

Pupil premium strategy statement – [St Chad's CofE Nursery and Infant School]

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	St Chad's CE Nursery and Infant School
Proportion (%) of pupil premium eligible pupils	55% (56 children)
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	<ul style="list-style-type: none">• <u>2025 – 2026</u>• 2026 – 2027• 2027 – 2028
Date this statement was published	November 2025
Date on which it will be reviewed	March 2026 June 2026 December 2026
Statement authorised by	K. Leach/ K. Morley
Pupil premium lead	K. Morley
Governor / Trustee lead	Mrs C Lightfoot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84, 840
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84, 840

Part A: Pupil premium strategy plan

Statement of intent

At St Chad's CofE Nursery and Infant School, we hold the highest expectations for all children, regardless of their background or the barriers they may experience in learning. As a Church of England school, our ethos is rooted in nurturing the whole child academically, socially, emotionally, and spiritually while respecting all beliefs and values, so that every pupil can flourish.

We recognise that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils (EEF, 2024). This is supported by a broad, child-centred curriculum that prioritises communication and language, reading, vocabulary development, and rich, meaningful experiences. Our approach reflects the context of our community, where many pupils arrive with limited early education or English as an additional language, and where barriers to learning extend beyond the classroom. By addressing both academic and non-academic factors, such as wellbeing, attendance, and regulation, we ensure that pupils are equipped to access learning fully and confidently, beginning with the essential foundations of Maslow's hierarchy of needs.

We are committed to ensuring all children, including high attainers and those requiring additional support, achieve their full potential. Decisions about pupil premium spending are informed by research and evidence, and are closely monitored by leaders to ensure impact. We actively engage with all families, helping them to understand the education system and to support their children to participate fully in school life.

Research demonstrates that early experiences have a lasting impact, and children develop rapidly in the first five years. How well a child communicates at five years old is one of the strongest predictors of later academic success. We therefore prioritise high-quality teaching and learning throughout the Early Years, ensuring children are prepared to make strong progress throughout school and beyond.

Our priorities include:

- Ensuring children and their families are supported to be school-ready and understand the education system.
- Delivering high-quality teaching across all year groups, with communication and language embedded in every subject.
- Providing targeted, flexible interventions to address individual needs promptly and effectively.
- Supporting children's social, emotional, and mental health as a foundation for academic and personal success, underpinned by our relational behaviour approach.

Our approach is dynamic and evidence-informed, using ongoing assessment to avoid assumptions about the impact of disadvantage. Instead, we identify barriers with precision and provide the support each child needs to thrive.

It is important to note that our pupil premium rate currently stands at 55%. This figure does not fully reflect the needs of our community, as some families have not yet been in the country long enough to access the pupil premium grant. Some families benefit from additional support to engage fully with school life and to feel confident navigating the education system. Building strong, trusting relationships helps parents understand how their children learn best and how they can support learning at home.

High levels of pupil mobility mean that children often join the school at different points in the year. In 2024–2025, pupil mobility was 52%, an increase on the previous year. Many of these children are new to formal education and benefit from additional support to settle into school routines, build relationships, and feel secure when separating from their parents or carers.

Definition of disadvantaged at St Chad's: For the purpose of this plan, disadvantaged pupils include those eligible for pupil premium funding, as well as children who may experience barriers to learning due to socioeconomic factors, limited prior educational experiences, or high mobility. This definition recognises that disadvantage is not solely financial and reflects the diverse experiences of our school community.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes (Reading)	Reading outcomes indicate a gap between our pupils and national expectations. In 2024–2025, 53.8% of children reached the expected standard in reading compared with 75% nationally, and 50% of disadvantaged pupils reached the standard compared with 63% nationally. Question Level Analysis shows that while many pupils are confident in decoding, they benefit from further support to develop comprehension, vocabulary, fluency, and understanding of texts. Strengthening these areas is essential to ensure all children can access the curriculum fully and make strong, sustained progress throughout their time at St Chad's.
2 C&L	Speech, language, and communication development remains a key priority for St Chad's. In 2024–2025, only 3% of children were baselined at age-related expectations, consistent with the previous year. Pupil mobility was 52%, and many new starters had limited or no prior school experience and are learning English alongside their home language. Ongoing monitoring indicates that while children are engaging in play and exploration, support is needed to extend vocabulary, develop expressive and receptive language, and build confidence in communicating ideas. Children benefit from structured opportunities to practise conversation, narrative skills, and language-rich interactions across the curriculum and in play. Strengthening these aspects of communication ensures all pupils can access learning fully and make sustained progress.
3 Outcomes (Writing)	Writing development is a key priority. In 2024–2025, outcomes in Early Years Foundation Stage (EYFS) showed that 43.6% of children reached a Good Level of Development (GLD), compared with the national average of around 68% for EYFS GLD. 45.5% achieved the expected standard in writing at EYFS. At the end of Key Stage 1, 53.8% of pupils reached the expected standard in writing, with 50% of disadvantaged pupils meeting the standard; nationally, 75% of all pupils and 59% of disadvantaged pupils achieved the expected standard. Further work is underway to move outcomes closer to national expectations. Implementation of Colour Semantics is supporting writing development in Key Stage 1, and we now need to strengthen early writing teaching approaches in EYFS to build a strong foundation, particularly for children who are new to English or new to education. Ongoing monitoring shows that children benefit from targeted support to develop early writing skills, including letter formation, sentence construction, vocabulary development, and opportunities to write for meaningful, purposeful contexts. Building confidence and competence in these areas supports children's ability to communicate their ideas clearly, engage with learning tasks across subjects, and make sustained progress in writing.
4 Attendance	Attendance is a key priority to ensure all pupils can fully engage with school life, develop strong relationships, and make progress academically, socially, and emotionally. In 2024–2025, whole school attendance was 90.27%, with Pupil Premium attendance at 89.65%, and absenteeism was highest in Year 2. Contributing factors include differences in cultural expectations and families' familiarity with school systems. Strengthening engagement with families and supporting them to navigate the education system helps children attend regularly, build confidence, form positive relationships, and participate fully in the life of the school.
5 SEMH	Supporting pupils to develop social, emotional, and mental health (SEMH) skills is a key priority to ensure they can engage fully with learning and school life. Some children, including those who are disadvantaged, benefit from structured opportunities to recognise, understand, and move through their emotions in a supportive environment. Outdoor learning and Forest School activities provide rich opportunities for children to practise these skills, build confidence, collaborate with peers, and develop resilience. Our observations show that individual circumstances and wider home experiences influence children's ability to manage emotions, engage in learning, and participate fully in school life. By prioritising SEMH alongside academic development, we aim to equip all pupils with the skills, confidence, and strategies to navigate their emotions and engage successfully with learning and the wider life of the school.

