

Pupil premium strategy statement – Portswood Primary School

This statement details our school's use of pupil premium (and recovery 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	416
Proportion (%) of pupil premium eligible pupils	123 (30%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (Year 3 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Anthony Head (Headteacher)
Pupil premium lead	Jeavon Leonard (Deputy Headteacher)
Governor / Trustee lead	Jo McKeown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,270
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£192,270

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils are:

- To deliver at least good or better learning for all
- To diminish the attainment gap between the school's disadvantaged pupils and all others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To increase the academic progress of disadvantaged pupils

Economic disadvantage should not be a barrier to academic attainment.

Challenges

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

Challenge number	Detail of challenge
1	<p>English as an additional language (EAL)</p> <p>A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community.</p> <p>60% (74) of disadvantaged pupils at Portswood Primary School are registered as EAL learners 18 home languages, other than English, are spoken by our pupil premium recipients.</p>
2	<p>Special Educational Needs (SEND)</p> <p>SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>35% (43) of disadvantaged pupils at Portswood Primary School are registered as SEND learners.</p> <p>8 of these disadvantaged pupils have an EHCP 17 disadvantaged pupils have Speech, Language and Communication Needs. 9 disadvantaged pupils have autistic spectrum disorder. 13 disadvantaged pupils have cognitive processing needs. 4 disadvantaged pupils have social and emotional needs.</p>
3	<p>Persistent low attendance causes gaps to develop within pupil subject knowledge.</p> <p>Pupil Premium attendance 23-24 = 94.0% (whole school 95.1%; non-disadvantaged 95.6)</p> <p>17 disadvantaged pupils had an attendance figure below 90% for the 2024-25 academic year. 26 disadvantaged pupils had an attendance figure below 90% for the 2023-24 academic year. 18 disadvantaged pupils had an attendance figure below 90% for the 2022-23 academic year.</p>

4	<p>Communication and Language</p> <p>Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.</p> <p>17 disadvantaged learners at Portswood Primary School have an identified speech and language need.</p>
5	<p>Parental/Carer engagement</p> <p>Parents and carers of disadvantaged children are under-represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies</p> <p>In 2024-25 – 15 recipients of pupil premium had no parental engagement at parent consultation events.</p> <p>A further 46 pupils only had representation at 1 parent consultation event.</p>

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
Progress and attainment in Reading	Achieve above national average progress scores in KS2 Reading Attainment in reading should be in-line with national non-disadvantaged standards at the expected standard
Progress and attainment in Writing	Achieve above national average progress scores in KS2 Writing; Attainment in writing should be in-line with national non-disadvantaged standards at the expected standard.
Progress and attainment in Mathematics	Achieve above national average progress scores in KS2 Mathematics. Attainment in maths should be in-line with national non-disadvantaged standards at the expected standard.
Phonics	Attainment is above that of national non-disadvantaged standards
Year 4 Multiplication Tables Check	Attainment is above that of national non-disadvantaged standards
Other	Improve attendance of disadvantaged pupils to be in-line with school average (95%+)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver high quality teaching, assessment and a curriculum for phonics, early reading and reading fluency	<p>Teaching and Learning toolkit – Phonics Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 1: Recommendation 3: Effectively implement a systematic phonics programme. Click here</p> <p>DFE: The reading framework - Teaching the foundations of literacy: Sections 3 -5. Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 2: Recommendation 7: Use high quality structured interventions to help pupils who are struggling with their literacy. Click here</p> <p>The Science of Reading: Doug Lemov, Collen Driggs, Erica Woolway</p> <p>Vocabulary is a form of knowledge</p> <p>Attention is paramount</p> <p>Fluency drives comprehension</p>	1,2,4
Develop the school's provision for handwriting and curriculum for grammar, punctuation and spelling	<p>EEF Guidance report: Preparing For Literacy Recommendation 3: Develop children's capability and motivation to write Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 1: Recommendation 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <p>Recommendation 7: Use high quality information about pupils' current capabilities to select the best next steps for teaching Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 2 Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice</p>	1,2

