

## 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 ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<ul style="list-style-type: none"><li>• <u>2025 – 2026</u></li><li>• 2026 – 2027</li><li>• 2027 – 2028</li></ul>
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
<b>Total budget for this academic year</b> <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%, significantly higher than the national average of 25.7%. This figure does not fully capture our community, as some families have not yet been in the country long enough to access the pupil premium grant.*

### Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Some children start significantly below age-related expectations in reading, writing, and maths and require carefully targeted support to ensure they make strong, sustained progress and steadily narrow the attainment gap as they move through school. <i>In 2024-2025, outcomes for Forever St Chad's Y2 children were Reading 66.7%/ 56%; Writing 66.7%/ 50%; Maths 77.8%/ 67% (non-pp/ pp).</i>

<b>2</b> C&L	Poor speech, language, and communication skills, including limited vocabulary, underdeveloped conversation skills, and fewer opportunities to build broader experiences, remain significant barriers to learning. <i>In 2024-2025, only 2 children (3%) were baselined at age related. 1 of these children attended our Nursery.</i>
<b>3</b> Attendance	Persistent absenteeism is higher among our disadvantaged pupils, limiting their access to learning and slowing their progress. Contributing factors include differences in cultural expectations and families' unfamiliarity with school systems. <i>In 2024-2025, whole school attendance was 90.27% (including Reception). Pupil Premium attendance was 89.65%. Persistent absenteeism was highest in Year 2.</i>
<b>4</b> SEMH	An increasing number of pupils require support with social, emotional, and mental health needs. Some of our disadvantaged children find emotional regulation more challenging, which can affect their readiness to learn. Our observations show that individual circumstances and wider home factors influence both well-being and engagement in learning.
<b>5</b> Engagement	Some families require support to engage fully with school life and feel confident navigating the education system. Building strong, trusting relationships is essential to help parents understand how their children learn best and how they can support learning at home.
<b>6</b> Mobility	High levels of pupil mobility mean that children often join the school at different points in the year. Many new arrivals, particularly those with limited or no prior school experience, need additional support to settle, build relationships, and feel secure separating from their parents or carers. <i>In 2024-2025, pupil mobility was 52%, an increase on the previous year. The majority of these children had not previously attended school or Nursery.</i>

### 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
Disadvantaged pupils make strong and sustained progress from their starting points in reading, writing, and maths, steadily narrowing the gap with their peers and working towards age-related expectations through targeted support and high-quality teaching.	<ul style="list-style-type: none"> <li>90% of children meet or exceed their end-of-year targets in reading, writing, and maths.</li> <li>Disadvantaged pupils make sustained progress from their starting points, narrowing the attainment gap with their peers.</li> <li>High-quality teaching is evident in all classes, with teachers effectively modelling, scaffolding, and differentiating learning to support all pupils.</li> <li>Staff deliver high-quality daily read-aloud sessions with confidence, incorporating structured discussions and the St Chad's Super 6 strategies to develop active reading skills and book talk. Pupils engage with texts confidently and make strong progress from their starting points.</li> <li>Targeted reading and phonics interventions are delivered with fidelity and monitored regularly to ensure pupils make progress and are on track to pass the phonics screening check.</li> <li>Interventions are responsive and personalised, addressing the emerging needs of each child in a timely manner.</li> <li>Vocabulary and comprehension teaching is embedded across the curriculum, ensuring children develop the language skills needed to access and understand texts.</li> <li>Assessment and monitoring processes clearly track progress and inform next steps for all pupils, ensuring teaching and support are evidence-informed and effective.</li> </ul>
Disadvantaged pupils attend school regularly and on time, accessing learning consistently, supported by	<ul style="list-style-type: none"> <li>Disadvantaged pupils attend school regularly and on time, with overall attendance improving towards national, demonstrating sustained engagement with learning.</li> </ul>

