

Pupil premium strategy statement – The Giles Nursery and Infants’ School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	311 including nursery
Proportion (%) of pupil premium eligible pupils	16.1% (40 PP, 10 EYPP)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rouane Mendel, Headteacher
Pupil premium lead	Lisa Hill, Deputy Headteacher
Governor / Trustee lead	Badrum Khanom, Co-Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,129.00 (£48,480 – PPG, £350 – service children, £1,800 – CLA) £3,499 – EYPP
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£54,129.00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that every child, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, but particularly in speaking, phonics, reading, writing and mathematics, which form the cornerstone of lifelong learning. We have high expectations of all pupils, including high attainers, and work hard to achieve the best outcomes for them. At The Giles Nursery and Infants' School we seek to support specific groups of children who are vulnerable. These include pupils who are entitled to free school meals; those looked after by the local authority; adopted and children of armed service personnel. The intended effect of the pupil premium funding is to accelerate progress and raise attainment of these groups, thereby 'diminishing the difference' between them and their cohort, making their attainment and progress comparable with that of non-disadvantaged pupils.

Staff and governors ensure the funding is deployed to meet the needs of each and every eligible pupil. This is through a tiered approach, as recommended by the Education Endowment Foundation (EEF), namely using pupil premium funding to improve teaching, provide targeted academic support, and for wider strategies. The manner in which this is achieved will vary from cohort to cohort and individual to individual. Strategies will ensure that pupils supported by this funding are enabled to make the best possible academic progress. The school and governors also recognise that pastoral and emotional support may well be vital for some pupils to ensure that they are 'ready to learn' and achieve the most from school life; therefore, pupils' social and emotional well-being is essential to maximise academic progress.

We recognise that quality first teaching is the foundation for progress for all learners and it is at the heart of our approach. It is proven to have the greatest impact on narrowing attainment gaps, and it is believed that the difference between poor teaching and highly effective teaching equates to just under half a year's extra progress for most learners. The effects of high-quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011).

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. High quality teaching is followed by targeted support which enables children to be supported at their point of need. Other non-academic needs are also addressed, including attendance, emotional and behavioural support and individual confidence and self-esteem issues. We aim to meet social, pastoral and academic needs through a range of measures.

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

Our plan is based on the key challenges that we have identified as the major barriers to preventing our disadvantaged children from attaining well, and is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our main aims are:

- To continue to reduce attainment gaps between the school's disadvantaged pupils and others nationally by setting challenging work, with support where needed.

- To raise the in-school attainment of disadvantaged pupils, acting early to intervene at the point where need is identified and removing barriers to learning.
- To increase the cultural capital of disadvantaged pupils and broaden their experiences.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Improve attendance of disadvantaged pupils so it is in line with non-disadvantaged peers.
- Improve engagement with disadvantaged families.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils demonstrate that many of our disadvantaged pupils have delayed speech and language skills and gaps in their vocabulary. They start Nursery and Reception with poor basic speech and language skills and limited experiences of stories / books and creative play. The lack of early communication skills means that vocabulary and understanding is restricted and impacts negatively on reading and writing skills and access to the wider curriculum. Gaps narrow over time but remain more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with phonics, and therefore reading, than their peers.
3	Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with writing than their peers.
4	Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with mathematics than their peers.
5	Our assessments, observations and discussions with parents indicate the well-being of many of our disadvantaged pupils is lower than other pupils, with many suffering from poor social skills, behavioural issues, low self-esteem and poor mental health. Additionally, many of our disadvantaged pupils have multiple vulnerabilities, including SEND.
6	<p>Whilst attendance for disadvantaged pupils is above the national average, data shows that disadvantaged pupils are not in line with their disadvantaged peers. In the academic year 2024/25, disadvantaged attendance was 90.7% whilst the attendance of non-disadvantaged pupils was 95.4%. This is a gap of 4.7%. Additionally, nearly a third of disadvantaged pupils were persistent absentees (below 90% attendance). This reduces school hours and causes pupils to fall behind with their learning. It also reduces opportunities for enrichment and extra-curricular activities in school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

