



# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Healdswood Infant and Nursery School
Number of pupils in school	164 (Oct Census 2023) 155 (Oct Census 2024) 154 (Oct Census 2025)
Proportion (%) of pupil premium eligible pupils	48% (Oct Census 23) 45% (Oct Census 24) 45% (Oct Census 25)
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024 December 2025 December 2026
Statement authorised by	Jayne Renshaw
Pupil premium lead	Jayne Renshaw
Governor	Louise Knott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765.00 (Oct 23) £121,550.00 (Oct 24) £122,115.00 (Oct 25)
Recovery premium funding allocation this academic year	£8700 (Oct 23) £145 per eligible pupil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129,465 (Oct 23) £121,550.00 (Oct 24) £122,115.00 (Oct 25)

# Part A: Pupil Premium Strategy Plan

## Statement of intent

We acknowledge the diverse challenges that disadvantaged children encounter which impacts on children learning. Our ambition is to facilitate progress in the curriculum for all children, irrespective of their background.

When determining how to allocate pupil premium funding, Healdswood Infant and Nursery School considers the following factors:

- the barriers to our children's learning;
- the specific challenges relevant to our children;
- and our school context.

**The identified barriers to learning for disadvantaged pupils, at Healdswood Infant and Nursery School are:**

- Speech, Language and Communication;
- Low data prior to entry into Reception
- Special Educational Needs and the social and emotional wellbeing of children.

We will ensure that all teachers are involved in analysis of data and identification of pupils, so that we can continually evaluate the impact of the Pupil Premium Strategy Statement.

**Our principles:**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that evidence-informed, quality first teaching is our first priority in addressing the needs of all pupils

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive 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 (FSM) and we allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Healdswood Infant and Nursery school is a two-form infant school and located in Sutton-in-Ashfield, North Nottinghamshire. The school location and the pupil base deprivation indicator is well above average and the school is in the highest 20% compared to all schools nationally. Sutton-in-Ashfield is situated in the 5th most deprived quintile in England. The school's deprivation indicator is 0.30 (national 0.18). The income, employment, health, education and crime deprivation indicators are all significantly above national.

**Ultimate Objectives:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged using national and internal school data.

- For all disadvantaged pupils to achieve the national expected standards (e.g. ELGs, Phonics Screening) which will result in our children being given the best chance of achieving the expected standard, at the end of Year 2 in our school and ultimately Year 6 in the junior school.

**Achieving These Objectives:**

- Embedding evidence informed practice to improve quality first teaching;
- Fund educational visits and residentials to ensure all children have access to experiences and opportunities, which enhance their learning.
- Evidence informed 1:1 and or group interventions with the focus on accelerating progress (moving children to at least age-related expectations).

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and involvement on the speech and language teams indicate significant speech and language difficulties on entry to school including vocabulary deficit amongst many disadvantaged pupils. This is notably more evident for our disadvantaged pupils when entering Nursery and Reception and is evident through Key Stage One. Local Authority SALT support in Nottinghamshire continues to be challenging to access due to the demand.
2	The baseline data and assessments prior to entry into Reception indicate that children enter into the Early Years with low prior attainment, particularly Literacy, PSED and Communication and Language.
3	Analysis of internal assessments indicate that, while our Year 1 phonics data is comparable with national standards with our disadvantaged children performing comparably to their non-disadvantaged peers, the % of children achieving EXS at the end of Key Stage One for reading is significantly below national. Monitoring of reading indicates that disadvantaged pupils receive limited support with reading practice at home which affects the practicing of decoding and fluency. This negatively impacts on the children’s development as readers.
4	Although our 2022-23 attendance data indicated that the attendance between disadvantaged and non-disadvantaged pupil was similar, however, our ambition is for all pupils have school attendance above 96%. Persistent absentees continue to be a challenge, and in 2022-23 the majority of PA children were in receipt of Pupil Premium.
5	A considerable number of our disadvantaged families encounter financial difficulties, making it challenging for them to afford educational experiences thereby negatively influencing our children’s aspirations and life experiences.
6	Assessments and discussions indicate that disadvantaged children have difficulties developing as independent writers and writing attainment for disadvantaged pupils is below that of non-disadvantaged pupils. Baseline data and assessments indicate that children enter into EYFS with low prior attainment in Literacy, Physical Development and Communication and Language.