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
All pupils, including those who are disadvantaged, will make strong, sustained progress in reading, with increased proportions achieving age-related expectations in comprehension, vocabulary, fluency, and understanding of texts. By strengthening these skills, children will be able to access the full curriculum with confidence, engage meaningfully in learning tasks, and demonstrate improved attainment at the end of each key stage.	<ul style="list-style-type: none"> All pupils meet or exceed their FFT end-of-year targets in reading, demonstrating strong progress from their individual starting points. Disadvantaged pupils make sustained progress, narrowing the attainment gap with their peers. High-quality teaching is evident in all classes, with teachers effectively modelling, scaffolding, and differentiating learning to support all pupils, particularly in reading comprehension, vocabulary, and fluency. Staff deliver high-quality daily read-aloud sessions confidently, incorporating structured discussions and the St Chad's Super 6 strategies to develop active reading skills, book talk, and engagement with texts. Targeted reading and phonics interventions are delivered with fidelity and monitored regularly to ensure pupils make progress and are on track to meet age-related expectations and pass the phonics screening check. Interventions are responsive and personalised, addressing emerging needs promptly to support each child's reading development. Vocabulary and comprehension teaching is embedded across the curriculum, ensuring children develop the language skills needed to understand and engage with a wide range of texts. Assessment and monitoring processes clearly track progress against FFT targets, informing next steps for all pupils and ensuring teaching and support are evidence-informed and effective.
All pupils, including those who are disadvantaged, attend school regularly and on time, enabling them to engage fully with school life, build secure relationships, and participate consistently in learning. Through inclusive, relational attendance practices and proactive support, families feel confident navigating school systems and working in partnership with the school to support regular attendance.	<ul style="list-style-type: none"> Attendance data shows that all pupils, including those who are disadvantaged, attend regularly and on time, with overall attendance improving year on year and moving closer to national figures. Attendance data shows that attendance for disadvantaged pupils improves over time, reflecting sustained engagement with school life and learning. School monitoring and practice reviews show that inclusive, relational attendance practices are embedded across the school, with attendance understood as a shared responsibility and proactive, personalised support in place for families. Provision records show that all children have access to resources that support attendance, including uniform, book bags, appropriate clothing for the weather, and Forest School clothing. Soft start provision and daily routines show that all children have the option of a healthy breakfast on arrival, supporting wellbeing, routines, and readiness for the school day. Induction processes, meetings, and parent feedback show that strong, trusting relationships are established with families from the earliest point of contact, supporting confidence in accessing school systems and resources. Participation data shows that an increasing proportion of disadvantaged pupils attend after-school clubs, supporting engagement, enrichment, and connection with school life.