7	Our assessments, observations and discussions with parents demonstrate that our disadvantaged pupils come from a range of backgrounds, and that for some pupils, a lack of parental engagement and a challenging home-learning environment results in less access to enrichment / extra-curricular activities out of school.
---	--

Intended outcomes

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

Intended outcome	Success criteria
Improved communication skills and use of vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, evidenced through a range of sources, including engagement in lessons, book scrutiny, ongoing formative assessment, pupil voice and Voice 21 progression framework for oracy.
Improved attainment at the end of the Early Years Foundation Stage for disadvantaged pupils.	EYFSP outcomes of disadvantaged pupils to be in line or above the national average (2024/25 school: 43.8%, 2024/25 national average: 51.3%).
Improved phonics skills and reading attainment among disadvantaged pupils.	Year 1 phonics screening outcomes of disadvantaged pupils remain above the national average (2024/25 school: 69.2%, 2024/25 national average: 67%). KS1 reading outcomes of disadvantaged pupils remain above the national average (2024/25 school: 61.5%, 2022/23 national average: 54%).
Improved attainment in writing among disadvantaged pupils.	KS1 writing outcomes of disadvantaged pupils exceed the national average (2024/25 school: 53.8%, 2022/23 national average: 44%).
Improved attainment in mathematics among disadvantaged pupils.	KS1 mathematics outcomes of disadvantaged pupils remain above the national average (2024/25 school: 69.2%, 2022/23 national average: 56%).
To improve confidence, self-esteem and well-being for our disadvantaged pupils.	Sustained high levels of well-being demonstrated through: <ul style="list-style-type: none"> • Case studies, data, observations and parent / pupil voice. • Disadvantaged pupils' active engagement in, and enjoyment of, learning. • Increased resilience and stamina for completing work.

	<ul style="list-style-type: none"> • Wider participation in enrichment and extra-curricular activities. • A reduction in exclusions.
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustained high attendance is demonstrated by the attendance of disadvantaged pupils matching that of non-disadvantaged pupils. Fewer disadvantaged pupils are persistently absent.
To ensure that disadvantaged pupils are provided with a diverse and in-depth programme of cultural capital experiences that address the needs of our school cohort.	Disadvantaged pupils receive additional, extra-curricular opportunities which enhance our broad and balanced curriculum and develop their cultural capital.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,129.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality leadership to oversee outcomes for disadvantaged pupils by:</p> <ul style="list-style-type: none"> • Holding staff accountable for the progress and outcomes of disadvantaged pupils through robust performance management processes. • Reviewing the progress of disadvantaged pupils through pupil progress meetings at the end of each term with the deputy headteacher. • SLT undertaking book scrutiny (English and mathematics) with actions and 'next steps' agreed. • Deputy headteacher closely monitoring the attendance / punctuality of disadvantaged pupils and working with the INCo team to provide bespoke support for families where attendance is a barrier to learning. • Deputy headteacher and SENCo regularly reviewing the impact of interventions for disadvantaged pupils. 	<p>The EEF Guide to the Pupil Premium</p> <p>Teachers' Standards, December 2021</p> <p>School cultures and practices: supporting the attainment of disadvantaged pupils. A qualitative comparison of London and non-London schools. Research Report, Department for Education, May 2018</p>	All

