

Pupil Premium Strategy statement: 2025 - 2028

Sawley Infant & Nursery School

School overview	2025-2026	2026-2027	2027-2028
To be Published	December 2025		
To be Reviewed	December 2026		
Number of pupils in school	164 (school only)		
Proportion (%) of pupil premium eligible pupils	28% (46 pupils)		
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028		
Date this statement was published	December 25		
Date on which it will be reviewed	December 26		
Statement authorised by	J Haigh		
Pupil premium lead	M Harral /R Morley		
Governor / Trustee lead	S Moreland		
Funding overview	2025-2026	2026-2027	2027-2028
Pupil premium funding allocation this academic year	£69,690		
Recovery premium funding allocation this academic year	£0		
Pupil premium funding carried forward from previous years	£0		
Total budget for this academic year	£69,690		

Pupil Premium Strategy statement – Sawley Infant & Nursery School

Statement of Intent - 2025 - 2028

At Sawley Infant and Nursery School, we are committed to enriching children's early years and ensuring they are well prepared for their next steps in education. Guided by our Sparkle & Shine ethos, we celebrate both personal and academic success and provide wide-ranging opportunities for all pupils. This inclusive culture is at the heart of our school and underpins our systematic, long-term Pupil Premium strategy.

This strategy sets out evidence-informed approaches designed to meet the needs of our pupils and families. Pupil Premium funding is used to address inequalities and ensure that children facing disadvantage receive the support they need to succeed. We have high aspirations for all children and firmly believe that eligibility for Pupil Premium is never an indicator of ability or a limit to potential. Barriers to learning can be complex, individual and change over time; our role is to identify these early and respond with carefully tailored support.

We believe that strong relationships are fundamental to learning and success. We prioritise positive communication between staff, pupils, the school and families, working closely with parents and carers to offer authentic, non-judgemental support. Home circumstances and lived experiences are carefully considered to ensure children feel safe, valued and supported to engage fully in school life. Listening to pupils and parents is central to our approach. We strive to ensure all pupils are ready for learning, respectful to themselves and others, and resilient individuals, developing strong foundations for academic progress and emotional wellbeing.

We recognise that disadvantage may be multifaceted and linked to a range of factors, including SEND, social and emotional needs, communication and language development, attendance, or limited life experiences. Our strategy is informed by ongoing assessment, monitoring and dialogue with pupils and families to ensure provision is responsive and effective, mitigating potential disadvantage wherever possible.

Our curriculum is designed to *Sparkle and Shine* and is underpinned by REAL principles – **Relevant, Engaging, Accessible and Linked**. Provision for disadvantaged pupils and those with SEND is adapted to ensure maximum access at an appropriate developmental level. Pupils study the full curriculum, with support carefully designed to enable progress, confidence and independence. Learning is carefully sequenced to build knowledge, skills and independence over time and follows a clear structure for learning:

- **Ignite a Spark:** enriching experiences to launch and support learning
- **Shimmer:** progressive teaching of new concepts and skills
- **Sparkle:** application, investigation and problem solving
- **Shine:** sharing learning through celebration and reflection

Our aim is for every child, including those identified as disadvantaged, to leave Sawley Infant and Nursery School confident, capable and well prepared for the next stage of their education, with improved life chances and high aspirations for the future.