7	Our assessments and evaluations indicate that a proportion of our children in receipt of Pupil Premium funding have greater social and emotional needs than their peers, this creates barriers to learning and negatively impacts on our children's 'Readiness to Learn' in school and subsequently achieve.
8	A proportion of our disadvantaged children are identified as having multiple characteristics and are part of another vulnerable group. Our interactions with our vulnerable families and our discussions with pupils demonstrate high levels of need for pastoral support and SEMH needs for SEND and disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will have positive impact on the progress made from the children's starting points. More disadvantaged children achieve the communication and language area of learning in EYFS.
Improved attainment for reading at Key Stage One.	Quality first teaching of phonics resulting in improved reading outcomes. Pupils achieve comparably to national in the phonics screening check. Disadvantaged pupils achieve comparably to non-disadvantaged pupils in reading at the <i>Expected</i> and <i>Greater Depth</i> Standard at the end of Key Stage One.
Improved attainment in writing.	Assessments show an improvement in writing independence. Internal/external writing moderation indicate the disadvantaged children achieve comparably to non-disadvantaged at the <i>Expected</i> and/or <i>Greater Depth</i> standard at the end of Key Stage One.
Improved attainment in mathematics	Internal/external in mathematics moderation indicate the disadvantaged children achieve comparably to non-disadvantaged at the <i>Expected</i> and/or <i>Greater Depth</i> standard at the end of Key Stage One.
Improved attainment and progress of disadvantaged pupils achieving GLD and is comparable to non-disadvantaged pupils.	Pupils in EYFS will be on track for attaining a Good Level of Development. Internal assessments show good/accelerated progress for disadvantaged pupils.

<p>Disadvantaged pupils achieve comparatively to non-disadvantaged pupils in year 1 Phonics Screening Check.</p>	<p>Year 1 Phonics Screening outcomes for the disadvantaged children align with the national and continue to be comparable with non-disadvantaged children.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and SEND pupils.</p>	<p>Sustained levels of wellbeing from 2023 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent discussions and SDQS (Strengths and Difficulties Questionnaire)</li> <li>• participation in enrichment, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained attendance for 2023/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The attendance disparity between disadvantaged and non-disadvantaged students remains comparable and the school data continues to align with national attendance figures.</li> <li>• The number of disadvantaged persistent absentees has been reduced.</li> </ul>
<p>Families of disadvantaged children are proactively engaged with supporting learning the school to support children at home and in school at the earliest opportunity.</p>	<ul style="list-style-type: none"> <li>• Families of disadvantaged pupils are proactively engaged and as a result attend school events.</li> <li>• Families are supported to access support services, referrals are made proactively and families are supported to external agencies to provide identified support, e.g. <i>Early Help</i>.</li> <li>• Wherever possible support is hosted by the school to encourage parental engagement, e.g. Solihul.</li> <li>• Families recognise that school is a place of support beyond education.</li> </ul>

## Activity in this Academic Year

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



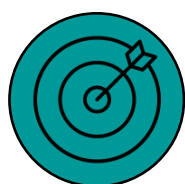
### Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £60,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Secure quality, sustained professional development for teachers.</b></p> <ul style="list-style-type: none"> <li>- NPQH</li> <li>- NPQSL</li> <li>- NPQML</li> <li>-NPQLL</li> <li>-NPQLT</li> <li>-NPQSENCO</li> </ul> <p><i>-Engagement in Professional Learning Communities (e.g. Early Years Network, KS1 Network)</i></p> <p><i>-1:1 Pedagogical Coaching (Early Years Lead).</i></p> <p><i>-Engagement in the Maths Hub Development Programme.</i></p> <p><i>-Engagement in the English Hub Development Programme</i></p> <p><i>-Engagement in Mastering in Number Programme</i></p> <p><i>-Speech and Language Specialist Support Programme</i></p>	<p>The factor that educators and school leaders should prioritize to improve pupil's attainment is the quality of teaching (Quality first teaching). Ensuing every teacher is supported in delivering QFT will make more differences to learning than any other factor in the school. QFT narrows the advantage gap and crucially, it can be improved (Coet et al. (2018). The Sutton Trust (2011) report that QFT has impact of 1 Year+, particularly on disadvantaged children.</p> <p>CPD selected is informed by EEF research and other educational evidence and is accredited by the Department for Education (e.g. NPQSL, NPQH, NPQLL, and Maths Hub)</p> <p>CPD is sustained through the academic years and is developed using the EEF principles of effective CPD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2, 3, 6</p>
<p><b>Effective Provision of Phonics and Early Reading Support</b></p>	<p>Early Reading experts in teaching phonics is important in the development of early reading, particularly disadvantaged pupils.</p>	<p>1, 2, 3, 6</p>

<ul style="list-style-type: none"> <li>- <i>Systematic Synthetic Phonics CPD (Essential Letters and Sounds)</i></li> <li>- <i>Early Reading Lead Monitoring and Coaching</i></li> <li>- <i>ELS Resources (e.g. decodable books)</i></li> <li>- <i>Engagement in the English Hub Development Programme.</i></li> <li>- <i>Drawing Club (Greg Bottrill)</i></li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p><b>Effective teaching of Mathematics and Writing using the evidence and research available.</b></p> <ul style="list-style-type: none"> <li>- <i>Pedagogical Coaching</i></li> <li>- <i>CPD linked to NCETM and the North-East Maths Hub</i></li> <li>- <i>CPD linked to Mastering Number programme</i></li> <li>- <i>CPD provided by the English Hub</i></li> <li>- <i>Research – Writing Framework</i></li> <li>- <i>Curriculum Research Reviews (Ofsted)</i></li> </ul>	<p>The EEF <i>Teaching and Learning Toolkits</i> summarises the available evidence and makes actionable recommendations for teachers and practitioners.</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2, 3, 6
<p><b>Promote Social and Emotional Wellbeing in Children.</b></p> <ul style="list-style-type: none"> <li>- <i>Thrive</i></li> <li>- <i>Trauma Informed Practice and Relational Approaches</i></li> <li>- Senior Mental Health Lead</li> <li>- Senior Mental Health Lead has also completed The Mental Health &amp; Trauma Informed Diploma</li> <li>- Building relational schools ; becoming attachment aware and trauma informed</li> <li>- Therapeutic interventions</li> </ul>	<p>SEL approaches are proven to have a positive impact on pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Impact Reports for Thrive Approach: <a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a></p>	7, 8

