

Pupil premium strategy statement

This statement details our school's use of pupil funding for the 2025-2026 academic year 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	162 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£54,540
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	£54,540

Part A: Pupil premium strategy plan

Statement of intent

At Kings Furlong Infant School and Nursery, we are an inclusive community committed to providing a safe, nurturing, and supportive environment where every child's needs are met. Regardless of background or challenges, our aim is to give children the foundations for learning, personal development, and lifelong success. High-quality teaching is at the heart of our approach. We focus on identifying and addressing the strengths and weaknesses of all children, including those eligible for Pupil Premium, ensuring they receive tailored support to make strong academic progress and develop confidence, resilience, and a love of learning.

Our Pupil Premium strategy is designed to maximise the impact of support and resources, and we achieve this through:

- **Regular analysis and review:** Understanding the individual circumstances affecting each child's learning and adapting support accordingly.
- **Consistent, high-quality teaching:** Ensuring all children benefit from effective pedagogy, differentiation, and targeted intervention.
- **Targeted support and monitoring:** Using pupil progress meetings to identify gaps, set personalised targets, and provide additional interventions to narrow the attainment gap between Pupil Premium and non-Pupil Premium pupils.
- **Strong communication with families:** Engaging parents and carers to provide a partnership approach to learning and development.
- **High expectations and aspiration:** Supporting children to overcome barriers such as poor attendance, social, emotional, and mental health (SEMH) needs, and limited home learning opportunities, while fostering ambition and resilience.
- **Holistic development:** Promoting social, emotional, and behavioural support alongside academic progress to ensure children are well-rounded and ready for future challenges.

Through this approach, we aim to ensure that every Pupil Premium child can thrive academically, socially, and emotionally, equipping them with the confidence and skills to succeed in school and life.

Challenges

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

Challenge number	Detail of challenge
1	Children entering Year R at our school frequently exhibit receptive and expressive language skills below age-related expectations, which may be influenced by a range of environmental, developmental, and experiential factors.
2	Parental support – some parents experience difficulties in providing effective learning support to their children due to limitations in their own literacy and numeracy skills.
3	Access to essential resources to support incidental home learning experiences, including technology, internet connectivity, and age-appropriate books for shared reading between children and parents.
4	Attendance – for some disadvantaged pupils, irregular attendance may present a barrier to learning. This can be influenced by parental perceptions of school, which may stem from their own negative educational experiences or a belief that early educational absences have minimal impact on their child's development.
5	Limited opportunities for children to engage in experiences that broaden their knowledge, skills, and understanding of the wider world, thereby restricting the development of their cultural capital.
6	Some disadvantaged children may experience gaps in social and emotional development, which can be influenced by adverse childhood experiences or early trauma. These challenges can affect their ability to regulate emotions, form positive relationships, engage confidently in learning, and access the full range of educational opportunities.

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
Children entering Year R with below-age-expected receptive and expressive language skills make accelerated progress in oral language development, enabling them to access the full curriculum, engage confidently with peers and adults, and build a strong foundation for literacy and learning.	<ul style="list-style-type: none">• A measurable increase in children's receptive and expressive language skills, assessed through baseline and termly language assessments.• Observations indicate improved participation in class discussions, storytelling, and collaborative activities.• Fewer children requiring intensive language interventions by the end of the year.• Positive feedback from staff and parents regarding children's communication and confidence in using language.• Narrowing of the attainment gap between children eligible for Pupil Premium and their peers in language development.
Parents of children eligible for Pupil Premium develop the confidence, skills, and strategies to support their children's learning effectively, resulting in improved engagement and progress at home and in school.	<ul style="list-style-type: none">• Increased parental participation in workshops, learning activities, or school-led support sessions.• Positive feedback from parents indicating greater confidence in supporting reading, writing, and numeracy at home.• Measurable improvement in children's literacy and numeracy progress linked to increased home support.• Stronger home-school communication, evidenced by regular engagement and sharing of children's learning milestones.• Reduction in the attainment gap between children whose parents

	<p>actively engage in supporting learning and their peers.</p>
<p>Children eligible for Pupil Premium have regular access to essential learning resources at home, enhancing incidental learning opportunities and fostering independent and shared learning experiences with their families.</p>	<ul style="list-style-type: none"> • All targeted children have access to age-appropriate books, technology, and internet resources at home. • Increased frequency of shared reading and home learning activities, monitored through parental feedback or learning logs. • Observable improvements in children's literacy, vocabulary, and engagement with learning at school. • Positive feedback from parents indicating greater confidence and participation in supporting home learning. • Narrowing of the attainment gap between children with enhanced home learning support and their peers.
<p>Disadvantaged pupils attend school regularly, enabling them to fully access the curriculum, engage consistently in learning, and develop positive attitudes toward education.</p>	<ul style="list-style-type: none"> • Improved overall attendance rates for disadvantaged pupils, monitored termly. • Reduction in persistent absenteeism among Pupil Premium children. • Increased parental awareness of the importance of regular attendance, evidenced through engagement in meetings, communications, or workshops. • Positive impact on pupils' academic progress and engagement in school activities. • Narrowing of the attainment and participation gap between disadvantaged pupils and their peers.

