

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	188 (Reception-Y2)
Proportion (%) of pupil premium eligible pupils	29% (54 pupils – 36 boys and 18 girls)
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)	2025-28 (Year 1 of 3 year plan)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rob Johnson Chair of Governors
Pupil premium lead	Kerry Pochin, Headteacher
Governor / Trustee lead	Satinder Bains

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,020
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£103,020

Part A: Pupil premium strategy plan

Statement of intent

At Inglehurst Infant School, our aim is for every child — regardless of background — to thrive academically, socially and emotionally. We want disadvantaged pupils to leave Key Stage 1 with secure foundations in oral language, reading, writing and number and to benefit from full access to a rich, well-sequenced curriculum that broadens their knowledge, nurtures curiosity and opens up wider opportunities beyond the classroom. We are committed to ensuring that all pupils, including those who are disadvantaged, experience high-quality teaching across all subjects and have equitable access to enrichment, cultural experiences and extracurricular learning that extend their aspirations and support their personal development.

Our approach is diagnostic, responsive and rooted in high-quality teaching, complemented by targeted support and wider strategies addressing attendance, behaviour, wellbeing and home learning. We invest in strong relationships with families and tailor provision based on individual need.

We also recognise the specific needs of:

- Looked after (LAC) pupils, whose PP+ is overseen by the Virtual School and linked to statutory PEP targets, and
- Previously Looked After (PLAC) pupils, for whom PP+ is allocated directly to school and used to address individual needs without PEPs.

Our priorities include:

- securing foundational knowledge;
- strengthening oral language & vocabulary;
- ensuring early reading and writing success;
- enabling access to cultural capital;
- improving wellbeing, behaviour and attendance.

We evaluate impact frequently and report to governors termly.

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 (especially language/communication and physical development).
2	Limited oral language and vocabulary breadth.

3	Lower attainment in reading, writing and mathematics.
4	Inconsistent home learning routines (reading practice, learning behaviours).
5	Emotional regulation challenges linked to routines/boundaries at home.
6	Limited access to enrichment and cultural experiences.
7	Adverse childhood experiences (ACEs) impacting engagement and well-being.
8	Cost-of-living pressures affecting family stability and pupil resilience.
9	Attendance and punctuality concerns requiring proactive, statutory-aligned support.
10	Mid-year mobility, with many new arrivals who speak little or no English and require rapid induction into school routines and language support.
11	LAC/PLAC needs, including attachment-aware practice and coordination with the Virtual School (LAC via PEPs; PLAC school-led).

Intended outcomes

This section outlines the key outcomes we aim to achieve by the end of our current strategy plan, along with the measures we will use to evaluate success.

Intended outcome	Success criteria
High-quality, inclusive teaching	Teaching is adapted so disadvantaged, SEND and EAL pupils' access and remember core content; misconceptions are addressed promptly; writing outcomes improve through sequenced foundational instruction (Ofsted Strong foundations).
Improved oral language & vocabulary	Vocabulary is taught systematically and linked to curriculum sequences; teacher assessments show gains (EEF oral language).
Accelerated progress in reading and writing	Phonics matches developmental stage; decodables align to code knowledge; rapid gains in decoding, fluency and comprehension (EEF phonics).
Improved maths attainment	Secure foundations using concrete–pictorial–abstract progression; stronger number fact fluency and early problem-solving (Ofsted Strong foundations).
Attendance and punctuality	Overall absence ≤ 4% ; persistent absence ≤ 12% ; disadvantaged attendance gap narrows (DfE statutory guidance).
Enrichment, aspiration & cultural capital	All KS1 pupils attend ≥1 free club; Reception ≥2 events/year (incl. one outside Leicester); KS1 ≥3 events (incl. one cultural & one outside Leicester).

Wellbeing, behaviour and emotional regulation	Pupils use self-regulation tools increasingly independently; incidents reduce; consistent policy application; pupil voice reflects safety & belonging (EEF SEL; Ofsted <i>Strong foundations</i>).
LAC/PLAC outcomes Provision may include targeted academic support, nurture and wellbeing sessions, motor-skills development, self-care routines, play interaction and emotional regulation work, tailored to individual need.	LAC: PEP targets met/exceeded; PP+ impact recorded in PEPs. PLAC: progress/wellbeing needs reviewed internally, with Virtual School advice as needed (DfE/Virtual School MoU).

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: £1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused CPD to strengthen inclusive classroom practice and early foundations (EYFS inclusion; early reading/phonics for new staff; writing foundations; Maths Hubs engagement).</p> <p>Coaching, review and refining of implementation to improve and embed practice.</p>	<ul style="list-style-type: none"> • Systematic synthetic phonics delivers strong, well-replicated gains ($\approx +5$ months) when taught with fidelity and aligned texts; early fluency and precise instruction are emphasised in Ofsted's <i>Strong foundations</i> (reading) and the EEF Toolkit. • Oral language interventions (explicit vocabulary; dialogic teaching) show high impact ($\approx +6$ months) in early/primary phases, especially for disadvantaged pupils. • Investing in teacher expertise and implementation is consistently associated with improved outcomes for disadvantaged pupils (EEF Teaching & Learning Toolkit; Pupil Premium evidence brief). • Mastery/maths hubs participation is evidence-aligned (EEF mastery learning 	1, 2, 3, 5, 10, 11