Challenge number	Detail of challenge: This details the key challenges to achievement that we have identified among our disadvantaged pupils.
1	<u>Attendance and Punctuality</u> <ul style="list-style-type: none"> Overall attendance for PPG pupils is 91%, approximately 4% below non-PPG pupils. Persistent Absence (PA) is disproportionately high: almost half of all PA pupils are disadvantaged. Some PPG families require support to establish consistent morning routines, leading to punctuality issues and unsettled starts.
2	<u>Social, Emotional and Pastoral Needs</u> <ul style="list-style-type: none"> A significant proportion of disadvantaged pupils experience emotional regulation, attachment and wellbeing needs, affecting readiness to learn. Additional home pressures or wider family challenges can increase vulnerability and impact learning. Many pupils require targeted programmes including Nurture, ELSA, Positive Play, Drawing & Talking Therapy
3	<u>Oracy: Communication, Language and Early Vocabulary Development</u> <ul style="list-style-type: none"> A high number of disadvantaged pupils enter EYFS with low communication, vocabulary and early language skills. This impacts: quality of interactions and expressive language, comprehension, early writing and transcription skills, independence and access to the wider curriculum.
4	<u>Phonic knowledge and development:</u> <ul style="list-style-type: none"> Gaps in early language development impact development in phonics and early reading skills. Some pupils require additional support to secure grapheme-phoneme correspondence, blending and application in reading and writing.
5	<u>Effectiveness of interventions:</u> <ol style="list-style-type: none"> Without timely, targeted early intervention, gaps widen rapidly. Strategic review of impact of any intervention is essential to ensure maximum impact Opportunities for effective pre-learning, over-learning and retrieval practice require careful planning and additional support
6	<u>Limited parental engagement in school.</u> <ul style="list-style-type: none"> Many parents have positive relationships with school but lack confidence in supporting learning and development at home. Support is needed to develop effective routines that promote independence, engagement and readiness for learning.
7	<u>Cultural Capital:</u> <ol style="list-style-type: none"> Financial instability in some homes, limiting ability to pay for additional experiences limiting experiences and affecting knowledge of real-life experiences Home pressures (including financial instability, parental mental health or wider family challenges) can increase vulnerability and impact wider opportunities.

Challenge number	Intended outcomes:	Success criteria:
Attendance	<ul style="list-style-type: none"> Improved attendance for PPG pupils. Reduction in persistent absence. Improved punctuality and readiness to learn. Increased engagement and consistency in learning. 	<ul style="list-style-type: none"> Attendance of disadvantaged pupils improves over time (>95%) The PPG attendance gap is reduced over time (aim <1%) The proportion of PPG 'persistently absent' pupils is reduced (<25%) Punctuality for targeted pupils improves over time. Improved readiness to learn observed through class routines and engagement.
Social, Emotional Mental Health	<ul style="list-style-type: none"> Improved emotional regulation and wellbeing. Increased engagement and readiness for learning. Reduction in behaviour incidents and emotional barriers. Improved access to learning for vulnerable pupils. 	<ul style="list-style-type: none"> Identified pupils show measurable improvement in emotional regulation (e.g. Boxall Profile, Behaviour, ECERS tracking). Reduction in behaviour incidents linked to emotional dysregulation for targeted pupils. Increased engagement and sustained learning time for pupils receiving pastoral intervention. Improved pupil voice feedback relating to feelings of safety, belonging and wellbeing.
Oracy	<ul style="list-style-type: none"> Improved expressive and receptive language. Increased vocabulary and sentence-level language. Improved access to the curriculum. Stronger foundations for reading and writing. 	<ul style="list-style-type: none"> Increased proportion of disadvantaged pupils meeting age-related expectations in Communication and Language by the end of EYFS. Measurable progress in expressive and receptive language for targeted pupils (data tracking). Improved quality of spoken language observed in classroom interactions and activities. Increased confidence, vocabulary, oral composition and collaborative learning. Improved access to the wider curriculum evidenced through engagement and independence.
Phonics	<ul style="list-style-type: none"> Improved phonics knowledge and application. Increased proportion of pupils meeting phonics expectations. Improved early reading fluency and confidence. 	<ul style="list-style-type: none"> Increased proportion of PPG pupils meeting the expected standard in phonics screening. Closing of the gap between PPG and non-PPG pupils in phonics assessments. Targeted pupils demonstrate secure grapheme-phoneme correspondence, blending and application in reading and writing. Improved early reading fluency, accuracy and confidence for disadvantaged pupils.
Interventions	<ul style="list-style-type: none"> Accelerated progress for disadvantaged pupils. Improved value for money in intervention spend. Reduced attainment gaps over time. 	<ul style="list-style-type: none"> All interventions show clear entry and exit data, with expected progress achieved by the majority of pupils. At least 80% of targeted pupils make expected or better progress due to intervention. Interventions are adapted or discontinued where impact is limited. Improved transfer of skills from intervention sessions into learning. Reduced attainment gaps over time in priority areas.
Parental engagement	<ul style="list-style-type: none"> Increased parental confidence. Improved home learning routines. Better pupil readiness, independence and engagement. 	<ul style="list-style-type: none"> Increased attendance at parent workshops and support sessions. Improved parental confidence in supporting learning at home, evidenced through feedback and engagement. Improved routines and readiness for learning for targeted pupils. Strong, consistent communication between home and school for disadvantaged pupils.
Cultural Capital	<ul style="list-style-type: none"> Increased participation in enrichment activities. Broader knowledge and experiences. Improved confidence, aspiration and engagement. 	<ul style="list-style-type: none"> All disadvantaged pupils access a range of enrichment experiences across the year. Increased participation of PPG pupils in visits, visitors, clubs and enrichment activities. Improved pupil confidence, engagement and aspiration, evidenced through pupil voice and observation. Increased knowledge of the wider world reflected in curriculum outcomes and discussions.