<ul style="list-style-type: none"> • Leaders undertaking lesson observations and providing coaching and mentoring to improve provision for disadvantaged pupils. • Governor to meet regularly with deputy headteacher and report at full governing body meetings so that governors are well-informed on the progress / outcomes for disadvantaged pupils and hold staff accountable. 		
<p>Ensure practice across the school is informed by current research on what impacts most positively on the achievement of disadvantaged and vulnerable children. Train new staff on successful strategies from the 'Diminishing the Difference Disadvantaged Project', including:</p> <ul style="list-style-type: none"> • Pre-teaching and interventions linked to class learning, • Targeted feedback, using positive praise, • Smarter target setting, • TA support labels, • Use of resources (Clicker, counters etc.). 	<p>CPD ensures staff have up-to-date, relevant knowledge and skills, broadening their understanding so they can produce better results for disadvantaged and vulnerable pupils.</p> <p>Experience of previous action research projects have had a positive impact on attainment and progress for disadvantaged pupils.</p>	All
<p>Use diagnostic assessments to identify which pupils may need additional, targeted academic support.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Assessments used include:</p> <ul style="list-style-type: none"> • Wellcomm assessments for pupils new to EYFS • Phonological awareness • RBA (Reception baseline) • DANS (Diagnostic Assessment of Numeracy Skills) 	<p>Diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups, providing reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF Evidence Insights – Diagnostic assessment</p>	1, 2, 3, 4
<p>Embed language development activities across the school's curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Revisit training on Reading Fluency with all teaching staff. Maintain the 'poem / text of the week' in all year groups. Pupils to practise reading / reciting the text daily to learn by heart. Each year group to perform in whole school assembly.</p> <p>Ensure opportunities to explicitly extend pupils' spoken vocabulary are embedded in planning</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact. Impact in early years (+7 months) and primary schools (+6 months).</p> <p>EEF Teaching and Learning Toolkit – Oral language interventions</p>	1

<p>and classroom practice through quality first teaching; for example:</p> <ul style="list-style-type: none"> • Vocabulary pre-teaching, • Oral rehearsal / storytelling, • Drama and role play, • Purposeful, curriculum-focused, dialogue and interaction, • Targeted reading aloud and book discussion, • Collaborative activities that provide opportunities for wider learning through talk, <p><i>See Priority 1 from School Improvement Plan 2025-26: Ensure every pupil receives a high-quality oracy education over the next two years focusing in the first year on the ability to articulate ideas, engage with others through spoken language and deepen listening skills (Voice 21 project).</i></p>		
<p>Continue to use the ‘Talk for Writing’ approach across the school to secure stronger curriculum planning and teaching in writing. This will ensure that vulnerable learners are supported through a multi-sensory approach, including visual aids, prompts, scaffolding, modelling and interactive resources as part of daily teaching in English.</p> <p>Provide exciting and innovative cross-curricular learning opportunities and ‘hook’ experiences that inspire and motivate pupils to talk and engage as writers; for example, visit from Safari Stu in Year 1, hatching eggs in Reception, Great Fire of London workshop in Year 2.</p> <p>Continue to embed changes to marking and feedback policy in KS1, making marking, smarter and sharper and enabling pupils to respond in the moment to improve their writing. Monitor impact through SLT book scrutiny.</p>	<p>Quality first teaching, delivered by a qualified teacher, is proven to be the most effective method for learning.</p> <p>EEF pilot studies with schools implementing the ‘Talk for Writing’ programme concluded that the programme had ‘a positive impact on pupil attitudes, progress and attainment’.</p> <p>EEF Projects – Talk for Writing</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)</p> <p>EEF Teaching and Learning Toolkit - Feedback</p>	<p>1, 3 and 7</p>

