

Queen's Park Infant Academy Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

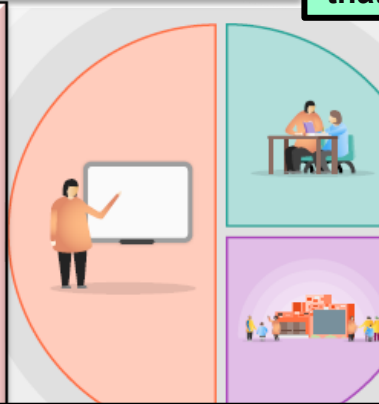
<https://educationendowmentfoundation.org.uk/news/introdu>

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions



Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning.

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11
CIC Talking About a Generation Study

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Queen's Park Infant Academy
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	2024-25 - 11% - 37 children. By the end of the year this went up to 72 children. 23% 2025-26 – 18% - 58 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Tracey Edwards
Pupil premium lead	Aysha Donald
Governor / Trustee lead	S O'Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,650 £71,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,650 £71,620

Part A: Pupil premium strategy plan

Statement of intent

At QPIA, we are committed to supporting our children's pastoral, social and academic needs in a nurturing environment. Our core ethos of "A happy school; learning, caring, succeeding together" is the premise of the Pupil premium strategy and for all children in our care. Every child, including those in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. We set the highest of expectations for all of our children, irrespective of their background or challenges they may face, ensuring they make good progress and achieve well. This plan supports children experiencing disadvantage to reach that goal.

Every child at QPIA is unique - they have different personalities, interests, talents and challenges. They also have different cultural, socio-economic and lived experiences that shapes their development. Knowing the child well is the starting point when planning provision for each of our children. We ensure we treat each child as an individual and ensure the bespoke package they receive supports them fully, both academically and emotionally.

High-quality teaching and learning within the classroom, which enables children to thrive, are the foundations of our approach. This remains a consistent and relentless focus. We ensure that teaching and learning opportunities meet the needs of all the children by supporting staff to develop their subject expertise, especially in reading and phonics.

We also have a relentless focus on good attendance alongside pastoral support from the school's Inclusion team. Our approaches are designed to support all our children, through a high-quality universal offer for all.

Evidence suggests pupil premium spending is most effective when used across three areas. (Gov research, 2022) <https://www.gov.uk/government/publications/pupilpremium/pupil-premium>

1. High-quality teaching, such as staff professional development.

Staff training in the most effective practice to support disadvantaged children is vital. Rosenshine's Principles of Instruction defines the key elements of effective practice, based on research, and including cognitive science. This is designed to give direct links from research into practice for all our pupils to achieve academically.

The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching (EEF Updated April 2022

[https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/Pupil Premium Guide Apr 2022 1.0.pdf?v=1650463957](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/Pupil%20Premium%20Guide%20Apr%202022%201.0.pdf?v=1650463957))

2. Targeted academic support, such as coaching and mentoring.

Staff have focussed time each week with vulnerable children to help them make progress with an area of learning, work on a challenge together or to do extra reading practise. This focussed 1:1 time enables the teacher to spend quality time, giving feedback and addressing any misconceptions.

"Feedback should improve the learner not the work. After feedback, students should be able to do better on future tasks that they have not yet attempted" (Dylan William, 2018).

3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

Children and families are supported by a variety of Inclusion staff team members. The family support worker supports families who face challenges with attendance, providing coaching and working on agreed attendance contacts.

Weekly Senior team meetings highlight any families across the school who may benefit from support from the mental health in schools team, ELSA, Early Help or other agencies we work in close collaboration with.

Challenges

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

	Detail of challenge
1	<p>Historical data indicates that attendance for PP pupils has been slightly lower than all pupils. In 2022-23, PP attendance was 89% (Whole school was 93%) In 2023-24, PP attendance was 91%. (Whole school was 95%) In 2024-25, PP attendance was 91% (whole school was 95%) Poor attendance impacts significantly on pupils' outcomes.</p>
2	<p>The acquisition of expressive and receptive language skills in Early Years is a barrier for some vulnerable children. (evidenced in assessments and observations) This language and oracy deficit, along with reduced vocabulary, impacts on the development of reading skills. There are an increasing number of children entering school who are EAL as well as PP. These doubly vulnerable children have lower Oracy skills in both English and their home language.</p> <p>Target group: There are an increasing number of children entering school who are EAL as well as PP. These doubly vulnerable children have lower Oracy skills in both English and their home language.</p>
3	<p>Phonics – not all children progress through the phonics scheme quickly enough and need more practice and intervention. Phonics screen check in year 1 below national. By year 2, typically children make accelerated progress to above national.</p>
4	<p>More families are experiencing social disadvantage and poverty, needing to access mental health services and Early help/Social Care support. Many children are experiencing Adverse Childhood Experiences and many of the vulnerabilities detailed in Keeping Children Safe in Education. Some families arrive from other countries where they have experienced trauma and they are seeking asylum. This is affecting children's social & emotional wellbeing and their ability to access the core learning offer at school.</p>
5	<p>Turbulence is a more recent challenge. 2023-24, there were 35 in-year starters. 18 in YR, 10 in Y1 7 in Y2. 26 of these new starters were EAL.</p> <p>2024-25 – there were 24 in-year starters. 5 in YR (7 EAL, 3 SEND and 3 left again),</p>