Activity in this academic year: Teaching	Budgeted cost: £10,025	
Activity	Evidence that supports this approach	Challenge
<ul style="list-style-type: none"> High quality CPD related to Pedagogy – Using Walkthrus. Supporting continuous and sustained professional development (CPD) on evidence-based classroom approaches. Subscribe to National College and timetable CPD opportunities 	<ul style="list-style-type: none"> High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. (EEF-Effective-Professional-Development-Guidance) 	<ul style="list-style-type: none"> all
<ul style="list-style-type: none"> Vulnerable children identified in class profile to raise awareness with all staff and highlighted in pupil progress meetings to increase focus in discussions on these pupils – staff engage regularly with PPG menu 	<ul style="list-style-type: none"> Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Pupil-Premium-menu-EEF guidance 	<ul style="list-style-type: none"> all
<ul style="list-style-type: none"> Consistent whole-school expectations for attendance and punctuality, reinforced through positive relationships, clear routines and daily check-ins. Classroom environments that promote belonging, engagement and readiness to learn, supporting pupils to want to attend regularly. 	<ul style="list-style-type: none"> EEF identifies attendance as a key barrier to learning; improving attendance increases learning time and attainment. Relationship-based approaches and early intervention are most effective. Attendance EEF - Guidance 	1: Attendance
<ul style="list-style-type: none"> Whole-school approaches to wellbeing, emotional regulation and positive behaviour embedded through consistent routines and expectations. Emotionally safe learning environments that promote self-regulation, resilience and positive learning behaviours. 	<ul style="list-style-type: none"> EEF: Social and emotional learning has a high impact when embedded and targeted effectively. Targeted pastoral interventions improve readiness to learn and engagement. Behaviour interventions - EEF Toolkit (2£, 3*, +3 months) SEL EEF Toolkit (1£, 3*, +3 months) 	2: Social, Emotional Mental Health
<ul style="list-style-type: none"> A language-rich environment across EYFS and KS1, with explicit modelling of vocabulary, sentence structure and spoken language. High-quality talk, storytelling, shared reading and purposeful play embedded across the curriculum. 	<ul style="list-style-type: none"> EEF: Oral language interventions have a strong evidence base, particularly in EYFS and KS1. Early language development underpins literacy and curriculum access. Oracy - EEF Toolkit (1£, 4*, +6 Months) C&L - EEF Toolkit (1£, 3*, +7 months) Preparing for Literacy (Guidance Report) EEF 	3: Oracy
<ul style="list-style-type: none"> Consistent, high-quality systematic synthetic phonics teaching delivered daily by trained staff. Regular assessment to identify gaps in grapheme-phoneme correspondence, blending and application. Two consistently high quality synthetic phonic sessions per day 	<ul style="list-style-type: none"> EEF: Phonics instruction is most effective when systematic and supported by targeted intervention. Early reading is critical to later attainment. Research shows that phonics is particularly beneficial for younger learners (4-7 year olds) Phonics- EEF Toolkit (1£, 4*, +5 months) Preparing for Literacy (Guidance Report) EEF 	4: Phonics
<ul style="list-style-type: none"> Strong emphasis on high-quality teaching as the first response to closing gaps in learning. 	<ul style="list-style-type: none"> EEF: Interventions are most effective when well-targeted, time-limited and monitored for impact. Teaching quality has the greatest impact on outcomes. 	5: Interventions