	<p>Recommendation 6: Target teaching and support by accurately assessing pupil needs Click here</p> <p>The Writing Framework: DfE July 2025 Sentence instruction is essential Knowledge of grammar helps pupils to control sentences and convey meaning, but it does not support their writing fluency when taught in isolation</p> <p>Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition. Click here</p>	
<p>Professional development. To include: handwriting, reading, sentence construction and grammar, talk and oracy, language Intervention (NELI), neurodiversity and SEND support</p>	<p>EEF Guidance report: Effective Professional Development Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Click here</p> <p>EEF Guidance report: Preparing For Literacy Recommendation 1: Prioritise the development of communication and language Recommendation 3: Develop children's capability and motivation to write Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 1: Recommendation 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling Recommendation 7: Use high quality information about pupils' current capabilities to select the best next steps for teaching Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 2 Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice Recommendation 6: Target teaching and support by accurately assessing pupil needs Click here</p> <p>EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools Recommendation 5 Reinforce SEL skills through whole-school ethos and activities Click here</p>	<p>1,2,4</p>

	<p>EEF Guidance Report: Special Educational Needs In Mainstream Schools</p> <p>Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs</p> <p>Click here</p> <p>EEF Guidance Report: Making Best Use Of Teaching Assistants</p> <p>Recommendation 4: Ensure TAs are fully prepared for their role in the classroom</p> <p>Click here</p> <p>The Writing Framework: DfE July 2025</p> <p>Spoken language is as important for writing as for reading</p> <p>Pupils should compose orally while they are developing their transcription skills.</p> <p>Click here</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition led by experienced teaching staff.	Teaching and Learning toolkit – Small Group Tuition. Click here	1,2
Teaching assistant led intervention to support phonics learning, retention, reading and handwriting	Teaching and Learning toolkit – Teaching Assistant Interventions Click here EEF Guidance report: Making Best Use of Teaching Assistants - Recommendation 5 and 6: Use TAs to deliver high quality one-to-one and small group support using structured interventions Click here	1,2,4
Nuffield Early Language Intervention (including Whole Class NELI) Whole class, small group and individual sessions to develop vocabulary and narrative skills in nursery and reception aged pupils;	EEF Project: Nuffield Early Language Intervention Click here EEF Guidance report: Preparing For Literacy Recommendation 1: Prioritise the development of communication and language Click here	1,4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop school's approach to communicating and supporting parents through programme of parental workshops, resources being made available to support learning at home supporting families to be appropriately prepared for school.</p>	<p>EEF Guidance report: Working With Parents To Support Children's Learning: Recommendations 1-3: Critically review how you work with parents; Provide practical strategies to support learning at home; Provide practical strategies to support learning at home Click here Teaching and Learning toolkit – Parental Engagement Click here</p>	<p>3,5</p>
<p>Develop school's approach to supporting and challenging attendance. Increased communication and awareness of pupil attendance rates and expectations.</p>	<p>DFE Case Study – Improving attendance: good practice for schools and multi-academy trusts Click here</p>	<p>3,5</p>
<p>Develop school's approach to understanding and supporting pupil wellbeing.</p>	<p>EEF Guidance report: Improving Social And Emotional Learning In Primary Schools: Recommendations 1-2: Teach social and emotional literacy skills explicitly; Integrate and model these skills through everyday teaching Recommendations 5: Reinforce SEL skills through whole-school ethos and activities Click here</p>	<p>2,3,5</p>

Total budgeted cost: £192270

Part B: Review of the previous academic year

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

Summary

Outcomes for disadvantaged pupils

Good Progress Average progress Minimal progress

The attainment of our disadvantaged pupils at the end of Key Stage 2 continues to be favourably comparable against the national attainment of non-disadvantaged pupils. This pupil group has continued to make good progress within school. Positive attainment is also repeated in Year 4 Multiplication Tables Check outcomes. Attainment of disadvantaged pupils is in-line with national non-disadvantaged pupils' phonic outcomes; the progress that is being made by this group of pupils towards the expected standard is significant. Retention of phonics will remain a continued focus.

