

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	227
Proportion (%) of pupil premium eligible pupils	29.5% (67 pupils)
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- 2025-26 (Year 2 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	FGB
Pupil premium lead	Marie Bishop
Governor / Trustee lead	David Whineray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,570
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>	£102,570

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We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily.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 2024 entry Year R cohort, 31% of disadvantaged children are receiving additional SALT programmes In 2025 this increased to 45% for disadvantaged children.
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. End of 2025 Year R data for this cohort showed that 40% of disadvantaged pupils achieved GLD compared with 66% of non-disadvantaged pupils. Baseline for 2025 showed that 75% of disadvantaged pupils were not on track compared to 58% of non-disadvantaged pupils At the end of Year 1, 48% of our disadvantaged pupils passed the phonics screening compared with 80% 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. Reception baseline for 2024 showed that 73% of our disadvantaged pupils arrive below age related expectations compared to 43% of other pupils. Reception baseline for 2025 showed that, 75% of our disadvantaged pupils arrive below age related expectations compared to 60% 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 needs 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
To improve 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>2025-26</u></p> <p>For persistent absence of disadvantaged pupils to reduce to 4% over the current year (stretch target PA to reduce to 3%).</p> <p>For the attendance of disadvantaged pupils to increase from 95%.</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 SSP 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 2025-26</u></p> <p>Data for disadvantaged pupils word reading at the end of Year R to be within 5% of national.</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>

	<p><u>By the end of 2025-26</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 5% 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 end of year one data (maintaining prior attainment) with target to narrow the gap between PP and all pupils by 7%</p>
To ensure children become effective and fluent mathematicians through a carefully designed and delivered maths curriculum.	<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 2025-26</u></p> <p>Data for number and numerical pattern at the end of Year R for disadvantaged pupils to increase by 10% on the previous year's data to narrow the gap between PP and non PP children.</p> <p>Outcomes in Maths by the end of Year 1 for disadvantaged pupils will increase by 10% (from same cohort EYFS data) to reduce the gap between PP and non PP children.</p> <p>Outcomes in Maths by the end of Year 2 for disadvantaged pupils will increase by 5% (from same cohort Year 1 data) to reduce the gap between PP and non PP children.</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>Implementation of clear pedagogical approach to be used across all teaching.</p> <p>To include clear features to promote fluency, reduce cognitive load and embed learning into the long term memory- including activation of prior knowledge, modelling, scaffolding and adaptation.</p> <p>CPD with regular review for all class based staff</p>	<p><i>Rosenshine's Principles for Effective instruction</i> https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p><i>'EEF Guidance Report-Metacognition and Self Regulated Learning'</i> particularly recommendations 2, 3 and 6 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	2,3,4
<p>CPD for staff around high quality delivery of a strong reading curriculum.</p> <p>Focus on reading spines, reading vipers.</p>	<p><i>"EEF High Quality Teaching – Maximising learning</i> <i>"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> <p><i>'The Reading Framework' July 2021'</i> https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	2, 3
<p>To continue to embed early reading skills and the validated SSP programme with fidelity to focus on the lowest 20%.</p> <p>CDP for all staff</p> <p>Evaluation of current SSP programme.</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> Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3

Monitoring and evaluation cycles including from external support partners (coaching and professional challenge)		
<p>Implement an oracy framework to close gaps more rapidly from baseline in Year R.</p> <p>Promote high expectation throughout the curriculum by embedding chosen strategies across all age phases</p> <p>Teacher and TA CPD to develop knowledge of oral language skills.</p> <p>Create a graduated response to oracy including a clear progression of skills from EYFS to end of Year 2 and beyond.</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> <p>EEF Teaching & Learning Toolkit: Oral Language Interventions’- +6 months Key findings:</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes (+6 months’ additional progress). 2. Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. 3. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. 4. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 3
<p>Mastery approach to ensure fluency and mastery for all children.</p> <p>Review of progression within maths</p>	<p><i>EEF High Quality Teaching – Maximising learning</i></p> <p><i>“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