<ul style="list-style-type: none"> Whole-class strategies that support retrieval, over-learning and consolidation for all pupils. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p> <ul style="list-style-type: none"> TA Interventions - EEF Toolkit (3£, 3*, +4 months) One to one tuition - EEF Toolkit (3£, 3*, +5 months) Small group tuition EEF Toolkit - 2£, 3*, +4 months) 	
<ul style="list-style-type: none"> Open, welcoming school culture with clear communication and accessible information for all families. Curriculum and routines shared clearly to support consistency between home and school. 	<ul style="list-style-type: none"> EEF: Parental engagement has a positive impact when focused on learning behaviours and routines. Trust and clarity improve engagement. Parental Engagement - EEF Toolkit - (1£, 4*, +4 Months) 	6: Parental engagement
<ul style="list-style-type: none"> A rich, broad curriculum designed to provide all pupils with access to meaningful, real-life experiences. Carefully planned enrichment opportunities embedded within curriculum delivery. 	<ul style="list-style-type: none"> EEF: Wider strategies support engagement, motivation and knowledge of the world. Enrichment supports personal development and curriculum depth. Homework arts aspiration -EEF capital -guidance 	7: Cultural Capital

Activity in this academic year: Targeted academic support		Budgeted cost: £49,720
Activity	Evidence that supports this approach	Challenge
<ul style="list-style-type: none"> Targeted monitoring and early intervention for pupils at risk of persistent absence, including individual attendance plans and regular check-ins. Support with morning routines and punctuality through pastoral staff, phased starts or short-term targeted strategies. 	<ul style="list-style-type: none"> EEF identifies attendance as a key barrier to learning; improving attendance increases learning time and attainment. Relationship-based approaches and early intervention are most effective. Attendance EEF - Guidance 	1: Attendance
<ul style="list-style-type: none"> Targeted pastoral interventions for disadvantaged pupils, including Nurture, ELSA, Positive Play and Drawing and Talking Therapy. Small-group or individual support to address attachment, emotional regulation and wellbeing needs. 	<ul style="list-style-type: none"> EEF: Social and emotional learning has a high impact when embedded and targeted effectively. Targeted pastoral interventions improve readiness to learn and engagement. Behaviour interventions - EEF Toolkit (2£, 3*, +3 months) SEL EEF Toolkit (1£, 3*, +3 months) 	2: Social, Emotional Mental Health
<ul style="list-style-type: none"> Targeted small-group language interventions to support expressive language, comprehension and sentence-level development. Structured opportunities to develop talk for writing, storytelling and independence through scaffolded adult support. 	<ul style="list-style-type: none"> EEF: Oral language interventions have a strong evidence base, particularly in EYFS and KS1. Early language development underpins literacy and curriculum access. Oracy - EEF Toolkit (1£, 4*, +6 Months) C&L - EEF Toolkit (1£, 3*, +7 months) Preparing for Literacy (Guidance Report) EEF 	3: Oracy
<ul style="list-style-type: none"> Targeted small-group or 1:1 phonics intervention to address identified gaps in knowledge and application. Additional opportunities for guided practice, over-learning and reinforcement. 	<ul style="list-style-type: none"> EEF: Phonics instruction is most effective when systematic and supported by targeted intervention. Early reading is critical to later attainment. Research shows that phonics is particularly beneficial for younger learners (4-7 year olds) Phonics- EEF Toolkit (1£, 4*, +5 months) Preparing for Literacy (Guidance Report) EEF 	4: Phonics
<ul style="list-style-type: none"> Carefully selected, time-limited interventions delivered by trained staff and closely matched to identified need. 	<ul style="list-style-type: none"> EEF: Interventions are most effective when well-targeted, time-limited and monitored for impact. Teaching quality has the greatest impact on outcomes. 	5: Interventions

