

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 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	Onslow Infant School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	6.5% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (3 years)
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Katherine Donlon (Head Teacher)
Pupil premium lead	Katherine Donlon (Head Teacher)
Governor lead	Jane Shipp (Inclusion Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18180 + £700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18180 + £700

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils

Our aim is that all our children develop resilience and the desire to learn, regardless of the challenges they face, so that they can forge positive relationships, make good progress and attain well across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils to achieve that goal.

Aims of our Pupil premium strategy plan

We aim to put measures in place to address the challenges faced by vulnerable pupils. High quality teaching, particularly in English and Maths, is the most effective way we can support our children to make good progress. We will also use targeted teaching, using effective interventions, to close gaps in learning. Disadvantaged pupils will be financially supported in order that they can participate in activities that will enhance their cultural capital and engagement in learning, such as school trips and extra-curricular activities.

We aim to support families and work in partnership with outside agencies to enable them to provide the nurture and routines our pupils need to make the most of the learning and experience provided at school.

Key principles of our strategy plan

A whole school approach so that all staff take responsibility for monitoring the emotional wellbeing, progress and attainment of all pupils

Careful diagnostic assessment, whether regarding levels of family resilience or learning so we can be responsive to needs and changing situations

High expectations for all learners

Challenges

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

Challenge number	Detail of challenge
1	Poor social interaction skills preventing some children from interacting positively in the school environment and impacting on focus for learning activities
2	Poor phonological skills preventing some children from using phonics to support reading and writing development
3	Poor vocabulary impacting on reading comprehension and reducing access to learning when unfamiliar vocabulary is used
4	Poor expressive language skills at sentence level which impacts on clarity of message and results in inaccuracies in written work following oral rehearsal
5	Unsettled home life impacting on home-school transition resulting in barrier to learning until child returns to calm
6	Lack of regular reading opportunities at home creating inequality in comparison to peers who read daily with parents/carers
7	Gaps in learning due to irregular attendance and impacting on progress as previous learning isn't embedded
8	Lack of opportunity to engage in extra-curricular activities such as clubs and educational visits due to family finances

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
Pupils identified with poor social interaction skills to show increase in ability to get on with other children. Measured using the Strengths and Difficulties Questionnaire or the EYFS Personal Social and Emotional Development aspects as appropriate.	Data from questionnaires for identified pupils to show improvement in social skills. For pupils in EYFS, data from the PSED area of learning to demonstrate meeting the early learning goals.
Pupils identified as having poor phonological skills to develop letter-sound correspondence, blending and segmenting skills in order to utilise phonics to develop their reading and writing. Measured using half-termly phonics tracking and phonics screening test. We also measure using Speech Link assessments.	Identified pupils to meet the age-related phonics expectations in each year group and pass the phonics screening test in Year 1.

<p>Pupils identified as having poor vocabulary to show increase. Measured using Language Link (receptive) and Renfrew Word Finding Vocabulary Test (expressive).</p>	<p>Identified pupils to have standardised score within the average range for receptive and expressive vocabulary.</p>
<p>Pupils identified as incorrectly structuring sentences to utilise methods to support construction of accurate sentences. Measured using Elklan Speech and Language Development Checklist.</p>	<p>Identified pupils to have standardised score within the average range for information given and grammatical structures.</p>
<p>Pupils with identified as having unsettled home lives to access provision that enables them to return to calm and access learning opportunities. Measured using the Strengths and Difficulties Questionnaire or the EYFS Personal Social and Emotional Development aspects as appropriate.</p>	<p>Data from questionnaires for identified pupils to show improvement in emotional development. For pupils in EYFS, data from the PSED area of learning to demonstrate meeting the early learning goals.</p>
<p>Pupils identified as experiencing a lack of reading opportunities to access an increased level of reading opportunities and make a greater rate of progress. Measured by reading records, reading observations and reading attainment within Tapestry.</p>	<p>Reading records and observations for identified pupils to demonstrate a good level of reading provision. Reading attainment to meet the age-related expectations.</p>
<p>Pupils identified as having gaps in learning due to irregular attendance to have an increased level of attendance and access provision to fill the gaps. Measured by attendance reports and evaluations on Intervention Record Sheets.</p>	<p>Identified pupils to have a higher level of attendance and reach age related expectations in reading, writing and maths.</p>
<p>Pupils have opportunities to attend extra-curricular clubs and educational visits to ensure access to a wide curriculum and development of cultural capital.</p>	<p>Identified pupils attend an extra-curricular club linked to an area of interest and attend all educational visits.</p>

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: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training on teaching phonics as appropriate plus alignment of reading scheme with phonics progression (£1000 costs for subject leader training then cascaded to staff team, £850 staff release time)</i>	Evidence tells us that phonics has a positive impact and is an important component of early reading skills, particularly for children from disadvantaged backgrounds: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 6
<i>Training for all staff on effective targeted support direct teaching through focus groups (£800 costs for subject leader training then cascaded to staff team, £1050 staff release time)</i>	Evidence suggests that small group tuition is effective when targeted at pupils' specific needs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £7100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of individual and group interventions according to pupil needs (£5,800 staff costs)</i>	Evidence suggests that targeted deployment of Teaching Assistants who are trained to deliver an intervention has a high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	7
<i>Subscription to Speech Link and Language Link</i>	Evidence suggests that oral language interventions have a high impact on pupil outcomes:	3 and 4

<i>with training for staff on how to complete assessments and understand the data produced (£180 + £375 annual subscription cost, £500 staff time)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
<i>Recruitment, training and deployment on Reading Rocket volunteers to give increased opportunities for high-quality 'book talk' (by deputy headteacher)</i>	Evidence suggests that reading comprehension activities are high impact on average: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3, 4, 6
<i>Continued subscription to Nessy Reading and Spelling to be used at home and school by identified pupils (£245 annual subscription cost)</i>	Evidence suggests that compared to other forms of homework, activities involving digital technology typically have a greater impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2 and 6

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support from Home School Link Worker for identified pupils and families (£6,500 staff costs)</i>	Evidence suggests that social and emotional learning has a positive impact on academic outcomes and that being able to effectively manage emotions is beneficial to children: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 and 5
<i>Funding for participation in extra-curricular clubs and</i>	Evidence suggests that Arts participation can have a positive impact on academic outcomes in other areas of the curriculum:	1 and 8

<i>educational visits (£3,500 costs for clubs and visits for identified individuals)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £19800

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.

In 2024-25, teacher assessments were completed in order to identify gaps in learning and these are outlined below.

In Year two, there were seven Pupil Premium children. Five achieved age-related expectations in maths and English at the end of Key Stage One, two did not achieve age-related expectations but one was very close to achieving age-related expectations in maths.

In Year one, there were three Pupil Premium children. One child achieved age related expectation. The other two children did not achieve age-related expectations in reading (one of these children had significant emotional need.)

In Reception, there were two Pupil premium children. One child met GLD and the other made significant progress towards meeting GLD there were areas that still need to be targeted for them to be secure in the foundations of their learning.

Many of the challenges identified in the previous Pupil Premium Strategy remain relevant to the current cohort and so similar objectives are in place for this plan.

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

Programme	Provider
Speech Link and Language Link	Speech Link Multimedia Ltd
Nessy Reading and Spelling	Nessy Learning
Widgit Online	Widgit Software

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received funding for two service pp children, funding was utilised for specific, targeted intervention.
What was the impact of that spending on service pupil premium eligible pupils?	