<p>Maintain our excellent phonics teaching, resources and curriculum planning by:</p> <ul style="list-style-type: none"> • Embedding the continuous teaching of Phase 1 across EYFS and KS1, • Engaging in phonics training, • Providing additional release time for best practice in phonics to be shared throughout the school. <p>See <i>Phonics Action Plan 2025-26</i></p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact overall (+5 months) on the development of reading.</p> <p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p>EEF Teaching and Learning Toolkit - Phonics</p>	2
<p>Build reading fluency and prosody to aid sustained reading and comprehension skills.</p> <p>Provide pupils with significant exposure to high quality texts by sharing a book a week from the reading spine.</p>	<p>Studies in England have shown that disadvantaged pupils benefit from being taught explicit reading comprehension strategies. (+6 months).</p> <p>EEF Teaching and Learning Toolkit – Reading comprehension strategies</p>	1, 2
<p>Review the impact of the new mathematics curriculum across the whole school. Mathematics curriculum leaders to ensure training is up to date.</p> <p>Ensure all classrooms and intervention groups are well stocked with concrete apparatus to support pupils as they are introduced to new concepts.</p> <p>Develop mathematics fluency across the school, providing repeated practise opportunities for pupils to secure key skills.</p> <p>Whole-school subscription to Numbots – an online mathematics tool to improve mental addition and subtraction, for use at home.</p> <p>Opportunities built into timetable for disadvantaged pupils who may not have access to online technology at home to access in school.</p>	<p>The concrete, pictorial, abstract approach (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of mathematics in pupils.</p> <p>Maths No Problem! – CPA Approach Explained EEF Guidance Report – Improving mathematics in the early years and key stage 1</p>	4
<p>Utilise outdoor learning to raise confidence, positivity, engagement and self-esteem. Update outdoor learning areas and purchase resources for Forest School.</p>	<p>National Foundation for Educational Research (NFER) research suggests that there is substantial research evidence to indicate that outdoor adventure programmes can</p>	1, 5 and 7

	<p>impact positively on young people's attitudes, beliefs and self-perceptions, including independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies. Interpersonal and social skills such as social effectiveness, communication skills, group cohesion and teamwork are also positively impacted.</p> <p>This matches the school's own experience of delivering outdoor learning.</p>	
<p>Continue to improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, including:</p> <ul style="list-style-type: none"> • Mindfulness and yoga taught within the curriculum – Get Set 4 PE subscription, • Drop down Nature and Nurture Week, • Sensory diet, • New Jigsaw RE curriculum. <p><i>See Priority 2 from School Improvement Plan 2025-26: Continue to ensure that the well-being needs of our pupils and staff are met to the highest degree by prioritising unconditional positive regard and good attendance throughout the school community.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life; for example, improved academic performance, attitudes, behaviour and relationships with peers. EEF Guidance Report – Improving social and emotional learning in primary schools</p>	5

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

Budgeted cost: £18,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy extra members of staff to provide additional support for disadvantaged pupils with exceptional needs but not in receipt of exceptional needs funding.	The school has found this to be an effective approach in the past, reducing rates of exclusion and providing flexibility in the way that	3, 5 and 6

	provision can be tailored to suit a range of needs.	
<p>Targeted tuition by teachers and teaching assistants in English and mathematics to include use of pre-teach and post-teach opportunities, rapid, same day interventions and targeted individual support.</p> <p>Deploy members of staff to work with disadvantaged pupils in Reception, Year 1 and Year 2 to undertake assessments, identify gaps in learning and work with teachers to plan support and evidence-based intervention packages – small groups / 1:1.</p> <p>Increase PPA time for teachers to work with disadvantaged pupils.</p> <p>Deputy headteacher to oversee KS1 interventions. Early Years lead to oversee early years interventions.</p>	<p>Evidence shows that targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups, by improving outcomes for pupils by +5 months in primary-aged children, especially in reading and writing. Short sessions, several times a week have the most impact.</p> <p>EEF Teaching and Learning Toolkit – Teaching assistant interventions</p>	1, 2, 3
<p>Deliver speech, language and communication interventions across the school. Update resources and ensure staff have up-to-date training, including:</p> <ul style="list-style-type: none"> Wellcomm intervention programme for disadvantaged pupils who have low spoken language skills in the EYFS, Pre-teaching of key vocabulary, New speech and language intervention in Reception – Targeted Language Groups. The project is designed by the NHS Speech and Language Service. Access support from specialist SCERTS team through the local authority. 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF Teaching and Learning Toolkit – Oral language interventions</p>	1, 5
<p>Additional phonics intervention targeted at disadvantaged pupils who require further phonics support, as they are at risk of not reaching the expected standard in the Year 1 phonics screening check - 'keep up not catch up'.</p> <p>Undertake phonological awareness diagnostic assessments for all disadvantaged pupils working below the national curriculum level in reading (KS1) to identify gaps in pre-phonics skills. Target intervention support.</p> <p>Purchase resources required to support the delivery of phonological awareness and phonics interventions.</p> <p>Share training focused on strategies to support pupils who are struggling to learn Phase 2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF Teaching and Learning Toolkit - Phonics</p>	2

