



# Pupil premium strategy statement – Feltham Hill Infant and Nursery School – 2023-2026

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 (September 2025)
Number of pupils in school	356 (R-Y2)
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026 (Year 3 of 3)
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body, Finance Committee
Pupil premium lead	Claire Whitney, Acting Deputy Headteacher
Governor lead	Sugitha Sathananthan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£129,942.20</b>
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£129,942.20</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All Pupil Premium pupils at Feltham Hill Infant and Nursery school should experience a nurturing and enriching time at school, taking part in activities such as cooking, forest school, sports clubs and workshops. We want our pupils to enjoy school, feel positive about attending and maintain good attendance.

We want our Pupil Premium pupils to leave Feltham Hill Infant and Nursery School feeling valued, confident and aware of their strengths. They should have the skills to build friendships, speak confidently in front of others, and understand what it means to be a kind and responsible person. We strive for our pupil premium pupils to have a love of listening to books and stories, the skills to decode simple books, write simple sentences, and solve basic mathematical problems.

Our ultimate objective is for disadvantaged pupils to be well prepared for lifelong learning, to develop high aspirations, and to achieve social mobility. Many of our Pupil Premium pupils start school with low starting points and it is essential that they make good or accelerated progress to reduce the gap in attainment between them and their peers.

In 2025, 74% of Pupil Premium pupils (without SEND) in Reception achieved the Good Level of Development, which was above the national average of 68%.

In Year 1, 81% of Pupil Premium pupils (without SEND) passed the phonics screening check, which was above national average of 80% (2024-25).

We acknowledge that many Pupil Premium pupils face a range of challenges and barriers to learning, including SEND. These children may be on a longer journey to academic success. The majority of pupil premium pupils make good or accelerated progress in reading, writing and mathematics, they may not all catch up with their peers in attainment before they leave us in year 2.

The core principle of our strategy is high-quality teaching. Teachers have a strong understanding of pupils' starting points and provide targeted support to enable progress. Our broad and engaging curriculum, along with an enriching learning environment, supports the development of English and mathematics skills, alongside physical, social and communication skills, with opportunities for small-group teaching and higher adult-to-child ratios. Teaching assistants support learning through small-group and one-to-one interventions.

An additional teaching assistant works across the school for two days each week to release class teachers, enabling focused teaching for Pupil Premium pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to year 2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater <b>difficulties within reading and writing</b> , than their non-disadvantaged peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater <b>difficulties with mathematics</b> , than their non-disadvantaged peers.
4	For 2024-2025, our attendance data for whole school attendance was 92.9% which is just above national expectations (92.8%). However <b>attendance of our pupil premium pupils was 91.3% which is lower than national 92.2%</b> . Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>High quality interactions with staff and pre teaching of subject specific vocabulary will be regular practice.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evidenced in engagement in lessons, work searches and ongoing formative assessment.</p> <p>Pupils on the NELI program will have specific progress monitored and assessed regularly.</p>
Improved English attainment among disadvantaged pupils.	<p>Pupils will meet the expected standard in Year 1 phonics screening.</p> <p>Teachers will plan, deliver and assess phonics lessons using the Little Wandle synthetic phonics scheme effectively.</p> <p>Internal assessments will show good or accelerated progress in Reading and Writing. The gap in attainment will begin to reduce.</p>

Improved maths attainment for disadvantaged pupils at the end of KS1.	Teachers will plan and assess lessons using the White Rose maths scheme effectively. Internal assessments will show good or accelerated progress in Mathematics. The gap in attainment will begin to reduce.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by overall school attendance being in-line with national expectations and the percentage of disadvantaged pupils who are persistently absent being below 5%.

## 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: **£27,688.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <ul style="list-style-type: none"> <li>-Attend regular CPD</li> <li>-Adapted lessons</li> <li>-Effective feedback</li> <li>-Formative assessment</li> <li>-Ensuring teachers regularly work directly with PPG children in class.</li> </ul>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'. (Education Endowment Foundation)</p> <p style="text-align: center;"><a href="#">1. High-quality teaching   EEF</a></p>	1-3
<p>Class teachers to work one to one or in small groups with pupil premium pupils who need to catch up.</p> <p>Additional staff member X 2 days per week to release CT.</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:</p> <p style="text-align: center;"><a href="#">One to one tuition   EEF</a> and in small groups: <a href="#">Small group tuition   EEF</a></p>	1-3

