

Maidenbower Infant School's Pupil premium strategy statement.

This statement details our school's use of pupil premium funding to help improve the attainment 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	245
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Laura Roberts Headteacher
Pupil premium lead	Mrs Rachel Tomlinson Assistant Headteacher
Governor	Mrs Myra Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22725

Part A: Pupil premium strategy plan

Statement of intent

At Maidenbower Infant School, our intention is to create an inclusive, caring, and challenging learning environment where all children, including those who are considered disadvantaged, thrive and live life in all its fullness. Our aim is for all pupils irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers. We define disadvantage as any child whose educational outcomes may be disadvantaged by their circumstances and experiences such as those with a social worker and young carers.

We recognise the importance of providing children with a strong start to their schooling years, so that they can develop a lifelong love of learning. Our core belief is that “**what happens early, matters for a lifetime**”, therefore we ensure that our teaching and learning is the best it can be for all our children and all children have access to an ambitious curriculum and rich experiences. We aim to develop children’s curious young minds and inspire them to learn about the world around them. We want all our children to be respectful and kind individuals who help each other to reach their maximum potential. We have high expectations and support all children to be ambitious and achieve so that they are well prepared for their next stage of their education. We have a commitment to understanding our pupils and have a comprehensive individualised picture of each pupil. Our values reflect our beliefs in developing the whole child and our school vision, curriculum and culture is demonstrated in everything we do.

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential irrespective of their background or challenges they face by:

- Assuring High-quality teaching and consistency is at the heart of our approach and that all children experience the best possible learning experiences in the classroom. This is proven to have the greatest impact on closing the attainment gap and benefits all pupils.
- Utilising the tiered approach and having targeted interventions designed to accelerate progress and reduce the gaps in learning as well as supporting those with a specific need.
- To support our children’s mental health and wellbeing to enable them to access learning at an appropriate level.
- Offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils.
- Ensuring that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Ensuring our strategy is also integral to wider school improvement plans.
- Closing gaps in learning for pupils in receipt of Pupil Premium Grant including those who are already high attainers.
- Improving independence and developing social skills and mental well-being.
- Being responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.
- Ensuring disadvantaged pupils are challenged in the work that they’re set and

- to act early to intervene at the point need is identified.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
 - Offer support and guidance to families working in partnership to address barriers such as attendance or health issues.
 - Upskilling staff to have a greater awareness and understanding of the complexities of different specific educational difficulties faced by pupils.

This strategy has been devised based on the context of the school and the specific needs of the children using a sound educational research base to inform decision making for provision. This research is underpinned by the findings of the Education Endowment Foundation's Teaching and Learning Toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Our own informal assessments and observations show an increase in the mental health and wellbeing needs across the school including those children deemed disadvantaged has impacted children's 'readiness to learn' and challenges in self-regulation. Accessing mental health support is becoming ever more challenging.
2	Our assessments and observations indicate the need to raise the level of attainment for our disadvantaged pupils through overcoming educational barriers and addressing individual need in phonics, reading, writing and mathematics. 29% of our disadvantaged children are also on our SEN register. 7% of our disadvantaged children have an EHCP.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged pupils. 29% of the children in receipt of pupil premium have a speech and language intervention plan. 26% of the whole school have English as an additional language (EAL) and 43% of children who are in receipt of pupil premium have English as an additional language. There has been a decrease in the speech, language and communication skills of children entering the school meaning starting points for children are lower and is impacting on wider attainment.
4	Analysis of data shows there is still a gap in attendance between children deemed disadvantaged and their peers. For the academic year 2024-2025 attendance figures were all pupils 95.3% compared to PP pupils 93.4%. Analysis in November 2025 for the Autumn Term shows whole school attendance is 96.5% compared to PP 93.4%. This includes persistent absence. Assessments and observations show that lateness or absence from school is having a negative impact on 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
<p>The social, emotional, and mental health needs for pupils will be met resulting in sustained improved wellbeing for all pupils in our school particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All children are demonstrating 'readiness to learn' and engaging in their learning. • All children have and use a bank of effective strategies to support self-regulation. • Children identified as emotionally vulnerable access nurture groups or play therapy and, as consequence, develop effective self-regulating strategies. • Pupil voice surveys will report that PP children are happy and safe in school. • Children are confidently able to identify who they would go to if they are worried and the actions they could take in times of need. • As consequence of regular opportunities for children to talk and share their feelings they are better equipped to manage their own feelings and behaviour resulting in a reduction in incidences of unwanted behaviour over time. • Improvements in outcomes for children deemed disadvantaged in PSED in the EYFS and across the curriculum in KS1 show the impact of well-developed social and emotional support on readiness to learn. • Increased opportunities for effective collaborative learning within and beyond the school ensure children are actively engaged, work together effectively, and build resilience. • All children have access to appropriate school uniform and other basic resources as well as curriculum enrichment, and, as consequence, feel part of our school in line with their peers. • Provision for well-being within and beyond the school day is in place and accessible for children deemed disadvantaged. • Increased curriculum enrichment, for example, trips, clubs, provision of hands-on experiences to secure positive, memorable school experiences for all.
<p>Improved attainment for reading, writing and maths for disadvantaged pupils at the end of</p>	<ul style="list-style-type: none"> • Data shows that children deemed disadvantaged make good or better progress. • Children with SEN will achieve the educational outcomes outlined within their individual plans. • PP children's (without SEN) attainment will be in line with or above those nationally. • Professional development through coaching, CPD, and supported planning ensures that quality first teaching is consistently in place and addressing the identified needs of all children.