<b>Effective Leadership and Monitoring of Pupil Premium</b> <i>- Pupil Progress Reviews</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	1,2, 3, 4, 5, 6, 7, 8
<b>Specialist Music Teacher</b> - Music Lead teacher teaches all children in KS1 - School employs a music specialist for teaching music in Early Years	There is evidence supporting the impact of the Arts participation for academic attainment in other areas of the curriculum particularly English and Mathematics. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 5, 6, 7
<b>Support to make Impactful and Reasonable Adjustments for Learners across the Curriculum.</b>  <i>-Additional SENCO support for PP and SEND pupils.</i> - SEND Prioritised Assessment. - Resources to support adaptive teaching - Adaption teaching strategies identified for each subject	Specific adjustments which support teachers in making reasonable adjustments for disadvantaged learners with SEND will enable learners to make progress across the curriculum. This support will include identifying the needs, providing resources to support adjustments and using expert knowledge to facilitate reasonable adjustments which positively impact on outcomes for learners.  Evidence: <a href="#">EPI (2021) Identifying Pupils with Special Educational Needs and Disabilities</a> Evidence: <a href="#">DfE (2017) SEN Support: A Rapid Evidence Assessment</a>	2, 3, 6, 7, 8



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

Budgeted cost: £30,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Speech and Language Specialist Support Assistant.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3, 6
<b>1:1/Group Phonics and Reading Support for Targeted Disadvantaged Pupils.</b>	There is extensive evidence supporting the impact of quality 1:1 tuition for children that require targeted specialist phonics support to accelerate progress.	3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
<p><b>Structured and Research Informed Targeted Interventions (1:1 and/ or Group).</b></p> <ul style="list-style-type: none"> <li>- School Led Tutoring (SLT).</li> <li>- 1<sup>st</sup> Class@Number Programme (EEF Evaluation)</li> <li>- The ONE Project (EEF Evaluation)</li> <li>- HFL Reading Fluency Programme</li> </ul>	<p>The ONE Programme (University of Oxford)</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-one-project-2022-23-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-one-project-2022-23-trial</a></p> <p>1<sup>st</sup> Class@Number Project</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a></p> <p>Group Tuition (Teacher and/or Teaching Assistant)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>HFL Reading Fluency</p> <p><a href="https://www.hfleducation.org/reading-fluency">https://www.hfleducation.org/reading-fluency</a></p>	2, 3, 6
<p><b>SEMH Support</b></p> <ul style="list-style-type: none"> <li>- Therapeutic Interventions, e.g. Lego Therapy, Drawing and Talking, Exploring Emotions through Art and Nursery Rhymes, big empathy drawings and sand play</li> <li>- Thrive</li> <li>- Staff trained in relational and trauma informed approaches</li> </ul>	<p>SEL approaches are proven to have a positive impact on pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	7



### Wider strategies (for example, attendance, behaviour, well-being)

Budgeted cost: £30,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Officer to Engage with Parents/Carers and support School Attendance.</b></p> <p><b>In 2025 The School employed a Family Support worker to further support engagement</b></p>	<p>An Evidence Informed approach to improving attendance shows that pupils with good attendance make the most progress. Monitoring PP attendance and implementing procedures will improve attendance and reduce the number of PP children who are persistently absent from school.</p>	4

<p><b>with parents and school attendance.</b></p>	<p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	
<p><b>Provide Subsidised Enrichment Opportunities and Wider Opportunities.</b></p>	<p>School visits and visitors have a significant role in enhancing the learning and curriculum in school, therefore we want all children to access these. Attendance data shows all children entitled to pupil premium have previously attended school visits. These visits and experiences will develop children both personally and academically.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p>	5
<p><b>Outside Play and Learning (OPAL) Primary Programme</b></p> <p><a href="https://outdoorplayandlearning.org.uk/the-opal-primary-programme/">https://outdoorplayandlearning.org.uk/the-opal-primary-programme/</a></p>	<p>Independent evaluation of the OPAL Primary Programme led by Gloucestershire University and published by the National Children's Bureau support the benefits of Play on children wellbeing and academic achievement.</p> <p><a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a></p>	5, 7
<p><b>Magic Breakfast Provision</b></p>	<p>Breakfast provision boost children's concentration, attendance and academic achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	1, 2, 3, 4, 5, 6, 7, 8
<p><b>Contingency fund.</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need for contingency funding aside to respond to needs that have not yet been identified.</p>	

