

Pupil premium strategy statement – Castle Bromwich Infant and Nursery 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	360
Proportion (%) of pupil premium eligible pupils	21%
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)	2024/25 to 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	The Local Advisory Board December 2025
Pupil premium lead	J. Stokes
Governor / Trustee lead	H. Holst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140
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>	£115,140

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Our objectives are:

- for all disadvantaged pupils in school to meet or exceed national expected attainment, achieving in line with others*
- to continue to narrow the gap between disadvantaged and non-disadvantaged pupils over the next three years*

- *to continue to improve the attendance of our disadvantaged pupils and reduce levels of persistent absenteeism*
- *to raise aspirations and expectations of all pupils, particularly the disadvantaged*

Principles that govern the use of pupil premium at CBINS and what we expect to see:

- *highly effective, quality first teaching. This is paramount to the progress of all pupils and especially those from disadvantaged backgrounds*
- *improving levels of attainment*
- *narrowing attainment gaps within school between disadvantaged pupils and all others.*
- *a focus on improving speech, language and communication skills (developing pupils' oracy)*
- *enhancing English skills (particularly phonics and reading and writing), and Maths skills – basic number sense, procedural and conceptual fluency, mathematics reasoning*
- *a focus on embedding developmentally appropriate practice across school*
- *ensuring staff know how to target and support pupil premium pupils effectively*
- *ensuring the wellbeing of all of our pupils but notably our vulnerable pupils are supported effectively*

Challenges

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

Challenge number	Detail of challenge
1. Lower level of parental involvement	- Parents' own experience of school may have been a negative one and this may shape their views - Parents may not always attend parents' evening/consultations

	- Parents may have learning difficulties themselves and so may not understand the curriculum and how best to support their children's learning - Some parents may have English as an Additional Language and have difficulty in understanding - Parents may find it difficult to manage their time effectively, from time to time – life is busy. Attendance at clubs and out of school activities can make prioritising time for learning difficult - Behaviour may be causing an issue for parents - Lack of engagement with posts on dojo and other forms of communication - Some parents may see the parent and teacher role as very separate
2. English and Maths	- Development of writing; notably for pupils to master basic sentence construction and punctuation and to write with skill, independence and confidence for a sustained period - Application of phonic knowledge in spellings - Lowest 20% readers' engagement in phonics sessions - Lowest 20% readers' retention and application of phonic knowledge - Access to high quality texts at home - Retrieval and inference to support reading comprehension - Basic number sense - Procedural and conceptual fluency in Mathematics - Confidence in Mathematical reasoning - Learning behaviours and confidence to take on challenge and go deeper in learning across the curriculum - Being able to apply skills in a range of circumstances and retention of skills and knowledge can be issues
3. SEMH (Social Emotional Mental Health)	- Some disadvantaged pupils struggle to regulate their behaviours and suffer from increased levels of anxiety and low mood for a range of reasons and this can impact negatively on learning - Inefficient emotional literacy can inhibit children's use of higher order cognitive processes (working memory, attention, and planning) back from learning
4. Attendance	- Lower school attendance and persistent absence - Leave of absence requests - Specific family circumstances that cause parents to keep children off school
5. Entry into our school	- Disadvantaged pupils typically enter our school with skills and academic achievement below those of other pupils

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
1. Increased level of parental involvement - All staff to support pupil premium families to attend Parents' Evenings/Consultations in a method that suits them - Ensure all families, but especially PP families, know how to support children's learning at home; particularly their reading, writing and maths - Ensure families with EAL are aware of how to access communication in different languages - For school events such as parent workshops that help them support their children's learning and other invitations into school - staff to ensure PP families are specifically invited e.g. phone call home or face to face conversations at the classroom door. Staff to monitor attendance and where PP pupils' families do not attend, offer alternative points for information sharing - Where PP pupil's behaviour is a concern, work with the inclusion team to support parents to manage at home including signposting to other agencies - CFSW to signpost families where necessary to specific support services and training such as understanding children's behaviour, food banks, women's aid etc.	PP attendance at Parents' Evening is in line with all families across school. Parents are aware of steps that can be taken at home to support their child and progress for these children is accelerated as a result. Families with EAL access what they need PP families are involved in their child's learning Behaviour is not a barrier to learning for PP children PP families receive access to the training and support they need to flourish

