



Pupil Premium Strategy Statement

2025 -2026

Agreed by:

Headteacher: Mr Andrew Moorcroft

Pupil Premium lead: Mrs Claire Blood

Governor lead for Pupil Premium: Mrs Anna Barnes

Date agreed: November 2025

Date to be reviewed: November 2026

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year) 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	Boughton Leigh Infant School
Number of pupils in school	208 + 49 Nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Andrew Moorcroft
Pupil premium lead	Claire Blood
Governor	Anna Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,960
Pupil premium plus	£2400
Total budget for this academic year	£91,360

Part A: Pupil premium strategy plan

Statement of intent

At Boughton Leigh Infant School, we are committed to ensuring that every child, regardless of their background or circumstances, achieves their full potential. Our Pupil Premium strategy is rooted in the belief that high-quality teaching, inclusive practice, and targeted support can significantly reduce barriers to learning and close attainment gaps for disadvantaged pupils.

We recognise that children eligible for Pupil Premium funding may face a range of challenges, including limited access to resources, lower starting points in language and communication, and social or emotional needs. Our intent is to use this funding thoughtfully and effectively to provide equitable opportunities, enabling all pupils to thrive academically, socially, and emotionally.

Our strategy is built upon three key principles:

1. **High-Quality Teaching First**

We prioritise excellent teaching for all pupils, as this has the greatest impact on outcomes. Staff are supported through continuous professional development to deliver inclusive, evidence-informed teaching that meets the needs of disadvantaged learners. Early language development, phonics, and reading are central to our curriculum, ensuring strong foundations in the early years and Key Stage 1.

2. **Targeted Academic Support**

We identify pupils' needs early and provide timely, structured interventions to support progress. This includes small-group and one-to-one support in phonics, reading, writing, and mathematics. Interventions are regularly monitored and adapted to ensure effectiveness and impact.

3. **Wider Strategies and Wellbeing**

We understand that barriers to learning are not solely academic. Our approach includes supporting pupils' attendance, behaviour, and emotional wellbeing. We provide pastoral support, enrichment opportunities, and access to resources such as books, school trips, and extracurricular activities, ensuring all children can fully participate in school life.

Challenge number	Detail of challenge
1	<p>Limited Language and Communication Skills on Entry Many pupils enter the Early Years with lower-than-expected levels of vocabulary and speech and language development, which impacts early reading, writing, and overall curriculum access.</p>
2	<p>Attainment gap across phonics, reading, writing and mathematics Disadvantaged pupils are more likely to begin school with gaps in phonological awareness, early reading skills, and basic mathematical understanding.</p>
3	<p>Attendance and Punctuality Concerns A small but significant proportion of disadvantaged pupils have lower attendance rates, which affects continuity of learning and progress.</p>
4	<p>Social, Emotional, Mental Health, Behaviour and Motivation for Learning Some disadvantaged pupils experience social, emotional and mental health (SEMH) needs that can affect their confidence, resilience, self-regulation and motivation to learn. These challenges may lead to lower levels of engagement, task avoidance, reduced independence, difficulties in managing emotions and relationships, and occasional low-level disruption. As a result, some pupils may find it harder to fully access learning opportunities and make sustained progress from their starting points.</p>
5	<p>Family Engagement Some disadvantaged pupils experience lower levels of parental engagement with school due to a range of social, economic or personal circumstances. This can affect communication between home and school, attendance, support for learning at home, and engagement with wider school opportunities. As a result, some pupils may require additional support to ensure they are fully engaged in learning and able to achieve their potential.</p>
6	<p>Access to Wider Opportunities and Cultural Capital Some disadvantaged pupils have more limited access to wider opportunities that build cultural capital, including enrichment activities, educational visits, clubs, and experiences beyond the classroom. This can impact their knowledge of the wider world, vocabulary development, aspirations and confidence in unfamiliar contexts. As a result, pupils may have fewer opportunities to draw upon a broad range of experiences that support learning across the curriculum and prepare them for future stages of education.</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
<p>Pupils eligible for Pupil Premium will develop a stronger growth mindset, show greater resilience when facing challenges, and demonstrate improved engagement with school life.</p> <p>Challenge 4, 5</p>	<ul style="list-style-type: none"> • Increased confidence and willingness to attempt challenging tasks. • Improved resilience and perseverance in learning. • Higher levels of engagement and participation in lessons. • Positive behaviour for learning and reduced low-level disruption. • Improved attendance and participation in wider school activities. • More positive pupil attitudes towards school (pupil voice). • Narrowing gap between disadvantaged pupils and their peers.
<p>Attainment for our disadvantaged children is at least in line with national averages.</p> <p>Challenges 1, 2</p>	<ul style="list-style-type: none"> • All academic outcomes demonstrate no attainment gap between Pupil Premium children and their peers nationally, including GLD, Phonics Screening Check and end of KS1 outcomes. • Pupil Premium children receive academic and / or pastoral interventions as necessary.
<p>Attendance of Pupil Premium children improves and persistent absence reduces</p> <p>Challenge 3,5</p>	<ul style="list-style-type: none"> • Attendance of Pupil Premium pupils improves and is in line with, or closer to, non-disadvantaged peers. • Persistent absence among Pupil Premium pupils is reduced. • Fewer late arrivals for Pupil Premium pupils. • Improved engagement with families supports sustained attendance gains.
<p>Pupils eligible for Pupil Premium have access to a wide range of experiences and opportunities that broaden their knowledge, raise aspirations, and enhance their cultural capital.</p> <p>Challenges 2, 5, 6</p>	<ul style="list-style-type: none"> • Increased participation of Pupil Premium pupils in trips, clubs, and enrichment activities. • Pupils can discuss a wider range of experiences and knowledge (pupil voice). • Improved confidence and engagement in learning. • Evidence of enhanced cultural awareness and vocabulary in pupils' work and discussions. • Narrowing gap in participation and

