

Pupil premium strategy statement

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 | Bagshot Infant School |
| Number of pupils in school | 147 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year that our current pupil premium strategy plan covers | January 2026-December 2026 |
| Date this statement was published | February 2026 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Governing Body |
| Pupil premium lead | HT |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £32,165 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £32,165 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we consider the context of our school, alongside research conducted by the EEF, NFER and others and the subsequent challenges our children faced.

Common barriers to learning for disadvantaged children can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing, and this can lead to well-being and mental health concerns. We recognise the challenges are varied and there is no “one size fits all”.

At Bagshot Infant School we ensure that all teaching staff are involved in the analysis of data and identification of pupils’ needs so that they are fully aware of strengths and weaknesses across the school.

Overarching Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to disadvantaged groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are entitled to free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. There will be times when we allocate Pupil Premium funding, to support any pupil or groups of pupils, that the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Bagshot Infant School (BIS) is a Surrey County Council maintained school located in Bagshot, in the northwest of Surrey. BIS has a Special Needs Support Centre and a larger than average cohort of SEND pupils. BIS has three year groups and two forms of entry. BIS has been at the heart of its community for over 150 years and is well respected and supported within the local community. BIS is known for its inclusive ethos and holistic approach to supporting all children both pastorally and academically from Reception through to year 2.

Ultimate Objectives

- To learn effectively, we need to ensure that disadvantaged children are in school, feel safe and are happy learners that have the skills, cultural capital and experiences needed to retain the key curriculum knowledge
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Achieving These Objectives

The range of provision we consider making for this group includes, but is not limited to:

- interventions led by class teams, overseen by a qualified teacher, supplemented by our TA team;
- 1-1 support for children that need the extra care and guidance;
- additional in-school support to complete homework and reading;
- additional teaching and learning opportunities provided through trained TAs, HLTAAs or external agencies;
- accelerating progress, moving children to at least age-related expectations, and GDS for those at ARE;
- smooth transition from Infant school to Junior school;
- funding supplementary activities, educational visits and experiences, ensuring children have first-hand experiences to use in their learning in the classroom;
- focus on cultural capital;
- well-being & pastoral care, including nurture, ELSA, and Time to Talk;
- behaviour & pastoral support supporting families and vulnerable children;

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Weak Language and Communication skills |
| 2 | Low attainment on entry to the <i>Early Years Foundation Stage</i> in all areas |
| 3 | More frequent behaviour difficulties |
| 4 | Attendance and punctuality issues |
| 5 | Chaotic family lives and <i>Social Care</i> involvement |
| 6. | Poor parental engagement |
| 7. | Lack of cultural capital and life experiences |

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 criterion |
|-------------------------|--|
| Progress in Reading | Disadvantaged children make expected progress against personal targets and achieve ARE at end of KS1 |
| Progress in Writing | Disadvantaged children make expected progress against personal targets and achieve ARE at end of KS1 |
| Progress in Mathematics | Disadvantaged children make expected progress against personal targets and achieve ARE at end of KS1 |
| Progress in Phonics | Disadvantaged children make expected progress against personal targets and achieve ARE at end of KS1 |

Activity in this academic year

This details how we intend to spend our pupil premium funding to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,646

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Time to make a difference and leadership to monitor effectiveness | <p>To be effective and ensure best impact on pupils</p> <p>Senior Leaders need time to: Monitor provision, interventions, <i>Quality First Teaching</i> and effectiveness at a pupil level.</p> <p>Review data and other outputs and help guide on-going provision.</p> <p>Staff need time to: Meet the children, form strong and trusting relationships to be fully supportive of their needs.</p> <p>To complete relevant paperwork and assessments to ensure that the personalised support is effective and tracked.</p> | 1,2,3,4,5,6,7 |
| Curriculum development | <p>Developing the BIS curriculum to ensure clear progression of skills and key knowledge through EY into KS1 and in readiness for KS2.</p> <p>Providing all pupils with an interesting, relevant, rich and broad curriculum to engage them and spark interest.</p> <p>Staff meeting time and staff cover to review and implement changes as the curriculum develops term on term and year on year to meet the learners' needs.</p> <p><i>(EEF Early Years Interventions/Outdoor adventure learning/Phonics)</i></p> | 1,2,3,6,7 |
| Staff CPD | <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>This includes but is not exhaustive: Subject Leadership development, Senior Leader</p> | 1,2,3,4,5,6,7 |

| | | |
|---|---|---------|
| | <p>development courses and in school CPD (subject specific)</p> <p>For all staff to lead effectively they are released once a term to fulfil the role as a subject leader</p> <p><i>(EEF Meta cognition and self-regulation/ Phonics/Reading comprehension strategies)</i></p> | |
| Ensuring classrooms and outside learning areas match the curriculum and provide places for children to explore, work independently and develop a passion for learning. | <p>Purchasing further sets of phonics phase books (Little Wandle), enhancing our current books aimed at reading for pleasure and purchasing electronic phonic subscription for each child in school (Reading Eggs)</p> <p>Recognising the importance of developing early phonics skills to ensure children become confident readers with a passion for books. Linked to DFE guidance on systematic synthetic phonic schemes.</p> <p>Further development of designated reading areas within school to stimulate the passion for reading and make reading special.</p> <p><i>(EEF Early Years Interventions/Phonics/Reading comprehension strategies)</i></p> | 1,2,6,7 |

