

Pupil premium strategy statement for Eling Infant School and Nursery 2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| School name | Eling Infant School and Nursery |
| Number of pupils in school | 112 |
| Proportion (%) of pupil premium eligible pupils | 20.5% 25.7% is national average for 2024-2025 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026, December 2026, July 2027, December 2027, July 2028 and December 2028 |
| Statement authorised by | Trina Sillence Headteacher |
| Pupil premium lead | Trina Sillence Headteacher |
| Governor lead | Ellen Humphries lead for disadvantaged pupils |

Funding overview 2025-2026

| Detail | Amount |
|----------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year | £39,740 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | £39,740 |

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Part A: Pupil premium strategy plan

Statement of intent

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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

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 teachers and children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception |

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| | 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 phonics than their peers. This impacts their development as readers. |
| 3 | Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 4 | Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 5 | Our observations and discussions with teachers, children and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 6 | Our attendance data over the last years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils. |

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. | 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, book scrutiny and ongoing formative assessment. To meet the milestones on the Oracy progression document. |
| Improved reading attainment among disadvantaged pupils. | KS1 reading outcomes in 2027/28 show that more than 78% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS1. | KS1 maths outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard. |
| Improved writing attainment for | KS1 writing outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard. |

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| disadvantaged pupils at the end of KS1. | |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from behaviour in school, children and parent surveys and teacher observations, ABCC online charts • Intervention data to include Nurture and ELSA using the Boxall Profile, Thrive assessments and My Happy Mind+ survey • Reports and feedback from YFM and Youth Options • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils with support from Childcare Choices |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being lower than the national attendance gap. |

Activity in this academic year 2025-2026

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: £15,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Peer to Peer working for across the core subjects. Teachers supporting each other through the Kit Messenger training, Mastery Maths and Oracy project | Changes to classroom practice. Observation notes and discussion will show an open approach to professional development | 1,2,3,4,5 |
| INSET training on Thrive and SEND interventions, Safeguarding and Behaviour | Whole school training for teachers which will directly impact classroom teaching. | 1,2,3,4,5 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. School Oracy project led by the English team- attended by Literacy and Reading lead. Oracy progression and planning documents used across the school. | 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1,5 |
| Continue to invest in a secure strong phonics teaching for all pupils. To continue to review and resource the program and further develop staff coaching, and invest in quality CPD. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2,5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. | Use the Solent Maths Hub program and training across the school. Developing number and reasoning. This will give quality CPD | 3 |

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| <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths managers sessions and Maths conference and Solent Maths Hub training.</p> | <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> | |
| <p>Enhancement of our writing and reading teaching and curriculum planning in line with DfE and EEF guidance and Hampshire.</p> <p>EEF Implementation guidance used for new initiatives</p> | <p>Ensure that the teaching of reading and writing is based on current research and is drawn on evidence-based approaches. Attending Hampshire training to implement and embed the good practice shared- attendance by the reading and literacy lead.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | <p>1,2,4</p> |
| <p>Additional training in social and emotional learning across the whole school via INSET days and external training- including ELSA, Nurture, Thrive, Primary Behaviour Support</p> <p>SEL approaches will be embedded into routine school life and supported by professional development and training for staff. MHST team support, Primary Behaviour support training and new screens for SEND</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>6</p> |

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

Budgeted cost: £15,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p> | <p>1,2,5</p> |

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| phonics support. Support by RWI advisor , Reading lead and SENCO | interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Additional targeted sessions for reading for disadvantaged pupils. This will be delivered by trained teaching assistants spotlight reading | Reading programs have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted reading interventions have been shown to be effective when delivered regularly over a period of up to 12 weeks. | 1,2,5 |
| Teaching assistants across Key Stage 1 to support the teaching of core subjects | Tuition and teaching targeted at specific groups within the classes. This is to further embed learning and to fill the knowledge gaps. Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2,3,4,5, |

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

Budgeted cost: £9,040

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance 2024 advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support staff to improve attendance. New whole school tiered approach to attendance. Course led by Hampshire Inspectors.</p> <p>Governor appointed as Attendance lead. Improved reporting to Governors around attendance data</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Similar Schools Comparison report indicates areas to improve</p> | 7 |
| Focus on wellbeing by children's participation in extracurricular | Research suggests that participation in extracurricular | |

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| <p>activities and Penguin club. Also, enrichment sport activities which are accessed by all children throughout their time in school.</p> | <p>activities has been found to associate with increased well-being.</p> <p>https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647402/full</p> | |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £39,740

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.