<ul style="list-style-type: none"> Planned opportunities for pre-learning, over-learning and retrieval practice to support transfer to the classroom. Precision Teaching: Timetable additional 1:1 sessions for vulnerable children to practise, develop and embed phonic and reading skills 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p> <ul style="list-style-type: none"> TA Interventions - EEF Toolkit (3£, 3*, +4 months) One to one tuition - EEF Toolkit (3£, 3*, +5 months) Small group tuition EEF Toolkit - 2£, 3*, +4 months) 	
<ul style="list-style-type: none"> Provide personalised support for children identified as having additional needs. Use of SEND learning programme to understand barriers to learning and future provision, including, TA 1:1/ small group support, nurture sessions, positive play, ELSA, FLO. Increase applications for SEND funding to enable more disadvantaged children with SEND needs to gain tightly focused support. 	<ul style="list-style-type: none"> Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free schools meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. This is evident within our school. Special Educational Needs EEF Guidance 	
<ul style="list-style-type: none"> Targeted engagement with families who require additional support to build confidence in supporting learning at home. Workshops, guidance and practical strategies to support routines, independence and learning behaviours. 	<ul style="list-style-type: none"> EEF: Parental engagement has a positive impact when focused on learning behaviours and routines. Trust and clarity improve engagement. Parental Engagement - EEF Toolkit - (1£, 4*, +4 Months) 	6: Parental engagement
<ul style="list-style-type: none"> Subsidised or fully funded access to enrichment activities, visits and experiences for disadvantaged pupils. Targeted opportunities to widen experiences and knowledge of the world. Ensure all 'Ignite a Spark' experiences are high quality to increase engagement with quality real life experiences. Provide signposting to support financial stability (Manna food boxes, free clubs, support groups). Support parents with DLA applications when appropriate to allow all children to access enrichment activities in their community. 	<ul style="list-style-type: none"> EEF: Wider strategies support engagement, motivation and knowledge of the world, personal development and curriculum depth. Homework / arts / aspiration -EEF capital -guidance Every child has a spark inside...The importance of having a creative staff who can fascinate children, extend experiences and bring fun to their daily lives cannot be overstated. https://www.teachearlyyears.com/a-unique-child/view/what-is-cultural-capital-and-why-do-you-need-to-know An evaluation of a writing project, which increased pupils' progress by an extra nine months (https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo?) 	7: Cultural Capital

Activity in this academic year: Wider strategies		Budgeted cost: £10,865
Activity	Evidence that supports this approach	Challenge
<ul style="list-style-type: none"> Close partnership with families to address barriers to attendance, offering practical, non-judgemental support. Collaboration with external agencies and services where attendance concerns are linked to wider family circumstances. 	<ul style="list-style-type: none"> EEF identifies attendance as a key barrier to learning; improving attendance increases learning time and attainment. Relationship-based approaches and early intervention are most effective. Attendance EEF - Guidance 	1: Attendance
<ul style="list-style-type: none"> Ongoing partnership with families to support pupils experiencing additional home pressures or wider family challenges. Engagement with external professionals and agencies where appropriate to provide holistic support. Develop SEND support groups for parents to reduce isolation 	<ul style="list-style-type: none"> EEF: Social and emotional learning has a high impact when embedded and targeted effectively. Targeted pastoral interventions improve readiness to learn and engagement. Behaviour interventions - EEF Toolkit (2£, 3*, +3 months) SEL EEF Toolkit (1£, 3*, +3 months) 	2: Social, Emotional Mental Health

