

# Courthill Infant School Core Principles: Our Approach to Supporting Disadvantaged Learners

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

## Quality teaching for all:

To ensure all pupils have access to highest quality

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

Evidence for this approach:

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

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

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

<https://educationendowmentfoundation.org.uk/news/introducing-of-school-planning-guide-2020-21/>



## Targeted support:

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

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

<https://educationendowmentfour>

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

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

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

We do this by developing

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

We do this by developing:

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

4. To empower children - making sure every child feels successful and valued.  
5. To find and nurture each child's passions

## Wider Approaches:

Whole school or non-academic

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

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

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

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A

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

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

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

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the academic year 2024) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Courthill Infant School
Number of pupils in school	338 355
Proportion (%) of pupil premium eligible pupils	12% 14% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27 2025-2026
Date this statement was published	November 2024 December 2025
Date on which it will be reviewed	October 2025 November 2026
Statement authorised by	Ali Carter
Pupil premium lead	Ali Carter
Governor / Trustee lead	Astra Monahan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,370 £68,719.00
Recovery premium funding allocation this academic year	N/A
School led tutoring grant	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
<b>Total budget for this academic year</b>	£49,370 £68,719.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

- We will use the Pupil Premium funding to improve outcomes for all of our disadvantaged children.
- The focus of this plan is to close the attainment gap between pupil premium eligible pupils and other pupils, as well as giving them wider school enrichment experiences which disadvantage should not prevent them from experiencing.
- Our aim is for all children to develop key early reading skills and fluency as this will support them to access all other aspects of the curriculum.
- All pupil premium children will develop good fundamental understanding in Maths and English.
- Where there are barriers to any aspect of learning, adults will understand these and provide a tailored curriculum to enable all children to experience success and a desire to learn more.
- The children will access a curriculum which lays firm foundations to support all future learning.

### 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 10%+ Attainment gap in reading, writing and maths at the end of EYFS compared to non – disadvantaged peers. More work needs to be done to support vocabulary development and comprehension. <a href="#">The gap in these areas continues to be broad and needs to remain an area of focus.</a>
2	The attainment gap between disadvantaged and non disadvantaged pupils continues into Key Stage 1. <a href="#">The gap in reading has reduced, there is no gap in Maths (PP higher than non PP) and it has widened in Writing.</a>
3	An increasing number of pupils also have complex SEND/emotional and mental health needs meaning they have additional barriers to learning. <a href="#">This remains a focus.</a>
4	<del>69% of Year 1 PP eligible pupils (9/13) passed the phonics screen compared with 84% of non PP eligible pupils. Of these children, 2 also have complex SEND and EHCPs.</del>

	Outcomes in writing are lower than in reading and maths across the school. A focus on developing foundational skills in writing (handwriting, transcription, sentence construction).
5	There is a significant attendance gap, in the area of persistent absence, between disadvantaged (22%) and non disadvantaged (5.7%) pupils. This is mainly due to the disadvantaged group having additional SEND need. Their absence through illness has also made this figure high.  This continues to be an area of focus as the gap continues to broaden (28.9% PA for PP children).
6	Speech, language and communication skills of those starting in reception are less developed and this has a negative impact on all other aspects of learning, as well as preventing children to make progress.  Use baseline assessments including Wellcomm assessments to inform interventions.

## 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
Reduce the attainment gap in reading, writing and maths across EYFS and Key Stage 1.	<ul style="list-style-type: none"> <li>• ALL adults know who the focus children are and adapt provision to enable them to make progress.</li> <li>• Robust pupil progress meetings enable early identification of children at risk of not making expected/ accelerated progress and timely interventions are implemented.</li> <li>• High quality inclusive teaching is consistently embedded across the school and all teachers know how to make adaptations to their teaching and provision in order to support children to make progress.</li> <li>• Tailored and effective CPD enables everyone to improve their knowledge and practice around the most effective teaching practices.</li> </ul>
Reduce additional barriers to learning for children with additional complex needs by providing increased pastoral support, including nurture, ELSA and play therapy.	<ul style="list-style-type: none"> <li>• Children who would benefit from additional pastoral interventions are swiftly identified and they receive appropriate support.</li> <li>• Nurture leaders receive training and implement high quality provision which is tailored to meeting the emotional and social needs of the group/ individual.</li> <li>• ELSA provision is carefully timetabled, programmes planned to meet need and appropriate follow up with parents and other agencies mean children become more confident, have higher self esteem and feel positive about themselves.</li> <li>• Families receive appropriate, non-judgemental support from school team (uniform, school food bank, pastoral and parenting support) or from relevant external agencies (Early Help, steps to well being, signposting to relevant agency).</li> </ul>

