

Pupil premium strategy statement – Denmead Infant School

This statement details our school's use of pupil 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	199 (based on October census)
Proportion (%) of pupil premium eligible pupils	25% (based on October census) 6% (services) 2% (PLAC) 17% (FSM)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gill Bryant
Pupil premium lead	Jess Lane
Governor / Trustee lead	Kathy Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53, 795 Made up of: £49, 995 (FSM) £2, 800 (Services) £1000 (LAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53, 795

Part A: Pupil premium strategy plan

Statement of intent

We believe that Denmead Infant School is 'Where the joy of learning begins'. At Denmead Infant School we are aspirational, and we pride ourselves on being a caring and welcoming school, where every child can flourish and achieve. Therefore, we are committed to providing a safe and trusting environment that ensures all of our children develop high expectations of themselves whilst learning the life-long skills and behaviours they will need to be successful citizens.

Although Denmead Infant School's strategy is focussed on the needs of those eligible for Pupil Premium funding, we recognise that an inclusive approach will identify barriers to learning for all children, including those who are disadvantaged. We ensure that every disadvantaged child (Pupil Premium (PP), Looked-after/Previously Looked-after (LAC/PLAC/SGO) and Service children) achieves at least expected progress from their individual starting points and that they leave Key Stage 1 with secure foundations in early literacy (including writing & phonics), communication and language, and social-emotional skills so that later gaps do not widen. To ensure that we are effective:

- All staff recognise that for our children to be ready to access learning, they need to feel happy and safe and therefore our relationships with our children and their families are paramount to this. These relationships also endeavour to promote good attendance by all.
- Our teachers deliver universal (class based) High Quality First Teaching.
- Teaching and learning is differentiated, varied and targeted according to individual's needs, ensuring progress and learning success is made from individual starting points.
- Wherever possible teaching and learning enables children to 'keep up' rather than 'catch up'.
- Teachers will provide additional planned opportunities that enable 'off track' children and those not making expected progress, to close gaps and embed knowledge, skills and understanding.
- Teachers will use Assessment for Learning to reshape learning so that errors and misconceptions are addressed in a timely manner.
- Teachers will use data (qualitative and quantitative information) to inform practice.
- Quality Text Drivers are used as the stimulus for the vast majority of learning journeys for reading and writing.
- Our long-term Curriculum is engaging, inspiring and challenging for all.
- Our curriculum design emphasises language development for all.
- Children will access books to support the wider curriculum.
- Our working walls illustrate the knowledge, skills and understanding being taught through our learning journeys, to enable independence.

Challenges

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

Challenge number	Detail of challenge
1	Writing Outcomes – Last year's attainment and progress data for writing, shows that some children eligible for Pupil Premium funding attain less well in writing than children who are not eligible for Pupil Premium funding (Children moving from Year R into Year 1: 40% of children eligible for Pupil premium funding achieved ELG as opposed to 73% of their non-Pupil Premium peers. Children moving from Year 1 into Year 2: 65% (0% GDS) of children eligible for Pupil premium funding achieved ARE in writing as opposed to 69% (7%GDS) of their non-Pupil Premium peers). Internal data suggests that there is a need to focus on handwriting, the spelling of year group expected Common Exception Words (Transcription) and in Key Stage 1 children need to apply their taught grammar and punctuation skills.
2	High Quality Inclusive Teaching – Last year's attainment data, from across the curriculum highlighted that some children eligible for Pupil Premium attain less well in their learning across the curriculum than children who are not eligible for Pupil Premium funding. Monitoring, learning walks and book looks showed small inconsistencies in pedagogy (pace, task design, learning environment and engagement) leading to uneven progress across the curriculum for some disadvantaged children. This monitoring also highlighted the need for those disadvantaged children with SEND to have adaptations and high-quality scaffolding.
3	Attendance – Last year's attendance data (2024-25) illustrates a gap between the attendance of some children eligible for Pupil Premium funding (94.8%) and their non-Pupil Premium eligible peers (97.1%). The data also highlights that some children eligible for Pupil premium funding are being persistently absent and/or late (11% of children eligible for Pupil premium funding as opposed to 5% of their non-Pupil Premium peers). This shows that some children eligible for Pupil Premium funding arrive late or have patterns of absence and this affects their exposure to teaching and learning.
4	Social and Emotional Mental Health – Our data shows some of our children who are eligible for Pupil Premium funding (43%) also have additional characteristics which can affect their emotional regulation, behaviour and therefore attainment. SEMH needs are impacting readiness to learn and progress for some of our disadvantaged children.