<p>inclusive, relational attendance practices and proactive, targeted support for families.</p>	<ul style="list-style-type: none"> <li>• Inclusive Attendance practices are embedded across the school, with a focus on relational approaches and proactive, personalised support for families. Attendance is everybody's responsibility.</li> <li>• All children have access to school resources that support attendance, including uniform, book bags, appropriate clothing for the weather, and Forest School clothing.</li> <li>• All children have the option of a healthy breakfast on arrival, ensuring they are ready to learn.</li> <li>• Strong, trusting relationships are established with families from the very first contact, including induction and early meetings, so parents understand how to access resources and support.</li> <li>• At least 70% of disadvantaged pupils attend after-school clubs, supporting engagement, enrichment, and connection with school life.</li> <li>• The Family Support Worker actively engages with families to address barriers to attendance, improve punctuality, and ensure children attend consistently.</li> <li>• The school maintains and builds on recognition through Inclusive Attendance kite marks, demonstrating commitment to best practice and continuous improvement.</li> <li>• Lateness is reduced and punctuality is closely monitored, ensuring children arrive on time and ready to learn.</li> </ul>
<p>Pupils develop strong communication and language skills, including vocabulary, conversation, and comprehension, through a curriculum that embeds language-rich teaching strategies, supportive learning environments, and enriching experiences such as trips and hands-on activities.</p>	<ul style="list-style-type: none"> <li>• At least 90% of children meet their end-of-year targets in reading, writing, and mathematics, demonstrating the impact of embedded communication strategies across the curriculum.</li> <li>• Key vocabulary is clearly identified, systematically sequenced, and progressively developed across subjects from Reception to Year 2, using the school's improved vocabulary spine to make disciplinary knowledge explicit and intentional.</li> <li>• Knowledge organisers are introduced and embedded, with a strong emphasis on key vocabulary; parents engage with these resources at home to support discussion, comprehension, and language development.</li> <li>• Outdoor learning and the school field are used effectively to provide regular, language-rich opportunities, enhancing pupils' engagement, talk, and understanding across the curriculum.</li> <li>• The Early Years outdoor space fosters vocabulary development, confidence, and independence through meaningful, talk-rich learning experiences that support expressive and receptive language skills.</li> <li>• The school environment, guided by a curiosity-led approach, is welcoming, calm, and well-considered in décor and lighting, promoting exploration, communication, and engagement with learning.</li> <li>• Phonetically matched reading books are sent home weekly, with structured support for parents to develop home reading routines, encourage book talk, and strengthen comprehension skills.</li> <li>• All children participate in school trips and local visits, with financial barriers removed, providing regular opportunities for real-world</li> </ul>

	exploration, rich language experiences, and enhanced communication skills.
<p>Pupils, particularly disadvantaged children, develop strong social, emotional, and mental health skills, with targeted support and resources to support regulation, enabling them to access learning effectively, underpinned by relational behaviour approaches, outdoor learning, sensory circuits, and structured behaviour-for-learning strategies.</p> <p><i>The impact of these strategies is measured through qualitative and quantitative data including pupil voice, behaviour records, ELSA session outcomes, parent surveys, and teacher observations.</i></p>	<ul style="list-style-type: none"> <li>• A well-resourced Forest School environment enhances cultural capital and supports pupils' emotional wellbeing, led by a qualified and experienced Forest School practitioner and linked to sustainability through the Eco Club.</li> <li>• Ongoing CPD is provided for all staff on walk-throughs, micro-transitions, behaviour for learning, sensory circuits, and supporting regulation. New staff receive full induction training to maintain consistency of practice.</li> <li>• Practice across the school is attachment- and trauma-informed, with provision continually reviewed and enhanced for vulnerable pupils.</li> <li>• Pupils demonstrate progress in emotional literacy, with increasing ability to identify, understand, and manage their emotions effectively.</li> <li>• A qualified Emotional Literacy Support Assistant (ELSA) delivers targeted support to pupils.</li> <li>• The outdoor learning teaching assistant provides additional sensory breaks to support regulation and engagement.</li> <li>• Staff create enabling environments, use micro-transitions and sensory circuits to support attention and self-regulation, and apply evidence-informed teaching with clear lesson structures and consistent routines, ensuring children understand expectations and participate effectively.</li> </ul>
<p>Families are empowered to support their child's learning, understand the education system, and engage confidently with school, fostering strong home-school partnerships and supporting pupils' aspiration and achievement.</p> <p><i>The impact of these strategies is measured through surveys, feedback, and attendance data to ensure sustained outcomes and continuous improvement.</i></p>	<ul style="list-style-type: none"> <li>• Children in EYFS visit the library at least once per half term, with all children holding a library card to encourage reading at home and foster a culture of reading.</li> <li>• Regular parent workshops and classes are held, with at least 80% attendance from parents in each class, building knowledge of the education system, learning strategies, and the curriculum.</li> <li>• All parents attend parents' meetings and have access to Class Dojo, providing consistent communication and engagement with school.</li> <li>• Translation services are available during workshops and meetings to support non-English speaking families.</li> <li>• Meet the Teacher workshops at the start of each academic year foster relationships and set clear expectations, and end-of-year academic expectations are shared to promote a shared vision for student success.</li> <li>• 100% of children complete home reading, with the Family Support Worker supporting families who require additional guidance to record progress.</li> <li>• Ongoing workshops, parent classes, and structured communication strengthen relationships and ensure learning is reinforced at home.</li> <li>• Families report increased confidence in supporting their child's learning.</li> <li>• Targeted engagement strategies contribute to improved attendance, punctuality, and active participation in school life.</li> </ul>

