Pupil premium strategy statement

This statement details our school's use of pupil premium funding for 2025 to 2026 academic year 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	Cavendish Close Infant School
Number of pupils in school	287 (Nursery to Year 2)
Proportion (%) of pupil premium eligible pupils	68/240 28% (FSM and PP+ from Reception to Year 2) 27% (78/287) (FSM and PP+ from Nursery to Year 2)
Academic years that our current pupil premium strategy plan covers	2025/2026
Date this statement was first published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Christina Diffin - Headteacher
Pupil premium lead	Caroline Howett -Deputy Headteacher
Governor / Trustee lead	Carol Moore - Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106,050

Part A: Pupil premium strategy plan

Statement of intent

A wide, persistent gap in achievement separates children who grow up in poverty from their better off peers.

National data shows the attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary. A key focus of our Pupil Premium strategy is early intervention to prevent gaps from growing.

Education impacts more than just jobs. Higher achievement is also tied to better health and well-being throughout our lives beyond education.

The EEF Guide to the Pupil Premium - Published 10 September, 2025

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We have unwavering ambition.

A number of our children don't have the stability, guidance and support needed to thrive. Instead, they face a life of insecurity, unpredictability, neglect and chaos.

We are aspirational about all our children. Intelligence can grow. We are prepared to do something different to get a different outcome. Every child should experience success every day. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

Our context

Our definition of disadvantage: An unfavourable circumstance that reduces the chances of success.

We view disadvantage as a broad spectrum. We have a number of children at our school who are not on the PP register but can be described more broadly as 'disadvantaged'. We identify CARD children (Children At Risk of Disadvantage).

We work with a number of children who face significant barriers to educational achievement. These barriers can also affect a child's wellbeing and ultimately life chances. Many vulnerabilities are linked.

Some children are more disadvantaged than others. Some children are persistently disadvantaged. Our 'Index of Disadvantage' will allow us to demonstrate the depth of disadvantage our PP children experience. We seek to understand and embrace children's vulnerabilities.

Our approach will be responsive to the context of the school, the challenges faced by disadvantaged and vulnerable families in our school community, alongside EEF research and

analysis of school data and identification of pupil premium children rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children 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 children's outcomes and raise expectations of what they can achieve

Challenges

We look closely at the progress of pupils who are socio-economically disadvantaged compared against national benchmarks. We use other vital internal data, including attendance rates, SEND needs as well as information on wellbeing and safeguarding. This helps build a picture of the current needs of our most vulnerable children.

Challenge number	Detail of challenge
1	**Gaps in phonics attainment** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. 2025 end of year data for EYFSP (DfE GLD data 22/11/25) shows; - 61% of FSM children achieved a Good Level of Development (GLD) compared to 68% nationally and 65% locally. - Comparison between our schools FSM children achieving GLD (52%) and national non FSM pupils' GLD (68) shows a gap of 16%. 2025 PSC data (DfE Phonics screening 10/26) shows; - The gap between our schools FSM children achieving PSC (78) and all national non FSM pupils' (80%) who passed the PSC in 2025 is 2%.
2	**Speech, language and communication needs** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. 2025 end of year data for EYFSP (NCER) shows; - 72% FSM children were at age related expectations for Listening and Attention and Speaking combined (Communication and Language Prime Area), compared to 80% non FSM children; a gap of 8%. Current SEND data shows; - 54% (42/78) of FSM and PP+ children are on the SEND or SEND monitoring register. - 8% (6/78) of FSM and PP+ children have an Education Health Care Plan. - 33% (26/78) of FSM and PP+ children have Speech and Language support.