<p>sounds and are not yet blending or segmenting sounds in consonant-vowel-consonant words.</p> <p>Year 2 support staff to access training to provide interventions to pupils scoring below 15 in the phonics screening check at the end of Year 1.</p>		
<p>Update 'Project X CODE' Year 2 reading intervention scheme across Year 2. Ensure staff receive relevant training.</p>	<p>Project X CODE intervention is proven to have a positive impact on pupils' reading skills. Pupils make an average reading age gain of 12 months after 5 months of support by trained teaching assistants – almost 70% more than the gain achieved without training.</p> <p>Oxford University Press – Project X CODE Edge Hill University – Every Child Counts – Project X CODE</p>	2
<p>Provide training to all KS1 TAs in DANS (Diagnostic Assessment of Numeracy Skills). Teachers to identify pupils who would benefit from an assessment to determine the essential number concepts they have fully grasped and those concepts they have only partly understood. Teachers to use the assessment, which provides a clear map of pupils' knowledge and highlights areas that need to be reinforced, to lead successful planning and focused support.</p>	<p>Evidence shows that targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups, by improving outcomes for pupils by +5 months in primary-aged children. Short sessions, several times a week have the most impact.</p> <p>EEF Teaching and Learning Toolkit – Teaching assistant interventions</p>	4

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

Budgeted cost: £14,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in whole staff training on behaviour support with the aim of maintaining a consistent, nurturing and therapeutic approach to behaviour	Both targeted interventions and universal approaches can have positive overall effects.	5 and 6

<p>management and improving behaviour across the school, including:</p> <ul style="list-style-type: none"> • Whole school staff to undertake Unconditional Positive Regard training. • Therapeutic Thinking leaders to undertake annual tutor refresher training, • All new staff to undertake six hours full Therapeutic Thinking training and all existing staff three hours refresher training, • Provide a Therapeutic Thinking workshop for parents / carers, • Train staff to use the Therapeutic Thinking electronic toolkit (anxiety maps, roots and fruits, scripts, risk reduction plans), • Deepen links with external agencies to access behaviour advice, including outreach services, • Target families requiring support and signpost to external agencies, when appropriate. <p>Update behaviour support resources, including ear defenders, boards for individual learning areas, weighted blankets, wobble cushions and fiddle toys.</p>	<p>EEF Teaching and Learning Toolkit – Behaviour interventions</p>	
<p>Ensure pupils are not hungry and therefore distracted from learning by continuing to engage with the National Breakfast Programme to provide a bagel and fruit snack in each class every morning. Class teachers to explicitly teach healthy eating making links to learning, brain power and development.</p>	<p>Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and mathematics attainment by an average of two months' additional progress in KS1.</p> <p>EEF Projects – Magic Breakfast</p>	<p>1, 2, 3, 4, 5</p>
<p>Provide additional well-being support through whole-school activities; for example, yoga and mindfulness sessions as part of Nature and Nurture week and the PE scheme Get Set 4 PE.</p> <p>Provide targeted pastoral support through the in-school family support worker (full-time) and an external family support worker (one morning per week), providing bespoke 1:1 and small group social, emotional and mental health support; for example, Protective Behaviours, Bright Stars, and 1:1 counselling and bereavement support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life; for example, improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>EEF Guidance Report – Improving social and emotional learning in primary schools</p>	<p>5</p>

