers in 2024-2025.

Part A: Strategy plan

Statement of intent

At Great Moor Infant School we have high expectations for all children in our school, and believe that with quality first teaching, effective engagement with parents and an adaptive approach to meet the needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not restricted to children eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating Pupil Premium funds. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Great Moor Infant School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive appropriate adaptive teaching which is at least good in every lesson and that disadvantaged children do not fall behind their peers with similar starting points. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we analyse data thoroughly, have made use of a range of research and established successful schemes. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

All members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a “passion for learning” and acquire skills and abilities, fulfilling their potential whilst preparing them for their next steps.

Challenges

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

Challenge number	Detail of challenge																	
1	<p>Progress in reading</p> <p>Our aim is for our children eligible for pupil premium funding to make good or accelerated progress i.e. to do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.</p> <table border="1"> <thead> <tr> <th rowspan="2">September 2025</th> <th colspan="2">Reading</th> </tr> <tr> <th>Forecast to meet ARE</th> <th>Forecast not to meet ARE</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>15%</td> <td>8%</td> </tr> <tr> <td>Year 1</td> <td></td> <td>23%</td> </tr> <tr> <td>Year 2</td> <td>54%</td> <td></td> </tr> <tr> <td>Totals</td> <td>69%</td> <td>31%</td> </tr> </tbody> </table>	September 2025	Reading		Forecast to meet ARE	Forecast not to meet ARE	Reception	15%	8%	Year 1		23%	Year 2	54%		Totals	69%	31%
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	Year 1		23%						
	Year 2	15%	38%						
	Totals	30%	70%						
3.	<p>Development of Oracy skills</p> <p>Our aim is for our children eligible for pupil premium funding to develop their oracy skills (including physical, linguistic, cognitive, and social and emotional skills) as well as their peers with similar starting points, who are not eligible for the Pupil Premium.</p> <p>September 2025</p> <table border="1"> <tr> <td>Below average oracy skills</td> <td>Average Oracy Skills</td> <td>Above Average Oracy Skills</td> </tr> <tr> <td>62%</td> <td>31%</td> <td>8%</td> </tr> </table>			Below average oracy skills	Average Oracy Skills	Above Average Oracy Skills	62%	31%	8%
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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.

Related to challenge number(s)	Intended outcome	Success criteria
1.	Pupil Premium children make at least expected progress from their individual starting points in Reading	<p>Reading lead half-termly assessment data will indicate expected half termly progress and/or the implementation of Keep up not catch up intervention</p> <p>End of year assessment data will indicate that all children make good or expected progress from on entry reading assessments.</p> <p>Expected progress in our school equates to 4 steps on the school tracking systems.</p>
2.	Pupil Premium children make at least expected progress from their individual starting points in Writing	<p>End of year data will indicate that all children make good or expected progress from on entry writing assessments.</p> <p>Expected progress in our school equates to 4 steps on the school tracking systems.</p>
2.	Pupil Premium children develop more fluent, legible, and speedy handwriting including correct letter formation, joining (when ready), and spacing	Formative assessment (daily observation of posture, grip, letter formation, and use of mnemonics) and Summative checks (half-termly grids tracking mastery of letter families, size, placement, and joins) will indicate that all Pupil Premium Children have made expected progress (as defined by the

		scheme assessment tools) from their starting point.
3.	Pupil Premium children demonstrate development of their oracy skills.	<p>Assessments (using appropriate assessment tools for the individual) and observations will indicate improved oral communication skills.</p> <p>This will be triangulated with other sources of evidence including engagement in lessons.</p> <p>Where Pupil Premium children also have SEND, their progress against their individual communication and interaction targets will be evident in their SEND support plans</p>
3.	Pupil Premium children demonstrate an increase in the social and emotional skills commensurate with good oracy including confidence and social interaction	<p>Qualitative data from student voice and teacher observations</p> <p>Safeguarding team strategic incident monitoring- Behaviour and/or bullying incidents involving Pupil Premium children will continue to be low.</p> <p>Increase in Pupil Premium children attending extra curricular activities</p> <p>Where Pupil Premium children also have SEN, their progress against their individual social, emotional and mental health targets will be evident in their SEN support plans</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