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
Writing Outcomes To improve attainment in Writing so that a greater number of pupils eligible for Pupil Premium funding meet GLD in Year R and Age Related Expectations and that a greater number of pupils meet national expectations at GDS in Key Stage 1.	The % of pupils achieving ARE and GDS in writing by the end of Yr R and KS1 is closer to that achieved by their non-disadvantaged peers.
HQIT To secure consistently high quality inclusive teaching which promotes high levels of engagement, therefore enabling progress for all children from their individual starting points.	All teaching staff to have engaged with pedagogical CPD on high quality inclusive teaching Teaching staff to understand what effective teaching and learning looks like across the curriculum (Including all vulnerable groups) Children to be able to talk enthusiastically and confidently about their learning Lessons to evidence Rosenshine-style explicit instruction, planned retrieval practice and high-quality feedback; learning walks and book-looks show consistent approaches.
Attendance To develop and maintain a whole school culture that promotes the benefits of high attendance for all children. To reduce the gap between the attendance and persistent absence of some children eligible for Pupil Premium funding and their non-Pupil Premium eligible peers.	There will be a reduction in the number of Pupil premium funded children who are: • Persistently absent • Regularly late • Subject to financial penalties

Social and Emotional Health Pupils are increasingly able to regulate their emotions, this will ensure that the impact of dysregulation on learning time is minimalised. This is evident for children eligible for Pupil Premium funding, particularly those with SEMH needs.	CPOMs data shows number of vulnerable children requiring repeated behaviour interventions reduces termly, staff report improved pupil self-regulation in surveys, and a decrease in a loss of learning time through dysregulated behaviour. Pupils can articulate their feelings and emotions and how the regulation stations are helping them. Staff report an improving picture and this is evident in learning walks, book looks and attainment data.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research informed coaching and mentoring to ensure consistent High Quality Inclusive Teaching for all children.	To continue to develop a whole school consistent approach to high quality inclusive teaching, learning and assessment, in order to ensure that children eligible for Pupil premium funding make expected progress and attain in line with their non-eligible peers. EEF argues that high quality teaching “is the most important lever schools have to improve pupil attainment ... particularly the most disadvantaged among them.” EEF guidance also emphasises mentoring and teacher professional development as having high-impact measures when well implemented.	1, 2, 4

	DfE lists mentoring, NPQs and professional development under high-quality teaching. The development of this quality teaching needs to be based on a clear plan of CPD which is also responsive to individual staff's needs.	
Curriculum sequencing for writing across EYFS→KS1. Cross-phase planning, agreed progression in transcription (handwriting), spelling of year-group common exception words, grammar application and composition. Release time for the English lead to work with HIAS.	EEF evidence on early literacy, structured approaches to teaching writing (planning, composition strategies) and the benefit of a well-sequenced curriculum. EEF: Early Literacy and EEF literacy/transition evidence on explicit composition instruction (Higgins et al). DfE Using Pupil Premium guidance recommends prioritising high-quality teaching and curriculum sequencing.	1,2
Whole school CPD (explicit instruction, Rosenshine principles, Inclusive Classroom, formative assessment and high-quality feedback), to support staff in improving the outcome of all children. Release time for lesson and peer-observation.	To develop curriculum leadership groups in response to stakeholder feedback and staff change. To facilitate the leadership groups to strategically and collaboratively manage NC subject areas (inc CPD, teaching and learning, progressive planning and assessment ensuring consistency and opportunities for all to deepen their understanding) According to EEF, effective professional development should be evidence based and offers a crucial tool to develop teaching quality and enhance children's outcomes. EEF guidance: High-Quality Teaching: explicit instruction, formative assessment and metacognition as high-leverage strategies EEF: High-Quality Teaching. EEF guidance on feedback: principles to make feedback effective EEF: Teacher Feedback to Improve Pupil Learning.	1, 2, 3, 4
Improve handwriting and transcription fluency through regular	EEF Early Literacy/early years evidence highlights mark-making and	1,2

focused sessions and targeted modelling across the school. Secure consistent letter formation style and resources (handwriting progression EYFS→KS1).	letter formation as a key component of early literacy development. EEF: Early Literacy. Explicit instruction and practice support fluency (EEF high-quality teaching).	
Embed an Attachment and Trauma Aware approach to the teaching and learning of all children.	There are an increasing number of children at Denmead Infant school with SEMH needs. EEF toolkit shows that social and emotional learning interventions improve children's decision-making skills, interaction with others and their self-management of emotions. This can lead to 4 months additional progress in a year	1, 2, 3, 4
Attendance of all children is a whole school priority. Procedures will include weekly personalised attendance communications (email) with DSL & DDSLs conducting home-visits for those children with persistent absence. Early help referral where required.	Last year's attendance data illustrates a gap between the attendance of children eligible for Pupil premium funding and their Non-eligible peers: Whole school 96.5% Non disadvantaged 97.1% Disadvantaged 94.8% Persistent absentees Whole School 5.1% National: 13.5% Non disadvantaged 5% Disadvantaged 10.6% According to EEF there is no 'one size fits all' approach to improving attendance but there are 6 common themes that support the successful engagement of children and families in school: • Build a holistic understanding of pupils and families and diagnose specific needs • Build a culture of community and belonging for pupils • Communicate effectively with families • Improve universal provision for all pupils • Deliver targeted interventions to supplement universal provision	1, 3, 4 3

