



# Pupil Premium Strategy Statement

## Elmlea Infant and Junior Schools

This statement details our school's use of pupil premium (and recovery 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 Infants

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years incl. 2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Becca Hine
Pupil premium lead	Sam Kelly
Governor / Trustee lead	Gareth Beynon

### School overview Juniors

Detail	Data
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years incl. 2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Becca Hine
Pupil Premium Lead	Sam Kelly
Governor / Trustee lead	Gareth Beynon

<b>Funding overview Infants</b>	
<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£27,230
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£27,230
<b>Funding overview Juniors</b>	
<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£39,308
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£39,308
<b>Overall total budget for this academic year</b>	£66,538

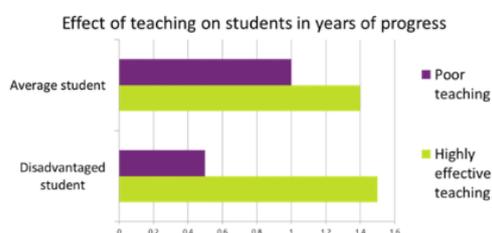
# Part A: Pupil premium strategy plan

## Statement of intent

At Elmlea, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage (LEDs) face and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others – “Culture eats strategy for breakfast,” (Peter Drucker).

Our culture is based around four key principles:

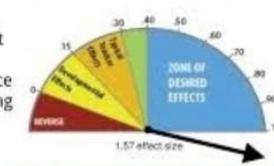
- Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students) is the described by John Hattie as the ‘number one influence’ with an effect size of 1.57 in relation to student achievement (10 Mindframes for Visible Learning, John Hattie 2018).
- Quality first teaching (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop highly effective teaching, that supports the progress and attainment of learners experiencing disadvantage (LEDs), we use a systemised approach to staff professional development built upon evidence-based research.
- We apply a ‘Find the gap; plug the gap’ mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps us to identify the right support at the right time.
- We have designed and we teach a cumulatively sufficient, knowledge rich curriculum. “Learning is a persistent change in knowledge...knowledge is information that exists in our mind, in our long-term memory,” Peps Mccrea 2016.



Source: Sutton Trust (2011)

Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



Collective Teacher Efficacy

## Challenges

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

Challenge number	Detail of challenge
1	There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is indicated in end of year outcomes. Combined Y2 data: PP: 57% NPP:67% Combined Y6 data: PP 50% NPP:77%
2	We know that PP children are known to have lower levels of reading progress/attainment.
3	Pupils from disadvantaged backgrounds are at increased risk of experiencing reduced vocabulary exposure and development
4	We know that our Inclusion Tracker shows that 36% of PP/disadvantaged children have family stress as a result of shortage of money (FSM) and this leads to a direct or indirect effect of material deprivation which has an impact on their health and well-being.
5	We know that our Inclusion Tracker shows that 36% of PP/disadvantaged children dysregulate frequently and have poor social and emotional skills.
6	Our Inclusion Tracker indicates that some disadvantaged pupils experience lower levels of parental engagement in learning and may be exposed to reduced educational expectations.
7	We know that our Inclusion Tracker shows that some disadvantaged pupils have limited access to enriching experiences beyond school, contributing to reduced educational opportunities.
8	We know that our Inclusion Tracker shows that 40% of PP/disadvantaged children have had exposure to at least one adverse childhood experience (ACE), including 23% who come from a separated family and 10% who have had exposure to adult mental health concerns.
9	There is a historical trend that attendance of PP children overall % is below national and there is a gap to non-PP attendance % in school.

## 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
Learners experiencing disadvantage (LEDs) across the school will have accelerated progress to raise attainment in key performance points throughout their primary journey (GLD, Phonics, KS2 SATs, end of year teacher assessments)	Children will achieve as well nationally, at key performance points, in comparison to their non-PP peers.
Through a 'find the gap, plug the gap' culture based upon the identified challenges above, LEDs become emotionally literate learners who can understand and regulate their emotions.	Number of LEDs who dysregulate frequently and have poor social and emotional needs is reduced, resulting in children who are ready to learn and able to access benevolent school experiences.
Attendance of PP children has increased by +1%	Attendance of PP children will improve each year to be in line with the national average. The number of PP children with an attendance concern will reduce.