KS1	<ul style="list-style-type: none"> • High quality professional development in the teaching of writing sequence and Systematic, Synthetic Phonics delivered for all staff. • Embedded and effective implementation of the school's selected government approved phonics scheme (Little Wandle) is in place. • Monitoring of teaching and learning in phonics shows high quality provision and rapid progress from starting points. • Teachers' ongoing formative assessment ensures they are quick to identify precise areas of need and use a wide range of strategies and interventions to close the gap. • Monitoring and evaluation is effectively used to triangulate pupil progress and to identify and address next steps in learning. • Professional development is delivered to all staff around metacognition and self-regulation; staff report they are better equipped to build within children the strategies to tackle their learning and develop resilience. • All pupils are fully engaged in the broad wealth of curricular provision across the year including off-site visits, learning outside the classroom, extra-curricular activities and curricular enhancement. • All pupils actively participate in events held internally across the school. • High quality phonics is consistently taught in whole classes; ensuring that children are exposed to the highest expectations in learning. Regular assessments clearly identify next steps in learning for individuals and catch up provision is in place to address these. • Additional 1:1 / small group focused on reading and writing is in place for children identified as disadvantaged securing rapid progress from starting points. • Quality interactions and deployment of Teaching Assistants supports accelerated progress. • Phonics scores at the end of Year One continue to be above average for PP children.
To secure improvements in speech, language and communication including improved oral language skills and vocabulary among	<ul style="list-style-type: none"> • Investment in time and expertise has ensured that specific staff are secure in their understanding and delivery of communication and language support through quality first provision. • Delivery of 1:1 and small group support is in place for children deemed vulnerable to underachievement in the speech and language skills. Children are regularly assessed, targets set and provision in place. • CPD for all staff on effective teaching and strategies to improve development of pupil's oracy and vocabulary skills. • Outcomes for children in Language for Communication in the EYFS are at least in line with national measures. Progress from starting points is strong.

<p>disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The gap between children considered disadvantaged and their peers in Communication and Language narrows because of the high-quality provision for all children. • Improvements in children's starting points across all areas of the EYFS are seen with direct links to the improved outcomes in communication and language skills. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through monitoring and formative assessments.
<p>Sustained improvement in attendance of children deemed disadvantaged (above 95%)</p>	<ul style="list-style-type: none"> • Attendance has the highest profile across the school; all staff know and understand their roles in tackling poor attendance and promoting positive attendance. There are clear and robust systems and processes in place which support this. • Bespoke strategies for improving attendance and supporting those families most 'at risk' are established including 1:1 parent meetings, home visits and club places. • Children identified as most vulnerable to poor attendance show improvements in their % attendance and/or lateness. Children feel positively about being in school and improvements are seen in their 'readiness to learn'. • The school has well-established support and rigorous monitoring of attendance and engaging parents. • Strong liaison between class staff and attendance team is in place which highlights potential issues early to secure robust action to prevent escalation and provide appropriate early intervention and support.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing Quality First Teaching, assessment, and curriculum development across the school.</p>	<p>The school recognises that the greatest impact on outcomes for children will come from the provision of high quality, class-based teaching, and learning. Making sure an effective teacher is in front of every classroom and that every teacher is supported to keep improving.</p> <p><i>'Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment.'</i></p> <p>EEF guide to Pupil Premium Evidence Brief. Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation</p> <p>Investment and time spent on effective training, curriculum development and refining assessment for all staff plays a significant part in securing this. This includes adaptive teaching to ensure all children including those with SEND can access the curriculum and make progress.</p>	<p>1, 2, 3, 4</p>
<p>CPD – general</p> <ul style="list-style-type: none"> Subscription to the Key 	<p>Highly trained teachers are more able to deliver quality first teaching.</p> <p>EEF guide to Pupil premium Evidence brief. Evidence brief: Using research evidence to support</p>	<p>1, 2, 3</p>