		• 13% (10/78) of FSM and PP+ children have a medical diagnosis. • 17% (13/78) of FSM and PP+ children have been referred to a paediatrician for neurodiversity assessment.
3		**Attendance and punctuality** Attendance summary report • Overall attendance has dipped slightly from 94.2% in 2023–24 to 93.9% in 2024–25 (a 0.3% drop). • Pupils with free school meals (FSM) remain the lowest at 91.5%, down 0.2% from last year, and this group needs the most attention. • Attendance is broadly stable, but the gap for FSM pupils is the key concern.
4		**Social, emotional and mental health needs** Our assessments (including Leuven Scales for wellbeing and involvement), observations and discussions with pupils and families have identified social and emotional needs for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. 2025 end of year data for EYFSP shows; • Children in Reception developed less well in Self-Regulation area of learning compared to local, regional and national data with a -5.4ppt difference when compared to regional averages. Current SEND data shows; • 24/78- 31% of FSM and PP+ children have social, emotional and mental health needs as their primary area of need. • 15/78 - 19% of FSM and PP+ children currently require additional support with social and emotional needs are boys. • 5% (4/78) of FSM and PP+ children have received Educational Psychologist referrals.
5		**Access to wider opportunities** Our observations and discussions with children and families have identified social and emotional needs for many children, partly linked to a lack of enrichment and socialisation opportunities. These challenges particularly affect disadvantaged children, including their attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading among disadvantaged children.	Sustained attainment for disadvantaged children. Expected outcome of 64% of disadvantaged children meeting GLD in Reception 2025.26 end of year outcomes.

	Expected outcome of 80% of disadvantaged children meeting expected level for word reading in Reception 2025.26 end of year outcomes.
	Expected outcome of 80% of disadvantaged children passing the PSC in 2026.
Improved oral language skills and vocabulary among disadvantaged children.	Expected outcome of 80% of disadvantaged children meeting expected level for speaking in Reception 2025.26 end of year outcomes.
	Assessments and observations using 'Universally Speaking' and 'Early Talk Boost and 'Talk Boost' indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.	Sustained high attendance in line with our school Attendance Base-line Improvement Expectation report (ABIE) • 93% attendance for FSM and PP+ children • Persistent and Severely Persistent Absence to be 16% Improving attendance is demonstrated through the DfE half termly summary report
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children.	• Qualitative data from pupil voice, parent surveys and teacher observations evidence improved well-being and involvement among disadvantaged children. • Quantative data using Leuven Scales and Emotional Literacy Support Assistant intervention evidences improved well-being and involvement among disadvantaged children. Equal access enrichment activities demonstrated by; • All PP families are supported to access at least one after school club during 2025.26. PP Lead works with families to identify barriers which informs future planning.

Activity in this academic year

This details how we intend to spend our pupil premium **in 2025.26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,050

Activity	Evidence that supports this approach	Challenge number(s)
Embedding secure implementation of Little Wandle Letters and Sounds Revised Programme **Phonics Action Plan implemented effectively** **Parental engagement targets for all year groups:** -Implement weekly home learning. -Share links to appropriate LW videos with parents/carers during reading workshops. **Robust monitoring and evaluation across all year groups by Reading Lead:** -Heat maps identify starting points and track progress for all children including SEND. - Monitoring targets children identified using heat maps. -Monitoring how teachers meet all children's needs in the daily phonics lesson (triangulation). -Monitoring Keep-Up and Catch-Up sessions that include disadvantaged children alongside peers, fostering inclusion and shared learning experiences. -Monitoring adapted resources and teaching strategies for SEND pupils within sessions, enabling them to engage meaningfully without being separated.	**Little Wandle Letters and Sounds Revised reflects the latest evidence-based understanding of how children learn;** Little Wandle Letters and Sounds Revised pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background. Ofsted report that Little Wandle is a **'rigorous phonics programme'** which is **'consistent, well-resourced and effective approach to early reading'**. Ofsted have also identified how the Little Wandle programme has supported schools to develop a love of reading, ensure decodable texts are well-matched to children's developing phonics knowledge and to ensure that early reading is prioritised. **EEF Teaching and Learning Toolkit evidence-Phonics;** Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken and books read in the home. Targeted phonics interventions may therefore improve	1,2

-Monitor progress using Little Wandle's tracking systems, showing improvement in decoding, blending and fluency across school. -Monitor how the SEND pathway and daily interventions impact accelerate progress for all children including those with additional needs, enabling them to work at ARE. **Practice sessions modelled to teachers and TAs are informed by outcome of monitoring and evaluation to support continued improvement.** **Staff training on inclusive phonics teaching, ensuring all staff understand how to support both mainstream and SEND children effectively. Making learning accessible from children's starting points.** - Flying High English Hub 'Reading: Helping children who need it most' - Kirsty Page '**Launchpad to Literacy'** newsletters. Launchpad to Literacy to support teachers to identify gaps in phonics knowledge for children with high level SEN and plan appropriate programme of support. -Develop KS1 assessment system for children working below ARE in reading, informed by Launchpad to Literacy	decoding skills more quickly for pupils who have experienced these barriers to learning.	