	<ul style="list-style-type: none"> • Family Support Workers proactively engage with families to support attendance, punctuality, and the development of consistent routines. • The school maintains and builds on recognition through Inclusive Attendance kite marks, demonstrating a commitment to inclusive practice and continuous improvement. • Punctuality data shows a reduction in lateness over time, with children arriving ready to engage in learning and school routines.
<p>All pupils, including those who are disadvantaged or new to English, will make strong, sustained progress in speech, language, and communication. Children will develop confidence in expressing their ideas, extending vocabulary, and using expressive and receptive language effectively. Through structured opportunities for conversation, narrative development, and language-rich interactions in play and across the curriculum, pupils will be able to participate fully in learning, engage confidently with peers and adults, and demonstrate improved communication skills over time.</p>	<ul style="list-style-type: none"> • All pupils make strong progress in speech, language, and communication and meet or exceed their FFT end-of-year targets. In EYFS, an increased proportion of children achieve a Good Level of Development (GLD), demonstrating secure progress in communication and language from their starting points. • High-quality adult–child interactions are evident across the school, with staff consistently using the ShREC approach (Share attention, Respond, Expand, Comment) to model and extend language during play, routines, and structured learning. • Key vocabulary is clearly identified, systematically sequenced, and progressively developed across subjects from Reception to Year 2, using the school's vocabulary spine to make language and meaning explicit and intentional. • Knowledge organisers are embedded across the curriculum with a strong focus on key vocabulary, supporting children to revisit and use language confidently; families are supported to engage with these resources at home to encourage talk and discussion. • Outdoor learning and the school field are used effectively to provide regular, language-rich opportunities, supporting conversation, narrative development, and confidence in communication. • The Early Years environment, including the outdoor provision, promotes purposeful talk, vocabulary development, and independence through carefully planned, talk-rich learning experiences that support expressive and receptive language. • Phonetically matched reading books are sent home regularly, with structured guidance for families to support shared reading, book talk, and oral language development. • All children participate in school trips and local visits, with financial barriers removed, providing meaningful real-world experiences that enrich vocabulary, conversation, and communication skills.
<p>Pupils, including those who are disadvantaged, are supported to develop the skills needed to recognise, regulate, and move through emotions so that they feel safe, connected, and able to engage with learning. Through consistent relational behaviour approaches, adult co-regulation, outdoor learning, sensory circuits, and structured behaviour-for-learning strategies, children are increasingly able to access learning, sustain engagement, and take part in school routines.</p>	<ul style="list-style-type: none"> • Provision maps, timetables, and session records show Forest School is consistently delivered by a qualified practitioner, providing regular opportunities for outdoor learning that support emotional regulation, wellbeing, and connection, with links to sustainability through the Eco Club. • All staff are trained in our relational behaviour approach, including understanding the brain, walk-throughs, micro-transitions, behaviour-for-learning strategies, sensory circuits, and supporting regulation, ensuring consistency of practice across the school. • Policy, planning, and provision reviews demonstrate that attachment- and trauma-informed approaches are embedded and routinely adapted to meet the needs of vulnerable pupils. • Observations, pupil voice, and adult records show pupils are increasingly able to recognise emotions,

	<p>use preferred strategies to regulate, and return to learning with adult support when needed.</p> <ul style="list-style-type: none"> • Intervention logs and registers show that a qualified Emotional Literacy Support Assistant (ELSA) delivers targeted, time-limited support, informed by identified need and reviewed regularly. • Timetables and pastoral records show that additional sensory breaks are provided by the outdoor learning teaching assistant to support regulation, engagement, and readiness to learn. • Learning walks show that staff create enabling environments, use predictable routines, micro-transitions, and sensory circuits, and provide clear structures so children understand expectations and can participate fully in learning.
<p>All pupils, including those who are disadvantaged or new to English, make strong, sustained progress in writing, developing the skills and confidence to express their ideas clearly. Children strengthen their vocabulary, sentence construction, spelling, and composition skills, enabling them to engage fully with learning across the curriculum and make sustained progress throughout their time at St Chad's.</p>	<ul style="list-style-type: none"> • All pupils meet or exceed their FFT end-of-year targets (or EYFS GLD expectations), demonstrating sustained progress in writing from their starting points. • Observations and planning show that children are developing the skills needed to communicate ideas clearly, including vocabulary, sentence construction, spelling, and composition. • Staff consistently implement high-quality writing teaching across all year groups, using effective modelling, scaffolding, and differentiation to support all pupils, including those new to English or new to school. • Colour Semantics is embedded across both Key Stages in an age-appropriate way, supporting progression from early mark-making to fluent, purposeful writing. • Working walls display "Always Remember To..." grids, which are consistently used in marking and support children in understanding the key skills required for any genre of writing; children are clear on the expectations for their year group. • Vocabulary and language development for writing is embedded across the curriculum, ensuring children have the knowledge and skills to express their ideas effectively in different contexts. • Children are provided with purposeful opportunities to write across a range of genres and for meaningful, real-world contexts, supporting engagement, creativity, and confidence in writing. • Assessment and monitoring processes clearly track progress, inform next steps, and ensure teaching and support are evidence-informed and responsive to individual pupil needs.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention). Budgeted cost: £12, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff attend CPD on micro-transitions, sensory circuits, and walk-through strategies, and consistently implement these approaches in classrooms to support pupils' attention, self-regulation, and readiness to learn.</p>	<p>WalkThrus provide structured, evidence-informed guidance that helps teachers refine their practice, ensuring consistency, focus, and the effective implementation of high-quality teaching strategies across the school:</p> <p>Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Caviglioli - Tom Sherrington UK</p> <p>Micro-transitions (brief changes in activity or setting) are important to children's regulation and attention:</p> <p>Managing micro transitions in the classroom</p>	<p>1, 3, 5</p>