## 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: £11,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD</p> <ul style="list-style-type: none"> <li>- Professional development sessions and networks are attended to improve quality of teaching</li> <li>- INSET days focus on staff development</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Impact of effective teaching on students in years of progress – Sutton Trust (2011)</p> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1, 2, 3

<ul style="list-style-type: none"> <li>- Leadership training opportunities</li> <li>- ECT training opportunities</li> </ul>	<p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	
<p>Maintain a whole school reading approach that includes:</p> <ul style="list-style-type: none"> <li>- Systematic Synthetic Phonics (Little Wandle)</li> <li>- Access to phonetically decodable texts</li> <li>- Phonics into reading</li> <li>- Reading fluency program introduced</li> </ul>	<p>Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE.</p> <ul style="list-style-type: none"> <li>- Systematic synthetic phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>- Matthew Effect – impact on fluency and progress <a href="https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/">https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</a></li> </ul> <p>Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132-138, p.157-158</p>	1, 2
<p>Curriculum enactment: Continue to teach and monitor progress and attainment within a cumulatively sufficient, knowledge rich curriculum that is broad and balanced.</p>	<p>Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017)</p> <p>The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018)</p> <p>Seven myths about education (Daisy Christodoulou)</p> <p>Why children don't like school (Daniel T. Willingham)</p>	1, 2, 3, 7

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

Budgeted cost: £11,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement an EYFS focus on Speech,	Oral language intervention – NELI:	1, 2, 6

<p>Language and Communication</p> <ul style="list-style-type: none"> <li>- Topaz: gem power specifically focusing on oracy</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p><a href="https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/">https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/</a></p> <p>Voice-21  <b>"Speaking is a huge priority.</b> It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i>  <a href="https://voice21.org/">https://voice21.org/</a></p>	
<p>To use targeted interventions delivered by teachers and LSAs to plug identified gaps in learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention</a></p>	<p>1, 2, 3, 6</p>
<p>Recruitment of high-quality support teachers/LSAs to support specific learning needs through small group activities and 1:1 support.</p>	<p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>1, 2</p>
<p>Support given for development in phonics, reading, writing and maths, including personalised learning programmes to support specific needs.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Precise, effective feedback planned for and delivered throughout lessons, or appropriately timed afterwards.</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes:  <a href="#">Teaching and Learning Toolkit   EEF</a>  <a href="#">Feedback   EEF</a></p>	<p>1, 2</p>

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

Budgeted cost: £43,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To understand the impact of the Vocabulary gap and implement strategies to reduce this:</p> <ul style="list-style-type: none"> <li>- All year groups to implement appropriate strategies for improving the teaching of vocabulary</li> <li>- Best practice within school identified and shared</li> <li>- Leadership support</li> </ul>	<p><b>Closing the Vocabulary Gap – Alex Quigley</b></p> <ul style="list-style-type: none"> <li>- Low vocabulary levels are a consistent factor for disadvantaged children across the country</li> <li>- Parents in professional families speak 32 million more words to their children than parents in welfare families</li> <li>- Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues</li> <li>- 95% of words in a text = comprehension</li> <li>- We need to understand the challenge of <b>conversational, academic and public sphere vocabulary</b> and know how to make this accessible for all</li> </ul> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to adapt to new learning.</p>	<p>1, 2, 6</p>
<p>Financial support</p> <ul style="list-style-type: none"> <li>- Trips and visits: Support parents of children who qualify for FSM through providing a 50% discount for educational visits and a discount for Y6 residential camp</li> <li>- Wrap around care: Provide free wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> <li>- Extra-curricular/wider opportunities: Provide opportunities for children to attend paid-for after school sports provision, on a</li> </ul>	<p>According to research by <b>The Children’s Society</b> on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England &amp; Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p> <p>Money pressure also left children and parents feeling isolated and excluded, <b>‘Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays’.</b></p> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.</p> <p><b>Education Endowment Fund: Enrichment</b></p>	<p>4, 7, 8</p>