<p>Children eligible for Pupil Premium have increased access to enriching experiences that broaden their knowledge, skills, and understanding of the wider world, enhancing their cultural capital and supporting their academic and personal development.</p>	<ul style="list-style-type: none"> • All targeted children participate in planned cultural, creative, and educational experiences, both within and outside the school. • Observable improvement in children's vocabulary, general knowledge, and engagement in classroom discussions. • Positive feedback from children and parents regarding new experiences and learning opportunities. • Enhanced confidence, curiosity, and social skills demonstrated by pupils during school activities. • Reduction in disparities between Pupil Premium children and their peers in terms of exposure to enriching experiences and related outcomes.
<p>Disadvantaged children develop strong social and emotional skills, enabling them to regulate emotions effectively, build positive relationships, engage confidently in learning, and fully access the curriculum and wider school opportunities.</p>	<ul style="list-style-type: none"> • Observable improvements in children's emotional regulation, social interactions, and participation in classroom activities. • Reduction in behavioural incidents and improved engagement in learning. • Increased use of school-provided social, emotional, and mental health (SEMH) support, with measurable positive impact. • Positive feedback from staff and parents regarding children's confidence, resilience, and wellbeing. • Narrowing of gaps in social, emotional, and behavioural outcomes between disadvantaged pupils and their peers.

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: £3,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Co-ordination of pupil premium programme of support across the school. Managing intervention programme and evaluating impact.	EEF Guidance report – Making best use of teaching assistants (2018) 'Closing the Vocabulary Gap' – By Alex Quigley 'Closing the Reading Gap' – By Alex Quigley The Pupil Premium – OFSTED Closing the Gap – NCSL The Pupil Premium – Making It Work for Your School – OUP Pockets of Poverty – DfCSF Teaching Assistants – A guide to good practice – OUP Too Young to Fail – Save the Children Narrowing the Gap – OUP Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers – Anthony Russell The Sutton Trust	1, 2, 3 & 5

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

Budgeted cost: £ 47,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective recruitment and deployment of Learning Support Assistants to implement high quality interventions.	EEF Guidance report – Making best use of teaching assistants (2018) 'Closing the Vocabulary Gap' – By Alex Quigley 'Closing the Reading Gap' – By Alex Quigley The Pupil Premium – OFSTED Closing the Gap – NCSL	1, 3 & 5

Speechlink Intervention training and delivery	<p>The Pupil Premium – Making It Work for Your School – OUP</p> <p>Pockets of Poverty – DfCSF</p> <p>Teaching Assistants – A guide to good practice – OUP</p> <p>Too Young to Fail – Save the Children</p> <p>Narrowing the Gap – OUP</p> <p>Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers – Anthony Russell</p> <p>The Sutton Trust</p>	1 & 3
---	---	-------

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

Budgeted cost: £3,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cranbourne Cluster Family Support Worker offering intensive support to families identified as needing support	<p>EEF Guidance report – Making best use of teaching assistants (2018)</p> <p>‘Closing the Vocabulary Gap’ – By Alex Quigley</p> <p>‘Closing the Reading Gap’ – By Alex Quigley</p> <p>The Pupil Premium – OFSTED</p> <p>Closing the Gap – NCSL</p>	2, 3, 4 & 6
Extra-curricular clubs specifically targeted to children receiving the pupil premium grant.	<p>The Pupil Premium – Making It Work for Your School – OUP</p> <p>Pockets of Poverty – DfCSF</p> <p>Teaching Assistants – A guide to good practice – OUP</p>	2, 3 & 5
Resources for extra-curricular clubs – craft materials, messy play, forest school etc.	<p>Too Young to Fail – Save the Children</p> <p>Narrowing the Gap – OUP</p> <p>Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers – Anthony Russell</p>	2, 3 & 5
Individual Thrive screening and intervention for pupil premium pupils to identify gaps and support emotional development.	<p>The Sutton Trust</p>	3, 5 & 6

Total budgeted cost: 54,540

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Aim	Outcome
Close monitoring of attendance from Senior Attendance Champion will promote attendance throughout the school.	Improved attendance % from 2023-2024 academic year. 2024-25 – 92.93% 2023-24 – 92.48% Clear procedures in place for support and action planning with families. Greater whole school approach to improving attendance.
The Thrive programme will be embedded throughout the school which will include 1:1, small group and whole class activities.	On going monitoring. Greater impact from, 1:1 and small group Thrive. Class Thrive to be prioritise moving forward to positively impact all.
The Attainment of children in receipt of pupil premium will be inline with those who are not in receipt of pupil premium.	Attainment broadly in line – ongoing monitoring and focus to improve whole school attainment for 2025-26 academic year.
Parents will have access to a range of support to feel equipped to give their best to their children.	Greater parental involvement with the introduction of learning events. Monthly parent support sessions on offer – uptake fairly low but offer still available.
A wide range of extra-curricular opportunities will be provide by school to give children who are in receipt of pupil premium.	Greater number of clubs on offer for children to engage with. PP uptake in clubs broadly in line with non-PP. Non PP % = 56% PP % = 44%