

Pupil premium strategy statement – Glenfield Infant School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Number of pupils in school | 261 |
| Proportion (%) of pupil premium eligible pupils | 23.8% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 Current year- 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | FGB |
| Pupil premium lead | Clare Clifford |
| Governor / Trustee lead | Victoria Ugwoeme |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Pupil premium funding allocation this academic year | £96,565.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £96,565.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Glenfield Infant School, we are passionate in nurturing the talent and developing the character of our unique children. We believe they deserve to be equipped with the essential knowledge and skills needed to be successful: in the next stage of their education; in their homes; in their local communities and in the wider world.

It is our intention, at Glenfield Infant School, that all children are given equal opportunities, as all have an entitlement to achieve their full potential, whatever the circumstances. We place inclusivity at the heart of all that we do and aim to develop lifelong learners by removing barriers and increasing resilience and self-esteem.

We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily. This is key in promoting their self-confidence, self-esteem, participation in learning and positive social interaction. Pupils are supported to work constantly to aspire to their personal best, which raises self-esteem and contribution. We use interventions in a targeted way, so children are where they should be – participating in the classroom.

We foster positive, consistent relationships throughout. We know that if you provide quality first teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The aims we have adopted complement each other to help pupils create endless opportunities. To address educational disadvantage, we will:

- Ensure that we significantly reduce absence rates of pupil premium children.
- Close the Reading, Writing and Maths gaps in attainment between pupil premium children and our non-disadvantaged children.
- Ensure all children access high quality teaching, continuous CPD, assessment and rigorous monitoring as this has the greatest impact on closing the attainment gap for our most vulnerable pupils.
- Carefully distributed resources, (HLTA support, TA support,) to ensure the most impact.
- Wider school strategies (i.e. extracurricular clubs, visits, nurture groups, enrichment activities) in response to our most disadvantaged pupil's experiences and broader areas of needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2% - 4.2% lower than for non-disadvantaged pupils. 9.5% of disadvantaged pupils have been 'persistently absent' compared to 3.3% – 5.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress who additionally have SEND |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in Reception but also carry through to KS1. These are more prevalent among our disadvantaged pupils than their peers. In our current Year R cohort, 31% of disadvantaged children are receiving additional SALT programmes compared to 15% of non-disadvantaged pupils. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading skills than their peers. This negatively impacts on their development as readers. Baseline for 2024 showed that 73% of disadvantaged pupils were not on track compared to 51% of non-disadvantaged pupils. 52.6% of disadvantaged pupils achieved GLD at of Year R compared with 66.2% of non-disadvantaged pupils. 72% of our disadvantaged pupils passed the phonics screening compared with 83% of non-disadvantaged pupils. This gap continues to be seen at the end of Key Stage one. |
| 4 | Children are not "mastering" maths fluency. Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class, 73% of our disadvantaged pupils arrive below age related expectations compared to 43% of other pupils. This gap in attainment is still evident at the end of KS1. |
| 5 | Mental health and well-being difficulties are impacting children's ability to fully access the curriculum. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and support for local families in our community and these challenges particularly affect disadvantaged pupils, including their attainment. |

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 |
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| To achieve and sustain attendance for disadvantaged children. | <p><u>By the end of 3-year plan 2024-27</u></p> <p>To see disadvantaged persistent absentees below the local and national average</p> <p>To move disadvantaged attendance below the local and national average</p> <p>Overall attendance for disadvantaged pupils to be above national attendance for all pupils</p> <p><u>2024-25</u></p> <p>For persistent absence reduce to 4% over the current year.</p> <p>For the attendance of disadvantaged pupils to increase from 93% to 94.5%.</p> |
| <p>To ensure children learn to read early and well through a carefully planned reading curriculum.</p> <p>To ensure high quality phonics provision across the school with a focus on our lowest 20%.</p> <p>Address barrier of children not being confident blending/ developing fluency in KS1 through high quality ELS phonics programme delivery and interventions.</p> | <p><u>By the end of 3-year plan 2024-27</u></p> <p>Attainment at the end of Early years will be at least 5% above national for word reading and disadvantaged pupils will attain in line with non-disadvantaged.</p> <p>Attainment for pupils in receipt of PP is at least in line with attainment for all pupils at the end of KS1 in reading.</p> <p>PSC % in Year 1 for pupils in receipt of PP to be in line with National and LA, including Year 2 retake pupils. Internal data will show 95% of children who did not pass their phonic screen in Year 1 will pass in the retake in Year 2.</p> <p><u>By the end of 2024-25</u></p> <p>Data for word reading at the end of Year R to be within 5% of national at the end of Year R.</p> <p>PSC % for pupils in receipt of PP to be within 5% of National and LA including Year 2 retake pupils.</p> |
| To ensure children develop early written communication skills which enable them to achieve well in writing at the end of key stage one. | <p><u>By the end of 3-year plan 2024-27</u></p> <p>Attainment at the end of Early years will be at least 3% above national for writing and disadvantaged pupils will attain in line with non-disadvantaged.</p> <p>Attainment for pupils in receipt of PP is at least in line with attainment for all pupils at the end of KS1 in writing.</p> |

