

Henleaze Infant School Pupil Premium Strategy

School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	2.3% (6% in 24-25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Gemma Fricker , Executive Headteacher
Pupil premium lead	Gemma Fricker , Executive Headteacher
Governor / Trustee lead	Luke Dormehl, Lead for Pupil Premium and LAC children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16, 665
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£16, 665

See linked [Parent FAQs](#) (including pupil eligibility and how to apply for Free School Meals and how funding is allocated).

Statement of intent

At Henleaze Infant School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils experiencing disadvantage* to achieve that goal, including progress for those who are already high attainers.

We are ambitious for all groups of children and aim to identify and remove barriers to progress through a range of embedded strategies and behaviours including:

- a commitment to engaging in high quality professional development for all staff.
- developing strong, supportive relationships with children and families.
- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- prioritising time for staff communication to share knowledge and expertise and the use of regular planned and incidental assessment to enable staff to effectively adapt teaching to address children's next steps.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Where a barrier is identified, we provide targeted intervention, prioritising language and communication and early reading. Intervention starts in the classroom and any activity that takes children away from this is carefully considered so that children achieve their entitlement to a broad and balanced curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum pillars are based on research evidence, with built-in focus on explicit vocabulary teaching and oracy strategies, fluency and metacognition. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school

Some strategies are supported by funding outside of Pupil Premium Grant

*referenced as disadvantaged pupils in this report in line with the commonly understood definition

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 2 years, 100% of our disadvantaged pupils arrive below age-related expectations compared to 66-67% of other pupils.

3	<p>Our assessments, observations and discussions with families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment as some children may need extra support to develop self regulation skills to help them fully engage in learning. Teacher referrals for support remain relatively high. 60% of pupils in our disadvantaged cohort currently require additional support with social and emotional needs.</p>
4	<p>Some children may need extra support to develop fundamental skills needed for writing. This is more prevalent in our disadvantage cohort.</p> <p>On entry to Reception class in the last 2 years, 50% of our disadvantaged pupils arrive below age-related expectations compared to 78-91% of other pupils for speech, 50-100% of our disadvantaged pupils arrive below age-related expectations compared to 71-74% of other pupils for fine motor skills and 0-50% of our disadvantaged pupils arrive below age-related expectations compared to 78-83% of other pupils for self regulation.</p>
5	<p>Some families may need help to develop good routines for good attendance and punctuality.</p> <p>28-42% of disadvantaged pupils have been 'persistently absent' compared to 0-2%% of their peers during the past 2 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our internal monitoring has shown that disadvantaged pupils are late more regularly</p>
6	<p>Many of our parents do not choose to apply for the Pupil Premium Grant</p>

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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, in play and ongoing formative assessment including in reading and writing.
Improved reading attainment among disadvantaged pupils.	Book band progress is greater than peers 75% ARE+ at end KS1 Reading At least 80% Cumulative Pass Y2 PSC
To increase engagement in whole-class teaching for disadvantaged pupils.	Observations indicate pupils use their self-regulation toolkit when needed so that they are able to remain in class during learning time
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> · the attendance gap between disadvantaged pupils and their non-disadvantaged peers will reduce · the percentage of all pupils who are persistently absent to be below 10%
Greater participation in enrichment activities offered in school for disadvantaged pupils	Data will show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupil conferencing will show links to positive attitudes for belonging and attendance
School will receive funding for all pupils who are eligible for the PPG	Data will show continuity between the Infant and Junior schools for families who are eligible for PPG

Tier 1: Teaching priorities for current academic year (Whole school)