	<ul style="list-style-type: none"> <li>• Play therapist delivers sessions on school site and provides next steps to be implemented at home and school to support the child to make progress emotionally/ socially.</li> </ul>
<p>Reduce the gap in attainment in phonics so that more pupil premium eligible children pass the phonics screen at the end of Year One. (92%)</p> <p>Continue with this practice as review shows it is having the intended impact.</p>	<ul style="list-style-type: none"> <li>• Children attend daily phonics lessons linked to their stage of development and they work across the classes in Years 1 and 2 as appropriate.</li> <li>• Those at risk of not meeting the threshold receive 2 phonics sessions a day.</li> <li>• Effective daily 1:1/ group interventions are delivered and impact evaluated. As a result, interventions are adapted according to need and grouping is fluid.</li> <li>• Children feel confident in their phonic knowledge and confidently apply this to their reading leading to fluency, comprehension and a love of reading.</li> </ul>
<p>Disadvantaged children's attendance to be at least 95% and reduce the gap in persistent absence.</p>	<ul style="list-style-type: none"> <li>• Half termly audits by headteacher and school attendance officer mean that children are identified quickly, monitored and relevant support put in place to enable improved attendance.</li> <li>• The school has a relational approach to supporting families with attendance – there is an open culture where teachers quickly flag and discuss attendance with parents. Parents also feel supported if support escalates, and they share the same goal of ensuring children attend school as much as possible.</li> <li>• CLP barriers sheet is used in staff meetings and staff know which children are at risk of PA or low attendance.</li> <li>• Teachers have received training around the impact of poor attendance and are better equipped with skills and knowledge of how to support children and families to improve attendance.</li> </ul>
<p>All disadvantaged children to have the opportunity to participate in wider school enrichment activities.</p>	<ul style="list-style-type: none"> <li>• Club attendance is encouraged and carefully monitored to ensure all children are given the opportunity to attend clubs.</li> <li>• Teachers prioritise getting the children's views about what clubs/ activities they would like to try/ attend and endeavour to support this.</li> <li>• Homework packs are created for families and replenished on an ongoing basis.</li> <li>• Brand new uniform packs are distributed at the start of each year on a needs basis and replenished as necessary. Packs extend beyond school uniform where appropriate.</li> </ul>
<p>All staff receive training and implement the Kinetic Letters handwriting scheme.</p>	<ul style="list-style-type: none"> <li>• Children will receive consistent and systematic teaching of handwriting across the school.</li> <li>• Teachers understand how physical development impacts this area and they are skilled in teaching activities to develop these skills.</li> <li>• All staff will be aware of children who are not progressing within handwriting e.g. pencil grip, letter formation, fluency of writing.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Children will demonstrate strong gross and fine motor skills and this will also be evident in writing outcomes.</li></ul> |
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,310 ~~£30,000.00~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Training for all staff on the behaviour policy and relational practices, where we get to know and understand the children as individuals – their barriers, needs and interests – in order to support them to develop academically, socially and emotionally.</li> <li>• Key staff to attend training about using trauma informed approaches to supporting children. They then disseminate best practice to all staff.</li> <li>• Work with BCP attendance team and families to better understand the barriers around improving attendance. Half termly attendance audits with headteacher and attendance officer to ensure early identification of children at risk.</li> <li>• <a href="#">Staff meeting time for training teachers around attendance/ lost learning/ effective relationships and communication with parents to support better attendance.</a></li> <li>• <a href="#">Half termly attendance audits with HT/ admin attendance lead to monitor children, identify trends and next steps</a></li> </ul>	<p>The relational model of education focuses on developing relationships, responding and calming, and repairing and restoring.</p> <p>When children and young people feel safe and their words, thoughts and actions are valued they develop a sense of belonging and this is the heart of the whole school Relational approach.</p> <p>Children and young people want to be in a school environment where they “feel individually welcomed, respected, included and supported by others within the school social environment.” - The attachment research community.</p>	1,3, 5,6
<ul style="list-style-type: none"> <li>• Inset day and CDP around quality first inclusive teaching (QTIF) and how pedagogy can positively impact pupil progress and attainment</li> <li>• Continued staff training around effective practices including ‘on the spot feedback’ and response to marking/ feedback</li> <li>• Attendance at HIAS training events tailored to EYFS and key Stage 1 teaching practices in English,</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>The Education Endowment Fund (EEF) ranks feedback as having an impact of +6 months on progress</p>	4,6 <a href="#">1,2,6</a>