July 2025 update- Final update of the three year plan 2022-2025

Ofsted 2025- Quality of Education – Outstanding

Ofsted 2025 – Personal development - Outstanding

Improved oral language skills and vocabulary among disadvantaged pupils

Ofsted 2025– The quality of pupils spoken and written communication is very strong across the school. Pupils develop confidence and communication skills through the many ways they are supported to get involved in class discussions.

Reading and English lead have attended all English core provision and over the year they have been finding out about the Oracy project from Hampshire. This information has been shared with all teachers at staff meeting. An Oracy progression document is currently being used across the school and the skills needed are developed throughout the year groups. Additional opportunities for Philosophy for Children and combining this with Oracy has meant more opportunities for talk and discussions. This will continue to be a focus for the new plan although I am pleased that the impact on language skills from COVID has reduced.

Improved reading among disadvantaged pupils

Ofsted 2025-Reading is at the heart of the school's curriculum. Very high expectations of all pupils help them become fluent readers who enjoy reading a diverse range of texts. Highly effective daily support helps those pupils at risk of falling behind to keep up with the reading curriculum.

Since the start of this plan we have developed the role of the reading lead and this has been established well. The reading data for the school and the phonics data has improved year on year with end of key stage data being above national at 80% this is 5% uplift on 2023-2024 and 7.3% above national 2023. Phonics being 86% this is an 1.2% rise from 2023-2024. Three children were disapplied due to not having accessed the full program so only two children did not pass, but their scores were higher than children who had not passed in previous years. If we consider only the

children who accessed the full phonics program then the pass rate would be 94%. Phonics retakes for Year 2 is 100%.

Over the course of this plan data for reading has improved immensely for all groups of children particularly those children in receipt of PP funding. Being disadvantaged no longer appears to be a barrier to being able to read, due to the provision provided by the school.

Improved maths attainment for disadvantaged pupils at end of KS1

Maths end of year data for 2024-2025 is 83% this is 12% above 2023-2024. This is a fantastic set of results. With six out of nine PP children getting it the three who didn't have the double barrier of SEN. The maths lead supports planning across Year R and Year 1 and 2 and this ensures consistency and progression in planning. There has been a focus on maths in the environment in the Early Years and this was noted by Ofsted. 66% of the children eligible for PP achieved ARE in Maths but all achieved at least expected progress. The three who did not are also on the SEN register.

Improved writing attainment for disadvantaged pupils at end of KS1

Ofsted 2025- the quality of pupils written communication is very strong across the school

In both the Ofsted feedback and LLP feedback the progress in writing across the school was noted as very good. The work between the reading and writing lead has meant that conjoined planning and thinking has strengthened the reading and writing data. We have had a 6% uplift in writing data from 2023-2024 to 74%. This is 14% above the last national data in 2023. There is a strong literacy progression and action plan which incorporates the writing and reading progression. The literacy lead has been planning literacy (writing) across the school and this has led to excellent consistency, coverage and progress.

To achieve and sustain improved wellbeing for all pupils in our school particularly disadvantaged pupils

Ofsted 2025- The personal development is exceptional and permeates other areas of the curriculum. Pupils develop strong social and emotional skills. Pupils have high levels of motivation.

The last three years SIP has had a well being focus. We have worked closely with the MHST to support children in school and parents. The school introduced My Happy Mind in 2024 and this has had a positive impact on the children's understanding of emotions and feelings and recognising what is appropriate to feel and when. This area of the SIP is closely monitored by governors. Two members of staff have started their Thrive training which will support this going forward. Attendance has greatly improved and this has particularly been the case for PP children and this has had a positive

impact on self esteem and learning and feeling that they are achieving inline with their peers

To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.