<p>Reading Teaching assistants attend consultancy training and implement high-quality read-aloud sessions daily, modelling fluent reading, book talk, and structured discussion to develop pupils' vocabulary, comprehension, and engagement.</p> <p>Subject leaders work with the consultant to refine the implementation of St Chad's Super 6 comprehension strategies across all classes, ensuring consistent use of questioning and discussion techniques.</p> <p>Subject leaders and consultant carry out ongoing monitoring and joint observations to provide feedback and support staff in embedding reading strategies effectively.</p> <p>Staff share comprehension strategies with parents, supporting reading at home and encouraging pupils to apply vocabulary and understanding in meaningful contexts.</p>	<p>The EEF identifies reading comprehension strategies as high impact, adding around seven months of progress. Alongside phonics, they are essential in early reading instruction. Explicit teaching and carefully chosen texts ensure pupils engage with reading and practise key comprehension skills.</p> <p>Reading comprehension strategies EEF</p> <p>Recommendations from the research:</p> <p>1) explicitly teach reading comprehension strategies, 2) use structured discussion to support understanding of texts, and 3) select carefully chosen texts that provide purposeful practice of key comprehension skills.</p>	<p>1, 2, 3</p>
<p>Vocabulary Staff clearly identify, sequence, and progressively teach key disciplinary vocabulary and verbs across the curriculum, embedding them in lessons, discussions, and play to support pupils' understanding and use of language.</p> <p>Staff engage in ongoing professional development to strengthen approaches to vocabulary teaching, modelling rich language and supporting pupils, including those new to English, in developing expressive and receptive language.</p> <p>Subject leaders monitor planning, teaching, and classroom interactions to ensure vocabulary strategies are consistently applied and have a measurable impact on pupils' communication and language development.</p> <p>In EYFS, staff use the SHREC approach during play and adult-led interactions to scaffold reciprocal communication, extend vocabulary, and develop expressive and receptive language skills.</p>	<p>Teaching and modelling vocabulary can have a positive effect on early years children's language and communication:</p> <p>EEF Communication and Language</p> <p>Research shows that children with less exposure to English may begin school with a more limited vocabulary, emphasising the importance of a carefully sequenced and focused vocabulary curriculum. word-gap.pdf</p> <p>The importance of ensuring pupils build secure subject understanding through carefully developed vocabulary and concepts:</p> <p>What do 'substantive' and 'disciplinary' mean when thinking about primary foundation subjects? HFL Education</p> <p>ShREC Approach.</p> <p>Preparing Literacy Guidance 2018.pdf</p> <ul style="list-style-type: none"> • Recommendation 1: Prioritise the development of communication and language • Recommendation 2: Develop children's early reading using a balanced approach • Recommendation 4: Embed opportunities to develop self-regulation • Recommendation 5: Support parents to ensure they understand how to help their children learn 	<p>1, 2</p>
<p>Knowledge Organisers Year group staff design and create knowledge organisers that clearly sequence key vocabulary and concepts for each subject, ensuring pupils have accessible reference points to support understanding and communication.</p> <p>Staff engage in ongoing professional development on the effective use of knowledge organisers, embedding them in teaching, marking, and daily classroom interactions.</p>	<p>They help build strong factual foundations, reduce working-memory load by organising knowledge into schemas, and link to effective retrieval practice and deeper learning:</p> <p>Organising knowledge: The purpose and pedagogy of knowledge organisers</p> <p>Knowledge organisers support memory retention and revision:</p> <p>Knowledge of Teaching and Learning Knowledge Organisers: A Teacher's Guide</p>	<p>1, 2, 3</p>