<p>vocabulary development and the development of oracy</p> <ul style="list-style-type: none"> <li>• Staff training around phonics and how to deliver effective interventions as well as track progress and impact.</li> <li>• X2 SENDTAs to attend PEIC-D training to supporting language development and communication.</li> <li>• All staff to attend additional training and development in order to implement the consistent teaching of foundational skills across the school, so that all children have automaticity, fluency and are well prepared for KS2.</li> <li>• Whole school inset day and training on kinetic letters to support physical development, consistency and a whole school drive to improve basic handwriting skills, therefore removing barriers in this area of learning.</li> <li>• Staff attend CLP training (English, maths, PP networks, inclusion conferences) with a focus on closing the gap in attainment</li> </ul>		
<ul style="list-style-type: none"> <li>• Targeted phonics interventions to ensure all children, including those who passed the screen in Year 1, but who did not score 37+, are secure in their phonic knowledge so that they apply it to their reading, therefore becoming more fluent.</li> <li>• Delivery of high quality speech and language interventions across the school and the training/ employment of 2 further speech and language specialist TAs to ensure this intervention happens across the school</li> <li>• TA trained to carry out baseline assessments, analyse them and plan tailored interventions for speech and language across the school.</li> </ul>	<p>EEF found that when trained and deployed effectively, TAs can make a significantly positive contribution to children’s learning and progress, typically +3 or +4 months progress in literacy.</p>	<p>1,2,6</p>
<ul style="list-style-type: none"> <li>• Pupil progress meetings to focus on children’s foundational skills e.g. spelling, handwriting, sentence construction and number facts.</li> <li>• Teachers and classroom TAs given time to meet after each data collection point to discuss next steps for the pupil premium children in their class.</li> </ul>	<p>EEF ranks individualised instruction as having +4 months’ impact. Studies also showed that teaching assistants can support individualised approaches effectively.</p> <p>EEF ranks feedback as having +6 months’ impact.</p>	<p>1, 2, 4</p>

<ul style="list-style-type: none"> <li>Individualised feedback given to pupil premium children during lessons by teachers and teaching assistants.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,836 ~~£23,000.00~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Targeted 1:1 small group speech and language interventions to support children to make progress.</li> <li>Small group vocabulary development and oracy groups from Autumn 1 in EYFS to extend vocabulary and comprehension skills in order to prevent the gap widening between disadvantaged children and their peers</li> </ul>	<p><i>'At 5, a child who has a problem with S&amp;L or communication is x10 less likely to be A.R.E in Maths and x6 less likely to be A.R.E in English at age 11'</i></p> <p><b>CIC Talking About a Generation Study</b></p> <p><i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'</i></p> <p><b>Education Endowment Foundation</b></p>	1,2,4,5,6
<ul style="list-style-type: none"> <li>Daily sensory circuits to enable children to emotionally regulate as well as develop physical literacy skills to support their engagement in all learning across the curriculum.</li> <li>ELSA and nurture provision will also support in this area by ensuring a multi-sensory approach is incorporated to all sessions.</li> <li><a href="#">New learning environment/ room introduced to a small group in Year One to support engagement and prevent cognitive overload – small group to be supported by teacher/ TA.</a></li> <li><a href="#">Bespoke provision in 'Penguins' classroom to support language development, communication skills and social and emotional development.</a></li> </ul>	<p><b>Brain development:</b> The cerebellum is the part of the brain that stores muscle memory. It helps predict, rehearse, sequence, and time movement.</p> <p><b>Learning and movement:</b> Movement can help students learn by creating new and stronger neural connections.</p> <p><b>Physical activity and cognition</b> Regular physical activity can improve circulation and oxygen supply to the brain which can lead to better cognition.</p> <p><b>Movement programs for children</b> Movement programs can have positive effects on the physical, cognitive, and social-emotional well-being of children. They can improve attention, social communication skills, self-</p>	3,4

