

## Pupil Premium Strategy Statement – Kempshott Infant School

This statement details our school's use of pupil premium 2025-2028 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	271
Proportion (%) of pupil premium eligible pupils	12% (32)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£30, 449.92
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£30, 449.92</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Kempshott Infant School, our aim is for all pupils—regardless of their background or the challenges they may face—to make strong progress and achieve highly across the curriculum. Our pupil premium strategy ensures that disadvantaged pupils receive the support they need to meet these goals, including those who are already high attainers. We also prioritise nurturing confident, secure and happy children who are ready for the next stage of their education. Central to this is our commitment to building positive, open relationships with parents and carers so that support can be provided promptly and effectively.

Although only 10% of the Kempshott Infant School community are eligible for the Pupil Premium grant, which is below the national average, we remain committed to address any level of disadvantage with the same attention and care. Our overarching ambition is for all children, including those who are disadvantaged, to achieve outcomes in line with or exceeding national expectations and to be well prepared for life beyond school. We make appropriate provision for all vulnerable pupils, ensuring that the needs of socially disadvantaged children are identified and addressed.

High-quality, inclusive teaching is central to our approach, supported by targeted interventions where disadvantaged pupils benefit most. This model is proven to reduce the attainment gap while also promoting strong progress for both disadvantaged and non-disadvantaged pupils. As a result, our intended outcomes reflect high expectations for progress and achievement for every child. Our work focuses on closing or narrowing the gap between Pupil Premium pupils and their peers, both within school and nationally. Trained and experienced staff deliver well-structured interventions and continuous monitoring of progress ensures that barriers to learning are identified early and addressed effectively. Through this ongoing, responsive approach, we strive to maintain accelerated progress and enable every child to reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<b><i>Social, emotional and mental well-being</i></b> There are increasing numbers of children who struggle to self-regulate and manage their emotions in an age-appropriate way. This can impact on their social, emotional and mental well-being and also their overall attainment and performance.
2	<b><i>Communication and language skills</i></b> Children enter Year R with expressive and receptive language and listening skills that are below their developmental age and stage. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils.
3	<b><i>Writing</i></b> Assessments, observations and discussions with pupils suggest that our disadvantaged pupils generally have greater difficulties with writing than their non-disadvantaged peers. These difficulties continue from Year R into Years 1 & 2.
4	<b><i>Reading</i></b> Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils generally have greater challenges with reading than their peers. These begin with phonological awareness difficulties in Year R, manifesting in weaknesses in rhyming, sound discrimination, segmenting words into sounds and blending sounds together.
5	<b><i>Attendance</i></b> Our attendance data over the last 3 years indicates that attendance among our disadvantaged children has been between 2-4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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>To achieve and sustain improved well-being, sense of belonging and inclusion for all children so they can thrive.</p> <p>Link to Challenge 1</p> <p>Link to SIP Priority 1</p>	<ul style="list-style-type: none"> <li>• Attendance rates improve or remain high, with reduced episodes of absence linked to emotional or behavioural concerns.</li> <li>• Children report feeling safe, supported and happy at school through surveys, check-ins or wellbeing tools.</li> <li>• Children actively engage in class discussions, group work and after school clubs and events.</li> <li>• A positive classroom climate is evident—children feel valued, accepted and heard.</li> <li>• The curriculum reflects diversity and ensures all children see themselves represented.</li> <li>• Differentiated teaching strategies and task design meet varied learning needs and abilities.</li> <li>• Children with additional learning needs show good progress and receive timely, appropriate support.</li> </ul>
<p>To improve the outcomes in spoken language skills and vocabulary development.</p> <p>Link to Challenge 2</p>	<ul style="list-style-type: none"> <li>• Children confidently participate in oracy-based activities, such as discussions, debates and role-play.</li> <li>• Children use grammatically correct and complete sentences with increasing complexity appropriate to their age.</li> <li>• Children can clearly express ideas, retell events and explain their thinking with improved clarity and coherence.</li> <li>• Listening and turn-taking skills improve, demonstrated through respectful dialogue and responses.</li> <li>• During lessons, children independently apply subject-specific (Tier 3 words) vocabulary.</li> <li>• Children correctly use newly taught vocabulary words in speaking and writing.</li> <li>• Teachers implement explicit oral language and vocabulary strategies in their classrooms e.g. word walls, word mats, modelling, sentence stems, rich discussions</li> </ul>
<p>To improve attainment in Writing, closing the gap between PP and non-PP children.</p> <p>Link to Challenge 3</p> <p>Link to SIP Priority 2</p>	<ul style="list-style-type: none"> <li>• Children are provided with additional opportunities to rehearse ideas orally before writing</li> <li>• Children show sustained progress in independent writing samples, evidenced through termly moderation.</li> <li>• Children demonstrate improved sentence structure, grammar, punctuation, and spelling accuracy.</li> <li>• Increased engagement is seen through higher completion rates of writing tasks and improved writing output during lessons.</li> <li>• Targeted interventions are delivered regularly for PP pupils and monitored for impact.</li> <li>• Teachers consistently use high-quality, evidence-based writing strategies e.g. modelling, scaffolding, oral rehearsal, vocabulary discussion.</li> <li>• The number of PP children achieving ARE (age-related expectations) in Writing increases.</li> </ul>