	your spending decisions Education Endowment Foundation	
Professional development to support implementation of strategies through mentoring and coaching for teachers.	<p>External training for leaders on mentoring and coaching. Implementing the EEF effective professional development guidance report to select, design and deliver meaningful professional development opportunities.</p> <p>EEF guide to Pupil premium Evidence brief. Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation</p> <p>The National institute of teaching's mentoring and coaching of teachers research report. NIOT mentoring and coaching - Key Takeaways.pdf</p>	1, 2, 3
Ensuring ECTs have access to high quality CPD Ambition programme.	<p>Highly trained teachers are more able to deliver quality first teaching.</p> <p>EEF guide to Pupil premium Evidence brief. Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation</p>	1, 2, 3
Supporting the recruitment and retention of teaching staff, for example, providing time to undertake professional development e.g., NPQs	<p>Managing workload and offering effective professional development are key to retaining good teachers, which in turn, is crucial to maintaining a high standard to teaching and learning.</p> <p>Evidence reviews EEF</p>	1, 2, 3
<p>Quality First Teaching and curriculum Development of Math's across the school using the Math's Mastery and mastering numbers Approach.</p> <p>We will fund teacher release time to embed key</p>	<p>The school recognises that the greatest impact on outcomes to improve the teaching and learning of maths across the school is through the Math's Mastery and mastery of numbers Approach.</p> <p><i>'The impact of mastery learning approaches is an additional five</i></p>	2

<p>elements of guidance in school and access Maths Hub resources and CPD (including teaching for mastery training).</p>	<p><i>months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress'</i></p> <p>EEF Teaching and Learning Toolkit.</p>	
<p>Metacognition and self-regulation professional development</p>	<p>For children in our school the importance of developing an early understanding of what learning is and equipping them with the skills to be effective learners is key. Investment in professional development for all staff around meta-cognition and self-regulation.</p> <p><i>'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)'</i>.</p> <p>EEF Teaching and Learning Toolkit.</p>	<p>1, 2</p>
<p>Quality First Teaching of Early Reading. (Refining and improving our inclusive teaching. Professional development, Modelling High Quality teaching and coaching) We will fund teacher release time to embed key elements of guidance in school and access English Hub resources and CPD.</p>	<p>The school recognises that the implementation of our phonics scheme (Little Wandle) still needs to be a high priority this academic year to ensure the gains made in outcomes over the last few years are built on and the gaps are reduced and attainment improves.</p> <p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p> <p>EEF Teaching and Learning Toolkit.</p> <p><i>'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'</i></p>	<p>2</p>

	EEF Teaching and Learning Toolkit.	
Purchase of Clicker and Widget Online to improve pupil's access to learning and improve outcomes.	<p>Purchase of technology that supports high quality teaching ensuring that it is implemented well and monitored for impact in improving teaching and learning.</p> <p>EEF Digital Technology Guidance Report.pdf</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p>	1, 2, 3
Development of speech and Language Provision, Oracy and Quality Interactions (Professional Development)	<p>Assessments have identified that communication and language needs are one of the key barriers to achievement across the school, particularly for those children deemed disadvantaged. The school will utilise the specifically, well-trained support staff in this area to deliver high quality speech and language provision.</p> <p>All staff will receive training around quality first speech and language provision, communication friendly classrooms and quality interactions to ensure the EYFS and KS1 day-to-day provision is designed to improve and support language development highly effectively and to ensure consistency of approach.</p> <p>The development of Oracy and vocabulary across the school will improve outcomes especially for those deemed disadvantaged.</p> <p><i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</i></p>	3

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

Budgeted cost: £5,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular, targeted intervention (class teacher and TA) for those that need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Research recognises the value of specific, short-term intervention by skilled staff to move specific aspects of learning on.</p> <p>Intervention in KS1 is led by skilled staff for short term periods with a specific learning target focus. Review of intervention in the school has shown this secures rapid progress in these specific areas without detrimental impact on time spent in class.</p> <p><i>‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.’</i></p> <p>EEF Teaching and Learning Toolkit.</p>	<p>1, 2, 3</p>
<p>Small Group and 1:1 intervention for those that need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Support for children that require more specialist intervention based on robust assessments of need/gaps. This is delivered through short, regular small group and 1:1 intervention over a short-term period with a sharp focus on impact and narrowing the gap.</p> <p><i>‘Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.’</i></p> <p>EEF Teaching and Learning Toolkit individualised instruction (impact +4</p>	<p>2</p>