<p>Staff lead parent workshops to support families in using knowledge organisers at home, reinforcing key vocabulary and concepts and extending learning beyond the classroom.</p>	<p>The Education Endowment Foundation highlights that clear and timely information about what children are learning significantly improves the effectiveness of parental engagement: Parental engagement EEF</p> <ul style="list-style-type: none"> • Recommendation 1: Provide clear information to parents about what children are learning • Recommendation 2: Support parents to use this information to help learning at home • Recommendation 3: Ensure information is timely and relevant to the curriculum 	
<p>Nurture through Nature A qualified and experienced Forest School practitioner delivers sessions that provide pupils with regular opportunities to develop emotional regulation, confidence, resilience, and communication skills through outdoor learning and practical experiences.</p> <p>Staff maintain and replenish resources and equipment, ensuring that all sessions are well-resourced, safe, and engaging to maximise learning and wellbeing outcomes for pupils.</p>	<p>Forest schools allow children to develop collaborative skills, and gives them practical skills they can transfer to family activities: Study reveals how Forest Schools can benefit children's development Loughborough University (lboro.ac.uk)</p> <p>Regular outdoor 'forest school' experiences can yield benefits in cognitive and emotional functioning for children aged 3-6: Psychological Benefits of Attending Forest School for Preschool Children: a Systematic Review Educational Psychology Review</p> <p>Positive impacts of being outside on mental health and wellbeing:</p> <ul style="list-style-type: none"> • How Outdoor Play Improves Mental Health Pentagon Play • How nature benefits mental health - Mind 	<p>1 - 5</p>
<p>Writing Staff deliver high-quality, age-appropriate writing lessons across EYFS and Key Stage 1, modelling writing, scaffolding learning, and differentiating to meet the needs of all pupils, including those new to English or new to school.</p> <p>Colour Semantics is embedded across both Key Stages in an age-appropriate way, supporting progression from early mark-making to fluent, purposeful writing.</p> <p>Working walls display "Always Remember To..." grids, which are consistently used in marking and referenced during teaching to scaffold pupil learning and clarify key skills for each genre.</p> <p>Staff explicitly teach and model vocabulary, sentence construction, spelling strategies, and composition skills, ensuring children can communicate ideas clearly and confidently.</p> <p>Staff participate in ongoing CPD and coaching to strengthen writing pedagogy, embed Colour Semantics, and ensure consistency of approach across year groups. Subject leaders monitor planning, teaching, and pupil work to ensure writing strategies, including Colour Semantics and "Always Remember To..." grids, are consistently applied and have a measurable impact on pupils' progress.</p>	<p>Our writing approach is informed by the EEF <i>Preparing for Literacy</i> guidance (2018), which emphasises the importance of developing children's capability and motivation to write through structured teaching, scaffolding, and opportunities to communicate ideas effectively: Preparing Literacy Guidance 2018.pdf</p> <p>Recommendation 3: Develop children's capability and motivation to write.</p> <p>The EEF Early Years <i>Early Literacy Approaches</i> guidance highlights that structured early literacy activities, including storytelling, interactive reading, and developing letter knowledge alongside oral language, support children's literacy development, with effective staff training further enhancing outcomes: Early literacy approaches EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language Recommendation 5: Teach pupils to use strategies for planning and monitoring their writing Recommendation 6: Promote fluent written transcription skills by encouraging practice and explicitly teaching spelling</p>	<p>2, 3</p>

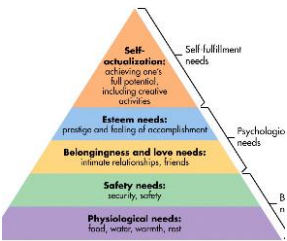
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
 Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention TA A trained teaching assistant delivers targeted EYFS reading and phonics support in afternoon sessions, with progress reviewed regularly and provision adapted in response to assessment.	<p>The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 1: Explicitly teach pupils to use strategies to understand what they read, supported through modelling and guided discussion in small groups.</p> <p>Recommendation 2: Integrate comprehension instruction with decoding, ensuring pupils apply phonics knowledge to make meaning from texts.</p> <p>Recommendation 3: Use structured talk and questioning to deepen understanding and support early comprehension development.</p> <p>The importance and impact of early reading: Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 1: Use a balanced approach to early literacy that combines phonics with language comprehension and early reading behaviours.</p> <p>Recommendation 2: Deliver short, focused, and regular literacy sessions that are responsive to children's needs.</p> <p>Recommendation 3: Use ongoing assessment and observation to adapt teaching and support, particularly for pupils who need additional reinforcement early.</p>	1, 2, 3
KS1 Intervention TA A trained KS1 teaching assistant delivers Little Wandle phonics interventions in small groups, with progress reviewed regularly and teaching adapted in response to assessment.	<p>TAs can make a significant positive impact when they are well-trained, strategically deployed, and used to deliver structured, evidence-based interventions: New EEF Guidance Report - Making Best Use of Teaching Assistants EEF</p> <p>Recommendation 1: Ensure teaching assistants are well-trained in the interventions they deliver, so they can provide high-quality, evidence-based support.</p> <p>Recommendation 2: Deploy TAs strategically to deliver targeted support, such as small-group or one-to-one sessions, rather than as general classroom helpers.</p> <p>Recommendation 3: Use structured, evidence-based interventions, ensuring the sessions follow a clear sequence and have measurable impact on pupils' learning.</p> <p>Recommendation 4: Monitor impact and adapt provision, using assessment data to refine teaching and ensure children are keeping up with age-appropriate learning.</p> <p>Keep-up sessions in Reception and Y1 ensure children stay in their year groups phonics group, and receive age related teaching: LS-Individual-keep-up-for-Reception-PD-NEW-1.pdf (littlewandlelettersandsounds.org.uk)</p>	1, 2, 3
Outdoor Learning TA The Outdoor Learning teaching assistant delivers structured sensory circuits and outdoor learning sessions, providing regular opportunities for physical activity and engagement. Movement breaks are provided to support attention, self-regulation, and readiness to learn, tailored to the needs of individual pupils. The TA collaborates with classroom staff to identify and support children who require additional	<p>Teaching children strategies to notice and regulate their thinking and emotions supports engagement and learning: Metacognition and self-regulation EEF</p> <p>Recommendation 1: Teach children strategies to notice and manage their thinking and emotions, helping them become aware of their own regulation and learning processes.</p> <p>Recommendation 2: Provide structured, scaffolded opportunities to practise self-regulation, such as sensory circuits and movement breaks.</p> <p>Recommendation 3: Target support for individual pupils who need additional help to regulate, ensuring interventions are responsive to each child's needs.</p> <p>Recommendation 4: Collaborate with staff to embed self-regulation strategies consistently across the school day, linking classroom and outdoor learning.</p>	1 – 5