2. Improved outcomes in phonics and reading, writing and maths - Ensure disadvantaged pupils' individual needs are addressed so that the attainment gap between this group and others nationally continues to narrow - Ensure all interventions are targeted and impact positively on pupil outcomes - Quality first teaching is maintained, which supports pupils to narrow any further gaps. - Ensure that pupils consistently achieve highly, particularly the most disadvantaged	Progress within lessons is evident with misconceptions being rapidly addressed (evidenced through work scrutiny, lesson observations, learning walks and pupil interviews) TAs and teachers provide effective and targeted support and intervention for the focus group of pupils, ensuring at least good progress Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils' achievement High quality continuous professional development supports teaching and learning so that all groups of learners achieve well Maths: The attainment of disadvantaged pupils in Maths to be in line with (or exceed) disadvantaged pupils nationally. The in-school attainment gap to narrow with other children The percentage of disadvantaged pupils who attain <i>Greater Depth</i> in Maths to be in line with (or exceed) the national average for this group Phonics and Reading: The attainment of disadvantaged pupils in phonics and reading to be in line with (or exceed) disadvantaged pupils nationally and the in-school gap between disadvantaged and other children to continue to narrow The percentage of disadvantaged pupils who attain <i>Greater Depth</i> in reading to be in line with (or exceed) the national average for this group. The in-school gap with non-disadvantaged children to narrow Writing: The attainment of disadvantaged pupils in writing to be in line with (or exceed) disadvantaged pupils nationally and the in-school gap between disadvantaged and other children to continue to narrow The percentage of disadvantaged pupils who attain <i>Greater Depth</i> in writing to be in line with (or exceed) the national average for this group. The in-school gap with non-disadvantaged children to narrow
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3. The impact of SEMH needs on learning are reduced To meet the social and emotional needs of our disadvantaged pupils by consistently delivering the Jigsaw/PSHE curriculum and utilising in-school approaches such as <i>Mood Monsters</i> etc. Class teachers will receive and respond to SEMH feedback from the inclusion team Regular communication with key school staff for identified pupils ensure that all staff are aware of pupils needs and how best to support them. SEMH recommended interventions are used by support staff where necessary. Relevant staff are trained in the use of Boxall profiles Families where there are concerns and wider engagement with other agencies, will be supported through CFSW involvement or through TAFs and TACS	Childrens' and teachers' understanding and use of approaches such as <i>Mood Monsters</i> is a positive tool for self-regulation Monitoring of Jigsaw/PSHE lessons (including pupil voice activity) demonstrates that lessons are effective and children are developing their knowledge and skills in this area SEMH feedback results in changes to practice which subsequently have a positive impact on SEMH All staff understand how best to approach individual children who may be struggling Interventions support children's SEMH Support staff are effective in supporting children's SEMH Where appropriate Boxall profiles support staff to understand specific pupils' needs TAFs and TACs ultimately support children to make better progress at school.
4. Attendance for all is in line with national average All disadvantaged pupils with attendance below 90% are supported through meeting with families to engage fully in school and attend regularly All staff take accountability for the attendance of PP pupils and class teachers and regularly engage with parents. Class teachers communicate on DOJO regularly and challenge families to engage	Improved attendance in line with national average and persistent absence levels reduced Improved attendance enables disadvantaged pupils to achieve in line with other pupils nationally at the end of key stage 1. All staff play their part in promoting good attendance

All parents are regularly informed of sessions missed. CSAWs and attendance lead continue their support and challenge for PP families	
5. Clear understanding of the priority needs of pupils prior to entry into Reception, where this is possible Prior to entry, the Early Years lead, SENDCo and Nursery staff meet to begin to share information about children, consider those children that are potentially PP and develop clarity around what their specific needs are, e.g. speech and language, medical issues, possible development delay, attachment issues, complex family background, toileting issues etc. For those children that enter Reception from outside settings, the Early Years lead will instigate communication particularly with regards to children identified as SEND and those potentially PP. Nursery and Reception staff meet at point of transition to discuss needs Data is analysed on entry to ensure staff are aware of pupils needs and gaps in learning Teaching is adapted to meet their pupils' needs Interventions are put into place and monitored, where necessary Referrals into the inclusion team are received in a timely manner	As a result of prior knowledge of pupils needs CBINS can begin to address needs immediately on entry Interventions lead to evidenced impact on pupil outcomes. Referrals lead to support that can be evidenced Ultimately PP data is at least in line with national average for PP and SEND

