Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Tolworth Infant School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rachel Seivright-Nye, Headteacher
Pupil premium lead	James Brookman, PPG Lead
Governor / Trustee lead	Chair of Governors: Jamie Grant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£43,935

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 and young carers. 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, through the early identification of pupils whose education has been worst affected, including non-disadvantaged pupils, and the subsequent interventions put in place in order to ensure any gaps are filled, enabling pupils to progress, in spite of lost learning time.

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 pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and data analysis show that 77% of PPG children also have special educational needs. Observations, discussions with pupils and families and teaching experience and expertise indicate that a differentiated approach is required.
3	Assessments and observations of EYFS and Key Stage 1 pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Personal experiences can adversely impact children's readiness to learn and self-esteem. Some of our disadvantaged pupils require further support in developing their social, emotional and behavioural needs (SEL).

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. (Oracy)	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.
Improved progress and attainment made in reading and comprehension by disadvantaged pupils.	Assessment tracking and observations indicate good or better reading outcomes for disadvantaged pupils. This is evident when triangulated with other sources of evidence including observations, formative assessments and discussions with pupils, families and teachers.

Improved progress and attainment made in writing by disadvantage pupils	Assessment tracking and observations indicate good or better progress is made. When triangulated, observations, formative assessments and discussions with pupils, families and teachers will indicate a positive attitude towards learning.
To achieve and sustain improved wellbeing and learning positively for all pupils in our school, particularly our disadvantaged pupils demonstrated through good progress or better made.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils When triangulated, observations, formative assessments and discussions with pupils, families and teachers will indicate a positive attitude towards learning. Assessment tracking will show good or better progress.

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: **£28,557**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular high quality, formative and diagnostic assessment: - tracking, monitoring and reviewing every child's progress included in the appraisal cycle.	Tracking and monitoring has been found to be key, alongside quality first teaching practices, in ensuring pupils make progress and by identifying gaps and next steps. Oneeducation.co.uk/effective-school-improvement-plan/success linked to appraisal process	1,2, 3
Maintain and enhance language-rich environments that broaden pupils' vocabularies through several methods: displaying subject-specific keywords with dual coding, exposing pupils to a diverse range of text types, and leveraging teachers' subject expertise to help pupils acquire, practice, and apply new language effectively.	**Beck and McKeown's research on 'Tiered language':** (Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction) Oral-language-interventions/Toolkit strand/EEF	1,2,3
Quality First Teaching CPD focus – teaching practises which support pupil knowledge retention and progression. Consolidate Rosenshine's key principles and focus on use of effective oracy stra-gies.	At the heart of any effective pupil premium strategy is a focus on ensuring that an effect teacher is in front of every class. A key part of this is CPD for teachers and having had various focuses each year our current focus will be on practices which support effective pupil knowledge and skill retention. Edcentral.uk/research/memorisation-retention-and-learning	1,2

All teachers to further develop and share good practise of ELS phonics to continue stronger phonics teaching for all pupils.	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, 3
Teachers will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary and writing).	Drawing on EEF 'Improving Literacy skills' research - learning communities focus on: effective modelling of writing for whole class/group whilst also giving high quality examples of the features of the particular text type being studied.	1
Teachers will engage in further consolidating CPD focused on Social and Emotional Learning (SEL) approaches. These strategies will continue to be embedded in the classroom to support pupils' emotional well-being and behaviour.	Social and emotional learning can have a significant positive impact. Both whole-school approaches and targeted interventions aim to enhance pupils' decision-making abilities, interpersonal skills, and emotional self-management, rather than focusing solely on the academic or cognitive aspects of learning. Teaching-learning-toolkit/social-and-emotional-learning	1, 4

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

Budgeted cost: **£8,787**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further supporting oracy strategies such as the use of interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	2, 3

who require further phonics support. This will be delivered utilizing Essential Letters and Sound: The phonics scheme that the school has fidelity with.	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	
Pupils in the EYFS will have 5 stories a day read to them, enabling PPG pupils alongside their peers to ensure they are exposed to an array of language, going some way to fill in the gaps in their language acquisition from the earliest point.	The Department For Education's Research evidence on reading for pleasure indicates that reading for pleasure improves a pupils' writing and reading attainment.	
Pupils identified who need additional support in writing given more time and practise in a targeted group ensuring good progress.	It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress. https://www.gov.uk/government/publications/the-writing-framework	1,2,3