	engagement between disadvantaged pupils and their pe
<p>Pupils eligible for Pupil Premium demonstrate improved speech and language skills, enabling them to communicate effectively, access learning more fully, and participate confidently in classroom activities and social interactions.</p> <p>Challenges 1, 2</p>	<ul style="list-style-type: none"> • Improved outcomes in speech and language assessments (e.g. WellComm). • Increased use of vocabulary and full sentences in speaking. • Greater confidence in participating in class discussions and group activities. • Improved listening, attention, and understanding in lessons. • Evidence of improved communication supporting progress across the curriculum.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing high-quality staff training and CPD, including participation in the National College, with associated cover costs to enable staff release.</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies professional development as a key mechanism for improving pupil outcomes when it is sustained, evidence-informed, and focused on developing specific pedagogical approaches. The EEF’s broader guidance on effective CPD emphasises that the most impactful programmes include sustained duration, opportunities for modelling and practice, structured feedback, and follow-up over time, rather than isolated or one-off training sessions.</p> <p>Research evidence consistently shows that high-quality, sustained CPD—particularly when supported by collaboration, coaching, and protected time for implementation—has a significant positive impact on teaching quality and pupil attainment, with the greatest benefits often seen for disadvantaged learners.</p>	
<p>A robust whole school phonics and early reading approach following Read, Write Inc with fidelity to the scheme.</p>	<p>A systematic synthetic phonics approach, such as Read Write Inc., is strongly supported by research evidence and national guidance as an effective method for teaching early reading. Evidence from large-scale studies and reviews of reading instruction shows that systematic phonics teaching has a significant positive impact on word reading, spelling and early reading comprehension, particularly for pupils who are at risk of falling behind, including those from disadvantaged backgrounds.</p> <p>Research highlighted by the Education Endowment Foundation (EEF) indicates that phonics approaches consistently lead to improved reading outcomes in the early years and Key Stage 1, with particularly strong gains</p>	