Measure and Challenge/s addressed	Activity Sustained impact	Impact
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	<p>Green+complete</p> <p>partial impact</p> <p>Not achieved</p> <p>abandoned</p>	
<p>Challenge/s 1, 2, 3 & 4,</p> <p>Research Evidence:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://www.unity-curriculum.co.uk/more-information/</p> <p>https://s3.amazonaws.com/thinkific/file_uploads/133755/attachments/f2d/32a/742/GTT_Model_Handout_A4.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<ul style="list-style-type: none"> ● Strategic plan and resources for ongoing CPD for teachers and support staff based on monitoring and peer-reviewed research evidence. Funding to enable part-time teachers to attend training so that all children receive the highest quality teaching. ● Curriculum elements of CUSP and KAPOW have vocabulary, oracy, reading fluency and spaced retrieval as core elements ● Commitment to engagement in external collaboration, local networks and National Professional Qualifications ● Proactive teaching and modelling of metacognitive skills through the and CEEAAC (Appendix 2) structure and self scaffolding resources and strategies ● Maintain high quality and consistency of approach in phonics teaching across the school; including resourcing for phonetically decodable texts and training of new staff to deliver HQTTL and keep up interventions 	
Projected spending	£14, 000	

Tier 2: Targeted academic support for current academic year

Measure and Challenge/s addressed	Activity	Impact
<p>Challenge/s: 1, 2 & 5</p> <p>Research evidence:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<ul style="list-style-type: none"> ● Tailored language interventions (including for EAL pupils); including NELI when appropriate ● Trained ELSA to plan and deliver ELSA interventions or plan social skills groups or 1-1 approaches in KS1 ● Trained TAs to run targeted SALT session and liaise with therapists, SENDCo, parents and class staff ● Whole staff involvement in CPD program to develop expertise in inclusive practice for neurodiverse learners ● Nurture /Social Skills interventions for target children inc Time to Talk and Lego group ● Sensory Circuits and use of dedicated 'Sensory Room' to support target children's needs ● Early language, sensory survey and SEMH screening 	

<p>Challenge/s: 1, 2 & 4</p> <p>Research evidence: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<ul style="list-style-type: none"> • 'Keep up' teacher conferencing and small group tuition • At least 1 additional 1-1 reading session per week for children in receipt of Pupil Premium funding • Use of evidence-informed academic catch up interventions : Precision teaching and phonics skills, A-Z of literacy and Funkey Maths fluency • Staff training to deliver a suite of targeted 1-1 phonics interventions 	
<p>Projected spending</p>	<p>£1415</p>	

Tier 3: Wider strategies for current academic year

Measure	Activity	Impact
<p>Challenge/s: 2, 3 and 5</p> <p>Research evidence https://educationendowmentfoundation.org.uk/news/eef-blog-managing-behaviour-the-challenge-of-consistency</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<ul style="list-style-type: none"> • Senior Leader and named lead for Behaviour & Welfare to support the implementation of our Behaviour Curriculum including ensuring emotional regulation strategies and language are part of our everyday rhetoric • Evaluation and strategic planning of our Personal Development curriculum, including our enrichment offer, to ensure it is relevant to our current cohort, particularly disadvantage pupils • Improved monitoring of participation in enrichment activities • Parental partnership encouraged through regular invitations into school to see our curriculum in action and the sharing of curriculum information through weekly newsletter and accessible information on our website. • We have a named Middle Leader responsible for behaviour and welfare to increase capacity of the Inclusion Team • Pupil information book requests National insurance numbers to enable schools to support families in accessing PPG. A parent FAQ sheet is shared regularly • Regular training for TAs in reading and phonics and social-emotional learning interventions • On request and through a needs-based assessment, subsidy for Shine sports clubs, forest school contribution, trips and visits ensures that costs are kept to a minimum • Raised priority for children with Pupil Premium funding for enrichment activities e.g. sports tournaments and in school groups e.g. School Council Class teachers to track this over school career • Provision of resources to maintain high-quality, culturally relevant texts in class book corners and our library to represent the diversity of children in our cohort 	

Projected spending	£1250	

Monitoring and Implementation

How we measure the Impact of Pupil Premium

At Henleaze Infant School, our cycle of data collection and tracking attainment is used to inform teachers and leaders about pupil progress. Pupil progress review meetings with the Headteacher and Key Stage Lead take place twice a year with meetings in alternate terms led by Key Stage Leads. At each Pupil Progress Review meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

We review the aims and implementation of our Pupil Premium strategy with senior leaders and governors as part of our monitoring cycle at least twice a year. Staff will be involved in the review process through their input during Pupil Progress meetings and through planned staff meeting time.