<p>Engage an external play therapist to work with targeted pupils across the school with social, emotional and mental health needs.</p> <p>Develop staff understanding of sensory engagement for mental well-being through the 'sensory diet' and apply to classroom practice.</p> <p>Create nurturing areas in school for learners to reflect and practise mindfulness relaxation techniques when necessary; for example, sensory room and quiet areas.</p> <p>Develop outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces.</p>		
<p>Improve attendance for disadvantaged pupils by embedding principles of good practice set out in the DfE's 'Working together to improve school attendance' (August 2024).</p> <p>Handover the role of the school's attendance leader to the deputy headteacher, who will have overall responsibility for championing and improving attendance in school.</p> <p>Further develop the attendance area of the school's website to provide attendance support and guidance for parents.</p> <p>Monitor persistent (PA) / severe absenteeism (SA) and provide a monitoring list for relevant staff.</p> <p>Deputy headteacher and family support worker to work together to support the needs of vulnerable families where absence is persistent.</p> <p>Tighten robust procedures already in place to address attendance concerns by:</p> <ul style="list-style-type: none"> • Providing training for teachers to enable them to support parents/carers and chase up poor attendance. • Developing a school procedures flowchart for monitoring attendance. • Arranging early intervention meetings with parents/carers of children at risk of becoming PA / SA. • Implementing and reviewing attendance APDRs to address both poor attendance and lateness when necessary. • Monitoring patterns of absence that involve siblings in conjunction with the junior school and make home visits where 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p>	<p>5 and 6</p>

<p>the reason for absence cannot be ascertained.</p> <ul style="list-style-type: none"> Funding Breakfast Club places to support disadvantaged pupils with poor attendance. <p>Continue to work closely with the County Attendance Team through the Attendance Team service offer to access early intervention and casework for families where there are significant attendance concerns.</p>		
<p>Support parents to engage with the school and learning at home.</p> <p>Run workshops to support parents with their child's well-being and education, including attendance support and core curriculum workshops. Post presentations online so that parents are available to view at parents' convenience.</p> <p>Develop the English, phonics and mathematics areas of the school's website and update with supportive information.</p> <p>Offer parent consultations during the day, in-person, via zoom or by phone so that access to teachers is more convenient. Use structured conversation techniques to work supportively with 'hard to reach' parents to plan 'next steps' for their children.</p> <p>Diarise INCo / attendance coffee mornings and workshops. Provide targeted support with family support worker and / or signpost to external support agencies.</p>	<p>The school has a strong history of working positively with parents and providing a wide range of structured support to help pupils achieve high levels of well-being and academic success.</p>	7
<p>Increase number of workshops, theatre performances and trips available to pupils to hook them into their learning and stimulate interest.</p> <p>Fund pupils to participate in school trips and clubs with a cost attached.</p> <p>Fund places in the Rock Steady Music School. These are match-funded by Rock Steady.</p>	<p>Access to extra-curricular activities and life experiences raises cultural capital and provides equality of opportunity to disadvantaged pupils, ensuring they have a shared experience with their peers as a starting point for learning.</p>	All
<p>Liaise with local support charities to provide additional support to the families of disadvantaged pupils in the lead up to school holidays; for example, local food banks, Major's Trust Christmas fund and People for People.</p>	<p>Disadvantaged pupils have opportunities to have the same experiences as their non-disadvantaged peers.</p>	All
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar</p>	All

	schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
--	--	--

Total budgeted cost: £54,129.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25 attainment:

	School's disadvantaged	School's non-disadvantaged	In-school gap	National disadvantaged	National non-disadvantaged	National gap
KS1 reading	62%	75%	-13%	54%	73%	-19%
KS1 writing	54%	67%	-13%	44%	65%	-21%
KS1 mathematics	69%	76%	-7%	56%	75%	-19%
EYFS GLD	44%	63%	-19%	51%	73%	-22%
Y1 phonics	69.2%	83%	-14%	67%	84%	-17%

KS1 national data is from 2022/23, the last year of the statutory end of KS1 assessments.