<p>To improve attainment in Reading, closing the gap between PP and non-PP children.</p> <p>Link to Challenge 4</p> <p>Link to SIP Priority 2</p>	<ul style="list-style-type: none"> <li>• The number of PP children achieving ARE (age-related expectations) in Reading increases.</li> <li>• There will be an improvement in decoding, fluency, and expression.</li> <li>• The children’s comprehension skills will improve. They can retrieve information, make inferences, summarise and discuss texts confidently.</li> <li>• Children will demonstrate an increasing use of age-appropriate vocabulary and reading strategies in both oral and written tasks.</li> <li>• PP pupils will read more frequently at home and school, as evidenced by reading diaries, library loans</li> <li>• Children show greater confidence and enjoyment in reading, reflected in pupil conferencing, discussions and learning walks.</li> <li>• Targeted interventions for PP pupils are implemented regularly and monitored for effectiveness.</li> <li>• Learning walks and assessment moderation show consistent progress in reading skills for PP pupils.</li> </ul>
<p>To ensure that the attendance of PP children remains at or above the national average.</p> <p>Link to Challenge 5</p>	<ul style="list-style-type: none"> <li>• All PP children’s attendance is tracked on a weekly basis.</li> <li>• Attendance reports show PP children at or above the current national average 93.1% (2024-25)</li> <li>• Persistent absence (below 90%) among PP children is reduced year-on-year</li> </ul>

### 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: **£17,729**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD - April 2026 Training on Reading &amp; Writing difficulties, delivered by an Educational Psychologist</p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap and ensuring that teachers are provided with high quality Professional Development opportunities is therefore crucial in improving pupil outcomes.</p> <p><a href="#">EEF - Preparing for Literacy (EYFS)</a> (Recommendation 2 &amp; 3)</p> <p><a href="#">EEF - Improving Literacy in Key Stage 1</a> (Recommendation 4, 5 &amp; 6)</p>	<p>3, 4</p>

<p>CPD – HIAS English Team twilight training – Writing</p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap and ensuring that teachers are provided with high quality Professional Development opportunities is therefore crucial in improving pupil outcomes.</p> <p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.</p> <p><a href="#">EEF - Preparing for Literacy (EYFS)</a> (Recommendation 3)</p> <p><a href="#">EEF - Improving Literacy in Key Stage 1</a> (Recommendation 5 &amp; 6)</p>	<p>3, 4</p>
<p>Continue to embed high quality child/teacher interactions in EYFS</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Prioritising high quality interactions with children will help to develop their communication and language. A distinction is sometimes drawn between talking with children and simply talking to children; talking to children tends to be more passive, while talking with children is based on their immediate experiences and activities and is likely to be more effective. When done well, high quality interactions often look effortless but they are not easy to do well and professional development is likely to be beneficial.</p> <p><a href="#">EEF - Early Years Evidence Store - Communication and Language</a></p>	<p>2, 3, 4</p>
<p>Embed the KIS Phonics Programme across the school</p>	<p>The purpose of phonics is to quickly develop pupils’ word recognition and spelling. This involves developing a child’s phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="#">EEF - Phonics</a></p> <p><a href="#">EEF - Improving Literacy in Key Stage 1</a> (Recommendation 3)</p>	<p>2, 3, 4</p>

<p>English Subject Leader attendance at HIAS Core Provision meetings and dissemination of information to staff</p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap and ensuring that teachers are provided with high quality Professional Development opportunities is therefore crucial in improving pupil outcomes.</p> <p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.</p> <p><a href="#">EEF - Improving Literacy in Key Stage 1</a> (Recommendation 4, 5 &amp; 6)</p> <p><a href="#">EEF - Effective Professional Development</a></p>	<p>2, 3, 4</p>
<p>SENDCo attendance at Personal-Centred Planning training</p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap and ensuring that teachers are provided with high quality Professional Development opportunities is therefore crucial in improving pupil outcomes.</p> <p>There is evidence that children with well-developed self-regulation skills are more likely to succeed. Further, there are indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation than their peers. A focus on self-regulation is therefore particularly likely to benefit children from disadvantaged backgrounds.</p> <p><a href="#">EEF - Effective Professional Development</a></p>	<p>1</p>
<p>SENDCo attendance at Reach2Teach training</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>Research tells us that high quality teaching can narrow the disadvantage gap and ensuring that teachers are provided with high quality Professional Development opportunities is therefore crucial in improving pupil outcomes.</p> <p>There is evidence that children with well-developed self-regulation skills are more likely to succeed. Further, there are indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation than their peers. A focus on self-regulation is therefore particularly likely to benefit children from disadvantaged backgrounds.</p> <p><a href="#">EEF - Effective Professional Development</a></p>	<p>1</p>

