

## | Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Locks Heath Infant School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	(5.1%) 14 Pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	L Feltham / R Jump
Pupil premium lead	L Feltham/ R Jump

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46535
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46535

# Part A: Pupil premium strategy plan

## Statement of intent

At Locks Heath Infant School our intention is that all pupils, irrelevant of their background or challenges they face, make good progress and achieve well across all areas of the curriculum. The focus of our pupil premium funding is to secure progress for all disadvantaged pupils at our school and to diminish the gap with that of non-disadvantaged pupils nationally.

Our approach is responsive to the key challenges that we have identified as being prevalent in preventing our disadvantaged pupils from attaining well: social emotional needs, engagement of vulnerable families in school life and socio-economic impact of the post pandemic period and cost of living challenges. Our approach will also reflect the individual needs of the children identified as being within the disadvantaged group.

Throughout the period of this plan we will focus on the challenges presented that prevent our disadvantaged pupils from attaining in-line with their peers. These challenges are:

- Speech, language and communication needs
- Personal, social, emotional and mental health needs
- External factors such as historical / current trauma, parenting skills and parental engagement
- Opportunities to experience a range of enrichment experiences
- A small group of children are doubly disadvantaged (SEN and Pupil Premium) and require a bespoke curriculum approach in order to achieve in main stream education.

Our aim is to:

- provide effective social and emotional support for vulnerable groups.
- ensure targeted support to promote pupil progress and narrow the gap in attainment for vulnerable groups.
- To support families of those children who are deemed vulnerable in order to enable them to support their children in achieving to their full potential.
- Give equal opportunities to vulnerable groups whereby children with disadvantaged backgrounds may miss out should funding not be available.
- Provide a curriculum that supports those children with bespoke additional needs to ensure success in mainstream education.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and behaviour needs of pupils can impact upon access to the curriculum and a positive attitude towards learning.</p> <p><i>Our assessments, discussions and observations have identified 10 pupils as, at present, needing additional support with social emotional needs, with 1 pupil from a disadvantaged background currently receiving ELSA interventions.</i></p>
2	<p>A significant number of YR pupils (including disadvantaged pupils) enter school showing significant gaps in the areas of Speech, Language and Communication, which impacts on their access to the curriculum, individual progress and attainment, and overall sense of belonging. This primary area of need continues throughout key stage 1.</p> <p><i>For example, 40% (2 children) of the disadvantaged 25/26 Year R children are identified at SEND Support level for Speech, language and communication needs. Across the school, SLCN makes up a large proportion of the SEN register and children identified as needing SEN support.</i></p>
3	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Evidence from our discussions show that some vulnerable families are in need of support to fully engage in school life and support their children with learning at home.</p> <p><i>At present, 42.8% of our disadvantaged children (6 children) are considered to be in the 'persistent absenteeism' category. However, 5/6 of these cases are attributed to long term illness/ essential medical appointments/operations/ reduced timetable and agreed lateness due to SEN needs. Our in-school attendance gap for our Pupil Premium pupils compared to their non – disadvantaged peers is -37% so far for the academic year 2025-2026. At present, all 6 of our Pupil Premium children families within this category are receiving support from our HSLW.</i></p>
4	<p>Our assessments and observations show that our disadvantaged pupils generally have greater difficulties in attaining a good level of development (GLD) at the end of EYs and achieving age related expectations (ARE) at the end of KS1. On entering EYs 100% of our disadvantaged children were 'of concern' to meet GLD in two or more areas (reading, writing and maths).</p> <p><i>At the end of Year R in July 2025, 71% of disadvantaged pupils achieved below age-related expectations, compared to 29% of non-disadvantaged pupils. This gap remains steady into Year 1.</i></p>
5	<p>Our assessments and discussions show that some of our disadvantaged pupils have fewer opportunities to access extra-curricular activities, visits and</p>