	<p>when teaching is explicit, systematic and delivered with fidelity. This is especially important for pupils who may have limited exposure to books, vocabulary and language-rich environments at home.</p> <p>In addition, evidence from high-quality phonics programmes shows that fidelity of implementation is a key factor in impact. Consistent delivery, regular assessment, and targeted intervention ensure that pupils who fall behind are quickly identified and supported to keep up, reducing gaps early before they widen.</p> <p>External quality assurance from the Read Write Inc. Development Team further supports this approach by confirming that strong implementation and adherence to programme structure are linked to improved pupil progress and engagement in early reading.</p>	
<p>WELLCOMM– language and communication toolkit to be used to screen all children in EYFS</p> <p>Time to Talk to support provision</p>	<p>Early identification and support for language and communication needs is strongly supported by research, particularly in the early years, where vocabulary and oral language development are key predictors of later attainment in reading, writing and overall academic success. Screening tools such as WELLCOMM enable practitioners to quickly identify children who may be at risk of language delay and to put timely interventions in place, ensuring that gaps are addressed early before they widen.</p> <p>Interventions such as Time to Talk are also supported by evidence as effective approaches for developing early communication skills through structured, adult-led activities that focus on vocabulary development, turn-taking, listening, and conversational skills. Research indicates that interventions which explicitly teach and model language, rather than relying solely on incidental exposure, are more effective in closing language gaps, particularly for disadvantaged pupils.</p> <p>The Education Endowment Foundation (EEF) identifies early language interventions as having a moderate positive impact on</p>	

	<p>attainment, particularly when interventions are targeted, evidence-based and delivered early. Their guidance emphasises that high-quality, structured language support is most effective when it is used to identify need early and followed by consistent, explicit teaching of vocabulary and communication skills.</p> <p>Together, the use of WELLCOMM for screening and Time to Talk for targeted intervention ensures a coherent approach to early identification and support. This aligns with evidence that early, structured, and sustained language interventions are most effective in improving communication skills and reducing the long-term impact of language disadvantage.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to support high quality learning in maths, phonics and early reading.	<p>High-quality, well-sequenced curriculum resources and accredited programmes are strongly supported by evidence as a means of improving pupil attainment, particularly when they are implemented with fidelity and consistency across school. Ensuring that all pupils, including disadvantaged learners, have access to structured, high-quality teaching in core subjects such as phonics, reading and mathematics is a key factor in reducing attainment gaps.</p> <p>The use of Read Write Inc. is supported by national guidance and the Department for Education’s validation of systematic synthetic phonics schemes. The DfE’s accreditation process reflects evidence that structured, systematic phonics teaching is most effective when it is delivered consistently, builds knowledge cumulatively, and is supported by matched reading materials. Research consistently shows that such approaches improve early reading outcomes, particularly for disadvantaged pupils, by ensuring secure decoding</p>	

	<p>skills and early reading fluency.</p> <p>In mathematics, approaches such as Mathematics Mastery and Maths Champions are aligned with evidence from the Education Endowment Foundation (EEF), which highlights the importance of mastery approaches, explicit instruction, and structured progression in improving pupil understanding of mathematical concepts. Mastery approaches are particularly effective because they focus on deep conceptual understanding, allowing pupils to build secure foundations before moving on to more complex ideas.</p> <p>EEF-funded trials of mastery mathematics approaches have shown positive impacts on attainment, particularly for pupils who are lower attaining or disadvantaged. These programmes emphasise small-step progression, variation in practice, and opportunities for reasoning and problem-solving, all of which are associated with improved mathematical understanding.</p> <p>The EEF Early Years Toolkit also highlights the importance of structured, adult-led mathematical activities in developing early number sense, which is a strong predictor of later success in mathematics. Programmes such as Maths Champions support practitioners in developing high-quality interactions and purposeful mathematical talk, which research shows is critical in improving early numeracy outcomes.</p>	
<p>Use of specialist SEND advice including diagnostic assessments of individual pupils to enable targeted support to be employed most effectively</p>	<p>The use of specialist SEND advice, including diagnostic assessment of individual pupils, is strongly supported by research and national guidance as an effective way to improve outcomes for pupils with additional needs. Accurate identification of need is essential to ensure that support is appropriately targeted, reducing barriers to learning and enabling pupils to make stronger progress from their starting points.</p> <p>The SEND Code of Practice (DfE and Department of Health, 2015) reinforces the importance of the graduated approach (assess–plan–do–review), which relies on high-quality assessment and specialist input to inform planning and ensure that provision is regularly reviewed and adapted in response to pupil progress. This ensures that</p>	