	positive average impact) and supports foundational number and representation development in KS1.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Skilled LSAs deliver structured small-group/1:1 keep-up:</p> <ul style="list-style-type: none"> • EYFS language enrichment; ShREC approach, SALT programmes • Guided/1:1 reading (decoding & fluency) • Same-day maths keep-up • Emotional regulation coaching <p>LAC and PLAC</p> <ul style="list-style-type: none"> • PP+ for LAC: additional support/resources agreed via PEP with the Virtual School. • PP+ for PLAC: School-led support based on need. Support may include structured academic 	<ul style="list-style-type: none"> • 1:1 tutoring averages +5 months; small-group (2–5 pupils) averages +4 months—most effective when diagnostic and explicitly linked to class teaching (EEF Toolkit) • Teaching assistants have the greatest impact when trained and deployed to deliver structured interventions, not ad-hoc support—updated EEF guidance (2025) provides five clear recommendations for deployment and structured programmes. • Oral language/SALT approaches have high average impact (\approx +6 months) and are especially powerful in early years; gains are larger when adults model rich talk and vocabulary and when activities are matched to developmental stage (EEF oral language). • PP+ for LAC/PLAC: DfE confirms PEP-linked, Virtual-School-agreed 	1–5, 10, 11

keep-up, language enrichment, nurture provision, fine and gross motor development, self-care routines and play-based interaction, depending on individual need.	spending for LAC; PLAC PP+ is school-led —provision should be personalised to attachment/trauma and educational need (DfE/Virtual School MoU).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Attendance, Welfare & Child Protection Officer with Family Support Worker implement early-help pathways and escalation in line with DfE statutory guidance. • Subsidised enrichment (trips/visits/clubs) to extend cultural capital and ensure equitable access. • Behaviour & relationships: consistent routines, restorative approaches, visible rewards/consequences; self-regulation tools (e.g., Zones) used across settings. <p>LAC/PLAC pastoral support: LAC: PP+ used for wellbeing support via PEP planning.</p> <p>PLAC: School-led nurture and wellbeing support as required, PP+ funded, no PEP</p>	<ul style="list-style-type: none"> • Attendance: the DfE’s statutory <i>Working together to improve school attendance</i> sets expectations for early identification, multi-agency work and consistent follow-up; HMI expect practice to align with this guidance. • Behaviour/self-regulation: EEF Social & Emotional Learning evidence indicates +3–4 months gains when SEL/self-regulation is taught explicitly and embedded in daily practice; Ofsted <i>Strong foundations</i> stresses the explicit teaching of behaviour/routines in EYFS–KS1. • Parental engagement: EEF reports show average +4 months when schools provide practical strategies and tailored communications to support learning at home (e.g. Reading routines). • PP+ governance for LAC/PLAC: DfE/Virtual School MoU clarifies VSH strategic duties, LAC PEP 	4–9, 11

	oversight, and advisory role for PLAC/children with a social worker—support should address attendance, learning, behaviour and wellbeing barriers.	
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Total budgeted cost: £103,020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>1. Impact on attainment & progress</p> <ul style="list-style-type: none"> GLD improved overall; provision strengthened through environment design, language-rich interactions and CPD. Disadvantaged pupils made notable gains in phonics from Y1 to Y2; fluency improved. Mastering Number strengthened number sense; disadvantaged pupils achieved some GDS outcomes. <p>2. Impact on classroom environment & pedagogy</p> <ul style="list-style-type: none"> EYFS and KS1 provision is more language-rich, inclusive, and aligned with foundational knowledge principles identified by Ofsted. <p>3. Impact on targeted support</p> <ul style="list-style-type: none"> Strategic LSA deployment, high-quality interventions and staff CPD improved both academic progress and teacher confidence in early reading, number, and inclusion.

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
Early reading	Jo Puttick
ALS Phonics	Ann L. Smalberger
Pre-Phonics development	Emma Spires
Physical Development	Ruth Swailes

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

N/A

Further information (optional)

Additional activity

Classroom staff maintain a strong focus on pupils eligible for pupil premium by using effective assessment for learning strategies to provide immediate feedback, address misconceptions and adapt teaching responsively. These approaches are supported by EEF evidence indicating that timely feedback and responsive teaching can significantly accelerate progress for disadvantaged pupils.

The progress of disadvantaged pupils is monitored closely through termly pupil progress meetings with the Senior Leadership Team. During these reviews, assessment information, intervention impact and groupings are evaluated, and adjustments are made to ensure pupils remain on track. Subject leaders also analyse key data—such as phonics assessments and reading fluency trackers—to check that disadvantaged pupils are keeping pace with peers. They work alongside class teachers to plan adaptations or targeted support where needed, reflecting Ofsted’s emphasis on securing strong foundational knowledge in the first years of school.

For Looked-After Children (LAC), progress and support are reviewed through the statutory PEP process with the Virtual School, while support for PLAC pupils is monitored through internal review systems. This ensures that individual needs are understood and that PP+ funding is used effectively to improve academic and personal outcomes.