	swimming sessions within and outside of school and so, this puts them at a disadvantage to their more privileged peers. Through our discussions it is evident that some of our disadvantaged pupils would not be able to attend trips and swimming sessions should the pupil premium funding not be available to them.
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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
To raise levels of attainment and ensure progress across reading, writing and maths for disadvantaged pupils and for wider groups of non-disadvantaged children.	<p>Targeted interventions will begin to close gaps in learning.</p> <p>Books and data analysis will indicate that significant steps of progress have been made in reading, writing and maths by the end of the year against key performance indicators in these areas.</p> <p>Phonics scores of children from disadvantaged backgrounds will show clear progress over time.</p>
Improve speech, language and communication skills for those recognised as disadvantaged or vulnerable Year R / KS1.	Our individual assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Families from disadvantaged backgrounds will have School Trips, Visits and Swimming paid for where needed. Children from disadvantaged background will have the opportunity to trial an afterschool club free throughout the year. This will enable children to experience a range of extra- curricular activities from sports to drama/creative arts.	All vulnerable children will have had opportunities and experiences equal to their peers.
Home School Link Worker will support families of children who come from disadvantaged backgrounds, providing tailored and targeted support according to their needs.	Improved attendance and parental engagement for those children with vulnerable families. Attendance gap diminishes when comparable to the rest of the children at Locks Heath Infant School and nationally.
ELSA provision will provide tailored and targeted support for children from disadvantaged backgrounds according to their specific needs.	All children who are experiencing social and emotional barriers to learning will make significant progress towards their individual targets.

Children who are classed as doubly disadvantaged (SEN and Pupil Premium) will receive bespoke targeted support to meet their individual needs in order to access inclusive education within a mainstream setting.	All children who are classed as doubly disadvantaged will make significant progress towards their individual targets.  All children will be able to access a bespoke curriculum within an inclusive classroom setting.
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## 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: £3011

Activity	Evidence that supports this approach	Challenge number(s) addressed
HIAS support working alongside leaders to support whole school development.	High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving in their practice.  <a href="#">EEF Teaching and learning toolkit</a>  <i>'EEF states that 'great teaching is the most important lever schools have to improve outcomes for their pupils'. The EEF toolkit states that on average, mastery-learning approaches are effective, leading to an additional five months' progress'.</i>	4
Individual Positive Behaviour support from Primary Behaviour Support service to support teachers in their strategies to support vulnerable children who may present challenges in their behaviour.	<a href="#">EEF Teaching and learning toolkit</a>  <i>'When carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and wellbeing, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on</i>	1

	<i>average have weaker social and emotional skills than their peers’.</i>	
<p>Working with the NCETM Maths Hub to analyse areas for improvement in the teaching and learning of maths, with a focus on fluency with addition facts, pupil talk and making explicit connection between different areas of maths.</p> <p>Training for staff on the use of Numbersense to support teachers in high quality and systematical teaching of factual fluency. Building a deeper understanding for children of the foundation for factual fluency and confidence and flexibility with number.</p>	<p>‘The maths Hubs Programme coordinated by the NCETM brings together mathematics education professionals in a collaborative national network of 40 hubs, each locally led by an outstanding school or college to develop and spread excellent practice, for the benefit of all pupils and students’.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><i>‘EEF states that ‘great teaching is the most important lever schools have to improve outcomes for their pupils’.</i> <i>The EEF toolkit states that on average, mastery-learning approaches are effective, leading to an additional five months’ progress’.</i></p> <p><i>‘Professional development should be used to raise the quality of practitioner’s knowledge of mathematics, of children’s development of mathematical development and of effective mathematical pedagogy’.</i></p>	4
<p>CPD for Early Years leader as part of the Early Years County project, focusing on child development within the Prime Areas of Learning. Aiming to improve outcomes and create an inclusive curriculum that will meet the needs of all children, through the implementation of rich and meaningful strategies focused on providing children with secure relationships, responsive environments, and meaningful interactions.</p>	<p>High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving in their practice.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><i>‘EEF states that ‘great teaching is the most important lever schools have to improve outcomes for their pupils’.</i> <i>The EEF toolkit states that on average, mastery-learning approaches are effective, leading to an additional five months’ progress’.</i></p>	4
<p>CPD on mediation to develop LSA’s understanding of the zone of proximal development and</p>	<p>High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of</p>	1 and 4

<p>identifying the four key principles for effective support.</p>	<p>every class, and that every teacher is supported to keep improving in their practice.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><i>'EEF states that 'great teaching is the most important lever schools have to improve outcomes for their pupils'. The EEF toolkit states that on average, mastery-learning approaches are effective, leading to an additional five months' progress'.</i></p>	
<p>CPD for English Lead and Year 1 Leader to develop curriculum. CPD focusses on how to make the curriculum 'irresistible' and engaging for all children.</p>	<p>High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving in their practice.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><i>'EEF states that 'great teaching is the most important lever schools have to improve outcomes for their pupils'. The EEF toolkit states that on average, mastery-learning approaches are effective, leading to an additional five months' progress'.</i></p>	4
<p>ELSA Training for ELSA assistant to enable them to provide emotional literacy support to pupils within school. To be able to develop and deliver individualised programmes to meet the emotional needs of the children.</p>	<p>ELSA training for ELSA assistant to be able to develop and deliver individualised programmes to meet the emotional needs of the children.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><i>'Social and emotional learning approaches have a positive impact, on average of 4 months additional progress in academic outcomes over the course of an academic year'.</i></p>	1

