

Pupil Premium Strategy Statement

Market Drayton Infant & Nursery School

Academic years 2026/7

This statement details our school's use of pupil premium (and, where applicable, recovery premium) funding to help improve the attainment of our disadvantaged pupils. It sets out our strategy, the intended outcomes of that spending, and how we will assess whether it has had the intended impact. Inspire · Empower · Achieve.

Authenticity · Collaboration · Opportunity

School overview

Detail	Data
School name	Market Drayton Infant & Nursery School
Number of pupils in school (Nursery – Year 2)	295
Proportion (%) of pupil premium eligible pupils (Reception – Year 2)	18.9%
Date this statement was published	SEPT 2026
Date on which it will be reviewed	December 2026 (with termly interim reviews at each governing body)
Statement authorised by	Emma Morris
Governor / Trustee lead	Local Governing Body – Disadvantage & Inclusion link

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (56 × £1,515)	£83,500
Total budget for this academic year	£83,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every disadvantaged child at Market Drayton Infant & Nursery School — whatever their starting point and whatever barriers they face — learns to talk, read, write and count with confidence, belongs fully to school life, and attends every day ready to thrive.

This ambition sits at the heart of Empower's ABC strategy (Achieve, Belong, Climb) and our Inclusive Mainstream Framework.

The core of our approach is high-quality teaching for every child, every lesson. The Education Endowment Foundation (EEF) is clear that this is the single most powerful lever a school has to close the disadvantage gap, and that spending on improving teaching benefits disadvantaged pupils most of all. We therefore direct the largest share of our funding to the approaches the EEF Teaching and Learning Toolkit rates most highly for children of this age — oral language, phonics and early reading, feedback, and self-regulation — delivered through a programme of professional development and instructional coaching.

Alongside this, we provide targeted academic support — daily 'keep-up' phonics, structured oral-language and early-number intervention, and one-to-one and small-group tuition — for the disadvantaged pupils who need it most, at the moment they need it.

Attendance is our defining wider-strategy priority. A child cannot benefit from excellent teaching if they are not in the room. Disadvantaged pupils among our persistent absentees, so we treat attendance as an inclusion issue and a safeguarding issue, not an administrative one. Our approach is relational and support-first — knowing every family, communicating proactively and positively, and removing the practical barriers that keep children at home — in line with EEF evidence and the DfE's statutory guidance 'Working together to improve school attendance'.

Our strategy is rooted in a clear diagnostic assessment of our pupils' needs rather than assumptions, is grounded in the strongest available evidence, and is designed to be sustainable — building the expertise of our staff and the strength of our family partnerships so that gains endure. We will keep non-disadvantaged pupils' attainment high while accelerating the progress of their disadvantaged peers.

Challenges

This details the **key challenges to achievement** that we have identified among our pupils, drawn from diagnostic assessment, our knowledge of each child and family, and analysis of trust and national data.

Challenge number	Detail of challenge
1	Communication & language. A high proportion of our children enter Nursery and Reception with speech, language and communication needs and a narrower vocabulary. Baseline screening shows this gap on entry, which — if unaddressed — limits reading, writing and access to the whole curriculum. We work hard to secure listening, attention and speaking by the end of reception through targeted work. This has been a sustained area that is positive on our GLD profile against national. We have started to now see this transferring into written form. We need to continue this as an ongoing focus area and enhance writing for our younger children.
2	Phonics and early reading. Disadvantaged pupils are, on average, further behind in phonic knowledge on entry to Key Stage 1 and are less likely to pass the Year 1 phonics screening check. Fewer have access to books at home and regular shared reading at home. GLD highlights word reading to be an area of focus.
3	Early mathematical fluency. Assessments show disadvantaged pupils typically enter with weaker number sense, subitising and early fluency, leaving them behind age-related expectations by the end of Year 2 without targeted support. GLD data highlights that numerical patterns & number are areas for development