New Maths leader to receive high quality CPD which can be disseminated to all staff	<p><i>EEF Guidance Report 'Improving Mathematics in the Early Years and Key Stage 1' Promotes 5 key recommendations to promote mathematical mastery including the use of manipulatives, the importance of building on what children already know and the use of high quality targeted support.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=maths</p>	
<p>Strengthening the writing curriculum with a clear focus on:</p> <p>The implementation of the Writing Framework.</p> <p>The teaching of spellings and sentence structure</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> <p><i>The Writing Framework 2025 - The writing framework outlines a common approach to teaching writing based on evidence and existing good practice.</i></p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	2,3
Develop the leadership of core subjects to maximise impact through robust monitoring and evaluation cycles.	<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.'</i> Putting Evidence to Work: A School's Guide to Implementation guidance report.</p>	2,3,4
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: £21,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<i>The Reading Framework (DfE) July 2023</i> <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>	2, 3
Precision teaching for targeted pupils for word reading or maths identified gaps to support more instant recall.	<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> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	2, 3, 4
Narrative Therapy to support identified children to develop their language and communication including attention, listening, receptive and expressive language skills.	<i>EEF Teaching & Learning Toolkit: Oral Language Interventions’- +6 months</i> <i>Key findings:</i> <i>On average, oral language approaches have a high impact on pupil outcomes (+6 months’ additional progress).</i> <i>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3
Bucket Time (Attention Autism) used to support identified children’s awareness of others, attention, listening, shared attention, switching	<u>Attention-Autism.docx</u> <u>Special Educational Needs in Mainstream Schools</u> <u>EEF Recommendations 2</u> Build an ongoing, holistic understanding of your pupils and their needs and 4 Complement high quality teaching with carefully selected small-group and one-to-one interventions.	2

attention and turn-taking.		
Lego Therapy to support targeted children to develop appropriate social, communication and play and collaborative skills.	<u>LEGO-Therapy.docx</u> <u>Social and emotional learning EEF +3 months Key findings:</u> 1. <i>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</i> 2. <i>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i> 4. <i>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</i>	5

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

Budgeted cost: £35,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to increase interaction with parents through our Attendance champions- Headteacher, Family Liaison officer and Attendance officer e.g. focus workshops, coffee mornings, phone calls, pupil premium champions, additional parent's evenings to develop strong relationships with parents, signposting to support outside of school.	<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> https://www.suttontrust.com/news-opinion/all-news-opinion/parental-engagement/ https://www.suttontrust.com/wp-content/uploads/2020/01/Parental-Engagement-Fund-Final-Report.pdf	1, 5
To promote strong school attendance through implementation of whole school strategies including fortnightly meetings between Attendance Champion & Officer, Monday attendance assembly and	<i>'EEF- Supporting School Attendance' informs and supports school leaders and attendance teams in their work to increase pupil attendance. It details common overarching principles that can inform attendance strategies structured around six evidence-informed themes.</i> <u>Supporting school attendance EEF</u>	1,5

<p>certificate presentation, Monday reward for best class attendance, all parent evening appointments to include attendance review.</p> <p>To improve attendance of our most vulnerable pupils by providing bespoke support for children and families including meetings, training, wake up calls.</p>	<p><i>Working Together to Improve School Attendance provides clarity on roles, responsibilities and strategies to support school attendance</i></p> <p><u>Working together to improve school attendance (applies from 19 August 2024)</u></p>	
<p>Wellbeing for children and parents through carefully planned ELSA focused programmes.</p>	<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"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <p><i>Social and emotional skills’ are essential for children’s development— they support effective learning and are 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>	1, 5
<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>	1, 5

	<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): EEF Social and Emotional Learning</i></p>	
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Total budgeted cost: £102,570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The information below details the **review of the 2024-25 academic year**. This review covers impact of Year 1 of our 3 year Strategy. This review has informed adaptations for Year 2 of our 3 year Pupil Premium Strategy which are reflected in Part A of this document.