	esteem, and gross motor function in children with SEN.	
<ul style="list-style-type: none"> <li>Additional 1:1 reading sessions for children who are not reading regularly at home.</li> <li>Targeted reading and phonics interventions across the whole school to address misconceptions and build fluency.</li> <li></li> </ul>	<p>EEF shows that phonics interventions can promote +5 months progress.</p> <p>EEF also ranks reading interventions as having +5 months impact on progress.</p> <p>Secure phonic knowledge supports reading for fluency and enjoyment. The ability to read underpins engagement and access to all other aspects of learning.</p>	1,2,4

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

Budgeted cost: £12,674 ~~£15,719.00~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>All disadvantaged children to attend a range of clubs and enrichment activities, including holiday club, during their time at Courthill.</li> <li>Fund a range of trips and experiences, based on the children's interests and what is reflective of our local area.</li> </ul>	<p>EEF: Exposure to new experiences can build self esteem and confidence, it also opens up further opportunities that economic disadvantage may prevent the child from accessing.</p> <p>Children will achieve enhanced 'Cultural capital' through the range of experiences they are exposed to. This is extremely important because as Ed Hirsch summarises in: Cultural Literacy (1988), "to be culturally literate is to possess the basic information needed to thrive in the modern world."</p>	2,3
<ul style="list-style-type: none"> <li>Additional adult support at playtimes to support the promotion of positive relationships and</li> </ul>	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being,	3

<p>experiences with a play leader at lunch time.</p> <ul style="list-style-type: none"> <li>• Play therapist, ELSA and nurture leads to promote excellent behaviour through positive relationships.</li> </ul>	<p>and academic performance. EEF – 2019</p>	
<ul style="list-style-type: none"> <li>• Support for families with resources for home learning, new school uniform packs, weekly food hampers.</li> <li>• Building of positive relationships with families between all adults in school and open culture of offering and accepting support for challenges that families may face – emotional, mental health, financial, attendance.</li> </ul>	<p>EEF ranks the effectiveness of parental involvement as having a +5 month impact on a child’s learning.</p>	<p>2,3</p>

**Total budgeted cost: £49,820**

## Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome																																																																																			
<p>Reduce the attainment gap in reading, writing and maths across EYFS and Key Stage 1.</p>	<ul style="list-style-type: none"> <li>Pupil progress meetings were adapted in the year 2024-2025 to create robust meetings which enabled SLT to identify barriers and implement interventions in a timely manner.</li> <li>Staff meetings and monitoring across the school have increased awareness of the focus children.</li> <li>Interventions for PP children have been closely monitored leading to the attainment gap reducing in most subjects (see below).</li> </ul> <p><u>Reception:</u></p> <p><b>GLD</b></p> <table border="1" data-bbox="656 730 2056 986"> <thead> <tr> <th colspan="4">2023-2024</th> <th colspan="4">2024-2025</th> <th colspan="4">National 2024-2025</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>PP without EHCPs</th> <th>Gap (without EHCPs)</th> <th>Non PP</th> <th>PP</th> <th>PP without EHCPs</th> <th>Gap (without EHCPs)</th> <th>Non PP</th> <th>PP</th> <th>PP without EHCPs</th> <th>Gap (without EHCPs)</th> </tr> </thead> <tbody> <tr> <td>81.5%</td> <td>55.6%</td> <td>55.6%</td> <td>25.9% (25.9%)</td> <td>85.1%</td> <td>42.9%</td> <td>66.7%</td> <td>42.2% (18.4%)</td> <td>71.5%</td> <td>51.4%</td> <td>54.4%</td> <td>20.1% (17%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>When EHCPs taken out (4/5 children due to go to specialist placement), gap is reduced by 7.5%.</li> <li>CIS PP when EHCPs are removed are outperforming National data when EHCPs are removed (+12.3%)</li> <li>CIS gap between NPP and PP (without EHCPs) is broadly inline with the national</li> </ul> <p><b>Literacy</b></p> <table border="1" data-bbox="656 1161 2056 1409"> <thead> <tr> <th colspan="4">2023-2024</th> <th colspan="4">2024-2025</th> <th colspan="4">National 2024-2025</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>PP without EHCPs</th> <th>Gap (without EHCPs)</th> <th>Non PP</th> <th>PP</th> <th>PP without EHCPs</th> <th>Gap (without EHCPs)</th> <th>Non PP</th> <th>PP</th> <th>PP without EHCPs</th> <th>Gap (without EHCPs)</th> </tr> </thead> <tbody> <tr> <td>81.5%</td> <td>55.6%</td> <td>55.6%</td> <td>25.9% (25.9%)</td> <td>85.1%</td> <td>42.9%</td> <td>66.7%</td> <td>42.2% (18.4%)</td> <td>73.7%</td> <td>53.5%</td> <td>56.5%</td> <td>20.2% (17.2%)</td> </tr> </tbody> </table>												2023-2024				2024-2025				National 2024-2025				Non-PP	PP	PP without EHCPs	Gap (without EHCPs)	Non PP	PP	PP without EHCPs	Gap (without EHCPs)	Non PP	PP	PP without EHCPs	Gap (without EHCPs)	81.5%	55.6%	55.6%	25.9% (25.9%)	85.1%	42.9%	66.7%	42.2% (18.4%)	71.5%	51.4%	54.4%	20.1% (17%)	2023-2024				2024-2025				National 2024-2025				Non-PP	PP	PP without EHCPs	Gap (without EHCPs)	Non PP	PP	PP without EHCPs	Gap (without EHCPs)	Non PP	PP	PP without EHCPs	Gap (without EHCPs)	81.5%	55.6%	55.6%	25.9% (25.9%)	85.1%	42.9%	66.7%	42.2% (18.4%)	73.7%	53.5%	56.5%	20.2% (17.2%)
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- CIS PP when EHCPs are removed are outperforming national data when EHCPs are removed (+10.2%)
- CIS gap between NPP and PP(without EHCPs) is broadly inline with national