Teaching

Good Progress Average progress Minimal progress

There has been good progress in ensuring that a school-wide approach to handwriting is in place. Staff training has led to teachers feeling more enabled to teach effective handwriting strategies, beginning from the early years. The teaching of handwriting is now regular and is of high quality and is taught with fidelity to the Kinetic Letters scheme. Internal evidence suggests that continued application of taught handwriting by pupils, across the curriculum, is not yet consistent. Pupils with ingrained handwriting habits are generally able to write with fluency and accuracy; this is supported by the handwriting focus put into place. Staff training has ensured that progress towards developing effective provision in early communication is now more readily available for all Early Years pupils and the data collected points to this intervention being successful. Investment in CPD for staff to investigate and develop a greater understanding of sentence construction will support the school's next stage of curriculum development of pupil attainment in writing. Emotional support for pupils has been prioritised in staff CPD this year. The development of Early Years curriculum to ensure that opportunities for pupil engagement are prioritised is making good progress and the school will now begin to focus more thoroughly on developing pupil talk.

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

Good Progress Average progress Minimal progress

There is evidence that pupils in small group intervention led by experienced teaching staff make good progress and attain well. Intervention based on early language acquisition continue to have positive impact on pupils' retention of foundational language. Work to support pupils to retain phonics knowledge and develop fluency in their reading is having a positive impact on outcomes in Key Stage 1. By the time that pupils leave Key Stage 2, we currently see our disadvantaged pupils attaining above non-disadvantaged pupils nationally.

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

Good Progress Average progress Minimal progress

Despite the best efforts of the school to support pupil attendance there is still some progress to be made in tackling the attendance of disadvantaged learners, particularly in terms of the number of persistently absent disadvantaged pupils. In relative terms, there has been an improvement in attendance for all pupil groups, including disadvantaged, and these are broadly comparable to national attendance patterns. The school's approach to engaging with the parental/carer community is making good progress. Both of these areas need to be a continued focus for the school.

See section below for further details of activity and progress in the 2023-24

Outcomes for disadvantaged pupils

NB: No progress measures will be published in 2025 as an after effect of the Covid 19 pandemic; All progress measures indicated for the 2024-25 academic year will be based on the last assessment data that was collected in the spring term of 2019.

Progress towards intended outcomes by the end of our current strategy plan		
Intended outcome	Success criteria	Current position
Progress in Reading	Achieve above national average progress scores in KS2 Reading; Attainment in reading should be in-line with national non-disadvantaged standards at the expected standard.	<p>Based on a cohort of 21 pupils: 2025: Reading at the expected standard: Disadvantaged: 95% National other (2024) 78%</p> <p>Based on 17 pupils with Key Stage 1 data internal progress measures indicate that: All disadvantaged pupils made expected or better progress from their relative KS1 starting points. A significant proportion (76%) made better than expected progress.</p> <p><u>Reading Attainment:</u> <u>Previous pupil premium progress in reading:</u> 2023: -1.6 based on a group of 12 pupils. National other progress (2023) = +0.43 2022: +5.03 2019: +4.96</p>
Progress and attainment in Writing	Achieve above national average progress scores in KS2 Writing; Attainment in writing should be in-line with national non-disadvantaged standards at the expected standard.	<p>Based on a cohort of 21 pupils: 2025: Writing at the expected standard: Disadvantaged: 86% National other (2024) 78%</p> <p>2025: Disadvantaged writing at the higher standard: 19%</p> <p>Based on 17 pupils with Key Stage 1 data internal progress measures indicate that: Almost all disadvantaged pupils (94%) made expected or better progress from their relative KS1 starting points. A significant proportion (71%) made better than expected progress.</p> <p><u>Previous pupil premium progress in writing:</u> 2023: +1.17 based on a group of 12 pupils.</p>

