

Pupil premium strategy statement

This statement details our school's use of pupil 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	Kings Furlong Infant School and Nursery
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	58 children 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lauren Herring (Headteacher)
Pupil premium lead	Rachel McOmish
Chair of Governors	Debbie Grimes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,320

Part A: Pupil premium strategy plan

Statement of intent

At Kings Furlong Infant School and Nursery, we are an inclusive where we work as one community. Our intention, regardless of their background or challenges our children face, is to provide a safe, nurturing and supportive environment ensuring children's needs are met and to provide the foundations for education and life. High-quality teaching is at the heart of our approach, identifying the strengths and weaknesses of all children including our children eligible for pupil premium. We intend our children to make good progress and we support children eligible for pupil premium to achieve this goal.

Our intent for Pupil Premium strategy to be effective is to:

- Analysis and regularly review the circumstances affecting the learning of individuals
- Ensure a consistent approach to support children through high-quality teaching.
- Identify the strengths and weaknesses of individual pupils and groups, through pupil progress meetings to target intervention and support to narrow the attainment gap between pupil premium children and non-pupil premium children.
- Communicate effectively with parents and our families.
- Have high expectations and aspirations for our pupil premium children and remove barriers such as attendance, support SEMH needs and promote parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	Children who are receipt of pupil premium's attendance is lower than 94% than those who do not.
2	A high proportion of children display low levels of self-esteem, self-confidence and need access to emotional support to improve their mental wellbeing. Therefore, they are not ready to learn and engage with learning.
3	To close the gap in attainment for children who are receipt of pupil premium.
4	To support parents with our cluster Parent Support Advisor and Primary Behaviour support team. To provide parental engagement opportunities such as open door and book and biscuit where by staff modelling reading.

5	To provide wider opportunities for children eligible in receipt of Pupil Premium within house and extra-curricular opportunities during playtimes.
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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
1. Close monitoring of attendance from Senior Attendance Champion will promote attendance of throughout the school.	Children who are in receipt of pupil premium with increase their attendance % so that they are in line with their peers at Kings Furlong Infant School.
2. The Thrive programme will be embedded throughout the school which will include 1:1, small group and whole class activities.	Children will be better engaged with their learning. Attainment will rise and will closely match their peers nationally.
3. The Attainment of children in receipt of pupil premium will be inline with those who are not in receipt of pupil premium.	Data will increase with children who are receipt of pupil premium with using specific interventions across the school.
4. Parents will have access to a range of support to feel equipped to give their best to their children.	Parents will be aware of the pastoral support available at school and will be aware of external support from our Parent Support Adviser and other agencies. Parents will demonstrate positive support given and the impact this will have on family life and the improved life chances of all children.
5. A wide range of extra-curricular opportunities will be provide by school to give children who are in receipt of pupil premium	A significant increase of participation of enrichment activities and through student voice as well as student and parent surveys, in particular with children eligible for Pupil Premium.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,389

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2025
<p>RM to coach and mentor staff in modelling learning for children to be successful in their learning.</p> <p>RM to monitor interventions across the school and support to close the gap with children in receipt of pupil premium.</p> <p>LSA to deliver interventions with the guidance of CTs.</p> <p>RM to analyse the impact of interventions across EYFS and KS1 after data drops.</p>	<p>EEF – well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>EEF – It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. If collaborative learning approaches just involve high attaining pupils solving problems with no input from their peers – this is likely to widen existing gaps in attainment.</p> <p>EEF – There is some evidence that collaborative learning approaches may benefit</p>	3	

	<p>those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p>		
<p>CW (Deputy Head) is our Leading Emotionally Healthy Primary schools and the Mental Health Lead. CW will support staff and embed Thrive practice.</p> <p>Class Teacher will continue to deliver whole class thrive activities</p> <p>CW to support staff with SEMH, monitor and give advice.</p> <p>RM to embed thrive activities for children who are LAC.</p>	<p>EEF – Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.</p> <p>EEF – Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.</p> <p>EEF – Social and Emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers family and community. These include specialised programmes</p>	<p>2</p>	

	which are targeted at students with particular social or emotional needs.		
<p>RM (Senior Attendance Champion) to liaise with SW (Attendance officer) weekly to celebrate improvements, discuss concerns.</p> <p>RM to monitor attendance weekly and this is shared weekly to CT.</p> <p>CTs to follow up attendance with parents initially to promote positive parental engagement.</p> <p>RM to provide support for parents (if below 90%) to increase attendance for children in receipt of pupil premium.</p> <p>RM to set up home-school contract with parents and LH (headteacher) to promote parental engagement and support increasing attendance %.</p> <p>Thrive practitioners to provide support for children who are in receipt of pupil premium.</p>	<p>EEF – Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p> <p>EEF – Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.</p> <p>EEF – An inclusive school removes barriers to learning and participation, provides an education</p>	1, 4	

	<p>that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>EEF-</p> <p>When pupils are in school, their experience should be inclusive, positive and supportive of their long-term academic attainment and personal development. It may be that an aspect of universal provision could be improved for all pupils, which might support the attendance of those with more barriers to learning.</p> <p>EEF –</p> <p>Targeted intervention may be needed for persistent or particularly challenging causes of pupil absence. These should be based on knowledge of your pupils, exploration of relevant data, and diagnosis of need. The type of interventions will depend on your context and the pupils involved, but might include interventions relating to behaviour, social and emotional learning, self-regulation strategies, parental involvement, academic</p>	
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	<p>content, or support with specific special educational needs.</p> <p>EEF – Monitoring the effectiveness of an approach will help you understand whether it is being delivered with high quality and success, or whether (and how) it might need to be changed to improve processes and outcomes. To support effective monitoring, you should think about the outcomes you want to achieve and develop an appropriate set of measures. Data collection processes need to fit with school routines and be sustainable for staff to use in a busy working environment.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48, 210.30

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2025
<p>Lego Therapy will be run by MW (trained Lego therapist) to support small groups across the school to support with social skills, turn taking as well as listening and following instructions.</p>	<p>Children develop skills such as instruction following and co-operation. Alongside social benefits, Lego therapy interventions also improve fine motor skills as well as spatial, visual and analytical skills.</p> <p>EEF The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>2, 3</p>	
<p>Thrive practitioners to support children with their emotional support and those who are dysregulated learn to better manage themselves independently. This will then translate going back into their class.</p>	<p>EEF – SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1,2,3, 5</p>	

	<p>EEF – Social and Emotional learning interventions seek to improve pupils’ decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF – Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.</p> <p>EEF – Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2039

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2025
<p><i>Parent Support Worker</i> appointed to work across the cluster with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</p> <p>PSW will work alongside RM to promote parental engagement.</p> <p>PSW with RM to provide book and bite coffee mornings with parents and discuss topical themes to support parents and children.</p>	<p>EEF- Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p>EEF- Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>4,</p>	
<p>Enrichment Clubs will be provided to</p>	<p>EEF 'enrichment education has intrinsic benefits. We think all</p>	<p>5</p>	

<p>enhance children's education.</p> <p>After School clubs will range from construction, colouring, board games and singing to give wide opportunities.</p> <p>Lunchtime will now have activity zones with so playtimes are enriched with extra-curricular opportunities.</p>	<p>children including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.</p>		
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