### Maths

2023-2024				2024-2025				National 2024-2025			
Non-PP	PP	PP without EHCPs	Gap (without EHCPs)	Non PP	PP	PP without EHCPs	Gap (without EHCPs)	Non PP	PP	PP without EHCPs	Gap (without EHCPs)
88.9%	66.7%	66.7%	22.2% (22.2%)	93.1%	42.9%	66.7%	50.2% (26.4%)	80.5%	62.7%	65.8%	17.8% (14.7)

- The gap in maths increased due to non-pp increasing attainment of ELG. The gap is significantly reduced when EHCPs are removed (4/5 children due to go to specialist placement).
- CIS PP when EHCPs are removed is broadly inline with national data when EHCPs are removed

### Key Stage 1

### Reading

2023-2024				2024-2025			
Non-PP	PP	PP without EHCPs	Gap (without EHCPs)	Non-PP	PP	PP without EHCPs	Gap (without EHCPs)
84%	50%	54.5%	34% (29.5%)	77.6%	62.5%	77%	15.1% (0.6%)

- Non-PP compared to PP gap has been significantly reduced
- When EHCPs (who have significant needs) are removed, Non-PP and PP are inline

### Writing

2023-2024				2024-2025			
Non-PP	PP	PP without EHCPs	Gap (without EHCPs)	Non-PP	PP	PP without EHCPs	Gap (without EHCPs)

74.8%	50%	54.5%	24.8% (20.3%)	74.1%	43.8%	53.8%	30.3% (20.3%)
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- Gap between Non-PP and PP (when EHCPs are removed) is in line with previous year.

**Maths**

2023-2024				2024-2025			
<i>Non-PP</i>	<i>PP</i>	<i>PP without EHCPs</i>	<i>Gap (without EHCPs)</i>	<i>Non-PP</i>	<i>PP</i>	<i>PP without EHCPs</i>	<i>Gap (without EHCPs)</i>
83.2%	50%	54.5%	33.2% (28.7%)	80%	68.8%	84.6%	11.2% (+4.6%)

- Non-PP compared to PP gap has been significantly reduced – 22%
- When EHCPs (who have significant needs) are removed are outperforming Non-PP in maths

Reduce additional barriers to learning for children with additional complex needs by providing increased pastoral support, including nurture, ELSA and play therapy.