Challenge number	Detail of challenge
4	Attendance and punctuality (highest-priority wider-strategy challenge). Attendance of disadvantaged pupils is below that of their non-disadvantaged peers but this is improving with a refreshed focus on school systems. Yes it is still below the school target of 96%. Disadvantaged pupils are among persistent absentees (below 90%) and among late arrivals, reducing their access to the crucial first hour of phonics and early reading. This is a focus alongside the Trust with our ABC initiative.
5	Social, emotional and self-regulation development. A greater proportion of disadvantaged children need support to develop self-regulation, the characteristics of effective learning, and emotional resilience, and are less likely to access wider enrichment, visits and experiences that build cultural capital and a sense of belonging.
6	Home learning environment, parental engagement and cost barriers. Cost-of-living pressures affect some disadvantaged families' capacity to support home learning, provide uniform, and fund trips and enrichment. Engagement with early home-learning routines (talk, story, number) is more variable for this group.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (July 2027), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language and communication for disadvantaged pupils. This will support word reading improvement and writing.	EYFS assessments over 26/27 show the gap between disadvantaged and non-disadvantaged children in Communication & Language narrowing this year & disadvantaged children reaching a Good Level of Development (GLD) will increase so it aligns to national disadvantaged.
Improved phonics attainment for disadvantaged pupils.	The proportion of all pupils meeting the expected standard in the Year 1 phonics screening check is at least in line with national. Disadvantaged learners will align to national disadvantaged achievement.
Improved early mathematics outcomes for disadvantaged pupils.	The proportion of disadvantaged pupils meeting age-related expectations in mathematics at the end of Year 2 is in line with non-disadvantaged peers, evidenced by internal assessment and Mastering Number outcomes.
To achieve and sustain high attendance for disadvantaged pupils (defining priority).	By 2027: overall attendance for disadvantaged pupils is improved by 2ppt - the attendance gap between disadvantaged and non-disadvantaged pupils is closing; disadvantaged persistent absence (below 90%) at least halves from the current baseline; and disadvantaged punctuality (late-after-registration) reduces.
Sustained, positive engagement of disadvantaged families.	Increased attendance of families at events/sessions - phonics/reading and family workshops; positive parental feedback; and measurable uptake of home-learning routines.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges above. We follow the EEF's recommended tiered model: high-quality teaching first, then targeted academic support, then wider strategies. Every activity is matched to an approach in the EEF Teaching and Learning Toolkit and costed as precisely as possible. Impact figures shown in *italics* are the EEF Toolkit's average additional months' progress for that approach.

Tier 1 — Teaching & Relationships (Belonging, high-quality teaching, CPD, recruitment & retention)

Activity	Evidence / rationale that supports this approach	Cost	Challenge no(s).
Relational practice training for all staff to increase sense of accountability to belonging initiative in every classroom. Targeted 'champion' training so that the school has dedicated expert staff to support with embedding relational practice, particularly affecting engagement for parents.	Attendance data is a significant area for improvement at the school. Higher focus on relational practice to embed relationships with home, new leadership and change at the school has caused instability in some relationships and a focus will be on developing an open approach, inviting homes into share the learning with their child.	£25,000	1, 2, 3
Refresh resources and training in Systematic synthetic phonics — validated SSP programme resources & decodable readers Fully decodable reading books matched to the phonics scheme, sent home.	Phonics has a strong, secure evidence base — the EEF Toolkit rates it at +5 months, with particularly positive effects for disadvantaged pupils when delivered as a structured, fidelity-driven programme. Decodable books matched to phonic knowledge remove a key barrier for pupils without books at home. We will be looking to evaluate the current scheme and improve the quality of access at home for our pupils. Providing books for home library and securing refresh training for all relevant staff. External support for phonics from ELS.	£15,000	2
Phonics & early-reading lead — release time (≈ 0.1 FTE) Leads keep-up, coaching, fidelity checks and half-termly assessment.	Sustained, expert-led implementation is essential to phonics impact (EEF, +5 months). Leadership release protects fidelity and rapid response to gaps. Contribution to release ensuring a senior leader has time to track and monitor effectively. Securing more robust monitoring now as new leadership embeds.	£4,000	2
Speech, language & communication screening	Enables precise identification of oral-language need on entry, targeting the +6 month oral-language approaches at the children who need them and informing referral thresholds.	£500	1
Feedback & formative assessment CPD (EEF / Research School programme)	Feedback is high impact for very low cost (+6 months). Whole-staff CPD embeds high-quality, low-workload feedback into everyday teaching, benefiting disadvantaged pupils most. Walkthru	£1,800	1, 2, 3