	<p>6 in Y1 (8 EAL, 1 SEND, 1 CIC and 3 left again) 13 in Y2 (11 EAL, 5 SEND and 1 left again)</p> <p>2025-26 so far – 14 in year starters 2 in YR 5 in Y1, (all EAL) 7 in Y2 (4 EAL, 1 SEN and one has already left)</p> <p>27 children currently in Y2 did not start YR with in autumn term. This is nearly 25% of the cohort.</p>
6	<p>Parental engagement in home learning. Some parents do not have enough skills in English. Increased need for compensatory reading and support in school, despite workshops and targeted support for individual families.</p>
7	<p>Rising SEN numbers – particularly children with complex needs requiring specialist support– joining the school.</p>

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
<p>Improved attendance across all year groups and improve learning outcomes with improved attendance, reducing lost learning.</p>	<p>Children who are eligible for PPG have good attendance (at least national expectations):</p> <ul style="list-style-type: none"> • Children eligible for PPG are prioritised at regular attendance meetings (senior staff) • Effective attendance systems and interagency partnerships support good attendance • PPG attendance in line with national or above • Persistent absence decreases over time • DfE fortnightly attendance reports demonstrate on track attendance
<p>Quality first teaching enables children to overcome delays and develop effective spoken language</p>	<p>High quality teaching in early reading, phonics and language acquisition best enables children to diminish gaps</p> <ul style="list-style-type: none"> • Embedding an oracy framework across the school, to develop spoken language development. • Early identification of learning gaps is addressed initially through quality first teaching • Early identification of barriers is addressed in order to enable children to access learning more effectively – the graduated response is used. • Effective programmes and interventions for phonics, reading, writing and maths enable children to diminish the gap • An oracy framework is embedded across the school to support pupils acquisition and use of spoken language • EYFS Speaking ELG is in line with national or above • Measured by Bell and WellCOMM assessments
<p>Quality first teaching enables children to overcome delays and develop effective phonics and reading skills.</p>	<p>The schools ongoing investment in delivering a systematic synthetic phonics programme through ‘Supersonic phonic friends’ impacts positively on pupils phonics, reading and writing outcomes.</p> <ul style="list-style-type: none"> • Y1 pupils can read fluently by the end of Y1. (secure at “Switch it – Use it”) • Y1 Phonic screen check will be 81% (in line with national) for all children • EYFS will be secure in Basics 3 by the end of the year

	<ul style="list-style-type: none"> • Quality first teaching enables children to become fluent readers and read beyond the phonics scheme. • Clear sequenced SSPF phonics programme is in place and taught consistently throughout the school. Mastery before moving on: all staff following a two day teaching plan of non-negotiables including high expectations of learning behaviours and active engagement • All “learn to read” books are matched to phonic ability • Children falling behind are quickly identified and receive targeted intervention – Pre and post teach sessions/focussed 1:1 time • All pupils pass phonics screen unless an identified cognition and learning need means progress may be slower. Where this is the case, children still show progress in sounds learnt over time.
<p>% of disadvantaged pupils meeting ARE rises in all core subjects (RWM)</p>	<p>Pupils remember the key learning set out in the intended curriculum</p> <ul style="list-style-type: none"> • Any gaps in learning are quickly identified and acted upon. These are targeted in class and where necessary through intervention. • Classroom teaching is of consistently high quality (triangulation approach) • % progress and attainment continue to rise in all core subjects (RWM) • Focused teaching intervention demonstrates accelerated progress • Classroom teaching is of consistently high quality Rosenshine’s Principles of Instruction defines the key elements of effective practice, based on research, and including cognitive science. • Success will be demonstrated through more disadvantaged children achieving ARE outcomes in Communication and language • Emphasis on staff CPD and time to develop subjects will continue to ensure subject leadership has impact across the curriculum, being accurately measured, supported and identified. • Leadership will also provide opportunity for all subject leaders to attend the relevant CLP training opportunities. • Leaders CPD – linked to appraisal process
<p>Children new to school have any barriers identified swiftly to diminish the gaps and ensure at least expected progress</p>	<p>Effective planned transitions and targeted support enables ‘in year’ admissions children to make at least expected progress.</p> <ul style="list-style-type: none"> • Effective transition systems in place for all children • Specific transition for “new to country” EAL children • Specific transition for SEND children • Children can rapidly access pastoral and attendance support when needed • Effective quality first teaching addresses any gaps in learning/knowledge • OAP document used to support planning and next steps.

