

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Nansledan
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	30% (117 pupils of which 7.2% service – 28 pupils) 23.7% disadvantaged (92 pupils) 1 pupil CIC
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Started - 2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Vicky French Head of School

Pupil premium lead	Amy Gibson Pupil Premium Lead
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110 085
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£110 085

## Part A: Pupil premium strategy plan

### Statement of intent

At Skol Nansledan we understand that today's learners will be tomorrow's leaders. Our aim is to give all children the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally through high-quality teaching and learning.

We support and challenge every learner to reach their full potential; we are committed to providing relevant and ambitious experiences delivered in an unreserved spirit of adventure, where curiosity and experiential learning is celebrated. We nurture children's self-esteem, to promote independence in a caring and secure environment, where every child matters.

The intention of our strategy is to invest in strategies that remove the barriers to educational achievement so that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, including our service premium pupils, to achieve that goal. This would include progress for those who are already high attainers, ensuring that pupils are challenged in all areas of their learning.

We know the significant positive impact of quality first teaching and put this at the heart of the school's strategy with a focus on areas in which disadvantaged pupils require the most support. To support this we are committed to ensuring high quality continuous personal and professional development for all our staff. We organise teaching and learning at Nansledan in order to meet the needs of all children in the best way.

Our approach involves a mixture of strategies that intend to raise the quality of teaching for all, provide targeted support for individuals through specific interventions and wider strategies. We aim to give our children cultural capital on which to build, so every child, regardless of race, gender, socio-economic background or ability, partakes in experiences which will enable them to take a lead role in society in later life.

We want our children to develop a love of learning and to narrow the attainment gap between disadvantaged children and non-disadvantaged children. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the

EEF, has enabled this strategy to be developed. In addition to the actions planned, we will remain proactive to supporting needs as they arise.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that there are underdeveloped oral language skills and vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that writing remains a significant area of challenge for our disadvantaged pupils. At the end KS2 50% of disadvantaged pupils achieved the expected standard in writing compared to 64% of non-disadvantaged pupils.
3	Our observations, assessments and discussions with pupils and parents indicate more 'disadvantaged' pupils lack emotional resilience and positive mental health than their more advantaged peers. Pupil wellbeing has suffered in recent years following the pandemic, as evidenced by an increase in referrals to the Early Help hub, requests for parenting strategies and support and parents requesting in school pastoral support for their children. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments and monitoring have identified that fluency in times tables for all pupils is below expectation with disadvantaged pupils on average achieving a lower pass rate than their peers. Fluency in multiplication facts provides the foundation for all written and mental multiplication and division and is necessary to reduce cognitive load when completing calculations, reasoning and problem solving.
5	Attendance levels for disadvantaged pupils are lower than for non-disadvantaged pupils. Our attendance data indicates that attendance among 'disadvantaged' pupils was 2.7% lower than for 'non-disadvantaged' pupils. 25.3% of 'disadvantaged pupils' have been 'persistently absent' compared to 13% of their peers during that

	period. Our assessments and observations indicate that absenteeism is negatively impacting 'disadvantaged' pupils' progress.
6	The percentage of pupils with identified SEN continues to rise year on year. 29.1% of our disadvantaged pupils are on the record of need. 33.3% of our EHCP pupils are disadvantaged.

## 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 to narrow the attainment gap with non-disadvantaged peers.	<p>Phonics assessments evidence that all pupils make rapid progress in phonics lessons.</p> <p>Pupils who are falling behind receive daily 1:1/ small group keep up Little Wandle sessions in KS1 and the 'catch up' programme in KS2, to ensure pupils make accelerated progress, evidenced by half termly phonics assessments.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This should be evident when observing lessons and talking with pupils.</p> <p>Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons.</p> <p>The school's engagement with the NELI programme is embedded and consistently delivered across EYFS with Disadvantaged pupils consistently achieving in line with national non-disadvantaged in the prime areas for the Early Years.</p> <p>Impact of the above strategies is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