<p>reduced cost, on a case-by-case basis</p> <ul style="list-style-type: none"> <li>- Ensuring LEDs are given priority for selection at extra-curricular clubs</li> </ul>	<p>There is evidence on a diverse range of approaches that seek to enrich children's school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months.</p>	
<p>Additional funding for enrichment activities e.g. music lessons, singing lessons, priority given to after school clubs led by outside agencies.</p>	<p>EEF believe that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	7
<p>To implement a consistent metacognitive approach that supports behaviour for learning through consistency of expectation and language:</p> <ul style="list-style-type: none"> <li>- Learning behaviours: Gems</li> <li>- Based on <b>Think Like a Learner</b> (Di Pardoe and Tom Robson), the use of Gem Powers to be used as a whole school approach</li> </ul>	<p><b>Education Endowment fund (EEF):</b></p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Our Inclusion Tracker highlights the challenges that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.</p>	5, 8
<p>To continue to use Emotion Coaching, as well as the Zones of Regulation, to support:</p> <ul style="list-style-type: none"> <li>- Development of children's executive control</li> <li>- Emotional regulation for children</li> </ul>	<p>Randomised Control Trials in America have demonstrated that Emotion Coaching enables <b>children to have fewer behavioural problems</b>, achieve more academically in school, be more emotionally stable and resilient, be more popular and have fewer infectious illnesses (Gottman et al, 1997).</p> <p><a href="https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF">https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF</a></p> <p><a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a></p>	5, 8
<p>Behaviour and Pastoral member of staff employed to implement support, based on nurture approaches, to</p>	<p>"If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child." Marjorie Boxall</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and</p>	4, 5, 6, 7, 8

<p>support identified children in the following ways:</p> <ul style="list-style-type: none"> <li>- To achieve stability with behaviour and attitudes to learning in identified children.</li> <li>- To significantly reduce the impact of key learners' behaviour on others within the school and beyond (family life).</li> <li>- To significantly reduce the number of significant incidents, internal exclusion and suspensions.</li> <li>- To improve attendance</li> <li>- To address children's lack of progress academically, emotionally and socially</li> <li>- To increase children's confidence, self-esteem, attainment, and love for learning and school.</li> </ul>	<p>in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. <a href="#">Metacognition and self-regulation   EEF</a></p>	
<p>Internal mentoring to support emotional and social behaviour.</p>	<p>The impact of mentoring is likely to have a small, positive impact (2+ months additional progress)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Overall, the evidence shows that different types of mentoring and befriending programmes can be of benefit to care experienced children and young people and those at risk of entering care. This includes:</p> <ul style="list-style-type: none"> <li>• Helping to improve general mental health outcomes and post-traumatic symptoms</li> <li>• Successful reunification</li> <li>• Permanency among children in out-of-home care</li> <li>• Reducing offending and re-offending among children and young people who are involved in or are at risk of involvement with the youth justice system</li> <li>• Improving employability among children and young people in out-of-home care.</li> </ul> <p><a href="https://foundations.org.uk/our-work/publications/mentoring-and-befriending-practice-interventions-at-risk-and-care-experienced-children-young-people-systematic-review/">https://foundations.org.uk/our-work/publications/mentoring-and-befriending-practice-interventions-at-risk-and-care-experienced-children-young-people-systematic-review/</a></p>	
<p>Play therapist to work with identified children</p>	<p>Play therapy can be used to help children learn problem-solving skills and communicate with others.  Link (PubMed Central article):</p>	

<p>to develop social and emotional skills.</p>	<p><a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC4825459/">https://pmc.ncbi.nlm.nih.gov/articles/PMC4825459/</a></p> <p>Unstructured Play Review (PubMed): <a href="https://pubmed.ncbi.nlm.nih.gov/32358875/">https://pubmed.ncbi.nlm.nih.gov/32358875/</a></p>	
<p>Attendance Officer and DHT supported by Trust-Attendance lead, with a focus on the following:</p> <ul style="list-style-type: none"> <li>-Target 'broken weeks' absentees and discuss impact with families</li> <li>-Monitor lateness</li> <li>-Support families with children who have persistent absence</li> <li>-Target 'turbulent' families (irregular school moves)</li> <li>-Raise profile of attendance</li> <li>-Analyse data groups within attendance figures e.g. Severely absent &gt;50%, persistently absent &gt;90%, 90-92%, 92-94% and target accordingly</li> </ul>	<p><b>DfE Miss School = Miss Out, Improving Pupil Attendance Strategy</b></p> <p><i>"Attending school regularly is important for all pupils because of how their attendance can affect their educational attainment and their subsequent life chances."</i></p> <p><i>"Early intervention is crucial to avoiding the emergence of poor patterns of attendance, both in terms of establishing positive habits from an early age and also intervening before negative patterns become entrenched for pupils of any age. Schools which successfully address poor attendance will monitor data closely, take prompt action on potential concerns and involve parents at an early stage. Some schools will use internal resources successfully to provide additional support to improve attendance."</i></p> <p><b>Narrowing the attainment gap – Daniel Sobel</b> FSM children are twice as likely to be PA (page 32)</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	9
<p>Create provision for unstructured spaces/spaces for children to learn outside of classroom (playgrounds at break and lunch) to be accessed when needed through:</p> <ul style="list-style-type: none"> <li>-Providing a nurture room for identified children who are struggling to be ready to learn</li> </ul>	<p><b>How effective are nurture groups – EEF and TES:</b> <a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a> <a href="https://www.tes.com/magazine/archive/how-effective-are-nurture-groups">https://www.tes.com/magazine/archive/how-effective-are-nurture-groups</a></p> <p><u><a href="#">Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes</a></u></p>	5, 7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £66,538**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Increased engagement in learning to result in accelerated progress