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| | <p><u>By the end of 2024-25</u></p> <p>Data for writing and fine motor skills at the end of Year R to be within 5% of national at the end of Year R.</p> <p>Outcome in writing for the end of year 1 will be 3% higher than the EYFS data and disadvantaged pupils will be closing the gap with non-disadvantaged pupils.</p> <p>Outcomes in writing by the end of year two will be at least in line with national.</p> |
| <p>To ensure children become effective and fluent mathematicians through a carefully designed and delivered maths curriculum. Implementation of the NCETM maths fluency programme this year.</p> | <p><u>By the end of 3-year plan 2024-27</u></p> <p>Attainment at the end of Early years will be at least 8% above national for number and numerical pattern and disadvantaged pupils will attain in line with non-disadvantaged.</p> <p><u>By the end of 2024-25</u></p> <p>Data for number and numerical pattern at the end of Year R to be within 2% of national at the end of Year R.</p> |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>CPD for staff around high quality delivery of a strong reading curriculum. Focus on reading spines, reading vipers.</p> | <p><i>“EEF High Quality Teaching – Maximising learning “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i></p> | 2, 3 |
| <p>To continue to embed early reading skills and the validated SSP programme with</p> | <p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i></p> | 2,3 |

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| <p>fidelity to focus on the lowest 20%.</p> <p>CDP for all staff</p> <p>Monitoring and evaluation cycles.</p> | <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Implement an oracy framework to close gaps more rapidly from baseline in Year R.</p> <p>Teacher and TA CPD to develop knowledge of oral language skills.</p> <p>Create a graduated response to oracy.</p> <p>Speaking Space toolkit to identify language barrier language</p> | <p><i>“EEF Early Years Toolkit - Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.”</i></p> | 2, 3 |
| <p>Mastery approach to ensure fluency and mastery for all children.</p> <p>Teacher CPD on maths.</p> | <p><i>EEF High Quality Teaching – Maximising learning “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i></p> | 4 |
| <p>Strengthening the writing curriculum with a clear focus on:</p> <p>The teaching of spellings</p> <p>Development of a strong learning journey</p> <p>CPD for staff</p> | <p><i>“Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling” (EEF guide to Literacy)”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eefguidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1699941420</p> | 2,3 |
| <p>Develop the leadership of core subjects to maximise impact through robust</p> | <p><i>‘One of the characteristics that distinguishes effective and less effective schools, in addition to what they implement, is how they put those new approaches into practice.’ Putting Evidence to Work: A School’s Guide to Implementation guidance report.</i></p> | 2,3,4 |

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| monitoring and evaluation cycles. | | |
| TA training on precision teaching and SALT programmes | <p><i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy”</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition/technical-appendix</p> | 2, 3, 4 |

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

Budgeted cost: £23,065

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| ELS – keep up/catch up. Using ELS assessment throughout the school half termly (and through AfL in a lesson) and monitoring of this progress. Swift action/intervention is taken to ensure rapid progress. | <p><i>The Reading Framework (DfE) July 2023</i></p> <p><i>“EEF + 5 - 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.”</i></p> | 2, 3 |
| Precision teach for targeted pupils for word reading or maths identified gaps to support more instant recall. | <p><i>EEF +4 Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> | 2, 3, 4 |
| Implementation of the EEF- Talk Boost programme | <p><i>Sutton trust supports this ‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and</i></p> | 2, 3 |