By the end of KS2, disadvantaged pupils will consistently achieve or exceed age related expectations of attainment in line with national averages for reading, writing, maths and SPAG, reducing the attainment gap in between non-disadvantaged peers.	<p>High quality teaching provision will be in all classrooms for all children.</p> <p>A comprehensive approach to continual professional and personal development will be in place to ensure quality first teaching is consistently developed and enhanced.</p> <p>Disadvantaged pupils make more progress than other pupils to narrow the attainment gap in all subjects by the end of KS2.</p> <p>The progress of disadvantaged pupils is in line with national expectations in all subjects by the end of KS2 year on year.</p> <p>Measured termly by teacher assessments, low stake quizzes, summative assessments, book looks, learning walks and moderation practices established across the Trust.</p>
To improve fluency in multiplication facts across KS1 and KS2.	<p>Increase the average score attained by disadvantaged pupils in the Multiplication Check (MTC) year on year.</p> <p>Pupils apply their multiplication facts to wider mathematical concepts.</p> <p>Pupils achieve this through targeted interventions and high-quality teaching.</p> <p>Measured by low stake quizzes, summative assessments, book looks and learning walks.</p>
Ensure all pupils, especially disadvantaged pupils, have improved and sustained wellbeing by supporting their personal, social, and emotional development. Help pupils be emotionally ready to learn and resilient when facing challenges.	<p>The school's implementation of the personal development curriculum ensures that pupils' mental health and wellbeing is forensic in meeting the needs of disadvantaged pupils.</p> <p>Minutes from welfare meetings demonstrate that disadvantaged pupil's needs are met and supported through challenging periods of their lives.</p> <p>Sustained higher levels of emotional well-being, mental health and resilience impact demonstrated by qualitative data from pupil voice and teacher observations using Boxhall profiling.</p>

<p>To achieve and sustain improved attendance for our disadvantaged pupils, in line with their more advantaged peers.</p>	<p>A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place.</p> <p>The gap between the attendance of the groups in receipt of pupil premium and those not in receipt will have diminished significantly.</p> <p>Attendance/Safeguarding Lead is accountable for improved attendance, and this is a standing item in SLT meetings to ensure that attendance for all children is in line with national figures.</p>
<p>Improved attainment in core subjects for those disadvantaged children with identified special educational needs.</p>	<p>Half termly phonics assessment evidence that pupils undergoing phonics intervention will demonstrate increased accuracy in using grapheme/phoneme correspondence, developing reading fluency so they can read with comprehension.</p> <p>Targeted intervention for writing across the school will demonstrate children's fluency in writing positively improves written outcomes.</p> <p>The use of whole class interventions such as Mastering Number will develop number fluency in rapid recall of number facts for all pupils including SEND.</p> <p>All identified pupils have individual provision maps with targeted interventions reviewed termly.</p> <p>Pupil voice and classroom observations show increased engagement and confidence in core subjects.</p> <p>Disadvantaged pupils with SEND make at least expected progress from their individual starting points in reading, writing, and maths.</p> <p>Disadvantaged SEND pupils make more progress than other SEND pupils in order to narrow the attainment gap by the end of KS2.</p> <p>Measured termly by teacher assessments and observations, summative assessments, pupil voice, book scrutinises and learning walks.</p>

## 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: £41 857

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics through a systematic phonics program:</p> <ul style="list-style-type: none"><li>➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum.</li><li>➤ For the % of children to pass the phonics screening check at the end of year one to be at least in line with national average year on year.</li><li>➤ Pupils who have not achieved the phonics check by the end of year 2 to receive daily catch-up intervention with trained staff.</li><li>➤ Pupil assessment will take place half termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support.</li></ul>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF: 2021)</p>	<p>1 and 6</p>



<ul style="list-style-type: none"> <li>➤ The program is overseen by a reading lead who supports staff regularly in the delivery through training and coaching.</li> <li>➤ Staff (including new staff) will receive training and coaching to teach phonics effectively. The teaching and learning of phonics will continue to be monitored rigorously and additional intervention will be used in class to support progress for identified children.</li> </ul>		
<ul style="list-style-type: none"> <li>➤ Children will be supported to develop high-quality early language and communication through high quality interactions and interventions, including fully trained staff delivering the NELI program. These interventions will be measured using linked assessments to measure impact.</li> </ul>	<p>In research studies; children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating. (EEF 2020).</p> <p>As highlighted in the EEF guidance report Preparing for Literacy: "When done well, high quality interactions often look effortless, but they are not easy to do well, and professional development is likely to be beneficial." EEF blog: The ShREC approach – 4 evidence informed strategies...   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) EEF   Communication and Language (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2 and 6
<p>The oracy framework to be embedded across the school.</p> <ul style="list-style-type: none"> <li>➤ Train staff on oracy frameworks and strategies for inclusive talk.</li> <li>➤ Consistent approaches to oracy used across the school to include daily use of talk partners to encourage purposeful dialogue and contributions.</li> </ul>	<p>The EEF's Teaching &amp; Learning Toolkit classifies oral language interventions (including structured talk and vocabulary extension) as high impact, very low cost, with an average gain of +6 months of progress and significant narrowing of the disadvantage gap.</p>	1, 2 and 6