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

Budgeted cost: **£6,590**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Children and Families Co-ordinator, in place full time.	In the EPPE study, the most effective settings provided parents with regular information through records of achievement and meetings with key workers. They focus on what they are teaching the children and report regularly on the children's achievements. This allows parents to complement the learning done in the setting and	4, 5

	enhances consistency between home and provider	
Promotion of positive mental well-being including the social and emotional aspects of learning will be delivered through an updated PSHE curriculum.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3, 4
Ensuring disadvantaged pupils are able to access activities which will expand their cultural capital. For example, funded places at after-school clubs and signposting disadvantaged families to free holiday clubs such as the 'Fuel' scheme	Teaching-learning-toolkit/physical-activity/EEF Teaching-learning-toolkit/arts-participation/EEF	3,4
Wild School units held in our outdoor conservation area and designed to foster self-esteem, creativity, confidence, and independence.	This form of outdoor education promotes inclusivity while enhancing mental well-being, self-esteem, collaboration, confidence, and independence. Additionally, it contributes to the cultural capital of pupils. While academic evidence is still emerging, the growing adoption of outdoor learning and positive endorsements from teachers, pupils, and parents highlight its clear benefits.	4

Total budgeted cost: £43,935

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.

The following review of the previous year's strategy has many positives but there is little doubt that the desired outcomes continue to be impacted by Covid-19. We are continuing to build on successful approaches taken (detailed in this plan) which marks the third year of a three-year strategy.

Intended Outcome 1: Improved oral language skills and vocabulary among disadvantaged pupils.

This year's evaluation builds on the prior year's success in improving oral language skills and vocabulary among disadvantaged pupils. Teacher assessments, observations, and feedback continue to reveal positive trends. Early years teachers identify pupils with language deficits, enabling timely, targeted interventions. Exposure to diverse texts enriches vocabulary, and consistent display of subject-specific language bolsters pupils' confidence. However, our commitment to progress remains a key priority. We acknowledge the need for continuous improvement, ensuring that disadvantaged pupils receive the best support. In the upcoming year, we will maintain a vigilant focus, analyse data, and refine interventions to further strengthen oral language skills and vocabulary development. We will continue to share good practise amongst teaching staff and ensure opportunities for CPD. Our commitment remains unwavering. As an example, PPG pupils in EYFS receive interventions such as, 'Time to talk', 'Lego Therapy', 'Speech link' and 'language awareness' based on their individually identified needs.

Intended Outcome 2: Improved progress and attainment made in reading, writing and maths by PPG children who are also on the SEND/EAL register.

Last academic year, all KS1 Pupil Premium pupils, were on the EAL or SEND register or both of these. However, these pupils demonstrated commendable progress in reading, writing, and maths.

- Internal data for Year 1 demonstrated that PPG pupils made good progress in writing/maths, and made towards good progress in reading.
- The percentage of PPG pupils who passed the phonics screening check in Year 1 shows an increase from the previous year. Reading will continue to be a focus for PPG pupils in the current Year 2 cohort and this is being addressed through phonics interventions and additional reading opportunities.
- End of year data shows that 77% achieved the expected standard in reading and 62% in writing. 85% of PPG pupils met the expected standard for Maths. As we progress into the current year, teacher assessments are poised to monitor ongoing improvements in the rate of progress for PP children on the SEN register, building on the promising foundation from the previous year. This reflects the positive impact of our leadership-led strategies and the expertise of our dedicated teachers. Our next focus is to further support and narrow the attainment gap through teacher CPD

Intended Outcome 3: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

In our ongoing pursuit of improved wellbeing for all pupils, particularly the disadvantaged, we have seen progress. Our PSHE curriculum, tailored to support student wellbeing, has been a crucial element.

Additionally, we've bolstered our efforts with ELSA-trained support staff and personalised resources dedicated to students in need of wellbeing support.

Consistent communication between our teaching staff and parents, facilitated by our Children and Families Co-ordinator, remains instrumental in maintaining our desired outcome and parent partnerships are strong. We support parents to work with agencies who offer additional support when appropriate (including parenting courses and the 'FUEL' holiday program). These interventions have been effective in reinforcing the wellbeing of our students and their families, providing a strong foundation for ongoing success.

Intended Outcome 4: Children accessing learning positively in class, demonstrated through good progress or better made.

Triangulated teacher assessments, observations (by school leaders, governors and external moderators) and pupil voice continue to highlight positive PP participation in lessons. In line with this, learning attitudes, supported by an embedded meta-cognition approach to teaching and learning, have continually improved. Within lessons, infant teachers have had a real focus on Rosenshine's principal of instructions. Teacher feedback has indicated that the benefit of this is that pupils are able to identify how their previous learning supports their current learning, supporting pupils to access learning positively. Teachers also use a metacognition scheme of work, which supports pupils to reflect on their own metacognition, helping them to reflect on how best they learn and enabling them to take ownership of their learning.

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will adjust our plan over time to secure better outcomes for pupils.