Quality First Teaching CPD	Key findings from Ofsted research report 'Strong Foundations – the first year in school'	1,2, 4
Leadership and Collaboration PP Lead, Inclusion Lead, EYFS Lead, Developing Teaching Lead contribute to staff meetings to share expertise leads to improved classroom practice across the school. **Engaging with external training** -Flying High Teaching School English Hub 'High Quality Early Language Development' -DFE 'Embedding a language rich environment and supporting early writing'. **Oracy** Enhance purposeful talk and communication through quality interactions and supportive learning environments through; **ShREC Approach** – Embed across all classrooms: - Shared attention - Respond - Expand - Communication **PEARLS Approach** – Introduce to all staff: - Presence - Everyday moments - Attuned - Return - Language - Support Model effective interaction strategies in classrooms. Engage staff in training on typical language development to support all learners. **Engagement** Revisit and embed our school Learning Values	**Importance of early interactions, language and communication development** By the end of Key Stage 1, children need foundational knowledge in communication (as well as reading, writing, calculation), plus physical, emotional and social development. GOV.UK+1 Many children — especially disadvantaged children or those with lower starting points (e.g. language delays, SEND) — benefit most from strong early education. Good practice was evidenced when schools "adapt their curriculum to emphasise language development," ensuring every child has daily opportunities for conversation with adults, exposure to stories, nursery rhymes, and key language structures. **The value of repeated practice, retrieval, and not leaving learning to chance** The report recommends that children must have "sufficient opportunities to practise using foundational knowledge and skills so they become fluent." When teaching includes revisiting prior learning, modelling, independent practice, and opportunities for children to apply and retrieve knowledge — children learned better and retained more. **Importance of effective assessment, feedback, and adaptive teaching** Where assessment and teaching are strong, teachers were able to spot misconceptions quickly and reteach or scaffold effectively — enabling children to catch up and build confidence.	1,2, 4

Retrieval and Memory
Embed metacognitive and retrieval strategies to consolidate knowledge and extend vocabulary.
-Embed systematic approach to retrieval across the curriculum.
-Focus on vocabulary teaching to help pupils' articulate key ideas.
-Develop whole-school memory, recall, and retrieval strategies**.**

Effective Feedback
Ensure feedback supports learning and addresses misconceptions promptly.

- Check children's understanding systematically.
- Identify misconceptions accurately.
- Provide clear, direct feedback.
- Adapt teaching in response to formative assessments.

Inclusion

Ensure teaching and the learning environment meet the needs of all children.
- Adapt teaching approaches to support learners with diverse needs.
- Adapt learning environments to ensure accessibility.
- Provide adapted support while maintaining high expectations.

Inclusion: Supporting those with starting-point disadvantage & SEND

The children who are most knowledgeable and confident benefit most from Reception and Key Stage 1; children with lower starting points — often the most vulnerable — do not always receive what they need, and this gap widens.

When curriculum and teaching were adapted — for example emphasising language development or giving frequent adult-child interaction — children with SEND made noticeable improvements, including in behaviour and communication.

EEF Approaches for Early Literacy;
Children's early literacy is dependent on their oral language skills. Approaches for teaching early literacy build on approaches that support communication and language. https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education

EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;
Prioritise the development of communication and language.
Develop pupils' speaking and listening skills and wider understanding of language
Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions.
Preparing for Literacy | EEF (educationendowmentfoundation.org.uk)