## 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: £11, 140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Behaviour for Learning</b> -Use of micro-transitions to support attention and regulation  <i>Walk-Thrus (training and books): £550</i> <u>Total: £550</u>	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: <a href="#">Teaching WalkThrus   Multi-Platform Teaching Tools &amp; Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars   Oliver Cavigioli - Tom Sherrington   UK</a>  Micro-transitions (brief changes in activity or setting) are important to children's regulation and attention: <a href="#">Managing micro transitions in the classroom</a>	1, 2, 6
<b>Reading</b> - Consultancy training for teaching assistants to support daily read-alouds. - Subject leader time with the consultant to refine St Chad's Super 6 comprehension skills. - Ongoing monitoring and observations carried out jointly by the subject lead and consultant. -Comprehension strategies shared with parents to support reading at home.  <i>Consultancy costs: £840</i> <i>Staff release time: £100</i> <i>Parent workshops: see below</i> <u>Total: £940</u>	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. <a href="#">Reading comprehension strategies   EEF</a>  The same research emphasises that strategies must be deliberately taught (explicit instruction).	1, 2, 5
<b>Vocabulary</b> -Vocabulary clearly identified, streamlined, systematically sequenced, and progressively developed, including disciplinary verbs. -Ongoing staff professional development. -Subject leader to monitor implementation and impact.  <i>Resources: £150</i> <i>Subject leader release time: £400</i> <i>Staff meetings: £200</i> <u>Total: £750</u>	Teaching and modelling vocabulary can have a positive effect on early years children's language and communication: <a href="#">EEF   Communication and Language</a>  Research shows that many disadvantaged young children start school with limited vocabulary, which can affect their learning, highlighting the importance of a sequenced and focused vocabulary curriculum: <a href="#">word-gap.pdf</a>  The importance of ensuring pupils build secure subject understanding through carefully developed vocabulary and concepts: <a href="#">What do 'substantive' and 'disciplinary' mean when thinking about primary foundation subjects?   HFL Education</a>	1, 2
<b>Knowledge Organisers</b> -Year groups design and create knowledge organisers with a focus on key vocabulary and concepts.	They help build strong factual foundations, reduce working-memory load by organising knowledge into schemas, and link to effective retrieval practice and deeper learning:	1, 2, 5