Area	Challenge	Mitigating action
Teaching	Sustaining changes implemented through CDP Enabling part-time staff to attend training Engaging TAs in regular CPD alongside teachers	-Ensure time is planned to revisit and review progress in key areas following EEF mechanisms of PD guidance Use of INSET days, twilights and follow up staff meetings mapped throughout the year (at least once per long term) Budget allocation to pay staff overtime Twilights to enable TA engagement
Targeted support	Ensuring there is enough support staff capacity to run the required groups. Ensuring staff skill levels are maintained	Key interventions to be class-based and time limited to enable delivery by class teachers with minimal TA time Timetables to be set by SEND team and AHT Training and monitoring of intervention delivery to be led by subject leads Intervention delivery is monitored and impact is measured
Wider strategies	Uptake from families Cost of Play therapy is high so limited capacity	Admin and Inclusion team making personal contact Inclusion Team to evaluate highest need,. Play Therapy sessions to be time limited or HNB funding applied for if required beyond original plan

Part B: Review of aims and outcomes

We recognise that the barriers to progress some vulnerable learners have will take time to mitigate and that currently, data shows there is an attainment gap between our Pupil Premium cohort and their peers for reading, writing and maths. In addition to the relatively short period children are in our school, our analysis of the reasons for the attainment gap points towards the fact that many of our disadvantaged pupils have other contributing factors that may have impacted on their attainment. The most common of these factors include; being identified as a pupil who requires SEND Support, English as second language, or a history of low school attendance (>90%).

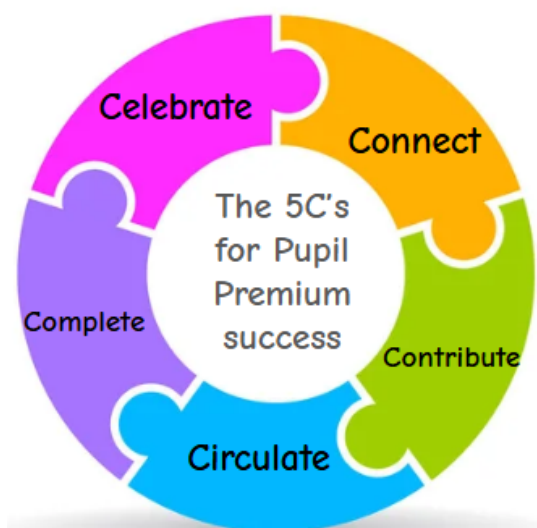
Reading is the primary academic focus for this group. Although at the end of 2024-25 there was a 43% gap between the Pupil Premium cohort and peers in overall assessment, reading tracking for pupils accessing the KS1 curriculum shows good progress. The assumption is that the additional reading and phonics interventions in school are not enough to mitigate other factors associated with disadvantage.

Our internal monitoring shows that pupils make good progress from their starting points, in particular in reading and phonics. The children without SEND made 0.5 points additional progress compared to peers. Children with SEND in the PP cohort made 0.4 points less than peers with SEND

44% of children reached ARE. 50% non-SEND pupils met ARE in reading compared to 40% of pupils with SEND. At the end of Year 2 67% of children the disadvantaged cohort had passed the PCS. 100% children without SEND (40 % of pupils with SEND NB 2 of 3 were disapplied)

Pupil and parent voice pupils are happy and feel safe in school. Recent lesson observations found good teaching across the school, with evidence of a range of strategies to support all learners to make good progress. Average attendance was 93%

Appendix 1:



Appendix 2



Connect



Explain



Example



Attempt



Apply



Challenge

