

Pupil Premium Strategy Statement

Kingshill Infant School

2025/2026

This statement details our school's use of pupil premium (and recovery 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	206
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 to 2028
Date this statement was published	June 2025
Date on which it will be reviewed	June 2025
Statement authorised by	Elliott Plumb
Pupil Premium Lead	Elliott Plumb
Governor / Trustee Lead	Amanda Evett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,656
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
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>	£15,656

Part A: Pupil premium strategy plan

Statement of intent

PREPARING **EVERY** CHILD FOR A LIFE FULL OF LEARNING

At Kingshill Infant School, we believe that every child holds the potential to thrive and shine. Our Pupil Premium strategy is built upon the conviction that disadvantage should never define destiny. With warmth, nurture, and high expectations, we work tirelessly to unlock the potential within each child so they can thrive, both in school and beyond.

We don't just see funding; we see opportunity, hope, and determination. Every decision we make is guided by our commitment to removing barriers and creating meaningful, real-life experiences that inspire confidence, independence, and a lifelong love of learning.

Our approach is rooted in our school drivers and built upon four key pillars:

1. Being Forensic in Breaking Down Barriers to Learning:

We recognise that every child's educational journey is different. We will look forensically at the strategies we can use to achieve the maximum impact! Through high-quality, daily feedback; early identification and intervention; strong relationships, and a deep understanding of individual need, we will remove obstacles to learning so that every child can grow with confidence and independence. We will do this with urgency and relentless drive.

2. Oracy: Finding and Using Our Voice

We know that talk is the gateway to understanding and connection. Across all areas of school life, we create a language-rich environment where children learn to listen, express themselves clearly, and communicate with confidence. Through Oracy, our pupils develop not just their vocabulary, but their ability to think, reason, and relate to others.

3. Writing: Expressing Ideas, Empowering Minds

Writing allows children to tell their stories, share their learning, and shape their futures. We teach writing with purpose, connecting it to real-life experiences and meaningful contexts—so that children see themselves as capable, creative authors. High-quality teaching and feedback empower pupils to take pride in their writing and become increasingly independent learners.

4. Attendance: Belonging Every Day

Every day in school matters. Through a nurturing, family-centred approach, we work closely with parents and carers to ensure that every child feels safe, valued, and eager to attend. Consistent attendance means consistent opportunity to learn, to connect, and to shine.

At Kingshill Infant School, we are more than a teaching team, we are a community of care and aspiration. Together, we will champion equity, celebrate individuality, and ensure that every child, regardless of background, is given the chance to flourish.

Challenges

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

	Detail of challenge
1	<p>Additional Learning Needs Impacting Core Subjects</p> <p>For a number of children, additional learning needs are slowing progress, particularly in reading accuracy and fluency, writing, and mathematics.</p> <p>We will ensure early identification, precise assessment, and high-quality, targeted support for every learner. Through small-group work, skilled adult support, and evidence-informed interventions, we will help children build strong foundations and a belief in themselves as capable, successful learners.</p>
2	<p>Barriers to Success in Writing</p> <p>Some of our pupils find it difficult to express themselves confidently and effectively in writing. Challenges with spelling, handwriting, and sentence structure can limit their ability to communicate ideas with purpose and pride.</p> <p>We will address this by strengthening the foundations of writing through talk, fluency in reading, and purposeful, real-life contexts for learning. High-quality teaching, focused feedback, and carefully planned interventions will help every child write with increasing confidence, independence, and creativity.</p>
3	<p>Limited Opportunities for Extended Talk</p> <p>We know that talk is the foundation of thought and writing. Yet some children lack the chance to speak at length, rehearse ideas, and develop their thinking. We will create rich, purposeful opportunities for talk across the curriculum, empowering pupils to find their voice and deepen their learning.</p>