<p>-Staff receive ongoing professional development on how to use knowledge organisers effectively. -Parent workshops support families in using knowledge organisers at home.</p> <p><i>Resources: £200</i> <i>Parent workshops: see below</i> <u>Total: £200</u></p>	<p><a href="#">Organising knowledge: The purpose and pedagogy of knowledge organisers</a></p> <p>Knowledge organisers support memory retention and revision: <a href="#">Knowledge of Teaching and Learning   Knowledge Organisers: A Teacher's Guide</a></p> <p>The Education Endowment Foundation highlights that clear and timely information about what children are learning significantly improves the effectiveness of parental engagement: <a href="#">Parental engagement   EEF</a></p>	
<p><b>Nurture through Nature</b></p> <p>-Forest School sessions are delivered by a qualified and experienced practitioner. -Resources and equipment are maintained and replenished.</p> <p><i>Forest School sessions: £7000</i> <i>Resources: £100</i> <u>Total: £7100</u></p>	<p>Forest schools allow children to develop collaborative skills, and gives them practical skills they can transfer to family activities: <a href="#">Study reveals how Forest Schools can benefit children's development   Loughborough University (lboro.ac.uk)</a></p> <p>Regular outdoor 'forest school' experiences can yield benefits in cognitive and emotional functioning for children aged 3-6: <a href="#">Psychological Benefits of Attending Forest School for Preschool Children: a Systematic Review   Educational Psychology Review</a></p> <p>Positive impacts of being outside on mental health and wellbeing:</p> <ul style="list-style-type: none"> <li>• <a href="#">How Outdoor Play Improves Mental Health   Pentagon Play</a></li> <li>• <a href="#">How nature benefits mental health - Mind</a></li> </ul>	1, 2, 4
<p><b>Implementation Processes</b></p> <p>-Continue the implementation and ongoing refinement of Colourful Semantics across EYFS and KS1. -Continue embedding maths vocabulary and STEM sentence structures to support structured talk and reasoning. -Address staff training needs as they arise to ensure consistent, high-quality teaching across all classes.</p> <p><i>Subject leader release: £400</i> <i>Staff professional development: £200</i> <u>Total: £600</u></p>	<p>We are now at the sustain phase of implementation, focusing on embedding strategies fully and treating the process as ongoing learning and improvement rather than a one-off initiative:</p> <p><a href="#">A School's Guide to Implementation   EEF</a></p>	1, 2, 5, 6
<p><b>School Excursions</b></p> <p>-Increased opportunities for children to participate in regular local visits, exploring the community and immediate surroundings. -Broader excursions to sites further afield, providing enriching experiences beyond the local area.</p> <p><i>Trips: £1000</i> <u>Total: £1000</u></p>	<p>The importance of cultural capital: <a href="#">Cultural capital - Early Education (early-education.org.uk)</a></p> <p>Recognise, celebrate, and build on children's existing knowledge, experiences, and interests, while providing new opportunities to broaden, challenge, and deepen their understanding, skills, and learning: <a href="#">What is Cultural Capital in the EYFS?   Family</a></p>	1, 2, 3, 4

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

Budgeted cost: £46, 482

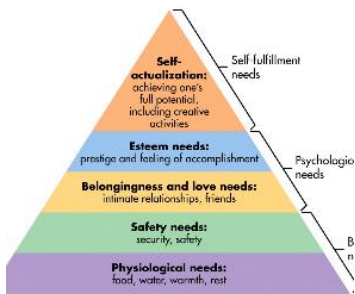
Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Parent Workshops and Classes</b> -Family Support Worker -Targeted support  <i>Staffing: £10, 498</i> <i>Translation Services: see below</i> <u>Total: £10, 498</u>	<p>Parental engagement has a positive impact on average of 4 months' additional progress:  <a href="#">Parental engagement   EEF</a></p> <p>Parental engagement in early childhood education has been extensively linked to positive academic and social outcomes for children:  <a href="#">Parental Engagement and Satisfaction in Early Childhood Education: The Mediating Role of Home Literacy Environment   Early Childhood Education Journal</a></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: <a href="#">Interim report</a></p>	1, 2, 3, 5
<b>Reading Volunteers</b> -Recruiting and DBS checks -Induction processes  <i>Administration: £50</i> <u>Total: £50</u>	<p>The importance and impact of early reading:  <a href="#">Early literacy approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Reading Volunteers allow further opportunities for children to read aloud more regularly in school.</i></p>	1, 2
<b>Reading Intervention TA</b> -EYFS-focused reading interventions -Small-group phonics and reading support -Progress monitored and adapted  <i>Staffing: £11, 337</i> <u>Total: £11, 337</u>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The importance and impact of early reading:  <a href="#">Early literacy approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<b>Targeted After School Clubs</b> -EYFS and KS1 focused -4 x groups a week -C&L focussed  <i>After school clubs: £2798</i> <i>Training: £50</i> <u>Total: £2848</u>	<p>The importance of cultural capital:  <a href="#">Cultural capital - Early Education (early-education.org.uk)</a></p> <p><a href="#">Drawing Club</a>: particularly effective for children who may be two years behind expected developmental levels, allowing them to engage meaningfully with mark-making and storytelling in a low-pressure, engaging environment.</p> <p>Story Club: <a href="#">Reading comprehension strategies   EEF</a></p> <p>The most notable benefit of after school clubs is the improved academic performance of children who attend them.  <a href="#">Benefits of After School &amp; Extracurricular Activities (learninghive.co.uk)</a></p>	1, 2, 4
<b>KS1 Intervention TA</b> -Phonics based interventions (Little Wandle)  <i>Staffing: £10, 498</i> <u>Total: £10, 498</u>	<p>TAs can make a significant positive impact when they are well-trained, strategically deployed, and used to deliver structured, evidence-based interventions: <a href="#">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF</a></p> <p>Keep-up sessions in Reception and Y1 ensure children stay in their year groups phonics group, and receive age related teaching: <a href="#">LS-Individual-keep-up-for-Reception-PD-NEW-1.pdf (littlewandlelettersandsounds.org.uk)</a></p>	2, 4