	<ul style="list-style-type: none"> Pupils with SEND are more than twice as likely to be eligible for free school meals. Special Educational Needs EEF Guidance 	
<ul style="list-style-type: none"> Partnership with families to support language development at home through guidance, modelling and shared strategies. Early identification and referral to speech and language services where appropriate. 	<ul style="list-style-type: none"> EEF: Oral language interventions have a strong evidence base, particularly in EYFS and KS1. Early language development underpins literacy and curriculum access. Oracy - EEF Toolkit (1£, 4*, +6 Months) C&L - EEF Toolkit (1£, 3*, +7 months) Preparing for Literacy (Guidance Report) EEF 	3: Oracy
<ul style="list-style-type: none"> Support for families to reinforce phonics and early reading at home through workshops, guidance and resources. Collaboration with SEND professionals where phonics difficulties are linked to additional needs. 	<ul style="list-style-type: none"> EEF: Phonics instruction is most effective when systematic and supported by targeted intervention. Early reading is critical to later attainment. Research shows that phonics is particularly beneficial for younger learners (4-7 year olds) Phonics- EEF Toolkit (1£, 4*, +5 months) Preparing for Literacy (Guidance Report) EEF 	4: Phonics
<ul style="list-style-type: none"> Regular review of intervention impact to ensure effective use of funding and timely adjustments to provision. Discontinuation or adaptation of interventions where impact is limited. 	<ul style="list-style-type: none"> EEF: Interventions are most effective when well-targeted, time-limited and monitored for impact. Teaching quality has the greatest impact on outcomes. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils TA Interventions - EEF Toolkit (3£, 3*, +4 months) One to one tuition - EEF Toolkit (3£, 3*, +5 months) Small group tuition EEF Toolkit - 2£, 3*, +4 months) 	5: Interventions
<ul style="list-style-type: none"> Personalised family support through pastoral staff where engagement is affected by wider challenges. Signposting to external services and community support where appropriate. Run workshops and provide short clips for parents and carers to increase knowledge of how to support learning, manage behaviour, etc. 	<ul style="list-style-type: none"> EEF: Parental engagement has a positive impact when focused on learning behaviours and routines. Trust and clarity improve engagement. Parental Engagement - EEF Toolkit - (1£, 4*, +4 Months) Parental engagement in children's learning and the quality of the home learning environment is associated with improved academic outcomes at all ages. (Working with parents - EEF guidance) 	6: Parental engagement
<ul style="list-style-type: none"> Support for families where financial instability or wider pressures limit access to enrichment. Partnership with community organisations and external providers to enhance opportunities for pupils. 	<ul style="list-style-type: none"> EEF: Wider strategies support engagement, motivation and knowledge of the world. Enrichment supports personal development and curriculum depth. Homework arts aspiration -EEF capital -guidance 	7: Cultural Capital

Total budgeted cost:	£70,610
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Externally provided programme: Programmes that you used your pupil premium to fund in the previous academic year. (2025)	
Programme	Provider
Twinkl Phonics	Twinkl
Lexia	Core 5
Times Tables Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd

PART B: Review of the previous academic year. Outcomes for disadvantaged pupils - 2025

1. Limited engagement in home learning. Many parents engage well with school but provide limited support for early language acquisition and reading.

Engagement in home learning, particularly reading, has improved compared to previous years, although variability remains across families. Increased communication via Class Dojo has strengthened parental awareness and engagement, evidenced by higher reported reading frequency across most classes. The introduction of the Rainbow Reading incentive has further increased pupil motivation, particularly for targeted pupils, and reading celebrations have reinforced positive routines.

Phonics workshops and weekly phonics videos have improved parental understanding of phonics progression and pure sounds. Monitoring shows more consistent home reading for many disadvantaged pupils, contributing to improved reading confidence. However, some families continue to require targeted support to embed regular reading routines at home.

Next Steps: Continue targeted engagement for families with low reading frequency, with a focus on practical strategies and confidence-building.

2. Low communication, vocabulary and early language acquisition, which impacts on interactions and learning in other subjects (particularly early Writing)

Whole-school prioritisation of Storytime and ambitious vocabulary has had a positive impact on pupils' oral language and engagement. The development of the Sawley Writing Curriculum, with a clear vocabulary and composition lens, has strengthened consistency in approach and improved teacher confidence.

Work scrutiny and classroom observation show improved writing stamina, increased use of vocabulary and stronger oral rehearsal. Pupils demonstrate greater confidence in discussion and storytelling. Despite this progress, early language acquisition remains a significant barrier for some disadvantaged pupils on entry to EYFS.