Targeted support

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: £45,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school reading and oracy approaches, impacting on pupil outcomes, through:</p> <ul style="list-style-type: none"> • Devise and implement a whole school oracy approach so that spoken language and discussion skills are explicitly taught • Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. • Ongoing high quality CPD in Oracy, delivered by English Leader for Teachers and TAs • Purchase resources and fund ongoing teacher training and release time. • Communication friendly strategies (aided language sheets e,g,) 	<p>Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary. The average impact of oral language interventions is approximately an additional 6 months progress over the course of a year. (EEF Toolkit-Oral Language Interventions)</p>	<p>3 5</p>
<p>Reading and phonics leadership (Link to SIP)</p> <ul style="list-style-type: none"> • Fourth year of SSPF (Supersonic Phonic friends) scheme and embedding practice. • Phonics progression map revised to support slower pace and mastery • Non negotiables re-visited and two day teaching plan implemented. • Same-day interventions in year 1 • All new staff have had SSPF training. 	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (EEF Teaching Toolkit-Phonics)</p>	<p>2 3</p>

<ul style="list-style-type: none"> • Continuous research and CPD around early language development, reading and phonics. • Monitoring lessons and providing feedback and support (Regular Subject Leader release time needed) • Early assessment and intervention strategies – post and pre-teach. • Additional funded Teacher intervention (focussed learning time) Targeted PP/Vulnerable children. • 		
<p>Quality first teaching for phonics (Link to SIP)</p> <ul style="list-style-type: none"> • Ensure SSPF non negotiables are in place • Ensure pace and match is correct • High and consistent expectations of learning behaviours • Ensure complete active engagement • Focussed use of TA support- prioritising Year 1 • Priority interventions for post/pre-teach • PP/Vulnerable children - priority targeted attention and focus in class • Identifying pupils’ prior attainment and barriers to learning 	<p>EEF highlights the importance of teaching phonics using an SSP. Phonics EEF</p>	<p>2 5 3</p>
<p>Reading (Link to SIP)</p> <ul style="list-style-type: none"> • Extra reading – “VIP readers” are identified for extra support. These children need high quality reading opportunities. • Staff release to do this – focussed learning time • Train volunteer readers – English/phonics lead • Dorset reading partners 	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (EEF Teaching Toolkit-Phonics)</p>	<p>2 3</p>
<p>Maths (Link to SIP)</p> <ul style="list-style-type: none"> • Lead maths teacher in post – CLP appointment for 2 years. • Introduce new planning format to ensure consistency in planning, teaching and learning across the school. • Develop Fluency across the school and teachers to know when and how to deliver foundational skills 	<p>Develop practitioners’ understanding of how children learn mathematics</p> <ul style="list-style-type: none"> • Professional development should be used to raise the quality of practitioner’ knowledge of mathematics, of children’s mathematical development and of effective mathematical pedagogy. • Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. 	

<ul style="list-style-type: none"> Teachers are more accurate with their teacher assessments using summative and formative assessments to support their judgements which in turn will help to increase APS to at least 100 at end of KS1. To ensure teaching and learning is consistent across the school with a coaching / support model in place – 	<ul style="list-style-type: none"> Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
<p>Systematic approaches to support EAL children by:</p> <ul style="list-style-type: none"> Creating a Policy to embed and ensure consistent practice – teaching and learning – Pastoral and admissions. Use of Bell assessments for EAL children Use of Wellcomm for specific children Use of ELKLAN (EYBIC) programme for new to English learners. (A and B Bell assessed) Use of Language leaders (bi- lingual children) to support children new to country with no English, Carefully considering transition into school for those new to English so we can plan and prepare to support them emotionally and academically. Communication friendly strategies (aided language sheets e,g,) 	<p>https://www.bell-foundation.org.uk/our-work/our-research/eal-research/language-and-learning-loss-the-evidence-on-children-who-use-english-as-an-additional-language/</p>	2 4 5