Ofsted 2025- The school works positively with families to ensure pupils come to school regularly. As a result, pupils including those who are disadvantaged, now attend well.

Attendance is now inline with national with persistent absenteeism being below national. FSM children's attendance is 0.8% above national FSM and the gap between FSM and no FSM is 3%. However, FSM data alone is only 1.6% below national for all children. The gap has decreased over the years. A number of children who were in receipt of PP last year were in danger of not achieving ARE and having to have catch up intervention, however due to the increase in their attendance they are now achieving well and meet ARE. We now have an attendance governor who is supporting the HT with the attendance journey this will continue in 2025-2026.

Update July 2026

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Staff have had training via external and internal providers around The Empowerment Approach and Thrive. INSET day in November and May. My Happy Mind plus was purchased alongside MHM which covers the new PSHRE curriculum focusing on wellbeing and mental health.

Staff trained in ELSA. Two different Nurture/ Thrive session running this year to include YR and KS1. Forest schools has run for two week long blocks to support those children who need it.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance overall has been difficult this year particularly with a prolonged period of absence in November. Overall, we had managed to get attendance up to national until mid-June then the heat wave came and it dropped slightly. The children most affected by the lack of attendance was SEND and PP children so this is an area that needs greater attention in the next six months.

Improved writing attainment for disadvantaged pupils at the end of KS1

2025-2026 data update:

The end of year data is fantastic. We are 1% above last years at 75%. Which is a 7% uplift on 2024 data. This years GDS is 16% which is a 7% uplift on 2024-2025.

Improved maths attainment for disadvantaged pupils at the end of KS1.

2025-2026 data update:

This years data is again good. In 2024 -2025 this data was 83% a 12% uplift on 2024. 2025-2026 data is 84%. Last years Greater depth was 14% and this years is 15.6%. Overall a good set of data.

Improved reading attainment among disadvantaged pupils.

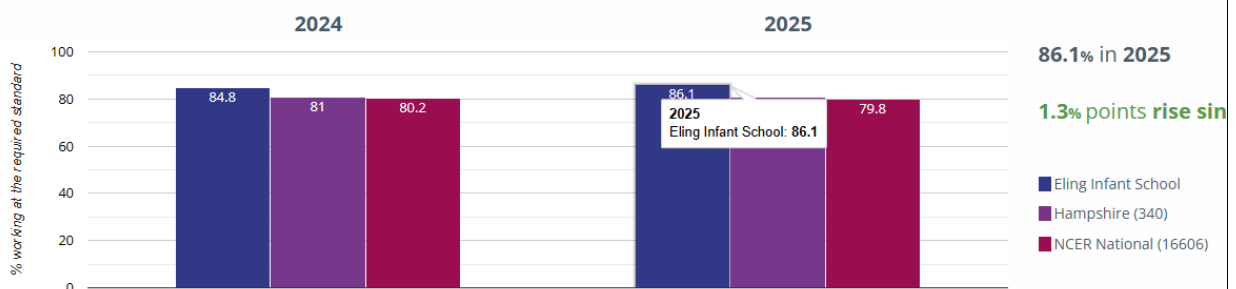
2025-2026 data update:

The end of year data is fantastic. We are 0.25% above last years at 81.25%. Which is a 5% uplift on 2024 data. This years GDS is 34.3% which is a 5% uplift on last year which was 29%.

There are 31 children in Year 1.

2025-2026 school data was 90% and national for 2025 was 79.8%. Each child this year due to low numbers is worth 3.22%. The school has improved every year from 2022. The difference between 2022 and 2026 is 22.6%. This has been since the reintroduction of the RWI program and the dedicated role of the Reading lead and lots of consistency and regular feedback and assessment.

Year 1: Working At



Improved oral language skills and vocabulary among disadvantaged pupils.

2025-2026 data update:

We have attended the Hampshire Maths and English core provision and we have acted upon advice with regards to oracy and been conscious of including it within lessons and on plans. This has been extended to foundation subjects as well. The school has introduced an Oracy progression plan that has been shared across the school. This

area will be developed further in 2026-2027 as a SIP focus linking to the new curriculum.