Activity	Evidence / rationale that supports this approach	Cost	Challenge no(s).
	materials to support staff continuing high-quality professional learning.		
Talk Boost programme resources & training for delivery staff	A 2025 Department for Education–commissioned review identified Talk Boost as a targeted intervention with good-quality evidence, citing trial data showing significant gains.	£1,200	1
Subject-leadership monitoring & CPD release (reading & maths), focused on disadvantage	Release for evidence-informed monitoring, coaching and adaptation ensures high-quality teaching reaches disadvantaged pupils consistently across the school.	£2000	1, 2, 3

Tier 2 — Targeted academic support

Activity	Evidence / rationale that supports this approach	Cost	Challenge no(s).
Daily 'keep-up' phonics interventions — dedicated intervention TA time	Combines two high-value approaches: phonics (+5 months) and structured TA-led intervention (+4 months when well-trained and tightly linked to class teaching). Same-day keep-up prevents disadvantaged pupils falling behind.	£5000	2
Targeted oral-language small-group delivery — intervention – dedicated TA time	Small-group delivery of the +6 month oral-language approaches, targeted via screening at the disadvantaged children with the greatest communication need.	£3000	1
Early mathematics small-group support — Mastering Number aligned resources & delivery release	Small-group tuition (+4 months) in early number, using a structured, evidence-aligned programme to build fluency and number sense for disadvantaged pupils.	£3,000	3
Speech & language therapy (SaLT) support for disadvantaged EYFS pupils	Specialist assessment and programmes for children with the highest communication need, complementing the +6 month universal oral-language work and reducing barriers early.	£2,000	1, 5
Precision-teaching resources & standardised diagnostic assessment	Enables accurate diagnosis and tight, responsive targeting of intervention — a prerequisite for the impact figures above and for avoiding wasted intervention time.	£800	1, 2, 3

Tier 3 — Wider strategies (with attendance as the defining priority)**Budgeted: £18,000**

Activity	Evidence / rationale that supports this approach	Cost	Challenge no(s).
Attendance & Family Support lead — targeted time Retraining of new administrative staff: Additional support in data analysis to support quicker action for 5-10 bands.	EEF attendance evidence points to individualised, relationship-based support built on strong knowledge of each pupil and family, delivered without stigmatising children. Aligns with the DfE statutory guidance 'Working together to improve school attendance' (expect—monitor—listen & understand—facilitate support—formalise support).	£10,000	4, 6
Personalised attendance communications & analytics System for accurate, positive, personalised messaging to parents (weekly attendance figures, days missed, link to learning).	EEF: well-designed communications with families improve attendance when personalised, linked to learning and framed positively. Most parents underestimate days missed and act on accurate information.	Part of Trust package — no cost	4, 6
Breakfast club — funded free places for disadvantaged pupils Removes a practical barrier, improves punctuality and settles children ready for first-session phonics.	Breakfast provision is linked to improved attendance, punctuality and readiness to learn (EEF Magic Breakfast trial: ~+2 months for KS1 pupils), and directly tackles the late-arrival barrier for disadvantaged pupils.	£5000 (supported with some internal school budget)	4, 6
Enrichment, uniform, visits & clubs subsidy for disadvantaged pupils	Guarantees equality of access to the experiences that build cultural capital and belonging, removing cost as a barrier to participation — a barrier repeatedly linked to reduced engagement and attendance.	£5000	5, 6
Parental engagement — EYFS family workshops & home-learning packs (talk, story, number)	Parental engagement (+4 months) is most effective in early years when focused on practical activities parents and children do together. Doubles as the trusted channel for positive attendance messaging.	£5700	1, 6, 4

Total budgeted cost

Tier	Budgeted cost (PP & sch budget)
Tier 1 — Teaching	£49500
Tier 2 — Targeted academic support	£13800
Tier 3 — Wider strategies (incl. attendance)	£25700
Total budgeted cost	£89000

Attendance: our defining priority for disadvantaged pupils

Because attendance **is the single biggest barrier we have identified for our disadvantaged pupils** (Challenge 4), we set out below the full, joined-up strategy that the Tier 3 spending funds. Our stance is relational and support-first: we lead with understanding and help, and use formal routes only when support has not worked.