<ul style="list-style-type: none"> <li>➤ Use sentence stems and oracy scaffolds to support pupils in forming complete, accurate responses.</li> <li>➤ Pre-teach key vocabulary and 'heard of words.'</li> <li>➤ Display word banks and teacher to model usage during discussions.</li> </ul>	<p>The EEF has shown that Oral Language Interventions, which are foundational to writing, also yield about +5 months of progress</p>	
<p>Writing will be taught using the school's approach:</p> <ul style="list-style-type: none"> <li>➤ High expectations for learners result in good outcomes for children.</li> <li>➤ Ongoing support for all staff will foster effective delivery of writing.</li> <li>➤ Regular learning walks and professional dialogue will support staff in embedding the approach within their classrooms resulting in improved outcomes for pupils.</li> <li>➤ End of unit outcomes will show progression in writing from starting points. Consistency will be evident throughout the school and progression will be clear.</li> <li>➤ Writing approaches will be adopted across the curriculum to allow for teaching across the wider curriculum to be taught in small, manageable step allowing for pupils to know more and remember more.</li> <li>➤ Use the Morrells handwriting scheme to improve fluency and reduce cognitive load.</li> </ul>	<p>The school writing approach naturally fosters a strong element of metacognition which the EEF has found supports pupils in making an average of 7 months progress.</p> <p>In the "Improving Literacy in Key Stage 2" report (2021): The EEF highlights the importance of teaching writing as a process (planning, drafting, revising, editing, publishing). It strongly recommends modelling and supported practice for composition skills (planning and writing texts) to enhance pupils' writing quality which is reflected in the school writing approach.</p> <p>Evidence shows that using a handwriting programme:</p> <ul style="list-style-type: none"> <li>• significantly improves fluency and writing quality.</li> <li>• Automaticity in handwriting reduces cognitive load, enabling pupils to focus on composition.</li> </ul>	<p>1, 2 and 6</p>

<p>➤ We will implement Grammarsaurus SPaG resources and CPD to deliver structured, explicit grammar instruction across all year groups</p>	<ul style="list-style-type: none"> <li>• Morrells aligns with best practice: scaffolded progression, multisensory approach, and integration with literacy skills.</li> </ul> <p>Research and EEF guidance highlight that:</p> <ul style="list-style-type: none"> <li>• Explicit SPaG instruction improves writing fluency and accuracy.</li> <li>• Structured programmes with assessment cycles enable targeted intervention.</li> <li>• Teacher confidence and fidelity in delivery are critical for sustained impact.</li> <li>• Grammarsaurus provides high-quality resources and training, supporting these evidence-based principles. Case studies show rapid improvement in writing standards when implemented consistently.</li> </ul>	
<p>➤ Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>➤ We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training/ Maths Specialist training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4 and 6</p>

➤ Embedding the teaching of Mastering Number whole class intervention throughout the school to improve rapid recall of number facts and accelerate progress.	Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a> +6 months progress	4 and 6
➤ Reading Awards scheme will continue, to recognise children's effort with reading. Reading ambassadors will promote the love of reading across the school.	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	1 and 6
➤ Provide coaching time with curriculum leads/SENCO (inc using video/teams) to improve teaching practices, ensuring quality time is provided for reflection.	'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows: Extended programmes of CPD, approximately 2 terms or longer, with iterative follow ups following the initial input create a 'rhythm' of activities that are most likely to have the greatest input for ongoing teacher development.	1, 2, 4 and 6
➤ Metacognition and Feedback Strategies will be used to support high-quality Wave One Teaching. Lesson observations and monitoring will focus on quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating metacognition and self-regulation approaches, supporting children to understand how they learn and to be able to overcome challenges.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.(EEF: 2021) There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (EEF 2021)	1, 2, 4 and 6
➤ Ongoing TIS training for all staff to continue to embed a whole school trauma informed approach into routine	Children need to be emotionally secure in order to access learning. This is supported by EEF +4.	3

educational practices and supported by professional development and training for staff.	'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'	
➤ Subsidised residentials and significant trips. Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities.	These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.	1,2, 3, 5 and 6
➤ Support teaching staff to undertake NPQs in line with their interests / developmental needs.	Worth and van Den Brande (2019) findings (amongst others) indicate that where teachers are meaningfully involved in creating their own bespoke programmes, the most effective professional development opportunities are created.	1,2,3,4,5 and 6