4	<p>Limited Access to Real-Life Experiences That Bring Learning to Life</p> <p>Many of our Pupil Premium children have fewer opportunities to engage in the rich, real-life experiences that deepen understanding and make learning meaningful. These experiences—such as visits, hands-on exploration, cooking, gardening, and interactions with the wider community—are essential for building the background knowledge, curiosity, and vocabulary that underpin reading comprehension, writing, and confident communication.</p> <p>Without these opportunities, some children begin school with a more limited understanding of the world around them, which can affect their ability to make connections across the curriculum. This can lead to gaps in knowledge, reduced motivation, and less confidence in speaking and writing about new topics.</p> <p>By making learning active, relevant, and connected to real life, we will help children develop fluency in talk and reading, deepen their understanding of the world, and build the confidence and independence to apply their learning in new contexts.</p>
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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
Phonics outcomes to be in line with their peers.	<p>Achieve at least 90% of Pupil Premium pupils in Y1 pass the PSC.</p> <p>Children have additional access to Virtual Classroom sessions via laptops and headphones across the school day including in wraparound care.</p>
Reading, Writing and Mathematics attainment to be improved in line with their peers.	Higher proportions of pupils including those identified as vulnerable will reach the expected standard in Reading, Writing and Mathematics in each year.
Attendance to be at or above our school target of 96%.	<p>Ensure attendance of disadvantaged pupils is at least 96%.</p> <p>Support families to get their children to school on time and regularly by building trusting relationships.</p>

Children are given the opportunity to have additional extracurricular, real-life experiences.	<p>Increase in disadvantaged students attending EC clubs by offering a wide variety of clubs based on the children's interests and passions.</p> <p>School to subsidise the cost of these experiences.</p>
Speech, language and communication to be supported to close the communication gap between them and their peers.	<p>Children will gain confidence in speaking in a range of situations; to be speaking in fluent, full sentences; to be able to communicate effectively to wide audience.</p> <p>Training for teachers on SaLT strategies that can be used in class throughout the day.</p> <p>Speech and language Hub to be developed by the Assistant SENCO and she will then deliver training to teaching assistants and teachers so they can identify children.</p>

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: **£7100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc Development Days x2 (with a Pupil Premium focus)	The EEF indicate that phonic strategies and reading comprehension strategies have a 5+ and 6+ month impact respectively.	1,5
Speech and Language intervention training and staffing	Pupil Premium Children at Kingshill come into school with a language deficit. Our Assistant SENCO's time will be spent in developing a SaLT Hub which would help best support the teachers and teaching assistants to deliver high-quality intervention and close the deficit.	1.5

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

Budgeted cost: **£6,656**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention lead to run academic interventions 4 days a week. Inc. Maths Stacks & Rapid Writing	Due to the low attainment on entry, 'catch up' is an immediate requirement in our school. Our intervention lead has been trained in research backed effective interventions to try and support those children to catch up with their peers.	1
4 laptops and headphones for RWI Phonics Virtual Classroom 1:1 tutoring	Phonics Virtual Classroom videos offer the children the highest-quality phonics catch-up sessions in the absence of a class teacher.	1

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

Budgeted cost: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidised Breakfast Club	<p>Numerous scientific studies have investigated the effect of breakfast consumption on learning in children. Breakfast consumption in children has been found to:</p> <p>Improve cognitive function, particularly memory, attention, and executive function</p> <p>Improve academic performance, including school grades and achievement test scores</p>	4, 5, 6
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	Increase on-task behaviour in the class	
Subsidised Treetops (Wraparound care)	Wraparound care allows parents time to support themselves. It allows children to remain in a safe environment. It allows them to complete homework with appropriate resources. It gives them more opportunity to socialise with peers and adults, to play and to communicate.	4, 5, 6
Subsidised after-school extra-curricular activities.	Research shows that involvement in extra-curricular activities can: Improve academic performance. Boost self-esteem Improve social skills Build life skills Increase the likelihood of going on to further education.	4, 5, 6
Bespoke Parent workshops	“The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system.” – United Learning	3, 4

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	The EEF states that parental engagement can have a 4+ month impact on a child's education. This increases to 5+ months in early years.	
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Total budgeted cost: £16,656

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key areas of impact:

- Read, Write Inc was purchased. Staff have had full training on the scheme and Pupil Premium Children in Reception, Year 1 and Year 2 are reading at the expected standard or above.
- PP attendance figures for end of 2023-2024: 95.06%. Currently above national figures.
- Maths lead and another teacher have attended maths workshop training around maths mastery and have implemented the White Rose maths scheme throughout the school. Maths teaching is consistent and the content builds upon itself, ensuring students do not develop gaps in knowledge and understanding.
- Speech and Language Support provided effective intervention training for support staff so they could deliver this after she left.
- Interventions were bought and training provided for staff.
- Further opportunities for parents to attend school events have been established and planned.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read, Write, Inc.	Ruth Miskin Group English Hub (New Wave Federation)
White Rose Maths	White Rose Maths Hub