Budgeted cost: £4,990

Activity	Costs	DfE Menu of Approaches	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium funding will support the following aspects of sustaining the Read Write Inc phonics and reading curriculum:</p> <p>-Renewal of the Read Write Inc</p>	<p>-2 days per half term Cost £2,400</p>	<p>DfE Menu of Approaches- Tier 1 <i>Developing high-quality teaching, assessment and a ...curriculum which responds to the needs of pupils</i></p>	<p>EEF Teaching and Learning Toolkit 'a responsive approach to grouping is likely to help focus effort and improve teaching efficiency by building on what children know and can do. Regular assessment will ensure that children move between groups as appropriate to their level of attainment.'</p>	1

<p>Phonics and Reading Comprehension Package</p> <p>-Class cover to enable the reading lead to assess every child on a half termly basis.</p>			<p>When our children complete the phonics programme they move onto the comprehension programme</p> <p>EEF Teaching and Learning Toolkit “Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.”</p>	
<p>Pupil Premium funding will support the following aspects of the introduction and implementation of the Read Write Inc handwriting scheme:</p> <p>-Purchase of associated resources -Overtime costs for support staff to attend whole staff training to deliver the scheme effectively</p>	<p>-Purchase of associated resources Cost £650</p>	<p>DfE Menu of Approaches- Tier 1 <i>Professional development to support implementation of approaches</i></p>	<p>Writing Framework 2025 ‘Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition.’</p> <p>EEF <i>Simple View of Reading</i> ‘Supporting automaticity in these skills [the ability to spell and write fluently] will free up cognitive resources for other aspects of writing, such as planning and composition’</p>	<p>2</p>
<p>Pupil Premium funding will support the following aspects of continuing to develop Adaptive Teaching practices:</p> <p>Costs for support staff to attend whole staff training on:</p> <p>- <i>The Scaffolding framework</i>- delivered by Inclusion service</p>	<p>-10 support staff x 2 hours Cost £400</p>	<p>DfE Menu of Approaches- Tier 1 <i>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p>	<p>The Stockport Adaptive Teaching Strategy is based upon EEF Special Educational Needs in Mainstream Schools Guidance report</p> <p>EEF Effective deployment of teaching assistants Recommendations 1 & 2</p> <p>1. Deploy teaching assistants in ways that enable all pupils to access high-quality teaching 2. Deploy teaching assistants to scaffold learning and to develop pupils’ independence</p>	<p>1, 2, 3</p>

			EEF Teaching and Learning Toolkit 'The average impact of metacognition and self-regulation approaches is high (+8 months additional progress)... Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons.'	
<p>Pupil Premium funding will support the following aspects of engaging parents and carers in reading and oracy</p> <p>-Parents and Carers will be invited to receive training on Keep up not catch up</p> <p>-Parents and Carers will be invited to receive training on <i>targeted reading aloud and book discussion with young children</i></p> <p>-Parents and Carers will be invited to receive training on supporting 1:1 reading and <i>the use of structured questioning to develop reading comprehension</i></p> <p>This will require:</p> <p>-1 day of class teacher cover per half term to prepare and deliver training</p>	<p>-2 days of class teacher cover per term to prepare and deliver parent/carer training Cost £1,140</p>	<p>DfE Menu of Approaches-</p> <p>Tier 3 <i>Communicating with and supporting parents</i></p>	<p>EEF Teaching and Learning Toolkit</p> <p>'Parental engagement has a positive impact on average of 4 months' additional progress.'</p> <p>EEF Teaching and Learning Toolkit</p> <p>'Oral language approaches might include:</p> <p>-targeted reading aloud and book discussion with young children</p> <p>-the use of structured questioning to develop reading comprehension'</p> <p>'On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)'</p>	1, 3

<p>Pupil Premium funding will support the following aspects of implementing the Oracy Framework:</p> <p>-Costs for support staff to attend whole staff training on the Oracy Framework</p>	<p>-10 support staff x 2 hours Cost £400</p>	<p>DfE Menu of Approaches- Tier 1 <i>Professional development to support implementation of approaches</i></p>	<p>EEF Teaching and Learning Toolkit</p> <p>‘On average, oral language approaches have a high impact on pupil outcomes (+6 months’ additional progress)’</p>	<p>3</p>
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Targeted academic support (for example, one-to-one support, structured interventions)