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

Budgeted cost: £38 314

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>➤ Children will be supported to develop high-quality early language and communication through interventions through the NELI program. This will be delivered by fully trained staff.</p>	<p>Research carried out by Ofsted and EEF highlights the vocabulary gap between disadvantaged children and others as being a significant factor in driving the attainment gap in core subjects. This aims to develop the speaking skills and associated vocabulary for all children.</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2 and 6</p>
<p>➤ Phonics intervention targeted at all pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ EEF (Evidence strength 5/5).</p>	<p>1, 2 and 6</p>
<p>➤ Pupils will have individual plans in place to support their learning. The vulnerable pupil's toolkit will be used to highlight children's barriers and to carefully plan interventions</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that the average impact of successful SEL interventions is an additional four months' progress over the course of a year.. (EEF 2021)</p> <p>Behaviour management evidence research suggests that both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF:2021)</p>	<p>1, 2, 3, 4, 5 and 6</p>

to target their needs using a trained TIS practitioner		
<ul style="list-style-type: none"> <li>➤ Develop pre- and post-teach interventions in mathematics using ready to Progress and Number sense materials to improve rapid recall facts and accelerate progress.</li> </ul>	<p>EEF research shows that developing a rich mathematical knowledge will increase attainment and deepen understanding in maths.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	4 and 6

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

Budgeted cost: £ 29 914

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>➤ Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored interventions to support emotional wellbeing and develop social and interaction skills.</li> <li>➤ Engage with local mental health professionals offering outreach support for pupils and training.</li> </ul>	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.	3, 5 and 6
<ul style="list-style-type: none"> <li>➤ Enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced which allows opportunities for cultural development.</li> </ul>	The EEF notes a positive impact on wellbeing through outdoor and wider enrichment activities.	1, 2, 3, 4, 5 and 6

<ul style="list-style-type: none"> <li>➤ Through monitoring of attendance and development of home/ school relations we aim to improve attendance of disadvantaged and non-disadvantaged pupils.</li> <li>➤ Attendance booklets to be given to all parents at the beginning of the year. With the support of the Attendance Officer and the Trust EWO.</li> <li>➤ Good attendance will continue to be promoted through positive recognition and absence reduced, including persistent absence, this will be monitored by the PP lead/ attendance officer.</li> <li>➤ Follow up meetings will be led by class teachers in the first instance, promoting attendance.</li> <li>➤ Early patterns of absenteeism will be acted upon promptly with systems in place to highlight days missed in education.</li> <li>➤ Effective morning procedures will ensure that pupils are punctual to their lessons and letters for persistent lateness will be introduced.</li> <li>➤ Pupils' welfare will always be paramount and safeguarded.</li> <li>➤ We will strive to have strong partnership with families and the wider community. Attendance officer will hold regular meetings alongside class teachers with parents for pupils with inconsistent attendance and persistent absence.</li> <li>➤ Pupils will be accessing quality wave one teaching for their full-time entitlement. Thus, consistently ensuring that they can reach the best possible academic outcomes</li> </ul>	<p>'For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment.'" (EEF:2018)</p>	<p>1,2,3,4, 5 and 6</p>
<p><b>Meet and Greet</b></p> <ul style="list-style-type: none"> <li>➤ Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning.</li> </ul>	<p>+2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at</p>	<p>3, 5 and 6</p>



<ul style="list-style-type: none"> <li>➤ Senior leader meet and greet every morning on the gate.</li> <li>➤ Pupils who struggle with the start of the day attend small group sessions with the school guinea pig and a breakfast group to provide a soft start to the day.</li> </ul>	<p>school on time to begin the day happily.</p>	
<ul style="list-style-type: none"> <li>➤ PSHEE/character education linked to the development of the school's values and virtues</li> </ul>	<p>A research study by Sheffield Hallam University found that: 'pupils' scores in the emotional literacy measure were above expectations...Teachers were able to give a number of examples of how they felt emotional literacy has developed in their pupils, for example pupils dealing better with anger, stress and being more open to discussing issues affecting their lives.'</p>	<p>1,2,3, 4, 5 and 6</p>

**Total budgeted cost: £ 110 085**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review September 2025:

Our Pupil Premium Strategy is predominantly long-term objectives as we recognise changing outcomes for disadvantaged children takes year on year investment.