	<p>months)</p> <p>EEF guidance reports preparing for literacy and improving literacy at KS1.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p>	
<p>Explicit and systematic teaching of phonics through rapid catch-up and keep-up sessions. Training for all staff in teaching phonics. This will be delivered in collaboration with the English Hub.</p>	<p>Impact of effective teaching of phonics is +5 months. Reading is a top priority for all our children especially those deemed disadvantaged.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>EEF Teaching and Learning Toolkit.</p>	2
<p>Effective TA deployment and Professional Development.</p>	<p>The school recognises the positive impact that highly trained support staff that are effectively deployed can have on attainment. TAs will receive weekly training from the Assistant Headteachers and offered a range of development and CPD opportunities.</p> <p><i>'Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.'</i></p> <p>EEF Maximising Teaching Assistants Guidance</p>	1, 2, 3
<p>Collaborative learning opportunities</p>	<p>Developing a collaborative learning approach through the continued development of Oracy will be key in building children's ability to work together, participate and to promote talk and positive interaction.</p> <p><i>'Collaborative learning approaches have a positive impact and [may be] a cost effective approach for raising attainment.'</i></p> <p>EEF Teaching and Learning Toolkit.</p>	1, 2, 3
<p>Speech and Language Provision and High-Quality Interactions</p>	<p>The school will utilise well-trained support staff to deliver high quality speech and language provision and intervention and provide CPD on high-quality interactions. Oral language interventions can have a positive impact on pupils language skills.</p>	3

	<p><i>‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.’</i></p> <p>EEF Teaching and Learning Toolkit.</p> <p>Communication and Language Approaches (Impact + 7 months)</p> <p>Early Years Toolkit EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture/social groups, Play Therapy and pastoral support.</p>	<p>We continue to see a rise in children showing increased needs in their mental health and well-being and a decline in resilient behaviours, particularly those deemed disadvantaged.</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></p> <p>EEF Teaching and Learning Toolkit.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Improving Behaviour in Schools EEF</p> <p>Behaviour interventions EEF (Impact +4 months)</p> <p>Provision is in place for an increased pastoral care team, well-trained pastoral care staff and specific leadership of mental health and well-being. This also links to the work around metacognition and self-regulation to build resilience and self-awareness in learning. The impact of this will be closely monitored to ensure it is having desired effect.</p>	<p>1, 2, 4</p>
<p>Whole school training on Therapeutic Thinking Approaches and Trauma informed practice.</p>	<p>We will provide professional development for all staff on Therapeutic Thinking Approaches to support behaviour in school. Therapeutic Thinking focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health. Through this approach we provide a trauma-informed approach to behaviour for which is grounded in evidence-based research.</p> <p>Behaviour interventions EEF</p>	<p>1</p>

<p>Funding school trips, enrichment, extracurricular clubs and uniform for children in receipt of PPG / deemed disadvantaged</p>	<p>We recognise that every experience a child has in their time in our school forms a part of the 'curriculum'. It is, therefore, essential that all children have access to the opportunities we provide, whether that be trips, curriculum enrichment, uniform, clubs or any other aspects of school life. We will not allow a child's circumstances to preclude them from any part of our school provision.</p> <p>Arts participation EEF (Impact +3 months) Physical activity EEF (Impact +1 month)</p>	<p>1,2,4</p>
<p>Parental Workshops e.g., Phonics, Year Group Talks, Reading, Maths, SEND and use of Class Dojo in improving communication with parents.</p>	<p>Parental engagement involving parents in supporting their children's academic learning (impact +4 months)</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF Parental Engagement Guidance Report.pdf</p>	<p>1, 2, 3, 4</p>
<p>Embedding principles of good practice set out in the DfE's guidance Working together to improve school attendance - GOV.UK Bespoke attendance activities - 1:1 parent meetings, club places, implementing procedures and developing effective practice.</p>	<p>Analysis shows that a more bespoke approach to attendance support is needed to support those families most vulnerable to non-attendance and lateness. As a consequence the attendance support provided to our disadvantaged pupils and families will be matched to their specific needs.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting attendance EEF</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g., New arrivals refugees/asylum seekers</p>	<p>All</p>

Total budgeted cost: £22725

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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

Priority 1

The role of the Inclusion Team is well established and includes key staff members leading the social and emotional support of children, including one trained ELSA who works in the Special Support Centre and a fully trained Play Therapist. Children identified as emotionally vulnerable continue to access nurture and play therapy provision and are developing effective self-regulating strategies. This is in addition to alternative pastoral support offered either within small groups or on a 1:1 basis.