Budgeted cost: £18,655

Activity	Cost	DfE Menu of Approaches	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium funding will support the following aspects of the Read Write Inc targeted phonics intervention ‘Keep Up Not Catch Up’</p> <p>68 children currently receiving this intervention- 20 Support staff hours per week</p>	<p>10 of 20 Support staff hours per week Cost £7,800</p>	<p>DfE Menu of Approaches- Tier 2 <i>Targeted interventions to support literacy</i></p> <p><i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</i></p>	<p>EEF Teaching and Learning Toolkit</p> <p>‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year’</p> <p>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.’</p> <p>EEF Teaching and Learning Toolkit</p> <p>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.’</p>	<p>1</p>
<p>Pupil Premium funding will support the following aspects of the Read Write Inc Handwriting scheme</p>	<p>-10 support staff x 2 hours Cost £400</p>	<p>DfE Menu of Approaches- Tier 2 <i>Targeted interventions to support literacy</i></p> <p><i>Targeted interventions and</i></p>	<p>EEF Teaching and Learning Toolkit</p> <p>‘On average, individualised instruction approaches have an impact of 4 months’ additional progress.’</p>	<p>1</p>

<p>targeted support:</p> <p>-Support staff hours training to set up personalised handwriting pathways for individual pupils or small groups</p>		<p><i>resources to meet the specific needs of disadvantaged pupils with SEND</i></p>		
<p>Pupil Premium funding will support the following aspects of providing targeted oral language intervention</p> <p>-Buy back Speech and Language Therapist time</p> <p>-Support staff hours to deliver follow up speech and language therapy in school</p>	<p>-Buy back ½ Speech and Language Therapist time Cost £3,630</p> <p>-8.5 support staff hours per week to deliver follow up speech and language therapy in school Cost £6,825</p>	<p>DfE Menu of Approaches Tier 2: <i>Targeted interventions to support language development</i></p> <p><i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</i></p>	<p>EEF Teaching and Learning Toolkit</p> <p>'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.'</p> <p>'On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</p>	<p>2</p>

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

Budgeted cost: £2,060

Activity	Cost		Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium funding will support consolidation professional development on Simple, routine approaches to improve wellbeing for all children</p> <p>Bespoke training delivered by Lisburne Specialist School</p>	<p>10 support staff x 1 hour Cost £200</p>	<p>DfE Menu of Approaches Tier 3: <i>Supporting pupils' social, emotional and behavioural needs</i></p>	<p>EEF SEN in Mainstream School Recommendation 1- Creating a positive and supportive environment for all pupils without exception</p> <p>EEF Effective Professional Development 'Ensures that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</p>	<p>1, 2 & 3</p>

<p>- Overtime costs for support staff to attend training</p>			<p>This bespoke training has been designed to:</p> <p>A. Build knowledge by: -Revisiting prior learning</p> <p>B. Motivate staff by: -Presenting information from a credible source</p> <p>C. Develop teaching techniques: -Instruction and Social support</p> <p>D. Embed practice -Prompting context specific repetition</p>	
<p>Pupil Premium funding will support Subsidised educational visits and attendance at enrichment clubs</p>	<p>£1,860</p>	<p>DfE Menu of Approaches Tier 3: <i>Supporting pupils' social, emotional and behavioural needs</i></p>	<p>EEF Teaching and Learning Toolkit ‘The average impact of the engaging in physical activity interventions and approaches is about an additional two month’s progress over the course of a year.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.’</p> <p>‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’</p>	<p>1, 2 & 3</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Reception cohort 2024 - 2025

100% of the Pupil Premium children in all year groups made good progress in reading, writing and maths.

Reception cohort 2024 - 2025

33% met GLD in maths.

0% met GLD in writing.

Year 1 cohort 2024 - 2025

All made good progress.

33% of the Pupil Premium children met or exceeded Age Related Expectations in writing.

100% of the PP children met or exceeded ARE in maths.

Year 2 cohort 2024 - 2025

All of the PP children made good progress in reading, writing and maths.

% children who retook the phonics screening check passed in summer 2025.

33% met or exceeded ARE in writing.

33% met or exceeded in maths.

Interventions/support in place 2024 - 2025 :

83.3% of children in receipt of Pupil Premium undertook 1 or more of the following interventions.

- Children participated in additional reading interventions
- Children were supported by Keep Up Not Catch Up and had additional Speed Sound lessons in phonics
- Children had SaLT as appropriate
- Motorskills interventions supported fine and gross motor impacting on handwriting
- Staff produced tailored home learning packs to support children's individual needs
- Learning Support Service provided support to TAs and teachers

All Pupil Premium children undertook free after school enrichment activities as requested.