<p>Using AfL in writing training for staff and embedding of AfL strategies in English lessons</p>	<p>Teaching is adapted to pupils' changing literacy needs through regular Assessment for Learning (AfL) in writing, using up-to-date information on pupils' current skills. This ensures that support is targeted effectively, maximising progress by focusing on the next steps for each pupil, helping those who need catch-up while enabling higher-attaining pupils to continue to make progress.</p> <p><a href="#">EEF - Effective Professional Development</a></p>	<p>3</p>
<p>Monitor the implementation of training and the CPD cycles across the school</p>	<p>Effective professional development is likely to provide teachers with the techniques they require to improve practice.</p> <p>Once teachers have built knowledge, been motivated, and been taught techniques, PD programmes then need to support teachers to effectively embed practice to ensure that they continue to change their behaviour and improve their teaching.</p> <p><a href="#">EEF - Effective Professional Development</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding the teaching of the myHappymind programme</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.</p> <p><a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a></p> <p><a href="#">EEF - Early Years Evidence Store - Self-Regulation and Executive Function</a></p> <p><a href="#">EEF - Social and Emotional learning</a></p> <p><a href="#">Public Health England review</a></p>	<p>1</p>

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

Budgeted cost: **£10,130**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Language Link to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p><a href="#">EEF - Oral language interventions</a> (Recommendation 1, 7 &amp; 8)</p> <p><a href="#">EEF - Preparing for Literacy (EYFS)</a> (Recommendation 1 &amp; 7)</p>	2
Speech and Language assistant to work with children with SaLT reports and those still requiring additional support	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p><a href="#">EEF - Oral language interventions</a> (Recommendation 1, 7 &amp; 8)</p> <p><a href="#">EEF - Preparing for Literacy (EYFS)</a> (Recommendation 1 &amp; 7)</p>	2
NESSY Programme and additional 1:1 targeted sessions	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Use of targeted literacy interventions based on structured, sequential, cumulative and systematic synthetic phonics approaches promotes high levels of engagement, which supports improved attainment outcomes for pupils.</p> <p><a href="#">EEF - Phonics</a></p> <p><a href="#">EEF - Improving Literacy in Key Stage 1</a> (Recommendation 5, 6, 7 &amp; 8)</p>	3, 4
Small group interventions to support children with Reading and Writing	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">EEF - Phonics</a></p> <p><a href="#">EEF - Teaching Assistant Interventions</a></p> <p><a href="#">EEF - Small group tuition</a></p>	3, 4

<p>Sessions with our ELSA to support the development of children’s social and emotional skills.</p> <ul style="list-style-type: none"> <li>• 1:1 ELSA sessions</li> <li>• Social Skills group</li> <li>• Sensory explorers group</li> <li>• Lego Therapy</li> </ul>	<p>Children’s self-regulation skills affect their ability to manage their own behaviour and aspects of their learning. Children who can self-regulate effectively are likely to be able to motivate themselves to engage in learning and use strategies to help them learn, as well as be able to control their emotions. There is evidence that children with well-developed self-regulation skills are more likely to succeed.</p> <p>Further, there are indications that children from disadvantaged backgrounds are more likely to begin reception with weaker self-regulation than their peers. A focus on self-regulation is therefore particularly likely to benefit children from disadvantaged backgrounds.</p> <p><a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a> (Recommendation 1, 2 &amp; 3)</p> <p><a href="#">EEF - Early Years Evidence Store - Self-Regulation and Executive Function</a></p> <p><a href="#">Public Health England review</a></p>	<p>1, 5</p>
---	---	-------------

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

Budgeted cost: **£260-**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Whole staff training from Primary Behaviour Support service approaches with the aim of developing our school ethos and improving behaviour and our understanding of behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills are both effective, on average.</p> <p><a href="#">EEF - Behaviour interventions</a></p>	<p>1</p>
<p>Pupils are supported through targeted social and emotional interventions, including supported playtime and lunchtime clubs.</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>1</p>