**Total budgeted cost: £106,375**

## Part B: Review of the previous academic year

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

### **Improved oral language skills and vocabulary among disadvantaged pupils.**

We continue to recognise the importance of early identification of speech and language difficulties and providing targeted support as this will have an impact on children accessing the curriculum and increase their social interactions. CPD support from Chatter speech and the use of the Chatter speech screening tool has enabled early identification of children who are displaying speech and language difficulties. In 23/24 22 children accessed support from the school's speech and language specialist. This has increased in 24/25 which has meant that 26 children have received this specialist support and referral to speech and language support services. Last year one child (5%) was discharged as a result of support given in 24/25 this has increased to two children (8%) who have been discharged. Last year 19 children had one or more new targets over the year. In 24/25 this increased to 21 children having one or more targets during the year. However, in 24/25 the number of children who had two or more targets reduced from 11 children to 5 and no children had three or more targets. This is due to speech and language specialists not reviewing the targets as frequently as this now requires parents to request the new targets issued and this is impacting on the frequency in which targets are changed. Last year 2 children had ongoing targets using communication aids and this has increased to 3 children in 24/25. This reflects the increased complexity of the children's needs. As communication and language affects all strands of development the level of children obtaining GLD in EYFS has decreased slightly from 65.5% last year to 65% in 24/25. However, in 2024-2025 the cohort is smaller so each child has a larger weighting. Last year the school had 55 children worth 2% each compared to 40 in 24/25 with a weighting of 3% each. The gap has widened slightly between PP and non PP obtaining GLD by 2.33%. This does follow both the National and Local Authority trend. However, the school gap of -7% is significantly smaller than both the National gap of -21.2% and the Local Authority gap of -24% between PP and non PP children. 61% of the PP achieved GLD compared to 68% non PP children.

In Early Years children's communication and language needs are assessed against the Early Learning Goals. In 2023-2024 in the speaking strand at baseline this was 70% of children on track and increased to 85% by the end of the year. In 24/25 at baseline 54% of the children were on track and by the end this increased to 80%. Although a lower percentage of children obtained the speaking strand in 24/25 than the previous year, fewer children were on track in this area on baseline and therefore more children made accelerated progress from their starting points. In 23/24 there was an increase of +15% obtaining this strand compared to +26% increase in 24-25. When looking at how PP performed in this strand in 2023-2024 this was 83% compared to non PP of 88% a gap of -5%. In 24/25 the gap has narrowed slightly PP 78% compared to non PP of 82% a gap of -4%. Also the percentage increase of PP on track at baseline to the end of the year has increased in 23/24. This was an increase of +14% compared to 2024-2025 when the increase was +31%. In 23/24 the non PP children made slightly better progress an increase of +17% compared to PP of +14%. This has improved significantly in 24/25 when the increase for non PP children was +24% and the PP children made better accelerated progress than non PP as PP had an increase of +31% by the end of the year.

### **Improved attainment for reading at Key Stage One.**

Last year 24/25 the school had a particularly complex cohort in Year 2 which impacted on the school's ability to improve attainment at Key Stage 1. The cohort had 28% SEN, 50% PP and 13% EAL with children who had multiple vulnerabilities. This coupled with the fact that two children suffered major trauma and the complexity of the children with SEN meant that although children did make good progress from their starting point this was still not enough to get them to the expected level.

It continues to be our ambition to ensure that we raise outcomes in reading, particularly for our disadvantaged pupils as a child's attainment in reading has a proven correlation with success in a child's future education.

All Year 1 children completed the phonics screening in June 2025. In June 2024, 77.2% passed the phonics screening which was comparable to national (80%). This has improved slightly in June 2025 when 78% of pupils passed the phonics screening test compared to the National average of 80%. Last year PP outperformed non PP 80% passing the phonics screening test compared to non PP 74.07% therefore the gap last year was +5.93% in favour of PP. The gap has widened this year the percentage of PP children passing the phonics screening test at the end of year 1 was 75% compared to 81.48% for non PP a gap of -6.48%. Although the school gap has widened between PP and non PP this does follow the National and Local Authority trend. However, the school gap of -6.48% is significantly smaller than both the National gap which is -17% and the Local Authority gap which is 18.8%.