Intended outcomes	Impact	Lessons learned and next steps
Improved oral language skills and vocabulary among disadvantaged pupils to ensure this group's skills are in line with all others.	<p>100% of PP chn in EYFS achieved age related expectations listening attention and understanding compared to 91% Non-PP.</p> <p>100% of PP chn in EYFS achieved age related expectations speaking compared to 85% Non-PP.</p> <p>89% of PP chn in EYFS achieved age related expectations in word reading compared to 85% Non-PP.</p> <p>100% of PP chn in EYFS achieved age related expectations in comprehension compared to 85% Non-PP.</p> <p>75% of PP chn passed the phonics check at the end of year 1 compared to 80% of Non-PP.</p> <p>However, 68% of disadvantaged pupils achieved the phonics check by the end of year 2 compared to 93% Non-PP.</p> <p>Learning walk and monitoring reviews highlighted improved consistency teaching of phonics across the school.</p>	<p>NELI to continue throughout EYFS. Consider the introduction as Wellcom to support speech and language across the school.</p> <p>Oracy to be a priority for next PP strategy. AG/BC to discuss NELI/ Wellcom</p>

	<p>Pupils in Reception received daily NELI (DfE recommended early language development programme) interventions for targeted pupils. These pupils had access to frequent small group language support, this is particularly beneficial for children who experience delays due to environment and paucity of stimuli.</p> <p>All EYFS TAs were specifically trained in NELI intervention.</p> <p>Pupils identified in need of additional targeted support were referred to our Speech &amp; Language Therapist to receive 1:1 support.</p> <p>TAs across the school and provided 1:1 Speech and Language interventions for pupils identified as needing additional support.</p> <p>Speech and language referrals ongoing throughout time within school. Children using stem sentences to talk like a specialist e.g. "As a historian..."</p> <p>School communication approach. Use of widgets being embedded across the whole school, Reception to year 6.</p>	
<p>By the end of KS2, to increase the % of disadvantaged pupils achieving the expected standards in reading, writing, maths and SPAG, reducing the attainment gap between non-disadvantaged peers in line with national figures.</p>	<p>If a child is on the record of need, their IPM targets are SMART and are reviewed regularly, with parents, as part of our provision.</p> <p>Interventions are put into place to support this e.g. phonics keep up/catch up. Interventions also include pre-teaching and post teaching; these are linked to forensically identified areas of need.</p> <p>The Little Wandle Lead has embedded Little Wandle across EYFS, KS1 and KS2. They have trained and upskilled all staff and provided ongoing support and coaching throughout the year. Keep up and catch-up interventions happen consistently throughout the school.</p>	<p>Ensure new staff are up to date with teaching approaches. Introducing fluency books to year 2 to bridge the gap between completing the phonics scheme and before moving onto AR. Continued monitoring and guidance from SLT to ensure whole</p>