<p>These activities aim to develop social interaction, emotional regulation, and communication skills, ensuring pupils are ready to engage fully in learning and make strong progress across the curriculum.</p>	<p><a href="#">EEF - Social and Emotional learning</a></p> <p><a href="#">Public Health England review</a></p>	
<p>Pupil Premium funding is used to provide financial assistance to families, ensuring all pupils have equitable access to school opportunities including trips, extracurricular activities (1 term funded at SportsXtra Clubs, subsidised place on the Mini-Dukes scheme), uniform (2 sweatshirts/ cardigans per year) funded daily milk and learning resources. This support removes barriers to participation, promoting inclusion, engagement, and full access to the curriculum.</p>	<p>Pupil Premium funding is used to provide uniforms ensuring all pupils have the correct clothing for school. This removes barriers to attendance, helps pupils feel ready to learn and reduces financial pressure on low-income families, preventing stress and debt caused by high uniform and extra-curricular activity costs.</p>	
<p>School-based Mental Health Team in place.</p>	<p>Children may display social and emotional barriers to their learning. 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><a href="#">EEF Social and Emotional learning</a></p> <p><a href="#">Public Health England review</a></p>	<p>1</p>
<p>Monitor attendance &amp; 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>5</p>

**Total budgeted cost: £30, 459**

## Part B: Review of outcomes in the academic year 2024-2025

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The Transforming SEND training for all staff and trauma-informed training for teaching staff have had a positive impact on the inclusion, wellbeing and outcomes of disadvantaged pupils. Staff are more confident in identifying and responding to SEND and trauma-related needs, leading to more consistent adaptive teaching, effective reasonable adjustments and emotionally supportive classroom environments. As a result, pupils are beginning to demonstrate improved engagement, behaviour and a readiness to learn.

The NCETM Mastering Number programme has improved the children's number sense, fluency and confidence with number. This has been particularly evident with our disadvantaged pupils. Pupils show stronger recall of number facts, improved understanding of number relationships and greater engagement in maths lessons. Consistent, structured teaching has strengthened early mathematical foundations and reduced gaps in attainment. This is noticeable with the narrowing gap between PP and non-PP children achieving ARE in Maths at the end of Year 2.

Use of targeted interventions such as Language Link and NESSY have continued to support the Literacy development of our disadvantaged children and the gap between PP and non-PP children has closed in both Reading and Writing.

Targeted interventions primarily with our ELSA provide disadvantaged pupils with additional emotional, social, and behavioural support, helping to reduce barriers to learning. ELSA sessions develop pupils' emotional literacy, resilience and self-regulation, enabling them to manage feelings and build positive relationships. Supported playtimes, Lunchtime Club, and Social Skills groups offer structured opportunities to practise social interaction, improve communication, and develop confidence in a safe, inclusive environment. Lego therapy and Sensory Explorers groups support collaboration, problem-solving and sensory regulation, helping pupils to remain calm, engaged and ready to learn. Together, these interventions, along with the myHappyMind programme, improve wellbeing, behaviour and engagement, leading to better access to learning and improved outcomes for all pupils, including our PP pupils.

#### At the end of Year 2:

	Reading		Writing		Maths	
	Non-PP pupils	PP pupils	Non-PP pupils	PP pupils	Non-PP pupils	PP pupils
2024-2025 (8 PP pupils)	82%	86%	77%	86%	87%	86%
2023-2024 (14 PP pupils)	91%	71%	86%	71%	86%	71%

## Phonics Screening Results

	Year 1 Phonics Screening results	
	Non-PP pupils	PP pupils
2024-2025 (8 PP pupils)	84.3%	50% 1 disapplied due to SEND Needs
2023-2024 (14 PP pupils)	78.7%	62.5%

	Year 2 Phonics Screening results (retake)	
2024-2025 (2 PP pupils)	100%	
2023-2024 (3 PP pupils)	67%	

## Assessment data for Good Level of Development (GLD) 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.

Area of Curriculum (2024-25 data)	% of children achieving the ELG	
	Non- PP pupils	PP pupils
ELG – PSED areas – self regulation/managing self /building relationships	92%	89%
ELG – Communication & Language areas – Listening, Attention & Understanding / Speaking	96%	100%
ELG –Writing	81%	40%
ELG –Reading	87%	56%

## Attendance Data

	Non-PP pupils	PP pupils
2024-25	96%	93%
2023-24	95%	92%

### Externally provided programmes

Programme	Provider
Mastering Number	NCETM (National Centre for Excellence in the Teaching of Mathematics)
Nessy	Nessy Learning
myHappyMind	myHappyMind (commissioned by NHS)
Infant Language Link	Speech Link Multimedia Ltd

### Service pupil premium funding (optional)

Measure	Details
	N/A