The Inclusion Manager has completed the Senior Mental Health Lead training and there is a clear robust action plan in place to meet the mental health and wellbeing needs of our school. This has been completed using the West Sussex Thoughtful self-reflection tool and is regularly updated and reviewed. Our Inclusion Manager accesses training through Durrington research school to ensure tackling educational disadvantage remains a priority and we are kept up to date with current research and evidence.

Pupil Voice continues to clearly evidence that children are confidently able to identify who they would go to if they are worried and the actions they could take in times of need. Regular opportunities for children to talk and share their feelings ensure they are better equipped to manage their own feelings and behaviour and a reduction in incidences of unwanted behaviour has been seen over time.

Improvements in outcomes continue to be seen for children deemed disadvantaged in PSED in the EYFS and these children made excellent progress from their starting points.

End of EYFS Summer 2025	On track or higher of children in receipt of PPG
Building Relationships	100%
Self-regulation	100%
Managing Self	100%

All children have access to appropriate school uniform and other basic resources as well as curriculum enrichment.

Provision for well-being within and beyond the school day is in place and accessible for children deemed disadvantaged e.g. paid place at after school clubs. Increased curriculum enrichment, for example, trips, clubs, provision of hands-on experiences to secure positive, memorable school experiences for all.

Through the continued direct work on Oracy there is increased opportunities for effective collaborative learning within and beyond the school ensure children are actively engaged, work together effectively, and building on their resilience.

Priority 2

A school-wide review of teaching and learning in early reading and writing has been completed and is constantly reviewed. Effective implementation of the school's selected government approved phonics scheme is embedded (Little Wandle) and continues to drive progress. Staff training and raising attainment in phonics continues to be a high priority. Improving outcomes for pupils in receipt of PPG passing the phonics screening in Year One remains a key area for development moving into 2025-26 and is a significant focus for the school development plan, disadvantaged lead and wider staff team to ensure this gap narrows further.

% of PP pupils who passed the Year One Phonics Screening school
50%

All pupils are fully engaged in the broad wealth of curricular provision across the year including off-site visits, learning outside the classroom, extra-curricular activities, and curricular enhancement. All pupils actively participate in events held internally across the school.

The Writing leader for the school took part in the West Sussex Write way forward project and the Math's Leaders have worked with Math's Mastery and mastery in number approaches and Math's hub which have significantly improved the outcomes for all pupils in writing and maths.

We have high expectations for all our children and recognise that across the school there remains a difference in outcomes between those children entitled to the PPG and deemed disadvantaged and those not. This is a priority for our pupil premium strategy 2024-2027.

End of EYFS	On track or higher of children in receipt of PPG
GLD	100%
Word Reading	100%
Comprehension	100%
Writing	100%
Number	100%
Speaking	100%
Listening, Attention and Understanding	100%

Priority 3

Two Oracy champions completed Voice 21 training in 2022-2023 and have delivered CPD to all staff. The gap between children considered disadvantaged and their peers in Communication and Language has narrowed because of the high-quality provision for all children. End of year results showed that 100% of pupils eligible for PPG are on track or higher for speaking and listening, attention and understanding. Developing children's oracy and vocabulary skills will continue to be a priority to ensure the gap is narrowed further.

Priority 4

We continue to complete regular analysis of attendance and used measures that are available to schools to promote good attendance, we have maintained good attendance throughout the school year, ending on it being **95.3% for all pupils**. There is still a small gap between all pupils and children in receipt of **PPG at 93.4%**. The school has tackled attendance robustly with individual conversations, supportive measures in place, referrals if appropriate and additional monitoring. Robust systems and processes are in place to ensure that attendance is consistently tackled at all levels and by all members of school staff. Further strategies are planned for individual families to support the children who are in receipt of PPG to ensure their attendance remains at an acceptable level. Attendance now has the highest profile across the school; all staff know and understand their roles in tackling poor attendance and promoting positive attendance.

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
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Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school did not have any pupils that attracted this funding.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Planning, implementation, and evaluation

To develop our Pupil Premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils, and teachers to identify the challenges faced by disadvantaged pupils. We looked at several reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We will be using the [EEF's implementation guidance](#) to help us develop our strategy overtime. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around assessment and feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils. This forms part of our school development plan.
- A senior mental health lead has been trained and is in place at the school. This will ensure that all staff develop their understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. There is a clear action plan in place.
- We offer a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. All pupils will be encouraged and supported to participate.