EEF Improving Literacy-Supporting oral language development;
Evidence shows the rate at which children develop language is sensitive to the amount of input they receive from the adults around them, and the quality of this

	input is to be more important than the quantity. https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions **EEF Guide to Effective Professional Development in the Early Years;** Research evidence suggests that developing high-quality interactions promote children's learning. Interactions need are effective when underpinned by warm, caring relationships and interactions, and in turn they can promote children's wellbeing and mental health. **Guide to Effective Professional Development in the Early Years.**	
Developing PP leadership -Create a clear strategy, judge the readiness of the school to deliver the strategy, then prepare staff and resources. -Qualitative impact is measured – work scrutiny and pupil interviews**.** -Feedback from monitoring leads to improved practice, ensuring same opportunities and challenge for PP	**EEF Putting Evidence to Work – School's Guide to Implementation**; Treat implementation as a process, not an event; plan and execute it in stages. Create a leadership environment and school climate that is conducive to good implementation. Define the problem you want to solve and identify appropriate programmes or practices to implement. Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2, 4,5
Our Learning Values are implemented effectively, creating an environment where children are active, engaged learners. They interact fully with teaching that is supported by enquiry based learning and high-quality continuous provision. **Enquiry-based learning** and **continuous provision** offer children rich, open-ended opportunities to explore, investigate, and develop their understanding.	**EEF Metacognition and Self-Regulated Learning** Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. Explicitly teach pupils how to organise and effectively manage their learning independently. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2, 4

-Continuous provision training equips subject leaders to monitor and enhance the quality of the learning environment. -Engage in professional development to ensure the learning environment remains stimulating and responsive to children's needs. • ABC 'Continuous Provision' training • Early Excellence Continuous Provision training	**EEF Teaching and Learning Toolkit evidence-Metacognition and self-regulation;** Evidence suggests that disadvantaged pupils are less likely to use meta cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of meta cognitive and self-regulatory strategies could encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges for themselves in the future.	

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s)
Intervention is timely and effective **Class teacher is responsible for targeted deployment of all support staff and students/volunteer effectively** Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to	**EEF Making Best Use of Teaching Assistants;** -Teaching assistants should not be used as an informal teaching resource for low attaining pupils. -Use TAs to deliver high quality one-to-one and small group support using structured interventions. -Adopt evidence-based interventions to support TAs in small group and one-to-one instruction. -Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. Making Best Use of Teaching Assistants	EEF (educationendowmentfoundation.org.uk) **EEF Teaching and Learning Toolkit evidence-Small group tuition;** -Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact -Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. (+4 months) impact. -Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds	1,2, 4

have a positive impact on learner outcomes. **Speech and Language Interventions;** - **Early Talk Boost** - **Talk Boost** - **Speech Link** - **Language Link** *Early Talk Boost - 104 hours intervention and assessment* *Talk Boost - 2006 hours intervention and assessment* *Speech and Language Link package* *Speech Link and Language Link - 1159 hours assessment and intervention*	**EEF Teaching and Learning Toolkit evidence-Oral language interventions;** -Oral language interventions supported or led by trained teaching assistants have broadly similar impact as those by teachers -Impact of oral language interventions is approximately an additional 6 months progress over the course of a year. Early years is +7 months. -Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. -Language interventions with frequent sessions (3 times a week or more) over a sustained period may have a larger impact, overall. -Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with their peers, particularly when provided one-to-one. https://ican.org.uk/media/2928/tb-data-statements-0311.pdf Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF **EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;** -Prioritise the development of communication and language. -Use high quality targeted support to help struggling children. -Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere. Preparing for Literacy	EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1	EEF (educationendowmentfoundation.org.uk) **Early Talk Boost evaluation evidence 'I Can' 2015** -Evidence-based targeted intervention aimed at 3–4 year old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers. -Children make statistically significant progress in their early language development. -On average, children make six months' progress after the nine-week intervention, helping them to narrow the gap	