		National other progress (2023) =+0.36 2022: +3.11 2019: +0.60
Progress and attainment in Mathematics	Achieve above national average progress scores in KS2 Mathematics. Attainment in maths should be in-line with national non-disadvantaged standards at the expected standard.	<p>Based on a cohort of 21 pupils: 2025: Mathematics at the expected standard: Disadvantaged: 95% National other (2024) 79%</p> <p>Based on 17 pupils with Key Stage 1 data internal progress measures indicate that All disadvantaged pupils made expected or better progress from their relative KS1 starting points. A significant minority (41%) made better than expected progress.</p> <p><u>Previous pupil premium progress in maths:</u> 2023: Pupil premium progress in maths +1.31 based on a group of 12 pupils. National other progress (2023) =+0.51 2022: +5.71 2019: +3.14</p>
Phonics	Attainment is above that of national non-disadvantaged standards	<p>Pupil premium attainment in Year 1 phonics is 80% based on a group of 20 pupils. School attainment = 85% National other attainment (2024) = 84% This represents a difference of -1 pupil.</p> <p>By the end of Year 2 disadvantaged attainment = 90% (18/20 children) School attainment = 93% National all pupil (2024) = 89% This represents a difference of +1 pupils.</p> <p><u>Previous attainment:</u> 2024: Pupil premium attainment in Year 1 phonics is 64% based on a group of 14 pupils. School attainment = 85% National other attainment (2023) = 83% This represents a difference of -3 pupils.</p> <p>By the end of Year 2 disadvantaged attainment = 85% (17/20 children) School attainment = 93% National other (2023) = 90% This represents a difference of -1 pupils.</p>

		<u>Previous disadvantaged attainment:</u> 2024: Y1: 64% Y2: 85% 2023: Y1: 80% Y2: 73% 2022: Y1: 55% Y2: 88% 2021: Y1: 75% Y2: 79%
Year 4 Multiplication Tables Check	Attainment is above that of national non-disadvantaged standards	Based on 17 pupils Pupil premium average score = 21.9; % scoring 25 = 29% 2024 National 'other pupils' = 21.3; % scoring 25 = 37% This represents a difference of -1.4 pupils. <u>Previous attainment:</u> 2024: Average = 21.3 % scoring 25 = 41% 2023: Average = 22.5 % scoring 25 = 30% 2022: Average = 22.0 % scoring 25 = 23%
Other	Improve attendance of disadvantaged pupils to be in-line with 2022 school average (95% - gov.uk – school performance tables)	2024-2025 Attendance figures: Change from 2023-24 shown in brackets All Pupils = 95.1% (+0.1%) Disadvantaged = 94.0% (+0.8%) Non disadvantaged = 95.6% (-0.1%) No. of disadvantaged persistent absentees = 24 2023-2024 Attendance figures: Change from 2022-23 shown in brackets All Pupils = 95.0% (+0.6%) Disadvantaged = 93.2% (+0.4%) Non disadvantaged = 95.7% (+0.8%) No. of disadvantaged persistent absentees = 26 2022-2023 Attendance figures: All Pupils = 94.4% Disadvantaged = 92.8% Non disadvantaged = 94.9% No. of disadvantaged persistent absentees = 19