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

Budgeted cost: £21406

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff to deliver 1:1 and small group support programmes</p> <ul style="list-style-type: none"> <li>To develop children's confidence in their learning.</li> <li>To provide tailored support to enable children to make progress and in turn catch up and then keep up accordingly.</li> </ul>	<p><a href="#">EEF Teaching and learning toolkit</a></p> <p><i>'One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</i></p> <p><a href="#">EEF Teaching and learning toolkit</a></p> <p><i>"Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial."</i></p>	4
<p>Speech and Language</p> <ul style="list-style-type: none"> <li>Private Speech and Language therapist supporting a group of children in school including 2 children from disadvantaged background.</li> <li>Staff training on Identification, assessment and intervention.</li> </ul>	<p>Research suggests that oral language interventions can be effective, particularly in the early years and that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><i>'On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 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. Approaches that focus on speaking, listening and</i></p>	2

	<i>a combination of the two all show positive impacts on attainment’.</i>	
<p>ELSA provision to provide programmes to individual pupils to support and develop their social and emotional needs.</p> <p>Additional support for staff development while managing social &amp; emotional well-being while transitioning back to school.</p>	<p><a href="#">EEF Teaching and learning toolkit</a></p> <p><i>‘The average impact of successful ELSA interventions is an additional four months’ progress over the course of a year’.</i></p> <p><i>‘Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities’</i></p>	1

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

Budgeted cost: £ 22337

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where needed, the school will fully or partially fund for School Trips, Swimming &amp; after school clubs ensuring that all disadvantaged children have the same opportunities for extracurricular activities as their non-disadvantaged peers.</p>	<p><a href="#">Sport England</a></p> <p><i>‘Physically active children report improvements in their schoolwork, behaviour and mental health, according to new research from Sheffield Hallam University.’</i></p> <p><i>‘31.3% of children do less than an average of 30 minutes exercise per day. This represent a decrease of 1.9% compared to the same period 12 months ago.’</i></p> <p><i>The EEF Education Toolkit states that: ‘Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention’</i></p>	1 and 5

Home School Link Worker to support vulnerable families ensuring consistent family involvement in school life and ensure consistent attendance.	<a href="#">EEF Teaching and learning toolkit</a> <i>'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.'</i>	3

**Total budgeted cost: £ 46754**

## 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 / 2025 academic year.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **Learning Support Staff:**

Learning support staff working across the school have enabled children to access tailored support in order to accelerate progress to close the gaps in learning and make progress towards meeting age related expectations. Examples of these interventions include:

- Handwriting/writing interventions.
- Speech and language intervention.
- Phonic interventions.
- Early number skills intervention.
- Pre-teaching of learning.
- 1:1 support for specific tasks.

#### **Year 1 Phonics assessment**

Year 1 Phonics Assessment pass mark achieved	
All Yr 1 Children (85)	81.60%
Disadvantaged (8)	88%
Non - Disadvantaged (77)	19%
National	80%
National Disadvantaged	67%
Year 2 Chn retaking (24)	79% (19)
Yr 2 Disadvantaged (4)	75% (3)
Yr 2 Non -Disadvanatged (20)	75% (15)

- Year 1: Of the 8 disadvantaged children in Year 1, 7 passed their phonics screening. The child that didn't pass was disapplied due to SEND.
- Year 2: Of the 4 disadvantaged children completing phonics retakes, 3 passed their phonics check retake in June.

### **End of Key Stage 1 Data Summary Summer 2025**

Year 2 End of Year Data												
Pupils	Reading				Writing				Maths			
	EOY				EOY				EOY			
	WT	ARE	GDS	ARE+	WT	ARE	GDS	ARE+	WT	ARE	GDS	ARE+
All (111)	18.9%	63.1%	18%	81.1%	30.7%	65.7%	3.6%	69.3%	18.9%	67.6%	13.5%	81.1%
Dis (12)	50%	50%	0%	50%	58.3%	41.7%	0%	41.6%	41.6%	58.3%	0%	58.3%
Non- Dis (99)	15.2%	64.6%	20.2%	84.8%	28.2%	65.6%	5%	70.7%	16.2%	70.7%	15.2%	85.9%

- Reading: 50% of the 12 disadvantaged children in Year 2 reached ARE by the end of the year.
- Writing: 41% of the 12 disadvantaged children reached ARE by the end of Year 2. Despite 58% of disadvantaged children remaining off track for writing, each child maintained progress towards ARE.
- Maths: Of the 12 disadvantaged children in Year 2, 58% reached ARE by the end of year 2.