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: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise and Implement a two year comprehensive writing improvement programme including: - Full review and implementation of DfE Writing Framework and 'Best Start in Life' strategy - Termly writing moderation (in-school and MAT-wide) - Co-construction of school expectations for recorded work - Regular writing CPD sessions aligned with key recommendations from the DfE Writing Framework - Regular subject leader release time to implement action plan and for monitoring, feedback and coaching - Peer observation programme focused on writing teaching - Development of writing 'toolkits' for each year group showing progression to GD	EEF guidance report: Literacy_KS1_Guidance_Report_2020.pdf (d2tic4wvo1iusb.cloudfront.net) EEF evidence shows high-quality feedback and explicit teaching of writing composition has moderate impact (+6 months)	2
Continue and strengthen Phonics Programme (Unlocking Letters and Sounds) with enhanced focus on: - Regular phonics CPD for all staff teaching phonics - Regular monitoring of phonics teaching with immediate feedback - Enhanced continuous provision across all Year 1 classes to embed phonics learning - Regular subject leader release time for coaching and intervention oversight - Specific training on supporting the 'lowest 20%'	EEF guidance report: Phonics Toolkit Strand Education Endowment Foundation EEF EEF evidence shows phonics has very high impact (+5 months) when consistently applied	1,2

- Development of home learning phonics packs for targeted families		
Enhance Oracy Programme with specific focus on disadvantaged pupils: - Continue partnership with Prosper Together MAT Oracy Working Group - Implement structured 'talk partner' routines in every lesson - CPD on dialogic teaching techniques - Development of oracy progression framework - Targeted oracy interventions for identified PPG pupils in Reception and Year 1 - Parent workshops on supporting talk at home - Monitoring of oracy teaching quality with focus on PPG pupil participation	EEF guidance report: Literacy_KS1_Guidance_Report_2020.pdf (d2tic4wvo1iusb.cloudfront.net) Oral language interventions Teaching and Learning Toolkit EEF EEF evidence shows oral language interventions have high impact (+6 months)	1,2,5
Strengthen Early Years transition and baseline assessment including: - Enhanced liaison with feeder settings (release time for EYs Assistant Headteacher in Summer term) - Development of 'transition profiles' for all PPG and SEND pupils - Implementation of robust baseline assessment once children have settled in the first half term - Early identification meetings (EYs Assistant Headteacher, SENDCo, Nursery Manager, CFSW) within first month - Targeted interventions starting within first half term for identified pupils - Parent meetings for all Reception PPG families in first half term	EEF Blog: Getting transition right (part 1 of 2) – four... EEF 3. Wider strategies EEF	1,5
Implement 'Disadvantaged Pupil First' quality first teaching approach including: - Termly CPD on adaptive teaching for disadvantaged pupils - Seating plans prioritising PPG pupils for teacher support - 'Live marking' and feedback prioritised for PPG pupils - Lesson observations specifically evaluating provision for PPG pupils	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701226782	1,2

- Pupil Premium Panel meetings (termly) reviewing individual pupil progress - Development of PPG pupil profiles shared with all staff - coaching on raising expectations for PPG pupils		
Continue and enhance Maths Mastery approach with focus on: - Embedding CPA (Concrete-Pictorial-Abstract) approaches - Embedding of NCTEM 'maths meetings' daily in all classes - CPD on developing mathematical reasoning and problem-solving - Greater Depth maths provision development - Regular subject leader monitoring and coaching - Termly assessment and gap analysis with rapid intervention planning	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1701230152 EEF evidence shows mastery learning has moderate impact (+5 months)	2
Enhance SEND teaching and support including: - Regular CPD on Quality First Teaching for SEND pupils - Development of SEND provision maps linked to academic targets - Enhanced use of dual coding and visual supports across curriculum - SENDCo release time for monitoring and coaching - Targeted support for teachers on adapting curriculum for SEND pupils	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1701224226	2,3
Further embed metacognition and self-regulation approaches including: - Explicit teaching of learning behaviours and 'learning to learn' - Development of retrieval practice routines in all subjects - Use of 'Mood Monsters' embedded in daily practice - Pupil self-assessment and reflection time built into lessons	EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition EEF evidence shows metacognition has high impact (+7 months)	2,3
Leadership mentoring and coaching support for specific teaching staff with focus on: - New staff and ECTs: regular coaching on school approaches	EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2