Review of outcomes of activity in this academic year

Teaching

Activity	Impact of this approach												
<p>Continue to deliver high quality teaching, assessment and a curriculum for phonics and early reading</p>	<p>Little Wandle (LW) SSP has been implemented throughout school.</p> <p>All staff have received relevant training which is revisited regularly via online training and in person feedback. There is a regular weekly programme of short meetings to ensure all TAs are able to get support with issues and their groups from the lead teachers. All year groups have fidelity to Little Wandle phonic scheme.</p> <p>Regular assessment of phonic retention is in place, and this allows for rapid identification and deployment of appropriate support and intervention for pupils. This assessment has been developed to include analysis of success and areas for further embedding of learning at a word/sound level for both individual pupil and cohort level. This provides powerful information to support effective adaption and support and to allow for adaptation to the teaching and learning received by pupils. This use of assessment, to determine where revisiting prior learning needs to occur, has led to greater phonic retention across the cohort.</p> <p>We have also been able to use this assessment to summarise the position of phonics learning across the school and use this to deploy staff to the best effect, including in relevant catch-up interventions. Guided reading is in place in-line with LW phonics</p> <p>Phonic books are in place in EY/KS1/Lower Key Stage 2 (LKS2) matching pupils' current phase of phonic learning or fluency levels.</p> <p>Within KS2, the focus has become on building on from direct phonics instruction to build fluency through our phonic schemes attached guided reading programme or implementing phonics for spelling.</p> <p>Additional focus on fluency at end of KS1 and into LKS2 including assessment procedures</p> <p>Assessment of reading fluency and use of fluency texts now in place from Y2 – Y4 as pupils move from secure retention of phonics</p> <p>Parental workshops for phonics and reading completed for all pupils in school. These included:</p> <p>Parental phonic meetings and classroom observations of phonics lessons in Yr.R and parental workshops on supporting reading for the remainder of the school; Targeted reading support for identified pupils in Yr R.</p> <p>Bridge to spelling teaching program further embedded in Year 2/LKS2</p> <p>Indicative data end 2024-25:</p> <table border="1" data-bbox="571 1727 1331 1946"> <thead> <tr> <th colspan="2">Number of pupils requiring continued phonic intervention</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>10 (inc. 5 PP children)</td> </tr> <tr> <td>1</td> <td>12 (inc. 6 PP)</td> </tr> <tr> <td>2</td> <td>9 (inc. 5 PP + 1 PP on engagement model)</td> </tr> <tr> <td>3</td> <td>3*</td> </tr> <tr> <td>4</td> <td>3*</td> </tr> </tbody> </table> <p>*predominantly in-year entrants</p>	Number of pupils requiring continued phonic intervention		R	10 (inc. 5 PP children)	1	12 (inc. 6 PP)	2	9 (inc. 5 PP + 1 PP on engagement model)	3	3*	4	3*
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	<p>Y1 phonic screen outcomes:</p> <table border="1" data-bbox="571 203 1161 504"> <thead> <tr> <th colspan="2">% of Y1 pupils scoring 32+</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>85% (third year using LW) 16/20 (80%) PP pupils</td> </tr> <tr> <td>2024</td> <td>85% (second year using LW) 9/14 (64%) PP pupils</td> </tr> <tr> <td>2023</td> <td>85% (first year using LW) 17/20 (85%) PP pupils</td> </tr> <tr> <td>2022:</td> <td>82% 6/11 (55%)</td> </tr> </tbody> </table> <p>LKS2 Spelling: No. of pupils scoring 100+ NFER spelling</p> <table border="1" data-bbox="571 600 1305 734"> <thead> <tr> <th></th> <th>Autumn 2024</th> <th>Spring 2025</th> <th>Summer 2025</th> </tr> </thead> <tbody> <tr> <td>Year 3 (60)</td> <td>33</td> <td>38</td> <td>38</td> </tr> <tr> <td>Year 4 (60)</td> <td>35</td> <td>38</td> <td>46</td> </tr> </tbody> </table>	% of Y1 pupils scoring 32+		2025	85% (third year using LW) 16/20 (80%) PP pupils	2024	85% (second year using LW) 9/14 (64%) PP pupils	2023	85% (first year using LW) 17/20 (85%) PP pupils	2022:	82% 6/11 (55%)		Autumn 2024	Spring 2025	Summer 2025	Year 3 (60)	33	38	38	Year 4 (60)	35	38	46
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Year 3 (60)	33	38	38																				
Year 4 (60)	35	38	46																				
<p>Develop the school's provision for handwriting and curriculum for grammar, punctuation and spelling</p>	<p>Kinetic letters handwriting scheme has been introduced and implemented across the school.</p> <p>Staff understanding of the fundamentals of teaching handwriting has been developed and their practice has improved. There is fidelity to the Kinetic Letters handwriting scheme across the school.</p> <p>Teachers feel confident and have correct subject knowledge to appropriately model, support and correct handwriting with pupils. Handwriting is being taught for 20 minutes per day in Early Years and KS1; 3 times per week in KS2. Handwriting teaching incorporates exercises and teaching to encourage body strengthening and correct hand position. Mantras and language of Kinetic Letters scheme to be used with fidelity by all staff.</p> <p>CPD has been completed with all teaching staff and teaching assistants.</p> <p>INSET: Introduce: Automaticity and Making the body stronger (Red Thread) Professional Development Meeting x2: Holding the pencil (green thread) – Teachers Learning letters (Yellow thread) TA's: Released by phase leaders to complete training (Green/Yellow thread) – Monitored by Phase Leaders INSET 1: All staff; Complete (yellow thread) learning the letters plus (Blue Thread) Flow and Fluency</p> <p>Correct pencil grip is taught and being used; although this is inconsistent for some pupils due to ingrained handwriting behaviours which are proving difficult to undo. Adaptation and scaffolding to support pupils are in place. This includes appropriate use of physical modelling, use of sand trays, page marking and highlighting of working materials to show appropriate letter height.</p> <p>Indicative evidence is that correct pencil grip and letter formation are being used more effectively in EY stage and therefore that pupils are being supported to meet the requirements of the ELG. (56/60 pupils to meet the handwriting component of ELG); No pupils at the end of Key stage 2 writing moderation were identified as having a weakness in handwriting by external moderators. Those identified by school had clear evidence of progress made in development of letter formation, legibility and fluency.</p>																						