The attainment of disadvantaged pupils at the end of key stage one (KS1) improved last academic year. In reading, the gap between disadvantaged and non-disadvantaged pupils closed from -18% in 2023-24 to -13% in 2024-25. In writing, the gap between disadvantaged and non-disadvantaged pupils closed from -23% in 2023-24 to -13% in 2024-25. In mathematics, the gap between disadvantaged and non-disadvantaged pupils closed from -18% in 2023-24 to -7% in 2024-25.

Disadvantaged pupils have made excellent progress from their end of EYFS attainment – just over a third of this cohort achieved GLD at the end of Reception, and they have finished KS1 with the majority achieving the expected standard or above in reading, writing and mathematics.

Disadvantaged pupils at our school achieve better than the national average in all but the EYFS GLD. It should be noted that 37% of pupils in this cohort have SEND and 30% of these pupils are also disadvantaged.

The in-school gap between disadvantaged and non-disadvantaged pupils is lower than the national gap in all areas.

Attendance:

The attendance of disadvantaged pupils dipped slightly last year, from 91.3% in 2023-24 to 90.7% in 2024-25. The slight dip was influenced by greater number of disadvantaged pupils last academic year and a higher number of disadvantaged pupils with SEND. The attendance of non-disadvantaged pupils last year was 95.4%.

Teaching staff are champions of attendance. They discussed the importance of regular attendance with parents at parent consultations. Teaching staff spoke to the attendance lead if they noticed regular absences, identified absence patterns or heard parents or pupils mention holidays. The attendance trophy and treat were presented each Thursday in Celebration Assembly. The attendance trophy winner was announced in the weekly newsletter. End of term attendance assemblies took place in class to present certificates and small tokens to children with attendance over 96%. Reminders about attendance, lateness and non-authorisation of holiday time were put in the newsletter each half term. Absence form replies referred to the attendance policy and explained why time was or was not authorised. Attendance meetings

were requested with parents of PA pupils and targets set for improvement. Office staff contacted parents on the first day of absence and recorded reasons for absence on Arbor. Weekly checks of continuous absence were completed by the attendance lead. PA pupils were monitored and actions made half-termly. The headteacher and attendance lead met half-termly to look at the PA list and discussed actions moving forward; for example, letters, meetings, fixed penalty notices. Warning letters were issued when required.

Interventions:

In 2024/25, the school employed a full-time PPG champion to deliver targeted intervention support in Year 1, to ensure disadvantaged pupils continued to make excellent progress. The champion worked with class teachers to undertake diagnostic assessments with disadvantaged pupils to identify gaps in learning. These were addressed through a range of bespoke intervention strategies, including pre-teaching and re-teaching and intensive phonics and reading support. Class teachers were given additional PPA time to provide intervention support and assess and plan for disadvantaged pupils. The work of the champion was overseen by the assistant headteacher. Individual progress and attainments profiles were kept for every disadvantaged pupil from Nursery to Year 2.

Bespoke provision and interventions provided to disadvantaged pupils in KS1 included:

- Diagnostic Assessment of Number Skills (DANS) intervention,
- Fluency Bee mathematics interventions,
- Bespoke phonics interventions,
- Project X Code reading interventions,
- Bespoke writing support.

A significant number of disadvantaged pupils in our school have barriers to learning which are linked to socio-economic factors, including child protection concerns, behaviour management at home and attendance. Extensive support was put in place to address pupils' well-being and mental health needs, including a drop-down curriculum whole school Nature and Nurture week, which incorporated yoga and mindfulness workshops. An external family support worker continued to support the school's existing full-time family support worker for one day each week, to support a greater number of disadvantaged pupils with their personal, social and emotional needs through the Protective Behaviours and Bright Stars interventions and other supportive programmes. The school engaged fully with a wide range of external agencies, including bereavement support and counselling, school nursing, speech, language and communication support, the autism team, behaviour support and outreach educational support.

1:1 and small group support was put in place for disadvantaged pupils unable to access the curriculum without support, and newly created intervention spaces were used effectively for bespoke intervention work. High quality resources were purchased to match the range of SEND needs across the school, resulting in accelerated progress.