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

Budgeted cost: £15,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly 1:1 focussed learning sessions for targeted disadvantaged pupils, with their class teacher</p> <p>Focus on reading interventions</p> <ul style="list-style-type: none"> • Pre-teach/ keep up approaches • Adaptive teaching for identified pupils to scaffold learning • Effective feedback • Catch up for pupils with poor attendance 	<p>EEF: Education Endowment Foundation- advocates structured interventions sessions to support pupils who have fallen behind especially in literacy and numeracy.</p> <p>Progress reviews with teachers</p> <p>Teacher assessments</p>	<p>1 2 3 4 5 7</p>
<p>Speech and language interventions (targeted)</p> <p>1 x Trained TA to deliver speech and language interventions</p> <p>Group interventions and 1:1 interventions</p>	<p>"At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11"</p> <p>CIC Talking About a Generation Study</p> <p>Speech and language is one of the main barriers to pupils progression in reading, writing, maths and the wider curriculum</p> <p>TA delivers sessions to each child 2x weekly</p>	<p>2 7</p>
<p>Whole school focus on supporting pupils' mental health through our Relational and trauma informed work</p> <ul style="list-style-type: none"> • Pastoral work including "bubble time" • Rainbow room • Dog therapy • Nature school • Wider partnership working. • Opportunities for all children through an enriched curriculum offer 		<p>1 2 3 4 5 6</p>

<ul style="list-style-type: none">• Targeted children to receive Dorset Mental Health Support Team (MHST) MHST support and 1:1 sessions• Support and guidance/ cpd for staff – Relational policy and supporting strategies e.g. ZoR• Further develop communication, information sessions & signposting support for parents and families• Resourcing to support mental health & wellbeing, including use of rooms, intervention resources, environments and specific spaces for children’s wellbeing.• Use of My concern to capture children’s SEMH needs.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting good attendance by:</p> <ul style="list-style-type: none"> Weekly wellbeing meetings re attendance Attendance figures reviewed half termly Support from FSW to improve attendance Where pupils have an attendance below this this is improving Teachers support and challenge poor attendance early School attendance policy and LA Inclusion leader is accessed is followed to support families- regular TAF's for example 	<p>DfE: Working together to improve school attendance (May 2022):</p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.</p>	<p>1 3 4 5 6</p>
<p>Supporting parents to support their child's learning - reading and phonics</p> <ul style="list-style-type: none"> Parent workshops Phonic pop in's to watch lessons. Targeted parent reading support, offering "Phonic café" sessions where staff can model how to hear a child read in a relaxed setting. Kinetic letters workshop Kinetic letters resources available to take home in the main entrance Translating opportunities via members of the school to support families with EAL 	<p>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)</p>	<p>2 6</p>
<p>Pastoral team support with social, emotional and mental health needs</p> <ul style="list-style-type: none"> Family support worker "bubble time" 1:1 coaching - Including Trauma Informed approaches including restorative conversations 	<p>Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning.</p>	<p>3 4 7</p>

<ul style="list-style-type: none"> • group Support from MHST (supported by inclusion team) • Daily Pastoral sessions • Start the day - meet and greet • LAC Designated Mentor teacher • Supporting playtimes and friendships 	<p>In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a close relationship with the teaching assistant.</p>	
<p>Family support for wellbeing from the inclusion team</p> <ul style="list-style-type: none"> • A dedicated Family support worker • Support for behaviour at home • Support for attendance • Attendance at team around the child meetings • Collaboration with local community groups, foodbanks, charities and other agencies. • Community corridor – free food, clothing, games, toys and books. (PFA link) 	<p>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school</p> <p>Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)</p> <p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/hattie-ranking-home-effects/</p>	3 4 5 6
<p>Ensuring every child has equity of access to a full and rich school curriculum</p> <ul style="list-style-type: none"> • Provide a range of curriculum and enrichment opportunities to develop children’s cultural capital • Promote a range of after school clubs which offer free access for disadvantaged pupils • Funding for school trips • Funding for school enrichment days • Funding for some uniform cost 	<p>A study by The Nuffield Foundation found that after school clubs provide an important route for children taking part in activities outside of school. The findings show that disadvantaged children are less likely than other children to access many out of school activities, including sports clubs, extra tuition and music lessons. “For children from economically disadvantaged backgrounds who have lower take up of formal out of school activities, school based clubs appear to offer an affordable and inclusive means of supporting academic attainment.” Dr Emily Tanner of NatCen social research, Newcastle University. In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</p>	3 4 6

Total budgeted cost: £71,620

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 **2024-25** academic year.

