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 (2025-26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Iver Heath Infant and Nursery School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	17.01%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cathy Walker -Chair of Governors
Pupil premium lead	Susan Perry, Headteacher
Governor / Trustee lead	Jill Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£45,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,450

Part A: Pupil premium strategy plan

Statement of intent

At Iver Heath Infant School and Nursery we aim to provide a welcoming, caring and inclusive environment, in which children are challenged and enabled to develop their potential. To achieve this, in partnership with families, we offer a creative curriculum which inspires children to become independent and thoughtful individuals. We use the Pupil Premium funding to target appropriate support for eligible children, aiming to combat deprivation, raise aspiration and achievement, and close attainment gaps between the those attracting additional funding and their peers.

In making provision for pupils using the Pupil Premium grant, we recognise that not all pupils who attract Pupil Premium funding will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered, or qualify, for additional funding. We consider the challenges faced by vulnerable children and their families, including those receiving family support or who are known to Children's Social Services. We reserve the right to allocate the Pupil Premium funding to support any pupils, or groups of pupils, through shared learning opportunities with children in receipt of funding e.g. group activities and resources.

We are committed to personal, social and academic development and aspire for our children to become lifelong learners. We use the funding to ensure our children make at least good progress from their starting points, building awareness of their social, emotional and mental health (SEMH), alongside key academic skills. We believe in strong home-school partnerships ensure we are working together with parents to secure the best outcomes for their children.

We also provide opportunities children may not always have access to, by supporting the funding of visits or extra-curricular clubs for our most disadvantaged in order to access a range of experiences and build on their cultural capital.

During the Pandemic lockdowns children and young people across the country experienced significant and unprecedented disruption to their learning and social experiences both inside and outside of school. Our cohort includes children who were born during the Covid lockdown periods and it is evident that acquisition of key developmental skills during the critical early years has been impacted. The BICYCLE research Project (Born In COVID Years –Core Lockdown Effects – City University, London), launched in July 2024, has outlined the impact of the pandemic on babies who are now entering school.

Reduced interactions with family members and loss of access to key services, such as health care professionals, has had a serious impact on speech and language development for some children. The Nuffield Early Language Intervention project identified 34% of pre-school children had speech and language needs in 2023-24– an increase of 25% from 2020.

Early Years developmental checks may have been delayed, resulting in a lack of identification and support at the earliest opportunity. Social interactions may have been limited, and opportunities to engage in a range of activities may still be limited due to the cost of living crisis, which may have a greater impact on children from disadvantaged families.

Research on the impact of lost schooling due to natural disasters in recent years indicates that language development is one of the most significantly impacted areas of lost learning as isolated children from all backgrounds as children miss both the structured and social opportunities being in school provides (Myatt, 2020)

A key focus in recent years has been a broad, balanced language rich curriculum which caters for accelerated learning of skills, which may have been lost or delayed during our children's early years. We have developed a Top Level Curriculum focusing on fundamental learning skills and behaviours, namely:

- Resilience
- Reading
- Articulation
- Emotional literacy
- Awareness of physical health, rights and safety (*safeguarding*)
- Social awareness and respect
- Independence

Aims of our Pupil Premium strategy 2024-27:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To support the social, emotional and mental health of children impacted by the Covid pandemic at a critical time in their development

The EEF advises the following:

Teaching and whole school strategies	Targeted approaches	Wider strategies
➢ Supporting great teaching ➢ Pupil assessment and feedback ➢ Transition support	➢ One to one and small group tuition ➢ Intervention programmes ➢ Extended school time 2 Schools should use this document to help them direct their additional funding in the most effective way.	➢ Supporting parent and carers ➢ Access to technology ➢ Summer support

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils, based on assessment, observation and current research.

Challenge number	Detail of challenge
1	Oracy – observations and assessments across the school have indicated language skills are below age expectation for many

	disadvantaged learners. This can be attributed in part to the lack of focussed language development resulting from school and pre-school closures, as supported by national studies.
2	Home Support - assessments, observations and discussions suggest that some parents may lack confidence when supporting with home learning. Additional focussed support in school is needed to ensure children have access to individual, targeted support with their learning
3	Specific technical difficulties, including SEND - assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties in accessing the curriculum than their peers. An increased range of specific intervention is needed to ensure disadvantaged learners can access accelerated learning opportunities in order to close gaps.
4	Attendance- 27.8% of PA students were in receipt of PP funding (2024-25) Specific targeting is required to ensure these children attend school regularly and access quality first-teaching
5	Social and Emotional needs- a high proportion of our children require specific support developing self-esteem and confidence, and emotional regulation. We have an increase in children presenting as neurodivergent and needing significant adaptations to the curriculum to support their thinking and learning processes along with behaviour for learning and emotional regulation.