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| | <p><i>their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Through our baseline we have found there are increased number of children coming into school with poor oral skills.</i></p> <p><u>Oral language interventions EEF</u></p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| To continue to increase interaction with parents through our Attendance champions- Headteacher, Family Liaison officer and Attendance officer e.g. curriculum workshops, coffee mornings, phone calls, pupil premium champions, additional parent's evenings to develop strong relationships with parents, signposting to support outside of school. | <p><i>Sutton trusts supports actively involving parents in supporting their children's learning and development. Strategies include approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years' settings. Programmes that focus directly on parents themselves, for example providing training in parenting skills or adult numeracy and literacy support and more intensive programmes for disadvantaged families or families in crisis, for example through schools appointing a family liaison that works with parents through either home visits or other targeted approaches.</i></p> | 1, 5 |
| Wellbeing for children and parents through carefully planned ELSA focused programmes. | <p><i>"Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment."</i></p> <ul style="list-style-type: none"> • <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u> <p><i>Social and emotional skills' are essential for children's development— they support effective learning and are</i></p> | 1, 5 |

| | | |
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| | <p><i>linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways'</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3wider-strategies</p> | |
| <p>Develop parental engagement through workshops.</p> <p>Adult learning sessions for parents and workshops such as Phonics, Reading and Maths.</p> | <p><i>EEF +4</i></p> <p><i>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</i></p> | 2, 3, 4 |
| <p>To work with the Local Authority leading on TAEES project to further embed attachment and trauma practice across the whole school policies and practice, vision and ethos.</p> | <p><i>Sutton Trust "Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers"</i></p> <p><i>Research from Sutton Trusts states 'it gives children who are not considered "academic" a voice and a chance to flourish. It then gives the "academic" children a chance to think outside the box and to see that the non-academic have inspiring ideas. It gives all children value'.</i></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p><i>EEF Social and Emotional Learning</i></p> | 1, 5 |

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success Criteria | Outcomes | | | | | | | | | | | | |
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| Improved oral language and communication skills. | Improvement in self –regulation skills observed by staff. Children able to ask for help when needed, express ideas and talk about feelings in whole sentences. ELG achieved in PSED – self regulation. Children are more confident and able to articulate themselves and use correct tenses. This is shown through teacher observations, assessments and engagement in classroom discussions. More children to achieve GLD. | <p>Year R outcomes</p> <p>PSED</p> <table><tr><td>EYFSP 23</td><td>EYFS 24</td></tr><tr><td>83.7%</td><td>85%</td></tr></table> <p>CCL</p> <table><tr><td>EYFS 23</td><td>EYFS 24</td></tr><tr><td>79.1%</td><td>71%</td></tr></table> <p>GLD</p> <table><tr><td>GLD 2023</td><td>GLD 2024</td></tr><tr><td>67.8%</td><td>61%</td></tr></table> <p>PP children achieved 55.6% GLD compared to 62.5% for all children. This target was not achieved</p> | EYFSP 23 | EYFS 24 | 83.7% | 85% | EYFS 23 | EYFS 24 | 79.1% | 71% | GLD 2023 | GLD 2024 | 67.8% | 61% |
| EYFSP 23 | EYFS 24 | | | | | | | | | | | | | |
| 83.7% | 85% | | | | | | | | | | | | | |
| EYFS 23 | EYFS 24 | | | | | | | | | | | | | |
| 79.1% | 71% | | | | | | | | | | | | | |
| GLD 2023 | GLD 2024 | | | | | | | | | | | | | |
| 67.8% | 61% | | | | | | | | | | | | | |
| Improved phonic knowledge and reading attainment. SSP programme embedded and progress is shown through assessment and in children’s work. | <p>At the end of YR 95% of PP children with no additional needs will attain ELG for reading. In Y1 95% with no additional SEN needs will pass the phonics screen.</p> <p>KS 1 reading outcomes in line with non PP children and above 95% of disadvantaged children with no additional SEN needs meet the reading outcomes 2024/25.</p> | <p>Year One phonic outcomes have increased however are not in line with national expectations or target set.</p> <table><tr><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>68.9%</td><td>65.6%</td><td>79.5%</td></tr><tr><td>-</td><td>-3.3%</td><td>+13.9%</td></tr></table> <p>PP children’s phonics pass rate in Year One was 72.7% compared with 79.5% overall.</p> | 2022 | 2023 | 2024 | 68.9% | 65.6% | 79.5% | - | -3.3% | +13.9% | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | |
| 68.9% | 65.6% | 79.5% | | | | | | | | | | | | |
| - | -3.3% | +13.9% | | | | | | | | | | | | |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Attendance for all was 94.98% and for PP this was 93.1%. Persistent absence was 12.46% for all children and 16.65% for PP children. | | | | | | | | | | | | |
| The well-being of all pupils but especially disadvantaged pupils will be high. Support quickly put in place in times of need. Free sports sessions provided and sports coaches out at lunchtimes. Children able to verbalise feelings and self -regulate resulting in a reduction of behaviour incidences. | <p>Pupil voice, teacher observations show good levels of well-being. Leuven scales used to track well being.</p> <p>Behaviour incidents are reduced due to sports coaching at lunchtimes.</p> <p>Nurture and ELSA groups ensure children are settled when in the classroom and know where they can go for help and support.</p> | <p>Leuven scales were not used consistently to track well-being and so evidence for this is weak.</p> <p>There was a small decrease in lunchtime behaviour when high quality sports provision was delivered at lunchtime.</p> <p>Families that the Family Liaison Officer was able to support reported to feel well supported with in the school community.</p> | | | | | | | | | | | | |