Next Steps: Sustain focus on early language development and oral rehearsal, particularly in EYFS, to further narrow gaps on entry and accelerate progress.

3. Low phonic ability; slow acquisition of graphemes and application of phonetic skills, impacting on learning in other curriculum areas.

The consistent implementation of Twinkl Phonics across the school has strengthened fidelity and progression. Regular assessment and review ensure gaps are identified quickly and addressed through targeted intervention. Second phonic session is embedded and provides opportunity to apply phonic knowledge.

Increased opportunities to revisit and re-read familiar texts have improved confidence and fluency for disadvantaged pupils. Videos are posted to support parental understanding of the scheme and pure sounds. All staff engaged with regular update training and regularly evaluate impact of phonic teaching on attainment during pupil progress meetings. Additional reading opportunities and targeted phonics support have contributed to improved outcomes for many pupils, although phonics attainment continues to require close monitoring.

Next Steps: Maintain focus on high-quality phonics teaching and targeted intervention, with continued emphasis on application across the curriculum.

4. Timetabling of intervention, withdrawal from lessons for targeted support can impact on learning in other curriculum areas.

Targeted interventions have been effective in addressing individual needs and closing gaps for disadvantaged pupils. Careful timetabling has ensured that withdrawal from class does not negatively impact access to other curriculum areas. Class support, check ins, teacher focus and group support are all in place in classes to address misconception and scaffold understanding for all, including PPG pupils. SEND register is reviewed to ensure provision meets need and targets are 'smart'. Pupil Progress Meetings demonstrate strong teacher understanding of disadvantaged pupils' needs and effective use of intervention. Case studies and assessment data show some positive impact across academic and pastoral interventions. Intervention review processes have improved consistency and accountability.

Next Steps: Further refine termly review processes to strengthen evaluation of impact across intervention/ provision.

5. Financial instability in homes, limiting ability to pay for additional experiences limiting experiences and affecting knowledge of real-life experiences

The school has been effective in mitigating the impact of financial barriers through a broad, inclusive enrichment offer and proactive family support. Guidance and signposting financial support made available through the website, parent mail and family liaison officer (FLO) advice pages. Open communication and targeted meetings with headteachers and/or FLO help to identify issues and offer support SENDCOs support families making applications for DLA support and liaison with support agencies and run a parent support group termly. All pupils, including those eligible for Pupil Premium, accessed a wide range of enrichment experiences. Subsidised clubs and visits have ensured high participation, with most disadvantaged pupils accessing at least one club. Curriculum 'Sparks' have strengthened entitlement and consistency.

Next Steps: Continue to develop pupil voice and maintain family support to shape enrichment provision and access for the most vulnerable.

6. Staff knowledge of vulnerable children (home lives, interests, families, personal issues and circumstances, needs, outcomes)

Systems to strengthen staff knowledge of disadvantaged pupils have been effective. Staff demonstrate a strong understanding of pupils' needs, circumstances and barriers to learning. Class profiles and silver book stickers ensure all staff can easily identify and support disadvantaged pupils and offer regular 'check in' support during learning

Monitoring and partnership feedback confirm strong relationships between staff and pupils. Case studies, class profiles and identification systems support timely intervention and consistent support across the school.

Next Steps: Continue to refine documentation and ensure information remains current and accessible.

7. Attendance. Regular attendance and good timekeeping, including access to Nursery entitlement for PPG children

Provision is well matched to meet pupil needs and address emotional barriers to school attendance. Breakfast club in place for identified children. The Attendance lead works collaboratively with the Administrator and FLO to ensure timely and effective communication with families to support attendance. Nursery numbers increased in 24-25. Attendance procedures are robust, well understood and implemented consistently. Targeted support for disadvantaged pupils has been effective in maintaining attendance levels, with some variation across cohorts.. Attendance data shows overall standards have been sustained, with targeted support addressing issues for disadvantaged pupils. Trust monitoring identifies attendance practice as supportive and thorough.

Next Steps: Maintain focus on early intervention and partnership working to further reduce persistent absence for PPG and improve overall attendance.