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

Budgeted cost: £9,576

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Speech and Language Therapy, Teaching Assistants to support children on entry and bespoke programmes put in place. | <p>Weak Language and Communication skills upon entry to school.</p> <p>Most children are working below ARE age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p><i>(EEF Early Years Interventions/Phonics/Small group tuition/ Teaching assistants)</i></p> | 1,2,3,7 |

| | | |
|--|---|-----------|
| Implementing Time to Talk Intervention | <p>In KS1 children are unlikely to use talk to connect ideas and explain what is happening coherently without early intervention.</p> <p><i>(EEF Early Years Interventions/Phonics/Small group tuition/Teaching assistants)</i></p> | 1,2,3,7 |
| Personalised and small group intervention | <p>EEF report states that children make better progress if they are working in a small group as opposed to larger groups or individually (unless the child's needs require 1:1).</p> <p>Interventions for catch up/accelerating R/W/M/Ph led by trained TAs and class teachers.</p> <p>Intervention groups recorded on the school provision map and monitored by SENCO and Leadership Team.</p> <p><i>(EEF Early Years Interventions/Phonics/Small group tuition/Teaching assistants)</i></p> | 1,2,3,6 |
| Bespoke tracking systems and Transition from BIS to KS2 | <p>School wide tracking systems to monitor, review and evaluate impact of support, identifying any barriers to learning and providing consistent approaches to support.</p> <p>Ensure that the support is built upon and adapted as the child progresses year on year through BIS and onto KS2; this raises the profile of the child and ensures all relevant staff understand a child's journey and progress.</p> | 2,3,4,5,6 |

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

Budgeted cost: £12,943

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional staff trained as ELSA will work with vulnerable pupils to ensure they can access learning. | <p>Families and school working together supports a child's academic progress and overall well-being. We always aim to have at least one ELSA trained member of staff in school.</p> <p>Close working with both parents and staff ensures barriers between home and school are broken down and we provide support avenues for vulnerable families.</p> <p>This may include Local Authority support, charities/grants or help with school uniform and equipment.</p> <p>This also supplements the vital Nurture work we do by working with the children, alongside the wider family.</p> <p><i>(EEF Behaviour Interventions/Mentoring/ Parental engagement/Social and emotional learning)</i></p> | 2,3,4,5,6,7 |
| Attendance officer | <p>School-based attendance admin time and Inclusion service to support children in improving their attendance.</p> <p>A 5% dip in attendance has a proven impact on pupils' academic progress, well-being and connectivity.</p> | 4,5,6 |
| Well-being interventions and school wide support | <p>Children do not learn as effectively or retain information if they are scared or do not have a positive sense of worth or belonging.</p> <p>The following develop a child's well-being:</p> <ul style="list-style-type: none"> • Nurture Practice; staffing, resourcing, planning and evaluating time and training | 1,2,3,4,5,6,7 |

| | | |
|---|---|---------------|
| | <ul style="list-style-type: none"> • ELSA delivered by a trained Teaching Assistants • Tracking of Boxall Profile for targeted pupils • ‘Time to Talk’ resourcing and delivering weekly small group sessions <p><i>(EEF Behaviour Interventions/Mentoring/. Small group tuition/ Social and emotional learning)</i></p> | |
| Lunchtime Positive Play to help develop social skills, positive behaviours and physical exercise | <p>Lunchtime can be an isolating and scary time for some children. For others it can be a key socialising time in their day</p> <p>Our aim is to engage all children in healthy and positive lunchtime experiences; developing their emotional and physical well-being. At BIS we train our staff to provide positive play for all classes (EYFS to Year 2). This is supplemented by planned PE activities that are resourced for the children to engage in (linking to the curriculum PE content).</p> <p><i>(EEF Behaviour Interventions/ Social and emotional learning/Sports participation)</i></p> | 1,2,3,7 |
| External advisors and SLAs for specialist support | BIS signs up to the SLAs for: EWO (Inclusion Officer), Behaviour support, SEMH and cognition and learning. Using specialist staff and networks to support our pupils and provide staff CPD. | 1,2,3,4,5,6,7 |
| Extending the curriculum and providing cultural capital and opportunities | <p>A rich curriculum linked with engaging enrichment and extra-curricular programme brings learning to life and provides key cultural capital.</p> <p>All school led events and companies providing in school enrichment are linked to topic's that children are studying.</p> <p>Any contribution for these events is covered, as required, for disadvantaged families.</p> <p><i>(EEF: Arts participation/Outdoor adventure learning/Sports participation)</i></p> | 1,2,5,6,7 |

Total budgeted cost: £ 32,165

Externally provided programmes

| Programme |
|---|
| ELSA Training |
| Nurture Practice |
| Time to Talk |
| Speech and Language Therapy TA Training |
| Little Wandle |
| White Rose Maths |
| 2 Simple |
| Google classroom |

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.

KS1 Disadvantaged children's outcomes and progress

Academic Year 2024-2025

| Subject | % of disadvantaged pupils reaching ARE at end of KS1 | % of Year 2 Pupils Working at the Expected Standard |
|----------------|---|--|
| Reading | 31% | 52% |
| Writing | 23% | 43% |
| Maths | 54% | 61% |

Phonic Screening Check Outcomes

Academic Year 2024-25

| Measure | % of disadvantaged pupils passing Phonics Screening Check at end of Year 1 | % Year 1 pupils passing Phonics Screening Check at end of Year 1 |
|-----------------------------------|---|---|
| Phonics Screening check June 2023 | 17% | 78% |

EYFS Disadvantaged Children's outcomes and progress

Academic year 2024-2025

| Measure | % of disadvantaged pupils reaching GLD at end of EYFS | % of EYFS pupils reaching GLD at end of EYFS |
|----------------|--|---|
| GLD | 67% | 65% |

Further information

We manage to afford all the above by supplementing the PP grant with our own budget Funding. As this figure is not set year on year the decision has been made not to do a three-year forecast.

The majority of our planned actions will continue into 2026-27 but the one-year plan allows us time to reflect and evaluate impact year on year.