Phonics- Little Wandle Revised Letters and Sounds scheme.	<p>‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read’. (EEF Toolkit)</p> <p><a href="#">Phonics   EEF</a></p>	1-2
Maths Mastery White Rose Scheme	<p>‘The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year...</p> <p>More recent mastery approaches do not always have all these characteristics of mastery learning.’ (EEF toolkit).</p> <p><a href="#">Mastery learning   EEF</a></p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a></p>	3
Feedback	<p>‘Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers.</p> <p>It is particularly important to provide feedback when work is correct, rather than just using it to identify errors’. (EEF Toolkit).</p> <p><a href="#">Feedback   EEF</a></p>	1-3

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

Budgeted cost: £ 57,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants to provide targeted support in Reading, Writing and Mathematics.</p> <p><b>£57,600</b> 20% of overall costs for KS1 support staff (excluding SEN).</p>	<p>'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average....</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress'. (EEF toolkit)</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	1-3
<p>Developing Early Language skills</p> <p>Introducing Nuffield Early Language Intervention programme (NELI) for some pupil premium pupils in Reception and Nursery</p>	<p>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</p> <p>Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language...</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'</p> <p>(EEF toolkit).</p> <p><a href="#">Oral language interventions   EEF</a></p>	1

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

Budgeted cost: **£44,654.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the updated 2024 DfE's guidance on <a href="#">Working together to improve school attendance - GOV.UK</a></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

School Lunches £36,837.20  (£497.80 x 74 pupils)	School lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn. (Food Research & Action Centre)	1-4
Free after school club for PPG children £1,500	‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention’. (EEF toolkit) <a href="#">Physical activity   EEF</a> <a href="#">Arts participation   EEF</a>	1&4
Free wrap-around care for some vulnerable PPG children £5317	‘There is some evidence that providing a free universal, before school breakfast provision can benefit pupils by preparing them for learning or for supporting behaviour and school attendance’. (EEF toolkit) <a href="#">Parental engagement   EEF</a>	1-4
Free school trips for some PPG children £1000	‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention’. (EEF toolkit) <a href="#">Arts participation   EEF</a>	1-4
Physical Activity  Daily run, busy learning, movement breaks, PE lessons, forest schools	‘There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.’ (EEF Toolkit) <a href="#">Physical activity   EEF</a>	1-4

**Total budgeted cost: £129,942.20**

## Part B: Review of the previous academic year 2024-25

### Outcomes for disadvantaged pupils Summer 2025

#### PP Progress and Attainment

KS1

June 2025

#### Progress (EXP+)

	Reading	Writing	Maths
Year 1	93%	93%	93%
Year 2	94%	94%	87%

Most pupil premium pupils have made good or outstanding progress since their starting points.

#### Attainment (EXP+)

	Reading		Writing		Maths	
Year 1	All 74%	PP 59%	All 72%	PP 56%	All 79%	PP 63%
Year 2	All 81%	PP 68%	All 72%	PP 55%	All 76%	PP 65%

Pupil premium pupils are working below their peers in Reading, Writing and Maths

**EYFS PP Attainment**

**June 2025**

**Attainment (EXP+)**

	Writing		Reading		Number		GLD	
Reception	All	PP	All	PP	All	PP	All	PP
	69%	55.5%	70%	58.5%	73%	64.5%	67%	56%

Pupil premium pupils are performing below their peers but the gap is closing in each area compared to last year.  
(W+5%, R+8%, N+14%, GLD+15%)

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

At Feltham Hill Infant and Nursery School, Pupil Premium funding supports a strong emphasis on high-quality continuous provision from Nursery through to Key Stage 1, both indoors and outdoors. Carefully planned environments provide disadvantaged pupils with additional opportunities to practise and embed key skills, make independent choices, and develop language, communication and social skills. Our outdoor continuous provision further enhances learning by offering regular opportunities for physical development, movement and active learning, which are particularly beneficial for engagement and wellbeing.

Additional Teaching Assistants are employed to enable pupils to work in smaller groups and receive targeted adult support. This allows staff to respond promptly to individual needs, deepen learning through high-quality interactions, and ensure disadvantaged pupils are well supported to make progress across all areas of the curriculum.

Disadvantaged pupils are also prioritised for enrichment opportunities that support wellbeing, engagement and readiness to learn. This includes access to a term of Forest School during the school day, where pupils develop confidence, resilience and positive relationships through collaborative outdoor experiences. Collaboration and working together are central to our school ethos, and pupils are encouraged to feel empowered, valued and confident in their learning.

To support attendance, punctuality and family circumstances, the school regularly offers funded places at Breakfast Club for Pupil Premium pupils. This ensures children begin the school day settled, well nourished and ready to learn, while also supporting families with practical aspects of daily routines.