In June 2025, all pupils achieving the required standard in phonics at the end of Key Stage 1 (Year 2) was 83.9%. This was lower than the National average which was 90.9%. This year the school is slightly below 23/24 results when all pupils gained 84.5% and the National average this year was 89%. When comparing PP and non PP in June 25, 82.14% compared to 85.71% non PP passed the phonics screening test by the end of Year 2. In 23/24 the school PP was 80.65% compared to non PP of 88.46%. This shows an improving picture. The schools gap between PP and non PP has narrowed from -7.81% in 23/24 to a gap which is in favour of PP +3.57 in 24/25. This bucks both the National and Local Authority trend. The schools gap between PP and non PP in 24/25 is significantly lower than both the National and the Local authority gap, the school gap is in favour of PP at +3.57% compared to the National gap of -11% and the local authority gap of 12.6%

The data represents the schools investment in targeted phonics support for EYFS, Year 1, and Year 2 and the school's commitment to their involvement with the English Hub and school's investment in Essential Letters and Sounds. The impact from this has enabled us to achieve the results above despite the school being located in lowest 10% of deprived schools nationally. We will continue to prioritise Pupil Premium Funding to target disadvantaged pupils and ensure that all of pupils become successful early readers.

The school recognises that there is a significant gap between the phonics screening check and the end of KS1 reading results which drove the schools decision to use a new SSP (Essential Letters and Sounds).

In 23/24 58.6% of pupils attained the expected standard in reading and in 24/25 this decreased to 45.4% which was significantly below the National average of 72%. However the gap between PP and non PP has narrowed over the two years. In 23/24 the schools PP children achieving the expected standard in reading was 48% compared to 66% for non PP children. This meant a gap of -18%. In 24/25 the school's PP children were 50% compared to 41% for non PP children. This meant a gap was in favour of PP children at +9% which is an improving picture. There is no National data for comparison as the SATS at the end of KS1 are now non statutory.

The school continues to access extensive CPD as we are using a new SSP programme which started in Spring 2024, purchased new reading books which finely matches the children's phonics skills and have joined the English Hub and are receiving support through the Hub which started in September 2024 and will support progress in phonics, reading and writing.

### **Improved attainment in writing.**

In September 2025 the school appointed two new writing leads who are to implement any changes which have been recommended by the Writing Framework.

Monitoring indicates an improvement in writing independence, in the adventurous word choices the children are making and the good progress the children are making from their starting points.

At the end of Key Stage One, our data for all pupils in writing was below the National picture. The school achieved (45.2%) compared to the National figure of (64%). This shows a decline

from the previous year in which 55.2% achieved the expected standard in writing compared to the National figure of 64%.

However, the data demonstrates that the gap between PP and non PP has narrowed slightly over the 2 years. In 23/24 the school's PP children achieved 41% compared to 69% for the non PP children creating a gap of -28%. In 24/25 although fewer PP children achieved the expected standard the gap is smaller 32% for PP children compared to 59% for non PP children creating a gap of -27%. This remains the largest gap between PP and non PP in the core subjects however data indicates that the results were cohort specific due to their complexities and that it is an improving picture moving into next year.

### **Improvement attainment in mathematics**

At the end of Key Stage One, our data for all pupils in mathematics was below the National picture. The school achieved 60% compared to the National figure of 73%. This result is slightly below the previous year's results of 63.8% compared to the National figure of 72%. However, the gap between PP and non PP in school has decreased and in 24/25 was in favour of PP children. PP children achieving the expected standard in mathematics was 61% compared to non PP of 59% creating a gap in favour of PP children of +2%. In 23/24 the PP children achieving the expected standard in mathematics was 59% compared to non PP of 69% a gap of -10%.

Despite our data being below national standards, internal monitoring demonstrates that the majority of pupils made good or accelerated progress from their starting points. The school is part of the Maths Hub and as a result has accessed quality CPD for the two maths leads which has helped to drive improvements forward. In September 25 the school also became part of the Mastering Number programme which will provide high quality CPD for both maths leads and another teacher in KS1.

### **Improved attainment and progress of disadvantaged pupils achieving GLD and is comparable to non-disadvantaged pupils.**

Internal data continues to indicate that the school has made good progress in children obtaining GLD at the end of EYFS. However, there is a slight decrease in the number of children obtaining GLD 65.5% last year to 65% in 24/25. The school remains close to the National 65% compared to 68.3%. Data does indicate the accelerated progress which children have made from their starting points and this is an improving picture. Last year at baseline 25% of children were on track to achieve GLD by the end. This has increased to 65.5% a percentage increase of 40.5%. In 24/25 at baseline 17% of children were on track to obtain GLD and by the end of the year 65% obtained GLD a percentage increase of 48%. In 24/25 the cohort was smaller than the previous year which means that each child is worth a greater weighting. Last year the school had 55 children worth 2% each compared to 40 in 24/25 with a weighting of 3% each.

The school gap has widened slightly between PP and non PP obtaining GLD by 2.33%. This does follow both the National and Local Authority trend. However, the school gap of -7% is significantly smaller than both the National gap of -21.2% and the Local Authority gap of -24% between PP and non PP children. 61% of the PP achieved GLD compared to 68% non PP children.