regulation strategies, ensuring provision is responsive and consistent.	Structured sensory activities support children to feel settled, focused, and ready to participate in learning: Sensory Circuits: Boosting Engagement in SEN Classrooms	
Nurture/ Pastoral Support The ELSA delivers targeted sessions to help pupils practise emotional regulation, reinforces strategies across the school day, and adapts support in response to ongoing observation.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life: EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Recommendation 1: Provide structured opportunities to develop social and emotional skills, such as recognising emotions, practising self-regulation, and building resilience.</p> <p>Recommendation 2: Target support for pupils with greater needs, using small-group or one-to-one interventions tailored to individual circumstances.</p> <p>Recommendation 3: Embed SEL strategies across the school day, linking targeted interventions with classroom and playground practice.</p> <p>Recommendation 4: Monitor and adapt provision, using observation, assessment, and pupil feedback to ensure strategies are effective and responsive.</p> <p>ELSA: About ELSA – ELSA Network</p>	2, 5

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

Budgeted cost: £34,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Translation services (NCAT)	Offering translation services is essential for ensuring our diverse and mobile community can fully engage in their child's education, helping to build inclusive relationships and ensuring families feel valued and supported.	1-5
Inclusive Attendance The FSW builds strong, trusting relationships with families, providing personalised support to improve attendance, punctuality, and engagement with school routines. Inclusive attendance processes are reviewed and refined, ensuring all families can access support and resources effectively. The FSW leads actions to maintain and build on the Inclusive Attendance kite mark, embedding best practice across the school.	<p>Inclusive Attendance: An Inclusive Approach to Improving Attendance - Inclusive Attendance</p> <p>We prioritise building strong, trusting relationships with families and providing targeted attendance support so that children can access learning consistently, engage fully in school life, and benefit from timely interventions: Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 1: Provide clear, accessible information to parents about school routines, expectations, and how they can support attendance.</p> <p>Recommendation 2: Build strong, trusting relationships with families to encourage engagement and positive participation in school life.</p> <p>Recommendation 3: Target support to families with the greatest need, using personalised and timely interventions to remove barriers to attendance.</p> <p>Recommendation 4: Use structured, evidence-informed approaches to engage parents, ensuring strategies are consistent and impactful.</p> <p>Supporting attendance :Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	1, 3, 4
School Uniform Breakfast <i>Currently paid for by a local business man.</i>	Maslow's Hierarchy of Needs: 	1 – 5

Robust induction programme Staff deliver personalised, in-depth induction meetings with new parents, providing guidance and resources to support engagement and understanding of school routines.	A robust, detailed induction pack for all parents (no matter when children start in the academic year): Parental engagement EEF (educationendowmentfoundation.org.uk) Recommendation 1: Provide clear information to parents about school routines, expectations, and how they can support their child's learning. Recommendation 2: Build strong, trusting relationships from the start to foster ongoing parental engagement.	1-5
Love Bears All new starters receive a St Chad's bear, supporting emotional security, confidence, and positive engagement during induction and settling.	Providing children with a sense of belonging: Creating a Sense of Belonging for Children - ChildWatch	1-5
School Excursions Staff deliver regular local visits and broader excursions, providing structured opportunities for exploration, enrichment, and connecting learning to real-world experiences.	The importance of cultural capital: Cultural capital - Early Education (early-education.org.uk) Early literacy approaches EEF Recommendation 1: Provide rich, structured opportunities for oral language, including discussion, storytelling, and conversation in meaningful contexts — trips offer natural, real-world contexts for this. Recommendation 2: Integrate language and vocabulary development across experiences, ensuring children are exposed to new words and concepts during visits. Metacognition and Self-Regulated Learning EEF Recommendation 2: Provide scaffolded opportunities to practise self-regulation — trips and visits require attention, turn-taking, and navigating novel situations under adult guidance. Recommendation 4: Embed strategies across contexts — applying regulation, attention, and social skills learned in class to outdoor and real-world environments.	1-5
Targeted After School Clubs Staff deliver targeted EYFS and KS1 after-school clubs, running four groups weekly, with activities designed to strengthen communication, language, and confidence in talk.	The importance of cultural capital: Cultural capital - Early Education (early-education.org.uk) Story Club: Reading comprehension strategies EEF Recommendation 2: Use high-quality texts and structured discussion to deepen understanding — story clubs centre around purposeful talk about stories, characters, and events. Recommendation 3: Develop pupils' oral language and vocabulary alongside comprehension, recognising that discussion supports understanding, particularly for younger pupils and those learning English as an additional language. Recommendation 4: Provide targeted support in small groups, as evidence shows these approaches are especially effective when delivered to pupils who need additional reinforcement. Recommendation 1: Provide structured opportunities for high-quality talk , enabling children to practise listening, speaking, and responding in small-group settings. Recommendation 4: Target support to pupils who benefit most , as small-group oral language approaches are particularly effective for children with identified communication needs.	1, 2, 4
Parent Workshops and Classes The Family Support Worker delivers targeted parent workshops and classes, providing practical guidance to help families engage confidently with school life and support learning at home.	Parental engagement has a positive impact on average of 4 months' additional progress: Parental engagement EEF Recommendation 1: Provide parents with clear, practical guidance on how to support their child's learning, focusing on specific behaviours and routines rather than general information.	1-4

