

Pupil premium strategy statement – Inglehurst 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	220 (Reception-Y2)
Proportion (%) of pupil premium eligible pupils	34% (74 pupils)
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)	2024-25 (Year 1 of 3 year plan)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rob Johnson Chair of Governors
Pupil premium lead	Kerry Pochin, Headteacher
Governor / Trustee lead	Danielle McPhillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£109,520

Part A: Pupil premium strategy plan

Statement of intent

At Inglehurst Infant School, our goal is for all pupils, regardless of their background, to reach their full potential, make rapid progress, and achieve high attainment across all subject areas. We aim for all our pupils, including those from disadvantaged backgrounds, to leave us as happy, healthy, and confident learners, well-prepared for the next stage of their education. They will have aspirations equal to or higher than those of their peers.

We also strive to engage families in education and support them in having high aspirations for their children. Alongside our identified disadvantaged pupils, we consider the challenges faced by other vulnerable pupils, such as those with special educational needs and/or a social worker.

High-quality teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. Implicit in our intended outcomes is the goal that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage.

The strategies we have adopted complement each other to help pupils excel. To ensure their effectiveness, we will:

- **Remove barriers to learning** that impact progress, behaviour, and attendance.
- **Utilise up-to-date research evidence** to implement the most effective teaching and learning strategies and interventions.
- **Conduct rigorous evaluations** of the performance of disadvantaged pupils to ensure timely adjustments to our provision.
- **Develop oral language and vocabulary** for all children as a gateway to future success.
- **Set ambitious expectations** for reading acquisition, enabling all pupils to read with increasing breadth for both purpose and pleasure, thereby widening their background knowledge and continuing to develop their vocabulary.

Challenges

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

Challenge number	Detail of challenge
1	Low Attainment on Entry: Many pupils enter Nursery and Reception with low attainment across various areas of development.

2	Language and Vocabulary Gaps: Pupils often have low oral language comprehension, limited language skills, and vocabulary gaps.
3	Lower Academic Performance: There is a noticeable lower level of attainment in reading, writing, and maths.
4	Limited Home Support: Pupils receive low levels of support from home in practising reading their school reading books and other suggested activities.
5	Emotional Regulation Difficulties: Many pupils struggle with emotional regulation due to inconsistent routines, lack of boundaries, and parental hesitation to set limits.
6	Lack of experiences wider outside of the family home such as park or library visits, opportunities to join clubs and day trips.
7	High incidences of Adverse Childhood experiences which can negatively impact pupils' education by lowering academic performance, reducing school engagement, increasing behavioural issues, and contributing to emotional and mental health challenges.
8	Cost of living crisis impacting many families leading to increased financial stress at home, which affects pupils' ability to concentrate and perform well academically.
9	Poor Timekeeping and Attendance: There is a lack of understanding about the impact of poor timekeeping and attendance on pupils' well-being, habit formation, academic attainment, and future outcomes.
10	EAL and New International Arrivals: We experience high mobility throughout the school year, with pupils moving away and new arrivals, including those with English as an Additional Language (EAL) and international pupils who initially have low levels of spoken English and understanding.

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
Quality first teaching is consistently delivered, in all subjects at a high standard	Subject monitoring across the curriculum, consistently demonstrates the following across the school: Planning is well-sequenced, with clear components that build towards a composite understanding, aligning with the expectations of the national curriculum. Lessons are engaging and tailored to meet the diverse needs of all pupils, including those with SEND, EAL and new arrivals to the school.

	Misconceptions are promptly addressed , with interventions in place to help pupils catch up quickly.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved phonics, reading and writing attainment among disadvantaged pupils.	Year 1 and 2 phonics, reading and writing outcomes will show that disadvantaged pupils have made accelerated progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS1	KS1 maths outcomes will show that disadvantaged pupils will have made accelerated progress from their starting points.
All pupils have access to enrichment activities or opportunities and explore areas beyond their locality.	All KS1 pupils will have attended at least one free after school club Reception pupils will have experienced at least 2 events or visits each year, including a trip outside of Leicester KS1 Pupils will have experienced at least 3 events or visits each year, including a trip outside of Leicester and a culturally focussed trip.
Pupils are exposed to future career possibilities through the curriculum, assemblies and visitors to the school with ensuring representations that challenge stereotypes	Pupil interviews evidence high aspirations and knowledge of the various opportunities open to them in life. They can articulate the need for determination to persevere in the face of setbacks.
To achieve and sustain improved, behaviour and attitudes for all pupils in our school, particularly our disadvantaged pupils, through a values based ethos.	Sustained high levels of wellbeing will be demonstrated by: qualitative data from pupil voice, pupil and parent surveys and teacher observations
Pupils and their families have welfare needs that are required to be met in school, including diet, social, emotional and health needs	All parents requesting support will gain assistance from the school through Early Help, grant funding and emergency food support. No child will go hungry, without adequate clothing or without an adult they feel safe to talk to.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance year on year demonstrated by: • The overall absence rate of all pupils being no more than 4% and the figure among disadvantaged pupils being no more than 6%. • The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 15%.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Money allocated for staff to attend, disseminate and monitor the impact of Continued Professional Development (CPD) Ruth Swailes – Physical development in the Early Years and targeted support for our school ALS phonics training for new staff Shared and guided reading Tom Sherrington Walkthrus Math Hubs CPD including the implementation of mastering number Three teachers to undertake National Professional	“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” EEF 2021 Physical development is essential in EYFS programs, positively affecting children's emotional well-being and health. Best start in life part 2: the 3 prime areas of learning - GOV.UK Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics This report outlines key mechanisms for effective professional development, such as building knowledge, providing feedback, and encouraging collaboration, all of which align with the principles of WalkThrus. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The Education Endowment Foundation (EEF) endorses National Professional Qualifications (NPQs) as part of its commitment to evidence-based professional development.	1,2,3 and 5 5