### **Disadvantaged pupils achieve comparatively to non-disadvantaged pupils in year 1 Phonics Screening Check.**

All Year 1 children completed the phonics screening in June 2025. In June 2024, 77.2% passed the phonics screening which was comparable to national (80%). This has improved slightly in June 2025 when 78% of pupils passed the phonics screening test compared to the National average of 80%. Last year PP outperformed non PP 80% passing the phonics screening test compared to non PP 74.07% therefore the gap last year was +5.93% in favour of PP. The gap has widened this year. The percentage of PP children passing the phonics screening test at the end of year 1 was 75% compared to 81.48% for non PP a gap of -6.48%.

Although the school gap has widened between PP and non PP this does follow the National and Local Authority trend. However, the school gap of -6.48% is significantly smaller than both the National gap which is -17% and the Local Authority gap which is 18.8%.

**To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and SEND pupils.**

During 23/24, on average 46% of our disadvantaged pupils accessed after-school enrichment opportunities. This has increased in 24/25 and on average 54% of PP children have benefited from a range of after-school enrichment opportunities which have been provided by the school. School visits and experiences continue to have a significant role in enhancing the learning and curriculum and develop children both personally and socially, particularly for our disadvantaged pupils. We have continued to fund or subsidise school visits for our disadvantaged children to enhance the curriculum and our teachers and pupils continue to speak positively about the enrichment provided and the impact on children's cultural capital. The range of visits and visitors into school has increased in 24-25 and the curriculum has been revisited to establish even more ways of adding to the wider experiences which we offer to the children.

The schools adopted OPAL play approach to unstructured times as leaders recognised that this was the time of the day which children struggled with their behaviour the most. This has transformed the opportunities we provide the children at lunchtimes. At the beginning of our OPAL journey the school scored 31% against the OPAL criteria, on 9<sup>th</sup> October 2024 we would have achieved a Gold Quality Mark with 78%. On 5<sup>th</sup> February 2025 the school had its final assessment and the school became an OPAL Platinum School being in the top 5% of schools providing play at lunchtimes. During our final assessment the school scored 100%. The school is a model of good practice for OPAL with other schools visiting to observe the school's OPAL provision.

Research confirms that children who are hungry do not perform as well. A free breakfast which started in November 21 ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day. This is through magic breakfast and ensures all children benefit from this and that PP children do not feel stigmatised or singled out for receiving breakfast at school.

The school continues to be a THRIVE school and tailored support is given to children who are experiencing mental health difficulties including identified therapeutic interventions. The school also has accessed CPD and our SENCO following becoming an accredited Mental Health Lead last year has undertaken 11 days extensive training and is due to obtain the Mental Health & Trauma Informed Diploma in the Autumn term 2025. This will enable her to support children, families and staff further. Data demonstrates the positive impact that the therapeutic interventions have had on the children.

In 24-25 the school began its journey to follow a relational and trauma informed approach to behaviour management and the school's behaviour system was totally transformed. During the year all teachers and two teaching assistants have accessed intense three day training provided by the education psychology team and this has meant that all staff share the school's vision and a consistent approach to behaviour management is used which matches the school's ethos. Monitoring has shown that children have expressed the positive impact that this is having on their wellbeing and mental health. All the other staff in school have also benefited from extensive training provided by the Family SENCO which has further strengthened the school's consistent approach.

**To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.**

The school continues to focus on attendance which is also a National priority. In Spring 2025 the school employed a Family Support Worker and part of her role has been to support families to get their children to school including fetching the children from home and also building relationships with the parents and holding meetings with parents to identify if school can support and alleviate any potential barriers. Case studies show the positive impact that she has had on some of our disadvantaged families and how the strategies used have helped to improve the children's attendance. She has produced an Attendance Guidance for parents and carers which is shared with parents which is easier to interpret than the attendance policy

so all parents are aware of the school's expectations regarding attendance. Half termly reports are given to governors which shows how attendance data is tracked including for our vulnerable children and comparing the school to National figures. The school continues to have an attendance policy which is implemented robustly.

We have continued to closely monitor attendance and our figures show comparisons which date back to 21/22 to give a full picture of our attendance history. Our whole school attendance less the Nursery children in 24/25 was 91.70%. The previous year our attendance was 91.24% which demonstrates a slight improvement on last year's figures. The National average for the year 24/25 stands at 93.1% overall so the school is below the National average for all schools. However, when comparing to the National average for just Primary schools this is 94.8%, the school is also below this figure. This is considerably below our school target of 96% although this does follow the National trend. The school's attendance has slightly improved on the previous year and this is reflected in the gap between the school and the National figures. In 23/24 the gap between school and all schools Nationally was -1.56%. This year the gap has reduced slightly to -1.4%. When comparing the school to just primary schools Nationally this gap has also reduced slightly in 23/24 the gap was -3.26% and in 24/25 the gap is -3.1%.

When comparing the PP and non PP attendance, the attendance of PP children has increased from the previous year. In 24/25 PP attendance was 92.38% compared to 89.93% for 23/24. The gap between PP and non PP has also narrowed in 23/24. The gap was -1.72% compared to 24/25 when the gap is now in favour of PP +0.28%. In both 23/24 and 24/25 the school was below the National PP and non PP gap. In 23/24 the school gap was -1.72% compared to the National gap of -5.3% and in 24/25 the school gap was +0.28% compared to the National gap of -4.6%. Persistent absence will continue to be a focus for the school as in 23/24 this was 17.09% and in 2024/25 it increased to 23.72%.