	<p>Recommendation 2: Use structured, targeted approaches to parental engagement, such as workshops and classes, rather than relying on passive communication.</p> <p>Recommendation 3: Tailor support to the needs of families, recognising that different parents require different levels and types of guidance to engage confidently with school.</p> <p>Recommendation 4: Build trusting relationships with families, increasing engagement and the likelihood that strategies shared through workshops are sustained at home.</p> <p>Parental engagement in early childhood education has been extensively linked to positive academic and social outcomes for children: Parental Engagement and Satisfaction in Early Childhood Education: The Mediating Role of Home Literacy Environment Early Childhood Education Journal</p> <p>Providing resources and guidance to parents on how to support learning at home—such as reading together, discussing schoolwork, and engaging in interactive activities—has shown measurable benefits in literacy, numeracy, and social development: Interim report</p>	
<p>Reading Volunteers</p> <p>DBS-checked volunteers are inducted and deployed to provide additional, structured opportunities for children to read regularly with an adult.</p>	<p>The importance and impact of early reading: Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 3: Provide regular opportunities for children to practise early reading with an adult, supporting decoding, fluency, and confidence through frequent, structured interactions.</p>	1
<p>Emergency fund for acute issues</p> <p><u>Total: £1390</u></p>	<p>Based on our previous experiences and mobility levels, we have identified a need to set a small amount of funding aside to respond quickly to needs, not yet identified.</p>	1-5

Total budgeted cost: £84, 840

Part B: Review of the previous academic year:

Outcomes for 2024 – 2025:

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	All: 43.6% FSC: 49%	All: 45.5% FSC: 48%	All: 41.2% FSC: 52%	68.3% (2025)	<i>Not Published</i>	<i>Not Published</i>
KS1 Phonics Screening Check	All: 60% FSC: 68%	All: 55% FSC: 57%	All: 66.7%	80% (2025)	67% (2025)	84% (2025)
KS1 SATS Combined RWM Measure EXS	All: 51.3% FSC: 52%	All: 46.7% FSC: 50%	All: 66.7%	62% (2025)	47% (2025)	69% (2025)
KS1 SATS Reading EXS	All: 53.8% FSC: 57%	All: 50% FSC: 56%	All: 66.7%	75% (2025)	63% (2025)	81% (2025)
KS1 SATS Writing EXS	All: 53.8% FSC: 52%	All: 50% FSC: 50%	All: 66.7%	72% (2025)	59% (2025)	78% (2025)
KS1 SATS Maths EXS	All: 66.7% FSC: 67%	All: 63.3% FSC: 67%	All: 77.8%	74% (2025)	61% (2025)	80% (2025)

Attendance Data 2024 – 2025:

Attendance: 2024 - 2025	
All	90.27%
Pupil Premium Eligible	89.65%
Not Pupil Premium Eligible	91.88%

Data taken from Arbor.

We have analysed the performance of our disadvantaged pupils over the previous academic year, using both national assessment data and our internal assessments. The data indicates that, although the attainment gap between disadvantaged and non-disadvantaged pupils persists, the progress of disadvantaged pupils continues to improve year on year. This progress is particularly evident in reading, writing, and maths outcomes at the end of Key Stage 1, with disadvantaged pupils performing above the national average for disadvantaged pupils in maths. Internally, the gap is steadily narrowing, reflecting the positive impact of sustained, targeted support.

When compared with national outcomes, our disadvantaged pupils are not yet fully meeting age-related expectations. However, the closing internal gap between disadvantaged and non-disadvantaged pupils demonstrates that our strategies and interventions are having a meaningful effect. There is a slightly wider gap in Key Stage 1 reading, which has been identified as an area for further focus.