Nursery and Reception cohorts continued to have a high percentage of children with SEN needs. Early identification of children's communication and language by all staff allowed Wellcomm assessments to take place, which lead to grouping the children for interventions to promote their development of language. A language-rich learning environment was provided across all early years provision. Key vocabulary for all subjects was shared with staff at the start of a new unit of work. The early years pupil premium champion incorporated pre-teaching into the activities carried out with the disadvantaged children. Poem of the Week continued to be a successful method of introducing new vocabulary to pupils, while hearing language and prosody modelled precisely.

The early years lead and disadvantaged lead took part in a Hertfordshire County Council (HCC) Support, Tracking and Intervention (SIT) session to:

- Review current attainment for children in receipt of EYPP/FSM.
- Review attendance for children in receipt of EYPP/FSM and current support in place.
- Receive bespoke guidance from an EY Adviser that supports improved outcomes for children eligible for EYPP/FSM.
- Identify and implement actions to support children who are currently working 'below expected' and eligible for EYPP/FSM to achieve expected outcomes.

Staff CPD:

Staff have continued to access training to support disadvantaged pupils, including:

- BEING ME Supporting your students to understand their neurodiversity
- Intensive interaction training
- Attachment and trauma training
- PSED in the Early Years
- Autism bucket training
- SCERTS training
- Herts for Learning disadvantaged conference 2025
- Sensory needs in the classroom
- Physical Development: Building Strong Foundations
- Primary English Conference: Powerful Pedagogy: Say it, read it, write it
- Level 2: Early Years Autism Training
- Diverse Pathways of Development in Early Childhood
- Reading fluency
- Sensory Circuits
- Phonics training for support staff
- Understanding Blanks Levels of Questioning
- Unlocking potential: Supporting the unique needs of children with EAL

All staff attended termly Therapeutic Thinking and Dynamis refresher training. Staff in early years attended speech and language training delivered by the NHS, targeted towards identifying and supporting language needs in the early years. Staff in our specialist provision class received in-reach training through Greenside School and Woolgrove School.

The school accessed tier two and three behaviour support from a behaviour specialist at Larwood School, who worked closely with the behaviour team to provide expert advice. Work was undertaken with class teachers to adapt the provision provided to meet the needs of disadvantaged pupils needing bespoke behaviour support; as a result, children were better regulated and able to access their learning more regularly.

Wider Strategies:

The outdoor learning environments were improved, providing high quality experiences, and learning opportunities. This had a significant impact on increasing engagement in learning and improving the overall confidence and gross and fine motor skills of disadvantaged pupils. A range of support strategies were in place for parents, including virtual and face to face workshops and videoed learning support materials. Targeted support was offered through the headteacher and INCo team.

Engaging 'hook' activities and extra-curricular learning activities were booked and delivered, including the Festive Journey, Safari Stu (exotic animals), Great Fire of London and History of Toys workshops, African drumming and Samba workshops, Maths workshop and several dance workshops. School trips took place for KS1 pupils to Mountfitchet Castle, Woburn Safari Park and Shepreth Wildlife Park. Where requested, disadvantaged families were supported through the PPG funding to meet the cost of the trip.

The school engaged with the National Breakfast Programme to provide free breakfast bagels in school daily. Although targeted at disadvantaged pupils, these have been available to all pupils to combat hunger and ensure that children are ready to learn at the start of the day. Regular bagel audits demonstrated that a significant number of disadvantaged pupils were eating a bagel breakfast each day, helping them to be 'ready to learn'.

The school engaged the services of Rock Steady, a provider of in-school band lessons for primary age children, to ensure disadvantaged pupils were able to access this offer. The school funded three disadvantaged pupils, which was match funded by Rock Steady, who funded a further three places for disadvantaged pupils. Pupil voice, alongside feedback from parents and staff, demonstrate the positive impact of this initiative on pupils' confidence, social skills and wellbeing. This was evident in an end of year concert, which the pupils performed in front of their families and all KS1 pupils.

Externally provided programmes

Programme	Provider
Weekly music programme	Rock Steady