	• Monitor the impact of the approaches EEF Attendance rapid evidence assessment highlights the importance of parental communication and targeted, response EEF recommends tailored communication and diagnostic approaches.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE practitioner (currently training through apprenticeship programme) will provide 1:1 THRIVE support for identified vulnerable children, including those eligible for pupil premium funding.	There are an increasing number of children at Denmead Infant school with SEMH/ behavioural needs, including those who are eligible for pupil premium funding. THRIVE has been developed by the Hampshire primary behaviour support service who have tested its effectiveness. It focuses on filling key personal/emotional developmental gaps. This is valuable in itself for children, but also then allows them to access the curriculum much more effectively.	1, 2, 4
HLTA to assess, plan and deliver Language Link programme for identified PP children.	There are an increased number of PP children entering school with less-developed language skills and understanding, causing barriers to their understanding of new concepts and hindering their social and emotional development. EEF show oral language interventions lead to improved outcomes of on average 6 months progress in a year. Language Link programme is recommended by SaLT.	1, 2
HLTAs & TAs to provide additional	33% of the Year 1 children who did not pass the Phonics screening check	1, 2, 4

targeted support for phonics and early reading in line with the unlocking letters and sounds programme under the direction the leadership team.	were eligible for Pupil Premium funding (2024-25). EEF toolkit shows high impact on outcomes based on extensive research- applies both to phonics teaching and targeted teaching methods.	
HLTAs & TAs to deliver personalised Speech & Language programmes.	There are an increased number of children entering Denmead Infant School with SaLT needs and programmes. According to EEF 1:1 tuition led by TAs, interventions are likely to be particularly beneficial when the TAs are experienced, well trained and supported, for example delivering a structured intervention.	1, 2
Teachers to be skilled and confident at delivering high quality inclusive teaching.	At Denmead Infant school, it is recognised that the teacher is the most qualified and valuable resource for PP children. Therefore the progress they can support PP children to make is greater when they: * plan, deliver and assess their own interventions, following effective Pupil Progress Reviews.	1, 2, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular club funding: To enable all PP children to have equal access to after school clubs.	At Denmead Infant School, we recognise that not all children eligible for pupil premium funding are able to access the same extracurricular experiences as their non-eligible peers so funding is available to support their attendance. EEF – Extra-curricular activities are an important part of education in its own right. Accessing a range of experiences increases a child's cultural capital.	2, 4

To provide regular family support sessions, workshops and training in order to develop and maintain supportive relationships between school and families so that children achieve the best possible outcomes.	At Denmead Infant School, not all parents understand the expectations of school life and the importance of working with the school to support the needs of their child and family. EEF evidence shows that parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.	3, 4
Parental workshops and resources to support early handwriting, reading, phonics and home routines. Materials provided in accessible formats; targeted support for families of children not meeting phonics/writing milestones.	EEF evidence on parental communication and engagement, highlights the positive impact it has on attendance and supporting learning.	1, 3
6. Targeted SEMH support for identified children eligible for Pupil Premium funding. Playtime and lunchtime activities run by trained staff.	EEF SEL (Social & emotional learning) guidance shows that targeted interventions alongside universal SEL can support vulnerable pupils and improving Social and Emotional Learning in Primary Schools.	4

Total budgeted cost: £ 53.795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for end of 2025 EYFS:

	GLD
All	71%
PP	40%
Non-PP	82%
PP (non-SEND)	67%
Non-PP (non-SEND)	88%

Writing outcomes for end of 2025 KS1:

	ARE+
All	61%
PP	37%
Non-PP	70%
PP (non-SEND)	62%
Non-PP (non-SEND)	70%

Externally provided programmes

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

Programme	Provider
Language Link	Provided by SpeechLink
MyHappyMind	Provided by NHS MyHappyMind

Thrive Programme	Provided by Thrive
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Teaching assistants run mini-heroes group for children of service personnel, in order to support SEMH and children's progress.
The impact of that spending on service pupil premium eligible pupils
Our children and their families are integral members of the school community, our service children and their families, feel support particularly when parents are on deployment. Our service children and families have opportunities to develop relationships with other service children from across the school and Denmead Junior school e.g. Village remembrance parade, VE day commemoration, coffee mornings etc. Targeted interventions show that currently 75% of KS1 service children (9/12) are on track to meet Age related expectations.