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
Raising Aspirations	
Improved speaking and listening skills and vocabulary development – including both receptive and expressive language orally and in writing	Assessments and observations indicate significantly improved oral and written language use amongst all learners, evidenced through engagement in lessons, speaking and listening activities, writing activities and ongoing formative assessment
Increased self-esteem and social interaction skills with their peers	Assessments and observations indicate significantly improved oral language among pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Additional interventions support basic skill acquisition in reading writing and maths	At least good progress from end of EYFS to end of KS1 and meeting expectations in Reading, Writing and Maths

All families feel supported and equipped to actively participate in their children's learning	Parents engage more readily with school and support learning effectively at home.
Children attend school regularly, punctually and have a greater sense of belonging to the school community leading to greater engagement with their learning, particularly those with historic high absence	Sustained increasing levels of overall attendance and reduced levels of persistent absence. overall attendance rate for all pupils to be no less than 95% by 2027 and closing the attendance gap between those attracting pupil premium funding and their peers.
Broadening Experience	
Children attracting Pupil premium funding are able to experience a range of opportunities to develop skills and potential – building their cultural capital and enabling opportunities.	Increased engagement and uptake of extra-curricular clubs and activities for children in receipt of Pupil premium funding, alongside subsidised access to trips and visits.
Nurture Support, Enrichment and Inclusion	
Children's emotional needs are supported, ensuring they feel valued and develop social skills and self -worth	The most vulnerable children have noticeably increased self-esteem and are able develop social interaction skills with their peers, evidenced through ongoing observation and formative assessment

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** (2025-26) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, language rich learning environments with a focus on vocabulary development	Rich language environments can have a positive impact on developing children's language skills – particularly where there is a structure approach to developing expressive and receptive skills alongside a pedagogical approach to vocabulary and etymology. (Myatt – Getting back on Track; EEF- Oral language Interventions Closing the Vocabulary Gap- Alex Quigley))	1, 3
Robust assessment based around a progression framework to ensure	A personalised learning approach enables teaching matched to individual needs,	3

individual pupil progress is monitored and gaps in learning identified in both the Early Years Foundation Stage and National Curriculum, alongside out Top Level Curriculum.	enabling accelerated progress and tracking of individuals and groups	
Employ a range of age related strategies to support reading development, providing additional opportunities to develop comprehension and engagement	EEF research into reading comprehension focus on the learner's understanding of the written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies are high impact (+6 months on average) – alongside phonics it is a crucial component of early reading instruction. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. Careful diagnosis of learning need will guide the choice of intervention strategies.	3
To continue to provide opportunities for emotional literacy, self-regulation and well- being through a whole school approach to Zones Of Emotional Regulation	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Emotional Health and wellbeing impacts on behaviours for learning –learners who are emotionally literate and equipped with strategies to manage their emotional responses are more likely to be flexible and resilient members of society (Male-Primary Curriculum Design Handbook; SCERTS -Social Communication, Emotional Regulation and Transactional Supports)	5
To further develop opportunities for children to have access to technologies to support learning, both in school and through electronic home-school partnership	Equipping learners for 21st century success requires competency in communication, calculation and computing. Children need opportunities to access technologies as a seamless part of their learning, within a broad and balanced curriculum. (Male -Primary Curriculum Design Handbook)	2

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

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated individual or small group support from school staff and interventions (e.g Language Link)	EEF research indicates one to one tuition can be effective providing approximately +5 additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with normal teaching. Focussed individual support from school staff can enable pupils to make effective progress by providing intensive, targeted academic support, allowing the teacher to focus directly on the needs of the learner an provide teaching that is closely matched to the pupil's understanding. Small group activities offer greater levels of interaction and feedback compared to the whole class teaching which can support pupils develop understanding of new or unfamiliar concepts, overcome barriers to learning and increase progress throughout the curriculum. (EEF Closing the disadvantage gap)	3
Additional phonics sessions, targeted at children who require further support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from less advantaged backgrounds. Targeted phonics 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	3