- All staff: termly coaching conversations focused on PPG pupil outcomes - Subject leaders: leadership coaching on monitoring and improvement		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced 1:2:1 or small group Phonics intervention programme including: - Daily 'Ambitious Expectations' intervention for all pupils not passing phonics check - Additional TA time dedicated to phonics intervention - Fortnightly progress monitoring with immediate adaptation - Home learning phonics packs provided to all intervention pupils - Parent 'coffee morning' workshops (half-termly) for families of intervention pupils - Summer born pupils identified for early intervention from start of Year 1	EEF guidance report: Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition EEF EEF evidence shows small group tuition has moderate impact (+4 months) and phonics has very high impact (+5 months)	1,2
NEW: Greater Depth 'Stretch and Challenge' programme including: - 'Reading Gladiators' intervention for pupils working at/near GD in reading (2x weekly, groups of 6) - Greater Depth writing group (weekly) focusing on vocabulary, sentence construction and editing skills - Greater Depth maths reasoning group (2x weekly) with focus on problem-solving and justification - Regular book clubs for high attaining readers - Poetry and creative writing clubs	EEF guidance report: Literacy_KS1_Guidance_Report_2020.pdf (d2tic4wvo1iusb.cloudfront.net) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1701230152 EEF evidence shows extending school time (including clubs) has moderate impact (+3 months)	2

Enhanced same day maths catch-up intervention including: - Regular intervention for identified pupils (not just PPG) - Focus on number sense and basic fluency - Use of manipulatives and CPA approach - Pre-teaching for upcoming lessons for identified pupils - Regular communication with parents about focus areas	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1701230152 EEF evidence shows targeted small group support has moderate impact (+4 months)	2
Structured writing intervention programme for PPG including: - Daily 10-minute sentence construction practice for identified pupils - Weekly extended writing intervention (20-30 mins, groups of 4-6) - Focus on basic skills: sentence structure, punctuation, handwriting - Use of high-quality texts to inspire writing - 'Write with me' parent sessions (half-termly) - Explicit teaching of editing and improving skills	Literacy Trust Guidance: https://cdn.literacytrust.org.uk/media/documents/Read_On_Get_On_Strategy.pdf EEF Literacy KS1 guidance EEF evidence shows writing interventions can have moderate impact when focused on composition and transcription skills	1,2
Enhanced reading intervention programme including: - Daily 1:1 reading for all PPG pupils below ARE (10 mins minimum) - Targeted comprehension intervention (3x weekly, groups of 4) - Focus on retrieval and inference skills - Consistent guided reading approach across school - Additional reading books sent home for targeted pupils - Parent workshops on supporting reading at home	Literacy Trust Guidance: https://cdn.literacytrust.org.uk/media/documents/Read_On_Get_On_Strategy.pdf Reading comprehension strategies EEF EEF evidence shows reading comprehension strategies have high impact (+6 months)	1,2
Enhanced Language Link and oracy intervention including: - Language Link screening for all PPG 'at risk' children in Reception and Year 1 - Targeted language intervention 'Quality Talk Time' - Focus on vocabulary development and sentence construction	Oral language interventions Teaching and Learning Toolkit EEF EEF evidence shows oral language interventions have high impact (+6 months),	1,2,5

- Additional support for EAL pupils, where this is necessary - Parent workshops on language development at home	particularly for disadvantaged pupils	
Strengthened SEMH intervention programme including: - Boxall profile assessments for all identified SEMH pupils (PPG) - Targeted SEMH interventions based on individual need (e.g., social skills groups, emotional literacy) - Enhanced use of Mood Monsters with individual check-ins - SISS and SENTAA support for complex cases - Fortnightly inclusion team meetings with feedback to class teachers - SEMH training for all support staff	EEF_Digital_Technology_Summary_of_Recommendations.pdf EEF evidence shows digital technology can have moderate impact (+4 months) when used to supplement teaching	2

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

Budgeted cost: £27,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced attendance improvement strategy including: - Attendance Lead daily release time - Attendance admin support 1 day weekly - Weekly attendance analysis with immediate action for dips - Fortnightly meetings with families of persistently absent pupils - First day response for all absences - Attendance rewards and incentives programme - Targeted support for FSM families (priority contact, home visits where needed) - Collaboration with CSAWs for complex cases - Half-termly attendance workshops for parents - Individual attendance plans for all pupils below 90%	ECES research: https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp Best practice – DfE guidance: Working together to improve school attendance (publishing.service.gov.uk) DfE guidance emphasises importance of early intervention and working with families	1,4