#### **Families of disadvantaged children are proactively engaged with supporting learning the school to support children at home and in school at the earliest opportunity.**

In Spring 2025 the school employed a Family Support Worker whose role includes pastoral support for children and families, attendance and supporting families to get their children to school and she is also part of the school safeguarding team. Part of her role this year has been to ensure that we continue to proactively make referrals for support from external agencies including Early Help. She is a daily presence on the playground each day and is building trusting relationships with families who have reached out for support beyond education and asked for support to bring their children to school, with food, purchasing Christmas presents and supported parents with their own mental health struggles.

Families of disadvantaged pupils continue to proactively engage and as result we have had an amazing turn out for school events including parents evenings. The Family Support Worker has also arranged courses in school to support parents.

The appointment of the Family Support Worker has strengthened our relationship with parents this year and this has included being present during home visits before the children start school and attending stay and play sessions which has helped to establish the relationship and trust before the children start school. The parents have spoken positively about the stay and play sessions and how this has increased their confidence in sending their children to school.

#### **This details the impact of pupil premium activity had on our pupils the 2023-24 academic year.**

##### **Improved oral language skills and vocabulary among disadvantaged pupils.**

We recognise the importance of early identification of speech and language difficulties and providing targeted support as this will have an impact on children accessing the. In 2023-24 children received specialist support from our Speech and Language Intervention Officer. 5% of children have been discharged since September. 45% of children have had 2 or more sets of new targets and 36% of the children have had one set of new targets, 9% have had long term ongoing targets using a communication aid. 100% of children making good or accelerated progress. Due to the system where parents have to request further involvement from speech and

language therapy services, some children have been waiting longer for new assessments and targets. We have made 9 new referrals for Speech and Language supports.

The Nursery have accessed Chatter Speech support which has meant that all the Nursery children have been screened allowing for early identification of children requiring support. As communication affects all areas of learning the level of children achieving GLD has increased since last year. 65.4% achieved GLD in reception in 23/24 which is an increase of 9.7%. 63.33% of Pupil Premium children obtained GLD compared to 68% of non-Pupil Premium. When looking at the speaking strand 83% of Pupil Premium achieved this compared to 88% of non-Pupil Premium so the gap is not large. The previous year 76% of Pupil Premium obtained the speaking strand demonstrating that more Pupil Premium are obtaining this strand of the curriculum.

### **Improved attainment for reading at Key Stage One.**

It is our ambition to ensure that we raise outcomes in reading, particular for our disadvantaged pupils as a child's attainment in reading has a proven correlation with success in a child's future education. All Year 1 children completed the phonics screening in June 2024. In June 2024, 77.2% passed the phonics screening which was comparable to national (80%). More Pupil Premium children passed the phonic screening test in Year 1 compared to non Pupil Premium children PP (80% 25/31) Non PP (74.07%).

In June 2024, all pupils achieving the required standard in phonics at the end of Key Stage 1 (Year 2) was 84.5% compared nationally to 89%. This data reflects the challenges of the school post pandemic and the data has been affected by 3 children who joined the school in Year 2 from a different Country who had not previously been taught phonics, 2 of which did not speak any English. Of the 14 children who did not pass the phonics screening test in Year 1 57% were Pupil Premium. Internal assessments demonstrate that all children made good progress from their starting points.

As a school, we have invested in targeted phonics support for EYFS, Year 1, and Year 2. The impact from this has enabled us to achieve the results above despite the school being located in lowest 10% of deprived schools nationally. We will continue to prioritise Pupil Premium Funding to target disadvantaged pupils and ensure that all of pupils become successful early readers.

The school recognises that there is a significant gap between the phonics screening check and the end of KS1 reading results which has driven the decision to use a new SSP. However, this is an improving picture, with 58.6% achieving the expected standard in reading in Year 2 and increase of 10.3% on the previous year's results. Despite this there is still a gap between PP and Non PP achieving the expected standard or greater depth at the end of Key Stage One of 18%. This will continued to be monitored.

The Reading Fluency Programme has demonstrated a positive impact on the pupils that completed the programme. 9 pupils participated in the Reading Fluency Programme, all of whom were below our Reading/Phonics ELS assessments. Of these nine pupils, eight (89%) made accelerated progress and achieved the expected standard (EXS) by the end of Key Stage One (KS1). All nine pupils (100%) demonstrated good progress.

The school have accessed extensive CPD as we are using a new SSP programme which started in Spring 2024, purchased new reading books which finely matches the children's phonics skills and have joined the English Hub and are receiving support through the Hub which started in September 2024 which will support progress in phonics, reading and writing.

### **Improved attainment in writing.**

Monitoring indicidates an improvement in writing independence, in the adventorous word choices the children are making and the progress from the children's starting points.