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

Budgeted cost: **£ 30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Pastoral and Attendance Officer appointed to work alongside parents and ensure all families understand the expected attendance levels	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. NFER briefing supports the view that children must be in school to attain and addressing attendance issues is a key step	All
Subsidised breakfast club available to targeted families to ensure children have a healthy breakfast and are in school before the official start to the day	Children who have a punctual start to the day coupled with a healthy breakfast are more receptive to learning and therefore make good progress (Healthy Schools agenda)	2,4
Subsidised access to uniform purchase, school trips, extra-curricular activity to ensure all children have opportunities to experience outings and afterschool enrichment clubs	Ensure all children and their families are able to fully engage in all aspects of school life and develop children's cultural capital by overcoming social barriers arising from experienced-based disadvantage. (https://educationedowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)	5
Personalised support for families, including half termly consultations focused around supporting engagement and	Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF toolkit suggests effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF Parental Engagement Evidence review and Guidance Report (Oct 2021)	2,3,4,

home-school partnership		
Allocated staff to facilitate structured nurture groups and well-being support for targeted children	Evidence from the EEF/Nurture UK research indicates on average Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning in school and on attainment.	5
Sensory Spaces/Circuits to stimulate and support engagement and calm spaces to support regulation	Sensory areas stimulate and support learning, enabling children to engage/re-engage their senses, achieving appropriate levels of alertness, balance (vestibular) and body awareness (proprioceptive) to improve focus and attention and manage emotional regulation.	5

Total budgeted cost: £ 45,500

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy aims and outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Teaching

- Developing language (expressive and receptive) has continued to be a key feature in every classroom and year group. Throughout the rest of the school have there has been a sustained focus on developing children's vocabulary, and ensuring key words are fully understood.
- The teaching of phonics has been embedded throughout the school. The scheme of learning has been reviewed and we are introducing Espresso phonics from September 2025 to promote increased engagement from children and support for parents.
- A whole school approach to emotional regulation and wellbeing is in place and effectively supports emotional literacy and self-regulation throughout the school, in addition to our PSHE curriculum (Coram SCARF). This sits alongside our Rights Respecting Schools focus and enables children to increasingly identify and manage their emotions, develop empathy and understanding towards others.
- Investment in technologies continues at a whole school level, replacing and updating existing equipment as required.
- We have focused on creating more opportunities within our curriculum to support and develop children's cultural capital, through trips and visits and focused opportunities within the activities in class to ensure all children can access and develop their understanding of specific themed events (e.g World Week)
- The introduction of Lego Therapy supported the development of social interaction and collaborative skills for

Targeted Support

Staffing has continued to be allocated to provide specific structured academic support, particularly through nurture groups and allocation of key workers for specific children. This has included 1:1 support from teachers, and teaching assistants, in addition to supported group work in class and specific interventions focusing on accelerating progress in reading for Year 1 children. As a result, the majority of children throughout the school made good progress and achieved at least their initial end of year academic targets.

End of KS1: Year 2

Outcomes:			
Eligible Pupils: 12			
	Reading	**Writing**	**Maths**

Engagement Model (pre-key stage)	8.3% (1)	8.3 (1)	8.3% (1)
Working towards Expected Standard	50% (6)	58.3% (7)	50% (6)
Achieved Expected Standard	33.3% (4)	33.3% (4)	41.7% (5)
Achieved Greater Depth	8.3% (1)	0	0
Attainment vs Predicted Outcome (based on end of EYFS and September/arrival baseline)			
Eligible pupils: 12			
Below Prediction	41.7% (5)	50% (6)	33.3% (4)
Achieved Prediction	50% (6)	25% (3)	41.7% (5)
Exceeded Prediction	8.3% (1)	25% (3)	25% (3)

End of EYFS: Reception

Outcomes			
Eligible Pupils: 6			
Good Level of Development:0			
	Communication and Language	**Physical**	**PSED**
Working towards Expected Standard	83.3%(5)	83.3%(5)	33.3% (2)
Achieved Expected Standard	16.7%(1)	16.7%(1)	66.7% (4)
Anticipated progress			
Eligible pupils :			
Below expected progress	(0)	(0)	16.7% (1)
Achieved expected progress	100% (6)	100% (6)	83.3% (5)
Above expected progress (accelerated learning)	(0)	(0)	(0)

Wider Strategies

- Continued whole school staff CPD regarding Mental Health, facilitated through the National College.
- All staff understand that all behavior is a form of communication have a consistent and measured approach to managing challenging behaviour

- 100% attendance celebrated termly and at the end of the year. All parents were notified at the end of each term, acknowledging good levels of attendance as well as alerting those with falling attendance or persistent absenteeism.
  Whole School 92.38%
  Pupil Premium Eligible 89.23% Not Pupil Premium Eligible 92.97%
- Nurture sessions for targeted children were successful in supporting positive self-esteem and confidence. Children reported looking forward to their sessions and engaged well.
- Lego Therapy for targeted children supported collaboration and social skills development.