<b>Outdoor Learning TA</b> -Delivers sensory circuits and outdoor sessions. -Provides movement breaks to support readiness to learn. -Works with staff to target children needing additional regulation support.  <i>Staffing: £11, 251</i> <u>Total: £11, 251</u>	Teaching children strategies to notice and regulate their thinking and emotions supports engagement and learning: <a href="#">Metacognition and self-regulation   EEF</a>  Structured sensory activities support children to feel settled, focused, and ready to participate in learning: <a href="#">Sensory Circuits: Boosting Engagement in SEN Classrooms</a>	1, 2, 4
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Translation services (NCAT)</b>  <i>Staffing: £10,950</i> <u>Total: £10, 950</u>	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.	3, 5, 6
<b>Inclusive Attendance</b> -FSW builds strong relationships to support families with attendance. -Continue refining inclusive attendance processes. -Work towards achieving the Inclusive Attendance kite mark.  <i>Staffing: £10, 670</i> <i>Training: £450</i> <u>Total: £11, 120</u>	Inclusive Attendance: <a href="#">An Inclusive Approach to Improving Attendance - Inclusive Attendance</a>  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: <a href="#">Parental engagement   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>  Supporting attendance : <a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	1, 3, 5
<b>Nurture/ Pastoral Support</b> -ELSA support  <i>Welfare Support: £3047</i> <u>Total: £5047</u>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life: <a href="#">EEF Social and Emotional Learning.pdf</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a> ELSA: <a href="#">About ELSA – ELSA Network</a>	2, 4
<b>School Uniform</b> <i>Stock: £100</i> <u>Total: £100</u>	Maslow's Hierarchy of Needs:  	3, 4, 6
<b>Breakfast</b> <i>Currently paid for by a local business man.</i>		3, 4, 6
<b>Robust induction programme</b>  <i>In depth inductions with <u>all</u> new parents</i>	A robust, detailed induction pack for all parents (no matter when children start in the academic year): <a href="#">Parental engagement   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	1-6

<b>Love Bears</b> -All new starters receive a St Chad's bear <i>Resources: £300</i> <u>Total: £300</u>	Providing children with a sense of belonging: <a href="#">Creating a Sense of Belonging for Children - ChildWatch</a>	1, 2, 3, 4, 6
<b>Emergency fund for acute issues</b>  <u>Total: £1701</u>	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.	1-6

**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-Disadvantaged)	National (All Pupils)	National (Disadvantaged)	National (Non-Disadvantaged)
EYFSP Good Level of Development	All: 43.6% FSC: 49%	All: 45.5% FSC: 48%	All: 41.2% FSC: 52%	67.7% (2024)	Not Published	Not Published
KS1 (Year One) 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% FSC:	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***