Qualifications in: Early Years, leading Literacy and Maths	National professional qualification (NPQ) courses - GOV.UK The “Mastering Number” programme, developed by the National Centre for Excellence in the Teaching of Mathematics (NCETM), aims to develop strong number sense in young children, particularly in Reception and Key Stage 1 ‘They can see it straight away’: the impact of Mastering Number NCETM	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £83,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs in all year groups that are well -trained to support learning within classes and carry out interventions including: Quality interactions in the Early Years Funtime SALT One to one reading Small group guided reading Same day maths intervention Emotional regulation	We follow The Education Endowment Foundation (EEF) "Making Best Use of Teaching Assistants" guidance by: Providing CPD for LSAs Ensuring that they pupils develop independent learning skills Ensuring that they deliver high-quality one-to-one and small group support using structured interventions Making Best Use of Teaching Assistants EEF	1,2,3,4,5
After school reading club 3x pw – including targeted phonics intervention		

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

Budgeted cost: £16,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, Welfare and Child Protection Officer intervening and working with families to improve attendance and address any barriers to good attendance £13,205	Embedding principles of good practice set out in the DfE's advice: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance School data shows that those children who attend school regularly have better outcome	Directly addresses: 9 Improved attendance addresses: 1,2,3,5,6
Family Support Worker 2 days a week Currently being paid from another budget	Maslow's hierarchy of needs shows that basic needs must be met before children are ready to learn and reach their potential.	5,7,8
Subsidised educational trips and visits £3000	https://www.suttontrust.com/our-research/background-to-success-academic-attainment/ Providing children with the knowledge and cultural capital to succeed in life.	6
Implementation of Zones of regulation	The following report highlights significant improvements in learners' emotional distress, self-regulation, social behaviour, and academic performance. The Zones of Regulation: Research and Evidence Unpacked - The Zones of Regulation	
Continual review and adaptation of the school behaviour policy to support improvements in engagement of all pupils Use of Tom Sherrington Walkthrus to support this	We use a restorative approach alongside clear rewards and consequences. We are reviewing our policy in line with: Improving Behaviour in Schools EEF	
Parent workshops e.g.	Parents play a crucial role in supporting their children's learning, and levels of parental	

early reading, transition meetings, parent information shared via school communication app e.g. short phonics video clips	engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning EEF	
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Total budgeted cost: £109,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils in the Previous Academic Year which also marked the end of the previous 3 year strategy:

Despite the challenges faced, including high pupil mobility and the impact of Covid-19, there are several positive outcomes and improvements to highlight:

Narrowing the Gap: Although overall GLD results were disappointing, the gap between Inglehurst reception pupils and the national average narrows when considering core pupils. Notably, 54% of pupils who had been at Inglehurst since the beginning of the autumn term in reception achieved a Good Level of Development (GLD), and 63% of those who started in nursery achieved GLD.

Improved Learning Environments: Significant improvements in learning environments, informed by Alistair Bryce-Clegg's training and research, have been implemented. Interactions CPD has enhanced staff confidence in using the SHREC approach, contributing to better support for disadvantaged pupils.

Phonics Progress: Year 1 phonics results showed improvement compared to 2023, with a higher percentage of pupils achieving the expected standard. This progress is attributed to improved implementation of our chosen systematic synthetic phonics program (ALS) and timely, targeted interventions.

Challenging More Able Pupils: Year 2 results for reading, writing, and maths at greater depth are in line with the national average, demonstrating successful challenges for more able pupils to exceed expectations.

Targeted Support and Professional Development: The school invested in professional development for staff and implemented targeted interventions, such as

one-to-one and small group sessions, to support disadvantaged pupils. Regular assessments helped to identify and address pupils' needs effectively.

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
Maths Mastery	National Centre for Excellence in the Teaching of Mathematics (NCETM)

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***

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

All classroom staff are aware of the pupils receiving pupil premium and focus on them during assessment for learning practices and give immediate feedback to address misconceptions and aid improvements. The progress of these pupils is discussed in termly progress meetings with the Senior Leadership Team. During these meetings, groupings and interventions are reviewed to ensure progress is being made, milestones are being met, and to identify which pupils need targeted support in the following term. Subject leaders review available data, such as phonics trackers, to ensure pupils are on track to meet expectations and discuss necessary support with teachers where progress is not being made.