	between them and other children their age. This is twice the rate of progress of children not having the intervention. -After Early Talk Boost training, all early years practitioners surveyed felt more confident in supporting children's language, and 94% said it would change the way they worked. **Talk Boost evidence research 'I Can' 2015** -Boosts the language and communication skills of children who have not had the opportunity to develop their language skills either through lack of good language models or because they have EAL. -Evidence shows statistically significant results to show on average, children made between 9-18 months progress in language levels over the 10 week period. -Children who have intact language learning ability but who have not had the opportunity to develop their language benefit most from Talk Boost KS1.	
Literacy interventions; **Little Wandle 'Keep Up' and 'Catch Up' intervention** -'Little Wandle Letters and Sounds' 'Keep-Up', 'Catch-Up' interventions are monitored and feedback from monitoring leads to improved practice.	**EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;** -Effectively implement a systematic phonics programme. -Use high quality structured interventions to help pupils who are struggling with their literacy. -Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere. Preparing for Literacy | EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk) **Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best;** how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf -Application of phonics to reading using matched decodable books guidance. https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf	1,2, 4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, emotional and mental wellbeing interventions; **Emotional Literacy Support Assistant** **Lego Therapy** **Drawing and Talking** **Theraplay**	**EEF Teaching and Learning Toolkit evidence- Social and emotional learning;** -Social and emotional learning approaches have a positive impact (+4 months) additional progress in academic outcomes over the course of a year. -Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. -Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Improving Social and Emotional Learning in Primary Schools	EEF (educationendowmentfoundation.org.uk)	1,2, 4
Well-being and involvement- Assessment and approaches -**Zones of Regulation** -**Emotion Coaching** -**Attachment and Trauma Training** -**Emotional Literacy Support Assistant** -**Leuven Scales** -**Boxall Profile** **Assessment informs intervention and approaches**	**EEF Teaching and Learning Toolkit evidence- Social and emotional learning;** -Evidence suggests that children from disadvantaged backgrounds have, on average weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils; lower SEL skills are linked with poorer mental health and lower academic achievement. -The Leuven Scale is observation based, and puts the child at the centre of their own learning. Observation based teaching has been shown time and time again to be the most effective method of teaching. By focussing on the child, and their mental, social and emotional wellbeing, the Leuven Scale ensures that the approach doesn't fall into the trap of being a 'one size fits all' pedagogical method that can be blanket applied to every child. It forces practitioners to be adaptive and reactive to a child's needs.	1,2, 4
Learning Mentors Under the guidance of SLT, identifying and supporting disadvantaged and vulnerable families through regular face to face engagement and working closely with social care and health	**EEF Parental Engagement** -The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. -By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's	1,2, 3, 4,5

professionals and community contacts.	learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Learning Mentors leading lunchtime provision **Children are mostly supported by our TA team over lunchtime** -Provision for social, emotional and mental health impacts positively on lunch time provision.	**EEF Improving Behaviour in Schools** • Know and understand pupils and their influences • Teach learning behaviours alongside managing misbehaviour • Use simple approaches as part of routine • Whole School approach https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,4
Strategic approach to improving attendance is effectively implemented and promotes whole school culture of an inclusive and positive environment **Staff understand the link between attendance, inclusion and well-being** **Attendance Leader** -Clear attendance vision, sustainable improvement plan and policy understood by all staff - Regular and consistent attendance monitoring and recording daily and weekly working closely with Safeguarding Champions to proactively challenge poor attendance through early intervention and track impact -Multi agency working with Inclusion and attendance officer, Early Help and social care	**Belonging, school climate and sense of inclusion correlate with better attendance** -The Education Endowment Foundation (EEF) evidences building "a culture of community and belonging for pupils" is a fundamental way to support attendance — especially for vulnerable students or those with additional needs. A welcoming, inclusive school environment reduces barriers for pupils who might otherwise feel alienated. EEF+1 -Ongoing work by Nuffield Foundation (2026–2028) to more systematically link school climate, pupil belonging, attendance and achievement in England. Nuffield Foundation The logic is that when students feel safe, valued, included — socially and emotionally — they're more likely to attend consistently. This links to broader findings around inclusive education (for example, inclusive school ethos supports wellbeing, belonging, equal access) which in turn impacts attendance and engagement. edpsy.org.uk+2EEF+2 **Holistic, student-centred support and barriers-responsive approaches help sustain attendance** -Inclusive Attendance emphasises a "child-centred, evidence-based" model: culture change, relationships, early support, and understanding individual circumstances (e.g. health issues, social/emotional challenges, family context) rather than treating absence purely as a behavioural problem. Wednesfield Technology Primary+3Inclusive Attendance+3Inclusive Attendance+3 -The Inclusive Attendance approach aligns with the broader conceptual framework called the BASE model for inclusive	1,2, 3, 4,