In the Early Years, the proportion of disadvantaged children achieving a Good Level of Development (GLD) continues to rise. Notably, pupils in receipt of pupil premium have outperformed their peers not in receipt this academic year. This reflects the effectiveness of early identification and intervention, a strong emphasis on communication and language development, and the nurturing, inclusive approach embedded within our EYFS provision.

Overall, the previous three-year strategy has established robust systems, a clear culture of inclusion, and effective practice to support the academic and personal development of our disadvantaged pupils. This provides a strong foundation on which to continue improving outcomes, attendance, and wellbeing, ensuring that every child has the best possible start to their education.

Overall Outcomes

☒ **Good progress** ☐ **Average progress** ☐ **Minimal progress**

While caution is needed when making direct comparisons with previous years, particularly when group demographics change substantially or pupil mobility is high, the progress of our disadvantaged pupils from their starting points continues to improve steadily. Our internal data shows that although an attainment gap remains between disadvantaged and non-disadvantaged pupils, the progress of our disadvantaged pupils, particularly in reading, writing and maths, is improving and above national averages for disadvantaged pupils in maths. Early Years outcomes also demonstrate continued improvement, with disadvantaged pupils achieving a Good Level of Development and outperforming their peers not in receipt of pupil premium. These trends reflect the impact of targeted support, early intervention and inclusive, high-quality teaching across the school.

Teaching

☒ **Good progress** ☐ Average progress ☐ Minimal progress

High-quality teaching continues to be a central focus of our PP strategy. Subject coordinators have developed confidence in monitoring teaching and learning, supported by coaching from the Trust, enabling them to provide constructive feedback to staff. The Colourful Semantics approach has been embedded across Key Stage 1, supporting vocabulary development, sentence structure, and reducing cognitive load, with a 17% increase in disadvantaged children achieving the expected standard in writing this year. Staff report greater confidence in delivering this approach, and additional time for embedding has allowed necessary adaptations to meet pupils' needs. Next steps include exploring its implementation in Reception, particularly for children starting with lower baselines, who are on average two years behind. All staff have been trained in the ISHA Handwriting Scheme, and explicit handwriting lessons now support children's writing by reducing cognitive load, with improvements reflected in data across the school. EYFS-specific training has also strengthened early fine motor development in Nursery. Our Nurture Through Nature provision continues to thrive, with all pupils participating in small-group Forest School sessions that enhance regulation, communication, language, and collaborative skills. The Eco Council further engages pupils in caring for their school and environment. We also continue to invest in school excursions, including visits to Twycross Zoo and local sites, to enrich learning, broaden cultural capital, and bring the curriculum to life.

Targeted Academic Support

☒ **Good progress** ☐ Average progress ☐ Minimal progress

Targeted academic support remains a key priority, with two teaching assistants employed across the afternoon to ensure fidelity to the Little Wandle programme. Our Reading TA leads sessions in EYFS, supporting children to read aloud and practise early phonics skills, while the KS1 Intervention TA delivers small-group rapid catch-up and keep-up sessions, directly contributing to improved phonics outcomes. Interventions are timely, well-organised, and consistently monitored, with registers tracked and cross-referenced with attendance to ensure every child receives the support they need. Moving forward, we will introduce more formal entry and exit points to further evaluate impact. Strong home-school partnerships continue to support learning, with regular parent workshops tailored to school needs and teacher requests. This year, we have introduced parent classes to help families support children at home, which have been particularly effective for children with low starting points or limited previous schooling. Our Family Support Worker has also successfully recruited reading volunteers, so that each class now benefits from weekly additional reading sessions for key children, focusing on those who do not regularly read at home.

Wider Strategies

☒ **Good progress** ☐ Average progress ☐ Minimal progress

Our pastoral and family support systems continue to provide vital support for families, ensuring they feel safe, valued, and able to engage with school life. The Pastoral Team, Family Support Worker, and Welfare Officer (trained ELSA) work tirelessly to deliver targeted interventions, nurture sessions, and emotional literacy support, enabling children to access learning more effectively. Embedded initiatives such as the uniform shop, food bank, LOVE Bears, and free breakfast provision reduce barriers to learning and promote readiness for school, while our strong partnership with NCAT and access to translation services ensures all families can participate fully in school life. Parent workshops and classes, tailored to our school context, continue to strengthen home-school partnerships, supporting children with low starting points or limited previous schooling to make progress. These systems underpin our ongoing work to improve attendance through a commitment to Inclusive Attendance, aligned with our relational values and school ethos. Current figures show that attendance for pupils in receipt of pupil premium remains slightly below that of non-PP pupils. However, the systems we are embedding are strengthening relationships with families and enabling us to respond quickly to periods of absence. These targeted interventions are beginning to have an impact on attendance patterns and, over time, are expected to improve overall headline figures. Targeted interventions, including early help referrals, monitoring of leave of absence requests, and regular communication with families, ensure that support is timely and effective. While the gap between PP and non-PP pupils remains small, these strategies continue to be embedded to maintain and improve attendance and engagement, ensuring all children can access high-quality teaching and make sustained progress.

Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year: **n/a***