- Early intervention when attendance drops below 95%		
Enhanced parental engagement programme for disadvantaged families including: - Priority invitations and follow-up for all school events - Targeted phone calls/face-to-face conversations for Parents' Evening (100% attendance target) - termly 'coffee morning' workshops on supporting learning at home (phonics, reading, writing, maths) - Home learning packs provided for targeted PPG pupils - 'Open door' policy with flexible appointment times - Celebration events specifically for PPG pupils and families - Text message reminders for all events - Home visits for hard-to-reach families - Parent feedback surveys to understand barriers	EEF guidance report: Parental Engagement EEF EEF evidence shows parental engagement has moderate impact (+4 months) when focused on learning activities at home	1,2
Enhanced CFSW support for vulnerable families including: - CFSW time maintained (current allocation) - Priority support for all PPG families at CP, CIN and Early Help - Proactive outreach to PPG families experiencing difficulties - Signposting to support services (food banks, housing, mental health, parenting courses) - Coordination of TAF and TAC meetings - Support for families with attendance concerns - Liaison with external agencies - Regular 'drop-in' sessions for parents - Holiday provision signposting	Best practice and impact of ACE on educational outcomes: https://www.headteacher-update.com/best-practice-article/adverse-childhood-experiences-and-the-implications-for-schools/215017/ Evidence shows addressing barriers to learning (including family circumstances) supports improved outcomes	1,2,4,5
Strengthened SEMH and wellbeing support including: - CFSW and Inclusion team maintained capacity - Consistent delivery of Jigsaw/PSHE curriculum (monitored termly) - Embedded use of Mood Monsters	EEF Social and Emotional Learning: (educationendowmentfoundation.org.uk)	1,2,3,4,5

across school - Fortnightly inclusion team meetings with class teacher feedback - Individual support plans for identified pupils - Referrals to external agencies where appropriate - Staff training on trauma-informed practice - Lunchtime and playtime support for identified pupils where possible - Quiet spaces and calm corners in all classrooms where necessary	EEF evidence shows SEL approaches have moderate impact (+4 months) on academic outcomes	
Enrichment and aspiration-raising programme including: - Subsidised or free places on selected after-school clubs for PPG pupils - Visitors and workshops to raise aspirations through our <i>Flourishing Futures</i> programme - Careers and aspirations assemblies - Links with junior school and local businesses (where this is possible) - Celebration of PPG pupil achievements - Leadership opportunities for PPG pupils (e.g., school council, reading buddies)	EEF guidance: Arts participation EEF Extending school time EEF EEF evidence shows arts participation has moderate impact (+3 months) and can support engagement and wellbeing	1,2,3
Monitoring and evaluation systems including: - Termly Pupil Premium Panel meetings reviewing individual pupil progress - Regular data analysis of PPG pupil outcomes - Termly pupil progress meetings with focus on PPG pupils - Regular monitoring of intervention impact - Pupil voice activities with PPG pupils - Governor monitoring visits focused on PPG outcomes - Use of Pupil Premium toolkit to evaluate spend - Annual review and strategy update	Best practice in school improvement: Effective monitoring and evaluation is essential for school improvement	1, 2, 3, 4, 5

Total budgeted cost: £115,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 24-25 Review:

Teaching Activities

Quality First Teaching and CPD Programme

Our overall outcomes demonstrate strong performance, with Reception GLD at 81% (significantly above the 68% national average), Year 1 Phonics at 84% (above the 80% national average), and Year 2 outcomes in reading (75%), writing (64%), and maths (81%) all meeting or exceeding national averages. This indicates that our investment in high-quality CPD has supported effective teaching across the school.

Impact on disadvantaged pupils: Disadvantaged pupils' outcomes were mixed - while they exceeded national averages for their group in most areas, there were some dips compared to the previous year's outcomes: Reception GLD for PPG fell from 74% to 65%, Year 1 Phonics dropped from 70% to 61% (below the 68% national average for disadvantaged pupils), and the in-school gap between disadvantaged and all pupils widened in some areas.