Combined expected at the end of KS1: PP-57% NPP:65%- Shows the gap is reducing over time.

Rapid progress was made for PP children in maths across all year groups with 62% making a good level of progress and 31% making rapid progress.

2024-2025 Sum1 Main Assessment

		No Data	PYG	WTS	EXS	GD
2024-2025 Aut1 Main Assessment	PYG		2 pupils (12%)	1 pupil (6%)		
	WTS				1 pupil (6%)	
	EXS	1 pupil (6%)			5 pupils (31%)	3 pupils (19%)
	GD					3 pupils (19%)

Similarly with reading, PP children across all year groups make significant progress with 68% making a good level of progress and 24% of PP pupils making rapid progress.

2024-2025 Sum1 Main Assessment

		No Data	PYG	WTS	EXS	GD
2024-2025 Aut1 Main Assessment	PYG	1 pupil (6%)	1 pupil (6%)	2 pupils (12%)		
	WTS			1 pupil (6%)	2 pupils (12%)	
	EXS				7 pupils (44%)	
	GD					2 pupils (12%)

This is further reflected in writing whereby all PP children made good progress or better, with 18% making rapid progress

2024-2025 Sum1 Main Assessment

		PYG	WTS	EXS
2024-2025 Aut1 Main Assessment	PYG	3 pupils (19%)	1 pupil (6%)	
	WTS		4 pupils (25%)	2 pupils (12%)
	EXS			6 pupils (38%)

### **Pupils' attainment will increase and progress will be in line with or above peers**

- Rec- In reception only one PP pupil did not reach the expected outcome (20%)
- Y1- PP largely in line with NPP for reading. No pupils working well below in any subject.
- Y2- PP out performing NPP in reading and maths.
- Y3- 100% of PP are working at the expected standard in maths.
- Y4 –All but 1 PP pupil reached the expected standard for reading
- Y5- 80% of PP pupils met the expected standard or better in reading/maths

### **Pupils have deeper knowledge of subjects and world around them**

The Ofsted visit demonstrated improvements in pupils' deeper subject knowledge and their understanding of the world around them,

'The school has designed a curriculum that supports pupils exceptionally well to build their knowledge in a clear and logical order. Leaders continually review and refine the school's curriculum offer. They respond quickly to any areas of improvement.' March 2025.

### **Pupils' confidence and self-worth and engagement will improve**

There has been evidence of improvement through work on the new behaviour policy. Pupil conferencing shows improved attitudes towards themselves and others.

### **Pupils' attendance and punctuality will be in line with school expectations**

Whole school attendance procedures are in place and are understood by all stakeholders.

	Whole school	PP %	NPP %
Infant School	96.8%	95.2%	97.01%
Junior School	96.72%	94.29%	96.87%

The Infant school had 24 pupils with 2 PP pupils affecting attendance outcomes. The Junior School had 21 pupils with 3 PP pupils affecting the attendance data. This was monitored closely throughout the year and work with the families was undertaken.

## **5. Additional Next Steps for PP Strategy 2025-2028 [based upon ongoing monitoring of intended outcomes]:**

### **Pupils' confidence and self-worth and engagement will improve**

The newly implemented Behaviour Policy has supported this, but further work needs to be done to ensure a consistency of language across the school. We are going to build upon in the next academic year through work on metacognition to improve learning behaviours and self-regulation.

We will create a culture of 'Find the Gap, Plug the Gap' approach next year, beginning with the development and review of our Inclusion Tracker.