Strategy	Impact
<p>Children eligible for PPG are prioritised at weekly attendance meetings (senior staff)</p> <ul style="list-style-type: none"> • Effective attendance systems and interagency partnerships support good attendance • PPG attendance in line with national or above • Persistent absence decreases over time 	<p>In 2024-25, PP attendance was - 91% (whole school was 95%) for 63 children. PA was 28.6% (12 students) Main absence reasons were Late = 26.5%, Illness = 25.1%, Unauthorised Absence = 11.4%</p> <p>This is a maintained figure from 2024-25. Of these 12 children, 5 are no longer PA as of Nov 2025.</p>
<p>Quality first teaching enables children to overcome delays and develop effective spoken language</p>	<p>Quality first teaching - CPD</p> <ul style="list-style-type: none"> • Staff have had specific training (INSET) on Oracy development and the link to SEMH and SEND. • Training also addressed classroom practice to support language development. • Talk rules and whole school strategies launched. • New English MTP being developed to reflect the writing framework and foundational skills including oracy. <p>Oracy framework has been launched with staff and is now being linked closely to the English MTP</p> <p>Outcomes 2025 EYFS Speaking ELG was 80.4%</p> <p>Early Identification of barriers are addressed:</p> <ul style="list-style-type: none"> • Bell assessments alongside a personalised passport introduced for EAL children and as part of baseline in YR. Wellcomm assessments used for those at band A-B. • Wellcomm assessments have been used more robustly to identify children with Speech and communication difficulties, and as part of baseline in YR. Those in need of NHS SALT are referred via Termly NHS meetings. In school, they are supported by our SALT TA. Wellcomm repeated termly to show progress. • Elklan programme (Early years word programme) trialled in YR with success – now to be further launched. • Interventions for Phonics, English and Maths were limited to focussed learning time due to staffing constraints.
<p>Quality first teaching enables children to overcome delays</p>	<p>Challenge partner visit May 2025:</p> <ul style="list-style-type: none"> • Teaching was described as strong and the curriculum as “well thought through” and standards by the end of year 2 was described as excellent.

<p>and develop effective phonics and reading skills.</p>	<ul style="list-style-type: none"> Therefore, all actions and priorities for phonics will be a continuation for 2025-26. <p>Outcomes: Year 1 PSC scores below national 2025 – 64.4%</p> <p>Year 2 PSC scores 2025 85% retakes passed the PSC – adding to a cumulative score of 94% which is above National</p> <p>PP PSC Year 1 PP - 52.4% passed (+23% on last year) Year 2 PP 11/15 retakes passed. The 4 that did not all had EHCP's and accessed our resource/bespoke provision bases</p> <p>EYFS = 69.6% achieved word reading ELG Secure phase 3 = 75% (not including base)</p> <p>Pre-post teach sessions were unable to start due to staffing – all staff already teaching vulnerable children DHT and Y2 lead also taught and SEN group during phonics for y1 – Jan June</p>
<p>% of disadvantaged pupils meeting ARE rises</p>	<p>High quality teaching and learning: Challenge partner visit May 2025:</p> <ul style="list-style-type: none"> Writing teaching was strong with good progress in books including for PP books looked at. Approaches to reading were strong with embedded assessment and record keeping. There were weaknesses in some maths teaching identified by Challenge partner visit (May 25) The task design did not always sufficiently match the Lesson objective and children therefore lost pace and understanding. Some pupils not making progress because they needed more practice of underlying principles, (i.e. foundational skills and fluency) <p>Progress and attainment – KS1 Y2 PP children Reading 75% Writing 62.5% Maths 62.5%</p> <p>Progress and attainment – EYFS PP children Listening attention and understanding ELG 73.7% Speaking 63.2% Word reading ELG 63.2% Those that did not get these ELGs amount to 4 PP children. Two children had EHCP's and the other two have SEN needs.</p> <p>Interventions Focused teaching intervention was focussed on compensatory reading with disadvantaged children (VIP)</p>
<p>Effective planned transitions and targeted support enables 'in year'</p>	<ul style="list-style-type: none"> Effective transition systems in place for all children Specific transition for "new to country" EAL children

admissions children to make at least expected progress.

- Specific transition for SEND children
- Children can rapidly access pastoral and attendance support when needed
- EAL policy
- Wellcomm and Bell assessments in place

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.