Phonics Programme (Unlocking Letters and Sounds)

Year 1 Phonics outcomes remained at 84%, above the national average. However, disadvantaged pupils' attainment at 61% was significantly below the national average for this group (68% in 2024)

Of the 19 out of 120 children who didn't pass the phonics screening check, 13 were PPG (with 4 also having SEN), 14 were summer born, and 4 had attendance below 90%. This suggests that while the programme is effective overall, targeted interventions for disadvantaged pupils need strengthening.

Oracy and Retrieval Skills Development

The gap analysis for Reception shows that in the area of Communication and Language, the gap between disadvantaged and all pupils widened slightly from 12% on entry to 16% at the end of Reception. This indicates that our oracy initiatives require further embedding and more targeted support for disadvantaged pupils in particular.

Developmentally Appropriate Assessment Practice for pupils with SEND

SEND outcomes were generally strong, with SEND Support pupils achieving above national averages in most areas.

Subject-Specific CPD and Moderation

The impact of our moderation and CPD cycles appears positive in maths in particular, where Year 2 outcomes improved from 78% to 81% at ARE+. However, writing outcomes dipped at ARE+ and at GD

Targeted Academic Support

1:2:1 Phonics Intervention (Ambitious Expectations - ULS)

While overall phonics outcomes remained strong at 84%, the intervention appears less effective for disadvantaged pupils, with only 61% passing compared to 70% the previous year. Of the 19 children who didn't pass, 13 were PPG.

Same Day Maths Catch-Up and Greater Depth Interventions

Maths outcomes at ARE+ improved from 78% to 81%, and disadvantaged pupils achieved 67% (above the 56% national average for this group in 2023). This suggests effective interventions at ARE level. Interventions to support children achieving GD showed mixed results.

Reading and Writing Interventions

Reading outcomes at ARE+ improved slightly from 71% to 75%, and the gap between disadvantaged and all pupils narrowed slightly between Year 1 and Year 2. However, writing outcomes declined compared to the previous year, with the gap widening very slightly at ARE+.

Language Link Intervention

The widening gap in Communication and Language for disadvantaged pupils in Reception (from 12% on entry to 16% at year-end) suggests this intervention needs strengthening.

SEMH Support (SISS and SENTAA)

Of the 22 Reception children who didn't achieve GLD, 10 had SEN or EHCP. In Year 1 Phonics, 6 of the 19 children who didn't pass had SEN. In Year 2, a number of children not achieving ARE had SEMH needs. The data suggests SEMH support is in place but may need strengthening to better support academic outcomes.

Wider Strategies

Attendance Improvement

Overall attendance was 94.7%, which is essentially in line with the national average of 94.8%. However, persistent absence was 14.3%, which is 1.7% greater than the national average of 12.6%.

Pupils with FSM had attendance of 92.1% compared to 95.7% for those without FSM - a gap of 3.6 percentage points. Compared to the previous year, overall attendance improved from 94.3% to 94.7%, and attendance for pupils with no FSM improved from 95.2% to 95.7%. However, attendance for FSM pupils remained pretty static (moving from 92.3% to 92.1%).

Attendance below 90% proved to be a barrier: of the 22 Reception children who didn't achieve GLD, 14 had attendance below 90%; of the 19 Year 1 children who didn't pass phonics, 4 had attendance below 90%; and similar patterns were evident in Year 2 outcomes.

Impact: Our attendance strategies have had limited impact on disadvantaged pupils and persistent absence remains a concern.

CFSW Support for Vulnerable Families

The impact of CFSW support is evident in the data showing that children with complex needs (combinations of PPG, SEN, EAL, low attendance, summer born) are being identified and supported.

SEMH and Wellbeing Support (Inclusion Team)

A number of children not achieving expected outcomes had SEMH needs as a barrier. While support structures are in place, the academic impact needs strengthening.

Transition and Early Intervention

Reception outcomes overall were very strong at 81% GLD. However, disadvantaged pupils' GLD outcomes (although also very strong compared to this group nationally) did dip when compared to the previous year. Our analysis shows that 19% of the cohort (22 children) didn't achieve GLD, with multiple overlapping barriers including PPG (9 children), SEN (10 children), low attendance (14 children), and summer born (12 children).

Impact: Our transition procedures are identifying needs effectively, but early intervention strategies will need strengthening to address the specific needs of disadvantaged pupils before gaps widen.

Parental Engagement

Our data analysis identifies a lack of home support and attendance issues as barriers, particularly for disadvantaged families. This suggests parental engagement strategies require further development and targeting.

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)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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