	<p>Key areas for further development in handwriting have been identified and form part of the school's 2025-26 school improvement priorities.</p> <p>Investigation into development of curriculum to support grammar and punctuation across the school has been undertaken – this is in-line with the recommendations of the Writing Framework (DfE 2025). Leaders have completed training to deliver and amend curriculum based on the need to develop the teaching of the components of a sentence. In 2025-26 these curriculum adaptations will be trialled in Y1,4 and 6, prior to full staff training being undertaken and full introduction and curriculum amendment being made for all in 2026-27.</p>
<p>Professional development. To include: handwriting, language Intervention (NELI), emotional support, wellbeing and SEND support (Attention Autism)</p>	<p>All staff have completed KL handwriting training through inset and PDM</p> <p>Review of writing curriculum grammar, punctuation and spelling content underway (English Leads + DHT); 2x whole day CPD</p> <p>NELI training completed by TA x 2</p> <p>Whole class NELI training completed by CT x3</p> <p>ELSA training completed – 1 x TA</p> <p>Attention Autism Training completed by 2x TA</p> <p>Mental Health Lead training completed by SENCO</p> <p>Weekly phonics training for all involved in teaching of phonics</p>
<p>Development of Early Years curriculum</p>	<p>Impact of KL handwriting see above.</p> <p>The aim, that we are working towards, is to increase automaticity of transcription in the early years through the combination of efficient handwriting and spelling via Little Wandle SSP.</p> <p>Whole class NELI introduced in spring term 2025. Daily whole class intervention to support all pupils and reinforce learning for vulnerable pupils engaged in NELI intervention groups.</p> <p>The aim, that we are working towards, is to increase pupils oral ability and vocabulary, allowing them to more confidently orally rehearse ideas.</p> <p>All teachers and TA have completed training for whole class NELI/NELI. Resources/licence to support the delivery have been purchased. (For data associated with this see below)</p> <p>15 disadvantaged pupils were supported in whole class sessions.</p> <p>2 disadvantaged pupils were supported in intervention sessions.</p>