Intended Outcome	Success Criteria	Outcomes
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 (PA) below the local and national average</p> <p>To move disadvantaged attendance above 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</p>	<p>For the 2024-25 academic year PA for disadvantaged pupils at Glenfield Infant School was 31.77%. This has been negatively impacted by holidays taken in term time by disadvantaged families.</p> <p>This is well above the national PA for all Primary pupils in England for the same period (13.5%) and also well above the Southampton attendance for all Primary pupils for the same period (16.7%)</p> <p>Source- Explore Education Statistic Gov.uk</p> <p>Attendance for disadvantaged pupils at</p>

	increase from 93% to 94.5%.	<p>Glenfield Infant School for the 2024-25 academic year was 90.13%. This is below the national attendance for all Primary pupils in England for the same period (94.8%) and also below the Southampton attendance for all Primary pupils for the same period (94.1%)</p> <p>Data Source- Explore Education Statistic Gov.uk</p> <p>This target has not been met.</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>	<p>Outcomes for the end of the 2024-25 academic year were as follows:</p> <p><u>EYFS Word Reading</u></p> <p>All pupils 70% (Nat 76.4%) PP +additional vulnerability 45% PP only 62% (Nat 60.2%) Non PP 78% (Nat 80.4%)</p> <p>This target has been met for the children who are PP but have no additional vulnerability and this data is within 2% of National PP data. There is still a gap with National all pupils.</p> <p><u>PSC Year 1 2024-25</u></p> <p>All pupils 71% PP+ additional vulnerability 50% PP only 72% Non PP 80%</p> <p>This target has been met for the children who are PP but have no additional vulnerability.</p> <p><u>PSC Year 2 2024-25 (over 2 years)</u></p> <p>All pupils 95% PP + additional vulnerability 83% PP only 100% Non PP 100%</p>

		<p><u>All phonic screening results 2024-25</u> (Year 1 and Year 2 retakes)</p> <p>All pupils 71% (Nat 80%, LA78%)</p> <p>PP +additional vulnerability 50% PP only 77% (Nat PP 67%)</p> <p>Non PP 81% (Nat non PP 84%)</p> <p>Data shows that our PP pupils were significantly below National data for all pupils however when only children who are PP but have no additional vulnerabilities are considered the gap is vastly narrowed</p> <p>Target not fully met</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> <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.</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><u>EYFS Writing</u></p> <p>All pupils 64% (Nat 71.8%) PP +additional vulnerability 45% PP only 62% (Nat 54.7%) Non PP 69% (Nat 75.9%)</p> <p><u>EYFS Fine Motor</u></p> <p>All pupils 82% (Nat 85.5%) PP +additional vulnerability 70% PP only 100% (Nat 75.1%) Non PP 85% (Nat 87.9%)</p> <p>When considering the whole PP cohort data for PP fine motor is within 5% of National PP. Writing remains well below National.</p> <p>When considering those pupils who are PP but have no additional vulnerabilities data is 7% above National for Writing and 25% above national for fine motor.</p> <p>Target partially met</p>

	<p>Outcomes in writing by the end of year two will be at least in line with national.</p>	<p><u>End of Year 1 Writing</u> (outcomes for same cohort at EYFS) All pupils 62% (EYFS 62.9%) PP +additional vulnerability 48% PP only 72% (EYFS all PP 39.1%) Non PP 68% (EYFS 71.2%) Gap -20% (EYFS -32.1%) This PP cohort made accelerated progress from Year R to 1 and increased their writing attainment by 8.9%, the gap was closed by 12.1%)</p> <p>Target exceeded</p> <p><u>End of Year 2 Writing</u> All pupils 44% PP +additional vulnerability 17% PP only 22% Non PP 54% National data is not available. This cohort did not make sufficient progress. Target not met</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> 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> 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>	<p><u>EYFS Number</u> All pupils 75% (Nat 79.2%) PP +additional vulnerability 45% PP only 54% (Nat 64.6%) Non PP 84% (Nat 82.8%)</p> <p><u>EYFS Numerical Patterns</u> All pupils 72% (Nat 78.6%) PP +additional vulnerability 40% PP only 54% (Nat 63.7%) Non PP 81% (Nat 82.3%)</p> <p>Data for PP Number and Numerical patterns is not within 2% of National as set in the 24-25 target.</p>

		Target not met

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

Service pupil premium funding (optional)

<p><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></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>