What the evidence tells us

- Persistent absence disproportionately affects disadvantaged pupils, so tackling it is central to closing the attainment gap (EEF).
- Communicate proactively and effectively with families — messages work best when personalised, linked to learning and framed positively; most parents under-estimate how many days their child has missed (EEF).
- Individualise targeted support based on a strong knowledge of each pupil, addressing the specific barriers in their life — and take care that support does not stigmatise (EEF).
- Make pupils feel seen, understood and safe — a crucial foundation for the attendance of vulnerable children (EEF).
- Follow the graduated, support-first duties of the DfE statutory guidance 'Working together to improve school attendance'.

Our tiered attendance response (support-first)

Tier	Trigger	Action funded by this strategy
Universal — Expect & belong	All pupils, every day.	Warm daily welcome and breakfast club; positive, personalised weekly attendance messaging; attendance made visible and celebrated; strong first-session phonics that children want to be present for.
Early help — Monitor & listen	Attendance dips below 96% or patterns emerge.	Same-day first-day calls; Attendance & Family Support lead makes contact to listen and understand barriers; a personalised, no-blame conversation and simple support plan.
Targeted — Facilitate support	Disadvantaged pupil at risk of persistent absence (below 90%).	Individual attendance support plan; home visits; practical barrier removal (breakfast place, uniform, routines, transport problem-solving); joint work with ELSA where wellbeing is a factor; parental workshops.
Intensive — Formalise support	Persistent/severe absence despite support.	Multi-agency 'team around the family'; links to Shropshire's Families First and the trust's early-intervention model; formal attendance support arrangements as a last resort, always alongside continued relational support.

How we will know it is working

- Weekly disadvantaged-attendance tracking by a designated senior leader, with disadvantaged and non-disadvantaged figures.
- Half-termly review of persistent-absence cases and the impact of each individual support plan.
- Targets: disadvantaged attendance 96%+; gap to non-disadvantaged within 1 percentage point; disadvantaged persistent absence at least halved; late-after-registration reduced year on year.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section reviews the impact of the pupil premium spending in the previous academic year.

The commentary below provides a structure aligned to the intended outcomes of this plan.

- **Oral language:** While GLD is still an area of focus, GLD has moved from 62.7 (2023) to 65.6 in 2025 and sustaining at 64% in 2026. Focused work in listening and attention has started to lay stronger foundations in this area.
- **Phonics:** This remains an area of high focus and reviews indicate a higher intensity in refresh training is a priority for the school. Work in this area has not had the impact hoped and so a new scheme is being explored to support more structure in this area.
- **Early mathematics:** a new scheme has been introduced, and training has been put in place, this is showing early indicators of improving practice. Books evidence output and small step progress.
- **Attendance:** Has required a focus for the last 3 years. The attendance headlines have been variable – however all pupils attendance is remaining mainly close to average. There is a decline surfacing and there is a focus on disadvantaged attendance has seen improvement from 2023 to 2026. The breakfast provision has evidenced impact here – but we have recognised a need for tighter tracking systems and reviewed how we are engaging with families where attendance is a barrier. This year we will be developing relational practice with Mark Finnis as a Trust to support this improvement.
- **Self-regulation and enrichment:** GLD results are evidencing that there is improvement in self-regulation in GLD. This is sitting +3ppt to national averages. Building relationships works is also positive +4.2ppt against national averages.

Further information

This strategy is part of Market Drayton Infant & Nursery School's wider work to be an inclusive, high-achieving school for every child. It aligns with Empower Multi-Academy Trust's ABC strategy (Achieve, Belong, Climb), the Inclusive Mainstream Framework, and the trust's early-intervention (HIVE) model. It is reviewed termly and formally each December. Our approach is grounded in the EEF Guide to the Pupil Premium and its tiered model, the EEF Teaching and Learning Toolkit, and the DfE statutory guidance 'Working together to improve school attendance'.