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

Budgeted cost: £13284

Activity	Impact of this approach
<p>Small Group Tuition led by experienced teaching staff.</p>	<p>Year 6 Booster intervention: End of KS2 data shows that this has been a successful intervention.</p> <p>Maths: 7 PP Pupils directly benefited from booster intervention; 10 PP pupils indirectly benefit as a result of being in reduced sized teaching group. All 7 of these pupils supported in Maths reached the expected standard. 4 of these pupils attained a high score. Average scaled score = 110 Of the 10 pupils indirectly supported in Maths, 9 reached the expected standard. 2 of these pupils attained a high score. Average scaled score =108</p> <p>English: 7 PP Pupils directly benefit from booster intervention; 5 PP pupils indirectly benefit as a result of being in reduced sized teaching group.</p> <p><u>Reading</u> All 7 of these pupils supported in reading reached the expected standard. 3 of these pupils attained a high score. Average scaled score = 109 Of the 5 pupils indirectly supported in Reading, 4 reached the expected standard. Average scaled score =105</p> <p><u>Writing</u> 5 of these pupils supported in writing reached the expected standard. Of the 5 pupils indirectly supported in writing, 4 reached the expected standard.</p> <p><u>Grammar</u> All 7 of these pupils supported in reading reached the expected standard. 2 of these pupils attained a high score. Average scaled score = 108. Of the 5 pupils indirectly supported in Reading, 4 reached the expected standard. 3 of these pupils attained a high score. Average scaled score =113</p> <p>Context: 21 PP pupils in year group</p> <p>Year 2 Phonics: Group of 8 pupils working below expected standard in phonics at the end of Year 1 supported by qualified teacher. Of this group 5 pupils were in receipt of the Pupil Premium and 7 pupils are on the SEND register. 7 of these 8 pupils attained the expected standard in Year 2 phonic screening check with an average score of 34. This led to a cumulative total of 18 of 20 (90%) pupil premium recipients by the end of Y2 had met the expected standards of the phonics screening check.</p>
<p>Teaching assistant led intervention to support phonics learning, retention and reading.</p>	<p>Interventions have been run across Yr R to Year 2 for phonics this year. 10 pupils in Yr R received TA led interventions for phonic retention. (5 PP children) 4 pupils attained the ELG for word reading; 1 of the PP children supported attained the ELG for word reading.</p> <p>29 Year 1 pupils received phonic intervention support; Timetables were also organised to provide ongoing intervention by teachers, to ensure that the most qualified people, where possible, were supporting pupils' phonic retention and application.</p>

The following number of pupils received additional phonics and reading intervention:

	No. Of Pupils	No. of PP recipients
Year 1	29	11
Year 2	12	5
Year 3	5	3

Some pupils represented here will appear in more than one intervention group.

Interventions in this area predominantly focused on the following areas:

- Retention of phonic sounds
- Oral blending
- Reading fluency
- Reading common exception (tricky) words
- Precision teaching for phonics

For phonic screening outcomes [Click Here](#)

Nuffield Early Language Intervention (including Whole Class NELI)
Whole class, small group and individual sessions to develop vocabulary and narrative skills in nursery and reception aged pupils;

6 pupils being supported in Yr R by the NELI Program. Of pupils supported 2 are PP
3 adults have received additional training.
Program ran from Sp1 Wk 1. Pupils were seen daily for small group NELI intervention.

In addition to this we introduced Whole Class NELI to work alongside the NELI intervention program. All children received a daily NELI session in class. Pupils who were also in the intervention received the intervention session **and** the whole class session – thus giving all pupil access to quality language teaching but also giving our most vulnerable pupils – in language terms – two exposures each day to support the retention of learning.