- Children are swiftly identified for ELSA and this is reviewed half termly
- Additional member of staff trained as and ELSA so there is at least one trained ELSA in each year group
- X2 nurture leads have received training and a bespoke programme has been purchased so that sessions have a consistent format and they are tailored to individual needs
- Over the course of the year there were fewer escalations recorded for children who have SEMHD
- Due to the increase in complex social and emotional difficulties we have tailored our targets and provision to focus on supporting children to regulate, develop emotional and physical literacy in order to be ready to learn.
- The increased nurture sessions, the introduction of a bespoke learning environment in our cabin and increased sensory circuits (and staff training) has led to more staff being able to support the children with their social and emotional needs.
- Improve monitoring of impact of ELSA and pastoral provision.

Reduce the gap in attainment in phonics so that more pupil premium eligible children pass the phonics screen at the end of Year One. (92%)	<b>Year 1 - 2023-2024</b>			<b>Year 2 – 2023-2024 (End of KS1)</b>			
	<i>Non-PP</i>	<i>PP</i>	<i>Gap</i>	<i>Non-PP</i>	<i>PP</i>	<i>Gap (without EHCPs)</i>	
	86.3%	69.3%	17%	98.1%	93.8%	4.3%	
	<b>Year 1 - 2024-2025</b>			<b>Year 2 – 2024-2025 (End of KS1)</b>			
	<i>Non-PP</i>	<i>PP</i>	<i>Gap</i>	<i>Non-PP</i>	<i>PP</i>	<i>PP without EHCPs</i>	<i>Gap (without EHCPs)</i>
	94.2%	92.9%	1.3%	95.3%	81.2%	84.6%	14.1% (10.7%)
	<ul style="list-style-type: none"> <li>Significantly reduced gap between PP and Non PP in Y1 from 2023/2024 to 2024/2025 (17% to 1.3%)</li> <li>Reduced gap between Year 1 2023/2024 to Y2 2024/2025 (same cohort, from 17% to 14%)</li> <li>Although increased gap between Y2 2023/2024 and Y2 2024/2025 this is due to the needs of the cohort. There were a significant amount of EHCPs, pastoral support and outreach to support the children’s needs.</li> </ul>						
Disadvantaged children’s attendance to be at least 95% and reduce the gap in persistent absence.	<ul style="list-style-type: none"> <li>Attendance of disadvantaged children across the school was 92% compared with 95% for non disadvantaged.</li> <li>The school has robust absence management systems which have been audited by BCP and identified as strong practices, however, 5 children with complex SEND as well as disadvantage have been on significantly reduced timetables which has impacted the data.</li> <li>Of the disadvantaged children many were affected by flu and/or chicken pox, and/or holidays in term time.</li> <li>PA for disadvantaged children is at 24% compared with 4% non disadvantaged children.</li> <li>Of the 13 persistently absent disadvantaged children, 6 have EHCPs with complex needs that affect their health. 6 of the 13 children also had a holiday in term time.</li> <li>Two of the PA children have Early Help or social care involvement and the school has put additional support in place to support attendance and punctuality like offering free breakfast and after school places.</li> <li>Since the academic year 2024-25, and at the time of publication of this report (January 2026) PA for disadvantaged children is now at 20%, with 9 children showing significantly improved attendance.</li> </ul>						
All disadvantaged children to have the opportunity to participate in wider school enrichment activities.	<ul style="list-style-type: none"> <li>All disadvantaged children are offered free access to a range of enrichment and extra curricular activities which are rotated on a half termly basis to ensure broad and rich experiences.</li> <li>Free breakfast and after school club places are offered to families to support better attendance and punctuality.</li> <li>Children express their interests and are signposted to clubs based on this.</li> </ul>						

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|  | <ul style="list-style-type: none"><li>• Homework packs have enabled children to share their home learning in school.</li><li>• Uptake of food from our in-school foodbank has increased over the year with some families receiving weekly food bags and others accessing it as and when it is needed.</li></ul> |
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## Outcomes for disadvantaged pupils

<p>GLD: 55.6% (2023-24) 66.7% (2024-25) excluding 5 EHCPs, 4 of which are awaiting specialist placement</p> <p>Year 1 Phonics: 69% / End of Key Stage 1 Phonics: 92% (1 child did not pass)</p> <p>End of Key Stage 1 –</p> <p>Reading: 60% / Writing: 52%/ Maths: 64% (excluding 1 EHCP) 2023-24</p> <p>R – 75%, W – 62.5%, M – 87.5% (excluding 3 EHCPs) 2024-25</p>
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