At the end of Key Stage One, our data for all pupils in writing was below the National picture. The school achieved (55.2%) compared to the National figure of (63%). However, the data indicates that this is an improving picture with the school data being a 5.2% increase on the previous year. Despite this there is still a gap between PP and Non PP achieving the expected standard or greater depth at the end of Key Stage One of 28%.This is the largest gap between PP and non PP in the Core subjects. 50% of the cohort were Pupil Premium and this was particularly transient cohort whicht had a negative impact on the data submitted. Despite our data

being below national standards, internal monitoring demonstrates that the majority of pupils made good or accelerated progress from their starting points.

### **Improvement attainment in mathematics**

At the end of Key Stage One, our data for all pupils in mathematics was below the National picture. The school achieved (63.8%) compared to the National figure of (72%). However, the data indicates that this is an improving picture with the school data being a 10.4% increase on the previous year. Despite this there is still a gap between PP and Non PP achieving the expected standard or greater depth at the end of Key Stage One of 10%. This is the smallest gap between PP and non PP in the Core subjects. 50% of the cohort were Pupil Premium and this was particularly transient cohort which had a negative impact on the data submitted. Despite our data being below national standards, internal monitoring demonstrates that the majority of pupils made good or accelerated progress from their starting points. The school is part of the Maths Hub and as a result has accessed quality CPD for the two maths leads which has helped to drive improvements forward. During 23/24 the school has also taken part in research projects by The Education Endowment Foundation in KS1 and Early Years 'The One Programme' and the '1<sup>st</sup> Class Number Project'. Internal data demonstrates the positive impact they being part of this research has had on pupil attainment.

### **Improved attainment and progress of disadvantaged pupils achieving GLD and is comparable to non-disadvantaged pupils.**

Internal data indicates that the school has made good progress in children obtaining GLD at the end of EYFS. At the beginning of the year data showed that 13/53 (25%) were on track to achieve GLD at the end of the year the actual number of children who obtained a Good Level of Development in June 2024 was 36/55 (65.5%). The school was broadly in line with National date 65.5% compared to the National figure of 67.7%. The school is showing an improving picture having increased the percentage of children obtaining GLD on the previous year by 9.7%. The gap between Pupil premium children (65.5%) and non Pupil Premium (68%) in not large at 4.67%.

Internal assessment show that majority of children made good or accelerated progress from their starting points.

### **Disadvantaged pupils achieve comparatively to non-disadvantaged pupils in year 1 Phonics Screening Check.**

All Year 1 children completed the phonics screening in June 2024. In June 2024, 77.2% passed the phonics screening which was comparable to national (80%). More Pupil Premium children passed the phonic screening test in Year 1 compared to non Pupil Premium children PP (80% 25/31) Non PP (74.07%).

### **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and SEND pupils.**

During 2023-24, on average 46% of our disadvantaged pupils accessed after-school enrichment opportunities. School visits and experiences have a significant role in enhancing the learning and curriculum and develop children both personally and socially, particularly for our disadvantaged pupils. This year we have continued to fund or subsidise school visits for our disadvantaged children to enhance curriculum and our teachers and pupils spoke positivity about the enrichment provided and the impact on children's cultural capital.

Children who are hungry do not perform as well. A free breakfast which started in November 21 ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day.

The school is a THRIVE school and tailored support is given to children who are experiencing mental health difficulties including identified therapeutic interventions. The school also has accessed CPD and our SENCO and as a result she is an accredited Mental Health Lead who is able to support, children, families and staff.

**To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.**

Attendance has been a focus for us as a school which has been a National trend. School attendance data has been tracked and compared to National with our school attendance policy being implemented robustly and attendance monitored by our Attendance Officer and Headteacher. Whole school attendance in July 2024 was 91.24% (Exc. Non-Statutory Pupils) which is considerably below our school target of 96% and this has been reflected in the picture Nationally. National statistics for pupil attendance in primary schools in 2023/2024 was 92.8% for all schools. However when comparing our data to just Primary Schools the school is below this data as the National for just primary schools was 94.5%. The attendance for PP children was 89.93% (Exc. Non-Statutory Pupils) which was comparable to Non-PP with 91.52%. Persistence absence continued to also be a challenge for the school with 17.09% of pupils considered persistence absentees during 2023-24. This is an improving picture from the previous year in which persistent absence was 21.38%. The school was also below the National picture for persistent absence which was 20.7%. This will continue to a focus for the school in 2024-25.

**Families of disadvantaged children are proactively engaged with supporting learning the school to support children at home and in school at the earliest opportunity.**

Families of disadvantages pupils are proactively engaged and as result we have had an amazing turn out for school events including parents evenings. Our families have been supported to access support services. The school ensures that it proactively makes referrals for support from external agencies including Early Help.

Families recognise that the school is a place of support beyond education and have reached out for support from the school with help with food, purchasing Christmas presents and support with their mental health.

## Externally provided programmes

Programme	Provider
Number Sense	
Numbots	
ELS phonics programme	
Mastering Number	
Talk for Writing	