

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 2024-2025 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	Kempshott Infant School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	7% (19)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicola Potter - Head Teacher
Pupil premium lead	Anna Birkett - Deputy Head
Governor / Trustee lead	Tom Norman - lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40870
Recovery premium funding allocation this academic year	£906
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41776

Part A: Pupil premium strategy plan

Statement of intent

At Kempshott Infant School, our Pupil Premium strategy is intended to:

- Develop confident, secure and happy children, fully equipped for the next stage of their education.
- Ensure all Pupil Premium children are equally able to access all curriculum and extra-curricular opportunities.
- Develop positive and open relationships with parents and carers, in order to offer effective and timely support.
- Close or narrow the achievement gap between the Pupil Premium children and all children, both in school and nationally.
- Support early identification of need for intervention.
- Provide high-quality interventions delivered by trained and experienced staff.
- Monitor and analyse progress of Pupil Premium children to ensure that barriers to learning can be overcome and accelerated progress is maintained.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental well-being.
2	Poor communication and language skills affecting confidence, social skills and learning in all areas.
3	Poor phonics knowledge and skills, impacting on reading and writing.
4	Gaps and misconceptions in Maths.
5	Poor listening, attention and concentration skills.
6	Financial hardship

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
<p>Children to feel happy and secure in school.</p> <p>ELSA - Children to have a trusted adult to talk with on a regular basis.</p> <p>Social skills groups - Children to develop their friendship skills.</p>	<p>Children develop trust in our ELSA and feel heard and secure in school.</p> <p>Children will develop resilience as they explore friendships.</p> <p>Children will happily share and take turns.</p> <p>Children will become more confident as they form secure friendships.</p>
<p>Improved language and communication skills.</p>	<p>Teacher observation of improved language in both social and learning situations.</p> <p>Children will happily speak in social situations, initiating conversations, sharing ideas for play and expressing their thoughts and feelings.</p> <p>Children will be keen to demonstrate their understanding as they talk about their learning with friends and teachers.</p>
<p>Secure phonic knowledge and confident blending of sounds.</p>	<p>Confident use of phonics in reading and writing.</p> <p>Increased fluency when reading and writing.</p> <p>Increased enjoyment of reading and writing.</p> <p>Children will take pride in their success.</p> <p>Increased confidence when spelling.</p> <p>Improved assessment scores.</p>
<p>Gaps filled and misconceptions explained.</p>	<p>Improved understanding in Maths.</p> <p>Increased confidence with number, encouraging children to explore and develop their ideas.</p> <p>Enjoyment in lessons.</p> <p>Improved assessment scores.</p>
<p>More focused during input. Improved concentration.</p>	<p>Improved engagement during lessons.</p> <p>Increased confidence, encouraging children to contribute and answer questions.</p> <p>Children find tasks more accessible and enjoyable.</p>
<p>All Pupil Premium children's attendance in line with non-PP children.</p>	<p>Children in school and able to engage with interventions, lessons etc.</p> <p>Social benefits, friendships maintained.</p> <p>Positive attitude to learning and school.</p>

Positive relationships with families.	Greater parental engagement, parents valuing education. Parents more confident so more home learning taking place.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Leaders including Year Group Leaders, help to develop and sustain high quality teaching through effective CPD.</p> <p>We ensure that all teachers have a focus on the PP children who are struggling in Reading, Writing and Maths and those who need to make accelerated progress.</p>	<p>High quality teaching observed which improves outcomes for children.</p> <p>Effective CPD offers opportunities to develop the quality of teaching, particularly in Reading, Writing and Maths.</p> <p>SLT will also support teachers to teach children to be mastery learners and identify gaps in skills and knowledge.</p>	2, 3, 4
Ongoing SEND training for all staff – transforming SEND	Improved ability to support children.	1
Trauma training for Year 2 staff	Improved ability to support children.	1
Continuing to develop Maths planning to include NCETM Mastering Number programme in all year groups.	Mastering Maths focuses on developing a secure understanding of number and developing confidence.	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Language Link.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 5
Speech and Language assistant to work with children with SaLT reports and those still requiring additional support.	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5
NESSY Programme and additional 1:1 targeted sessions.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
Interventions linked to writing, reading, phonics and maths.	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching Assistant Intervention– Toolkit Strand – Education Endowment Foundation - EEF</p>	3, 4

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

Budgeted cost: **£4555**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA sessions to support children to develop social and emotional skills.</p> <p>Supported playtimes.</p> <p>Lunchtime Club.</p> <p>Social Skills groups.</p> <p>Lego therapy.</p> <p>Sensory Explorers group.</p>	<p>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):</p> <p>EEF Social and Emotional learning</p> <p>Public Health England review</p>	<p>1, 2, 5</p>
<p>Family financial assistance to ensure equity of opportunity in school.</p> <p>Two school uniform sweatshirts or cardigans per year.</p> <p>Funded school trips.</p> <p>Funded daily milk.</p> <p>1 funded term per year at a Sports Extra Club.</p> <p>Subsidised place on the Mini-Dukes scheme.</p>	<p>To ease financial burden on families.</p> <p>All children are funded to ensure they are able to take part in trips and visits and have the correct uniform.</p>	<p>1, 6</p>
<p>School-based Mental Health Team in place.</p>	<p>Children may display social and emotional barriers to their learning.</p> <p>EEF Social and Emotional learning</p> <p>Public Health England review</p>	<p>1, 2, 5</p>
<p>My Happy Mind programme to help develop the mental wellbeing of children.</p>	<p>Children may display social and emotional barriers to their learning.</p> <p>EEF Social and Emotional learning</p> <p>Public Health England review</p>	<p>1, 2, 5</p>
<p>Monitor attendance & punctuality and support parents in understanding the importance of their child/ren being at school.</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances.</p>	<p>1, 2, 5</p>

Total budgeted cost: £41805

Part B: Review of outcomes in the academic year 2023 - 2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

At the end of Year 2:

	Reading	Writing	Maths
All Pupils	91%	86%	86%
PP Pupils	71% (10 out of 14)	71% (10 out of 14)	71% (10 out of 14)

There were 14 children in receipt of PP funding in Year 2.

Phonics Screening Results

- Year 1 children – 62.5% (5 out of 8) children experiencing vulnerability achieved the pass mark of 32 or above compared to 78.7% of all pupils. One of the 8 Pupil Premium children was dis-applied from taking the screening due to their SEND needs.
- Year 2 Phonics Retakes – 86% of children (12 out of 14) experiencing vulnerability achieved the pass mark of 32 or above.

Assessment data for Good Level of Development EYFS

At the end of EYFS 60% (3 out of 5) of children experiencing vulnerability achieved a Good Level of Development compared to 83% of all pupils.

Attendance Data for 2023 – 2024

Children experiencing vulnerability – 93.1%

All children – 94.6%

Externally provided programmes

Programme	Provider
Mastering Number	NCETM (National Centre for Excellence in the Teaching of Mathematics)
Nessy	Nessy Learning

Service pupil premium funding (optional)

Measure	Details
	N/A