The progress and attainment for our disadvantaged pupils remains not in line with that of their non- disadvantaged peers in some areas of the curriculum, despite carefully planned interventions and support to close the gap in attainment. This remains a reflection in the significant gaps in pre-schooling and early education experienced due to the Covid 19 pandemic and SEN in the area of cognition and learning for individual children. However, through internal assessment, it is clear that progress has been made for these children with the gaps in learning beginning to be closed and no children falling further behind. It is clear through the data analysis shown above that in some areas, particularly maths, our disadvantaged group show a large proportion of children reaching ARE by the end of KS1. The attainment and small steps of progress made by our disadvantaged children is a positive reflection of:

- High quality teaching and successful implementation of a carefully planned curriculum.

- Early identification, assessment and implementation of targeted interventions.
- High levels of support from our HSLW for our disadvantaged families.

**End of Year EYFS Data Summary Summer 2025**

<b>EYs Data July 2025</b>		
	<b>EYS chn reaching ELG</b>	<b>EYS chn not achieving ELG</b>
All (87)	67% (59)	32% (28)
Disadvantaged	29% (2)	71% (5)
Non- Dis	71% (57)	29% (23)
National GLD	68.3%	31.7%

At the end of EYFS our disadvantaged children were working significantly below their non-disadvantaged peers. This was due to a number of factors including low starting points when entering EYFS, gaps in emotional literacy and high levels of SEN and speech and language needs. The interventions put in place to support those children will continue into KS1 with the intent that these children will close the gaps as they move into KS2.

**Attendance:**

<b>Attendance Sept 24- July 25</b>		
	<b>Disadvantaged</b>	<b>Non – Disadvantaged</b>
Sept 24	93.8%	98.4%
July 25	90.8%	96.9%

Attendance data from September 2024 to July 2025 shows a slight decrease in overall attendance from our disadvantaged pupils. Many of these families received intensive ongoing support from our HSLW or received periodic support when required. This decrease is reflective of the level of high-profile cases, instances of long-term illness and adjustments to provision required for individual children to be successful at school.

Improving attendance of those children who have lower rates of attendance continues to be a focus. Our HSLW is actively involved and takes proactive steps to ensure that attendance is closely monitored, action taken and timely support put in place where necessary.

### **HSLW support for parents**

Our HSLW is involved with 24 families from a disadvantaged background and 42 families across the whole school. The support and guidance that our HSLW provides for some families has enabled parents to fully engage in school life. Some notable cases that received ongoing or reactive support from our HSLW showed an increase in attendance and engagement of parent events such as parent's evenings, curriculum workshops and parent workshops. Some parents have also been able to access external support through the guidance of our HSLW, enabling them to gain further assistance around how best to support their children in school.

### **ELSA Impact:**

Our ELSA has worked with 15 children across the school. Having the support of our ELSA has enabled 5 children from disadvantaged backgrounds to access emotional literacy support when it has been required. Targeted interventions have helped to boost children's self-esteem, improve pupil well-being and mental health, which in turn has promoted positive outcomes for children. We have also seen an increase in attendance for some disadvantaged children who have accessed ELSA support.

### **Children attending after school club**

All disadvantaged children were offered the opportunity to take up an after school club with funding given to support them in doing this, 12 of our disadvantaged children took up this opportunity. 3 of these children were able to attend multiple after school clubs throughout the year ensuring that they were able to access a variety of sports, arts or language clubs, giving them equal opportunity to their non-disadvantaged peers. 3 disadvantaged children were also offered the opportunity to access fully funded guitar lessons for a term, 2 of these children took up the opportunity.

### **Swimming:**

All disadvantaged children were able to attend swimming sessions in line with their non-disadvantaged peers. It was noted by the swim teacher that all children showed an increase in water confidence, and progress against the swimming assessments including those children from a disadvantaged background.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Jigsaw	Jigsaw PSHE limited.
Floppy Phonics	Oxford Reading Press.
Reading Eggs	3P Learning
Numbersense	Numbersense Maths