	<p>support remains responsive and effective over time.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	
<p>Additional support staff to deliver high quality interventions</p>	<p>Small group tuition in core subjects particularly in phonics, early reading and mathematics.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	
<p>Using oral language interventions to develop confidence and self-esteem such as Wellcomm Big Book of Ideas and Time to Talk</p>	<p>See case study- 'Sandwell Keeps Talking,' with help from WellComm Early Years</p> <p>https://www.gl-assessment.co.uk/case-studies/sandwellkeeps-talking-with-help-from-wellcomm-early-years/</p> <p>The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.</p> <p>https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf</p>	

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted attendance work with key families and children – Attendance Officer, Pastoral Lead and Admin</p>	<p>The DfE report on improving school attendance recommends resourcing attendance appropriately, including through the use of Pupil Premium funding.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	
<p>Targeted support for children with anxiety or mental health issues</p> <p>Thrive subscription</p> <p>School-based Play Therapist to access therapy and support</p>	<p>The EEF guidance document ‘Improving social and emotional learning in schools’ states that ‘There is extensive evidence associating childhood and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning</p>	
<p>Curriculum Enrichment costs</p>	<p>Families are supported where appropriate to ensure children are able to access cultural capital experiences and personal development opportunities they might otherwise not receive that are in addition to the curriculum offer.</p> <p>John Dunford specifies how narrowed experiences lead to a narrowed vocabulary which impacts on reading comprehension as well as other areas. Our pupils also gain self-esteem and</p>	

	confidence from taking part in these activities https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £88,000

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.

EYFS GLD

64% of PP Pupils v. 65% ALL Pupils met the GLD standard

Phonics Screening Check Outcomes:

58% of Yr1 PP Pupils v. 87% of non-PP pupils met the PSC standard

Reading outcomes:

45% Yr 2 PP pupils v. 84% non-PP pupils met the KS1 outcomes

Maths outcomes:

58% yr2 PP pupils v. 84% non-PP pupils met the KS1 outcomes

Writing outcomes:

32% yr2 PP pupils v. 79% ALL met KS1 met the KS1 outcomes

Our whole school pupil attendance for 2024/2025 was 92.6% v.90.5 % PP attendance

Our Pupil Premium Strategy continues to focus on ensuring that disadvantaged pupils, identified within school as RADY (Raising the Attainment of Disadvantaged Youngsters) children, are supported to overcome the barriers that may affect their learning, attendance, wellbeing and engagement. Through strong partnerships with families, ongoing monitoring and the use of pupil passports, individual needs are identified and appropriate support is put in place.

Our review demonstrates that a holistic approach remains effective. Alongside high-quality teaching and targeted interventions, pupils have benefited from support designed to develop confidence, independence, resilience and positive attitudes towards learning. We have continued to ensure that disadvantaged pupils can access the full curriculum, participate in enrichment opportunities and engage fully in the wider life of the school.

Regular evaluation of provision shows that disadvantaged pupils are making progress from their starting points, are increasingly engaged in their learning and are well supported to attend school regularly. The strategy has helped promote inclusion and participation across all aspects of school life. We will continue to review outcomes and refine provision to ensure support remains responsive to pupils' needs and maximises their achievement and wellbeing.

Staff have remained responsive to pupils' needs and have worked closely with families where appropriate. Pupil voice and observations indicate that disadvantaged pupils continue to feel included and valued within the school community.

The school will continue to promote positive wellbeing and monitor the needs of disadvantaged pupils to ensure they are able to fully access learning and wider school opportunities.

High-quality professional development has remained a priority, with a continued focus on strengthening phonics teaching and early reading. This has helped to ensure that staff are equipped with the knowledge and skills needed to deliver effective, evidence-informed practice and support positive outcomes for all pupils, particularly those who are disadvantaged.

Externally provided programmes

Programme	Provider
Read, Write, Inc	Ruth Miskin Training, OUP
Mathematics Mastery	Ark
NELI	NFER
Wellcom Toolkit	GL Assessment
Maths Champions	National Day Nursery Association
Raising attainment of disadvantaged youth (RADY)	Challenging Education