Language Screen assessment information (based on 54 pupils):

	All Pupils	Whole Class NELI only	+NELI intervention
Average centile rank score change	+20.6	+17.0	+49.2

All Pupils: Language Concern Ranking Change

	Before intervention	After Intervention
Clear Concerns	14 (26%)	4 (7%)
Slight Concerns	10 (19%)	7 (13%)
No Concerns	30 (56%)	43 (80%)

All Pupils: Average Change in Standardised scores
NELI Intervention

<i>Expressive vocabulary</i>	<i>Listening comprehension</i>	<i>Receptive vocabulary</i>	<i>Sentence repetition</i>
+21	+31	+26	+19

Pupil Premium Pupils (based on 13 pupils)

	Before intervention	After Intervention	Change
Average centile rank score	34.6	58.3	+23.7

All Pupils: Language Concern Ranking Change

	Before intervention	After Intervention
Clear Concerns	3	1
Slight Concerns	2	
No Concerns	9	13

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

Budgeted cost: £5 000

Activity	Impact of this approach
<p>Develop school's approach to communicating and supporting parents through programme of parental workshops, resources being made available to support learning at home supporting families to be appropriately prepared for school.</p>	<p>Parental workshops have been in place for: Initial meet the teacher events Early Reading/Phonics – Year 1 and Yr R Phonics – Observation of phonics teaching – Yr R Phonics Early reading – targeted parental engagement (stay and read - lowest 20% parents targeted) Reading fluency and strategies (Y1 to Y6 – 2x) NHS/Mental health: Parental training (2 sessions) NHS nurse drop in sessions – ½ termly available on site: Addressing parental raised concerns. Wellbeing resources available on school website E-Safety: Messages of whole school work shared directly with parents ½ termly from Spring 2 2025 Maths progression of skills and demonstration videos available online</p> <p>The following parental events have occurred this year: Winter Fayre Infant Performance Weekly after-school open library session (parent and child) Yr R Nativity Y3 and Y4 In2Music concerts Y1 toy museum Y2 DT project (castle day) Y3 art weaving Y4 Sewing (DT) Y5 Egyptian Museum Y6 Victorian History Fair Y5/6 Performance (Summer 2 – 2025) Y5 Engineering Week</p>
<p>Develop school's approach to supporting and challenging attendance. Increased communication and awareness of pupil attendance rates and expectations.</p>	<p>Attendance reviewed, challenged and supported following termly audit: The school has an attendance lead, attendance admin support and Education Welfare Officer (EWO) support. Attendance monitored every fortnight – This is shared with all key leaders at school. Trust level attendance monitoring is completed on a weekly basis. Support and challenge in this area is part of the HISP trust's ongoing work. The attendance group meets on a half termly basis. Communication is made with parents regarding attendance both in person and in letter format dependent on outcomes of attendance monitoring; additional support is offered via early help and wider professional services. Clarity of priorities and required actions are shared with EWO based on information presented at attendance review meetings. Feedback on a half termly basis to all school leaders and class teachers as part of the schools PDM cycle Attendance report was sent out at half yearly interval, highlights pupil's rate of absence and a comparison to peers. Attendance is a key part of weekly school celebration assemblies.</p> <p>Persistent absence of pupils in receipt of the Pupil Premium is still a key school priority.</p> <p>For attendance outcomes Click Here</p>

<p>Develop school's approach to understanding and supporting pupil wellbeing.</p>	<p>This has been a focus in school for the past 2 years. The school has a clear definition of what wellbeing is that was devised in partnership by pupils and adults in school. Pupils are aware of what wellbeing means and the ways that they can look after their own wellbeing and the wellbeing of others. The school has in place '5 ways to wellbeing' which are promoted in class through the pastoral and PSHE curriculum. Wellbeing, through e-safety teaching and learning has been developed this academic year and the school has implemented an updated e-safety curriculum for all pupils. Parents are kept informed of the e-safety learning that pupils have undertaken in school and are signposted to where they can find additional support in this area.</p> <p>Much of the focus of our parental work and wellbeing training for staff has been supported through the use of external agencies. See above for more detail: Click Here</p> <p>The school has a trained Senior Mental Health Lead.</p>
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Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention	Nuffield Foundation
Little Wandle Letters and Sounds	Wandle Learning Trust
Kinetic Letters Handwriting	Kinetic Letters