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| <p>Coaching, monitoring and developing staff to deliver the SSP effectively- ongoing</p> <p>Further purchase of books and resources- ELS spelling scheme purchased Sept 2023.</p> <p>Training for Y2 staff to effectively teach children to read fluently having completed the phonics scheme.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Staff will be coached, monitored and developed by the English lead and Head to ensure that the SSP programme is delivered consistently and effectively. English lead and deputy head will monitor sessions and assessments to ensure the impact is effective.</p> | <p>Year One phonic outcomes have increased however are not in line with national expectations or target set.</p> <table><tr><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>68.9%</td><td>65.6%</td><td>79.5%</td></tr><tr><td>-</td><td>-3.3%</td><td>+13.9%</td></tr></table> <p>PP children's phonics pass rate in Year One was 72.7% compared with 79.5% overall.</p> | 2022 | 2023 | 2024 | 68.9% | 65.6% | 79.5% | - | -3.3% | +13.9% |
| 2022 | 2023 | 2024 | | | | | | | | | |
| 68.9% | 65.6% | 79.5% | | | | | | | | | |
| - | -3.3% | +13.9% | | | | | | | | | |
| <p>NCETM maths mastery implemented across the school.</p> <p>Timetabled second input using SIP tasks.</p> <p>Whole school work on maths with link to another school.</p> <p>Maths lead and YR teacher completing NCETM maths mastery training.</p> | <p>Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.</p> | <p>Maths teaching and the curriculum is not strong across the school yet. This piece of work is carrying on next year to impact on pupil outcomes.</p> <p>Target not achieved.</p> | | | | | | | | | |
| <p>Developing staff knowledge, confidence and skills to ensure quality first teaching is embedded in every classroom.</p> <p>Coaching, mentoring and additional CDP for all teaching staff.</p> <p>Developing leaders to ensure quality first teaching is consistent throughout the year team.</p> | <p>Work on modelling being implemented across the school by maths lead.</p> <p>Quality First teaching by class teachers</p> | <p>Teaching is variable across the school and so quality first teaching is not consistent across the school currently.</p> <p>Target not achieved.</p> | | | | | | | | | |
| <p>Planned interventions sessions to promote language</p> <p>SENCO led CPD to ensure specific interventions are effective. Coaching and monitoring of staff.</p> | <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> | <p>CCL outcomes for 23-24 were lower than the previous cohort.</p> <table><tr><td>EYFS 23</td><td>EYFS 24</td></tr><tr><td>79.1%</td><td>71%</td></tr></table> <p>Interventions were not consistent and so the impact was weak.</p> | EYFS 23 | EYFS 24 | 79.1% | 71% | | | | | |
| EYFS 23 | EYFS 24 | | | | | | | | | | |
| 79.1% | 71% | | | | | | | | | | |
| <p>Timetabled Intervention groups for ELS phonics, reading. Precision teach spelling.</p> <p>Handwriting -Kinetic letters interventions</p> | <p>There is strong evidence to suggest phonic interventions improve outcomes for children, particularly from disadvantaged backgrounds.</p> | <p>Interventions were not consistently used to support ELS delivery or precision teaching.</p> <p>This target was not met this year but will continue next year.</p> | | | | | | | | | |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
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Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

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