	<p>Monitoring demonstrates consistent practice, and pupils have made good progress across EYFS and KS1 in phonics and maths.</p> <p>The English Lead has attended high quality CPD and embedded a progressive writing approach to the teaching of writing. The approach to teaching grammar has been successfully implemented throughout the school. Writing reviews have shown progress from starting points to include improved outcomes in the wider curriculum. Monitoring has shown consistency in class teaching between classes.</p> <p>Outcomes in maths at the end of KS1 and KS2 are above 2024 National Average age-related expectations of attainment. The maths lead continues to work closely with the maths Hub and the Maths Trust Lead. They have worked proactively to bring about improvement in the teaching of maths in school, embedding fluency, mastery and refining our approach to the teaching of mathematics. This has been recognised during monitoring visits. Year 4 and 5 continued to receive high quality CPD from the Maths Hub and disseminated good practice within their team. A HLTA is working alongside the maths lead and working with the Maths Hub to enhance support in maths lessons for KS2.</p> <p>Outcomes in reading at the end of KS1 and KS2 are in line with National age-related expectations of attainment. Staff training to ensure VIPERS lessons have impact, refining lessons to ensure that identified gaps in learning are identified and focused on. Home engagement in reading had been promoted through the introduction of a reading reward scheme.</p> <p>End of KS2 Data:  Reading: EXP PP 67% compared to EXP Non-PP 87%%  Writing: EXP PP 34% compared to EXP Non-PP 70%  Maths: EXP PP 83% compared to EXP Non-PP 87%  Combined: EXP PP 33% compared to EXP Non-PP 70%</p> <p>End of KS1 Data:</p>	<p>school expectations are raised, maintained and embedded.</p> <p>Early identification of pupils requiring additional intervention in order to sustain the percentage of pupils reaching ARE by the end of KS2.</p> <p>Writing is a focus for the 2025-6 SDP and PP strategy.</p>
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	<p>Reading: EXP PP 68% compared to EXP Non-PP 85%</p> <p>Writing: EXP PP 58% compared to EXP Non-PP 76%</p> <p>Maths: EXP PP 74% compared to EXP Non-PP 78%</p> <p>75% of PP chn passed the phonics check at the end of year 1 compared to 80% of Non-PP.</p> <ul style="list-style-type: none"> <li>• EYFS GLD: PP 56% compared to Non-PP 74%</li> </ul> <p>Multiplication check - PP 46% compared to Non-PP 53%</p>	
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>On returning to school in September, TAs provided targeted relational interventions for those identified as in need of support.</p> <p>INSET with Sarah King (Ed Physch) on emotion coaching significantly support staff to engage with pupils struggling emotionally in school. There has been significant reduction in the number of pupils and the number of occasions those pupils struggle to come into school.</p> <p>This has been further supported by relational morning strategies embedded throughout the school, soft starts and through provisions such as breakfast sessions and animal therapy morning sessions.</p> <p>There are now a small number of pupils that are struggling to enter school in the mornings and provision such as that listed above, will remain in place for the next academic year.</p> <p>A member of staff qualified as a TIS practitioner.</p> <p>All staff received TIS refresher training to ensure that all pupils needs are being met and supported, providing a trauma sensitive school. TIS strategies continued to be implemented throughout the school in order to maximise safety cues.</p>	<p>There is an identified need for an allocated out of class pastoral support throughout the week.</p> <p>Continued focus for next PP strategy.</p>

	<p>All children were greeted by their TA or class teacher on arrival to ensure that all pupils had their emotionally available adults to regulate them before starting learning.</p> <p>Calming activities and music for all pupils enabled pupils to quickly regulate and settle in the mornings.</p> <p>An increased number of educational visits, after school clubs and outdoors learning had an impact on pupil's health and mental wellbeing.</p>	
Attendance and punctuality improves overtime for identified families of disadvantaged children.	<p>Individual cases discussed at welfare meetings.</p> <p>Half termly meetings with the EWO to create focus groups and support for parents.</p> <p>Teachers have regular meetings with parents whose children's attendance is below a certain percentage.</p> <p>Aspire Attendance policy implemented and followed.</p> <p>Attendance forensically analysed fortnightly, meetings arranged and letters sent.</p> <p>Worked closely with outside agencies to support vulnerable children getting to school.</p> <p>• At the end of 2024/2025: PP Attendance 92.8% compared to Non-PP Attendance 95.5% PP PA 25.3% compared to Non-PP PA 13%. SEN Attendance 92.3%, compared to Non-SEN 94.85%.</p>	<p>Continue to follow Aspire attendance policy.</p> <p>Ensure analysis happens consistently.</p> <p>Continued focus for next PP strategy.</p>
Improved attainment in core subjects for those disadvantaged children with identified special educational needs.	<p>SENCO and class teachers provided individual support plans to target specific needs/ barriers to learning (emotional and academic).</p> <p>If a child is on the record of need, their IPM targets are SMART and are reviewed regularly, with parents, as part our provision.</p>	<p>Continue to ensure scaffolding and widgets in place for all subjects across the curriculum and</p>

	<p>Interventions are put into place to support this e.g.: Sensory circuits, touch typing, speech and language, Lego therapy, social skills intervention and TIS interventions.</p> <p>Pupils received phonics catch up intervention to support progress in reading.</p> <p>Pupils received number sense intervention to improve rapid recall of number facts and accelerate progress.</p> <p>Target pupils received daily/ weekly addition reading intervention.</p> <p>Staff CPD on visuals and scaffolding and writing delivered to all staff.</p> <p>Subject Lead monitoring focused on SEND and meeting the needs of ALL pupils. This demonstrated good provision for pupils with SEND in order to access the full curriculum offer.</p>	train new staff in effective use.
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Trauma Informed Schools	Trauma Informed Schools
Accelerated Reader	Renaissance
Little Wandle	Harper Collins

NELI	The Nuffield Early Language Intervention
TT Rockstars	Maths Circle
PSHEE Kapow programme	KAPOW

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above, on a needs basis with a particular focus on support children who may feel anxious about a parent's deployment or tour.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil's needs being met through additional SEMH support, enabling them to access the wider curriculum.