Communication and partnership with parents. Engaging in 'Inclusive Attendance' training programme Achieving the Inclusive Attendance Bronze Kite mark Implementing the 'Emotionally Based School Non-attendance' framework and toolkit. Attendance is a safeguarding priority and part of inclusion.	practice — focusing on belonging, relationships, a holistic school ecosystem, and systemic approaches rather than ad-hoc interventions. edpsy.org.uk There is also emerging research showing that enrichment activities (clubs, arts, sports, volunteering) outside standard classes — which may strengthen belonging or engagement — are positively correlated with improved attendance. For example, a recent report by Centre for Young Lives (working with the Duke of Edinburgh's Award and NCS Trust) finds that participation in enrichment helps reach marginalised children with poor attendance, with many youth reporting that those opportunities make them more likely to attend school. centreforyounglives.org.uk+1	
Develop extended leadership team roles: -Personal Development Leader -Safeguarding Lead Teacher	**EEF Improving Behaviour in Schools** • Know and understand pupils and their influences • Teach learning behaviours alongside managing misbehaviour • Use classroom management strategies to manage behaviour • Use simple approaches as part of routine • Tailor targeted approaches to meet the needs of individuals in our school • Whole School approach https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2, 3, 4,5
Link 2 ICT package to identify PP children Exploring disparity that our youngest children will not qualify for a free meal even though they live in households receiving Universal Credit	**EEF Using Pupil Premium** **Identifying children eligible for Pupil Premium** **'Too Young to Count'** This research reveals a significant gap in access to FEYM for disadvantaged children in England. Barriers such as restrictive eligibility criteria and low registration rates mean that many children in early years settings miss out on vital nutritional support. The government's Best Start in Life strategy recognises the importance of early years and that some children, including those eligible for FSM, need extra support. However, it largely overlooks food provision and free meal access in early years settings. 'Too Young To Count'	1,2,3 4,5

Wider curriculum opportunities through after-school curriculum club offer which includes sport and music. Funded enrichment opportunities for PP children. **Discreet support with uniform and educational visits where appropriate.** **Local offer of educational visits supports accessibility with minimised cost.**	**EEF Life Skills and Enrichment** Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5

Total budgeted cost: £ 106,050

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.

Key findings from 2024.25 data;

Reception Good Level of Development	School 2025	LA 2025	NCER National 2025	School 2024	School 2023	School 2022	School 2021
FSM (21/73) 29%	**61%**	52%	51%	67%	57%	53%	32%
All children (73)	**74%**	65%	69%				

Year 1 Phonics Screening Check	School 2025	LA 2025	NCER National 2025	School 2024	School 2023	School 2022	School 2021
FSM (27/88) 31%	**78%**	69%	67%	77%	41%	41%	54%
All children (88)	**83%**	77%	80%				

- Internal assessment information demonstrates disadvantaged children making good progress from their starting points.
- Staff are ambitious so that disadvantaged children achieve the best possible outcomes.
- More disadvantaged children achieved GLD at our school compared to LA and National outcomes.
- More disadvantaged children passed the Year 1 Phonics Screening Check at our school compared to LA and National outcomes.

Attendance Data 2024-2025	School 2024.25	National 2024.25	School 2023.24	School 2022.23	School 2021.22
Attendance	94%	95%	94%	94%	91%
PP Attendance	92%	92%	92%	91%	89%
PP Persistent Absence	35%		22%	31%	34%

PP Severe Persistent Absence	1 child	

- Overall attendance was 94%, just below the national average of 95%. Pupils with free school meals attended less often (92%) compared to all pupils nationally (95%) which is a gap of 3%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds Revised Programme	Wandle and Little Sutton English Hub
Early Talk Boost	I Can
Talk Boost	I Can
Speech Link	Speech Link
Language Link	Speech Link
Emotional Literacy Support Assistant	BCP Council
Drawing and Talking	Drawing and Talking
Theraplay	Theraplay UK
Boxall Profile	Boxall Profile Online
Zones of Regulation	Zones of Regualtion
Emotion Coaching	Emotion Coaching
Leuven Scales	Ferre Laevers