

Pupil premium strategy statement - Infant

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kings Academy College Park (Infant)
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	40 Pupils (13.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2027
Statement authorised by	J Cooper and S Boister
Pupil premium lead	J Cooper
Governor / Trustee lead	Mr S Dowdell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,685
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,685

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
- To improve the profile and engagement of Reading in school and outside of school.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them access learning at an appropriate level.
- To provide pupils with access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed and assessed.
- When providing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following discussions with various Senior Leaders, Class Teachers and the SENCo. Together they will help to identify priority classes, groups or individuals within the school. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- To ensure that all teaching across the school is good or better, thus ensuring that the quality of first class teaching for all pupils is improved.
- Providing small group intervention to provide accelerated progress to help support those children identified by Senior Leaders, Class Teachers and the SENCo in helping them to achieve age related expectations in Reading, Writing and Maths. Undertaken by a Teacher or Teaching Assistant.
- Recruit additional Teaching Assistants across the school to work specifically with children that require support either academically or pastorally.
- Provide pastoral support for those children that need it either through check-ins, ELSA and the use of break, lunchtime clubs.
- Support payment for educational activities, before and after school clubs. Ensuring that pupils have first-hand experiences to use in their learning in the classroom.
- Monitor attendance closely to ensure that pupils and parents receive the right amount of support they need from us as a school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and punctuality continue to be key areas for development within our school, with our data indicating that absenteeism negatively impacts disadvantaged pupils' progress.</p> <p>For the academic Year 2024/2025, overall attendance for all pupils was 95.01%, while attendance for pupils eligible for Pupil Premium funding was lower at 93.13%. This represents a slight increase in absence compared to the previous year, when attendance for this group of children was 92.73%. Although there has been a slight improvement, the data still indicates that attendance among disadvantaged students is an approximate 1.97% lower than for non-disadvantaged students.</p> <p>34.45% of students had late marks overall compared to a percentage of 53.73% of Pupil Premium students.</p> <p>The data clearly shows that although some improvement has been made, our Pupil Premium pupils still remain disproportionately affected by lower attendance and punctuality. Therefore, improving attendance for this group will continue to remain a priority to ensure equitable learning opportunities for all.</p>
2	<p>Assessment, observations and discussions with pupils indicate that all three core subjects: reading, writing and maths among disadvantaged pupils is significantly below that of our non-disadvantaged pupils.</p>
3	<p>Enhance oracy and vocabulary across the school and improve the profile of Reading outside of school - parent participation as reading is a precursor to everything else.</p>
4	<p>Employment of high quality staff to help support targeted interventions, particularly, disadvantaged pupils with SEND.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support such as ELSA remain relatively high. 7 disadvantaged children currently require additional support with social and emotional needs.</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
Raise Pupil Premium attendance and punctuality – decrease in persistent absence.	<p>Sustained attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged narrows.</p> <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being above 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so these groups are inline. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Pupils make at least expected progress in reading, writing and maths.	<p>Gaps will close in progress made between disadvantaged and non-disadvantaged pupils.</p> <p>KS1 reading outcomes 2025/26 will show that more than 70% of disadvantaged pupils will meet the expected standard.</p> <p>KS1 writing outcomes 2025/26 will show that more than 70% of disadvantaged pupils will meet the expected standard.</p> <p>KS1 Maths outcomes 2025/26 will show that more than 80% of disadvantaged pupils met the expected standard.</p>
To continue to improve the profile of Reading inside and outside of school.	A whole school focus on engagement of reading for pleasure inside and outside of school will help support our disadvantaged children.
Pupils access a wide range of enrichment experiences both inside and out of school.	Disadvantaged children will be encouraged to try new before and after school clubs. Any disadvantaged child unable to pay for trips/clubs will be supported.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To help parents to support their child effectively, particularly in cases of low confidence on the part of parents.</p>	<p>Sustained high levels of well being by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, parent surveys and teacher observations significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Support to be made available to those parents that need it either as pastoral or academic support.</p>

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: £44,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>Teachers are being offered subject knowledge training in key areas to improve teaching outcomes.</p> <p>Oral feedback</p> <p>Teaching and Learning Trust Leads</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Great Teaching Toolkit Evidence Review</p> <p>1. High-quality teaching EEF</p> <p>We have acknowledged that some of our staff will need to go on additional training courses to help support their subject knowledge and improve quality first class teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Updated marking policy promotes live marking - oral feedback given directly to the child at the point of learning.</p> <p>Feedback EEF</p> <p>The implementation of Teaching and Learning Leads has allowed training and a wider dialogue of facilitators to embed the best possible drivers within classrooms for Pupil Premium children.</p>	2,4,3
<p>Teaching Assistants undergoing regular training to enhance their practice</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p>	2, 4,3

	Great Teaching Toolkit Evidence Review	
SEND LSA	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils will be implemented.</p> <p>To support the SENDCO in raising standards for Pupil Premium children with additional need</p> <p>Special Education Needs in Mainstream Schools guidance report</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/special-educational-needs-in-mainstream-schools/eef_special_educational_needs_in_mainstream_schools_recommendations_poster.pdf</p>	2, 4, 3

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

Budgeted cost: £18,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants offered CPD to support targeted interventions across the school.	<p>We are also offering our Teaching Assistants opportunities to undertake further training to help support our children and provide high quality interventions. Eg Accelerated Reader, Super Sonic Phonics, Educare, Attachment Awareness, ShREC Approach.</p> <p>Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1697005466</p> <p>Teaching Assistant Interventions EEF</p>	2,3,4
Reading continues to be a high priority on the school action plan.	<p>Reading comprehension strategies EEF Guidance Report PREPARING FOR LITERACY Improving communication, language and literacy in the early years</p>	3

<p>Pupil Progress meetings track progress of Pupil Premium pupils and appropriate, timely interventions are put in place.</p>	<p>Constant tracking and pupil progress meetings will track the performance of all pupils, particularly Pupil Premium Pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Embedding Formative Assessment EEF</p>	<p>2</p>
<p>Purchase web based programs to be used in school and at home to support core subjects.</p> <ul style="list-style-type: none"> • Super Sonic Phonic Friends • Number Bots • Times Tables Rockstars <p>Reading logs purchased with the whole school incentive programme to encourage more pupils to read outside of school</p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <p>General approaches which encourage parents to support their children with reading.</p> <p>The involvement of parents in their children's learning activities (eg parents evening, phonics workshops)</p> <p>More intensive programmes for families that need it.</p> <p>Parental engagement EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1759684701</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1759684701</p>	<p>2, 4, 3</p>
<p>Teaching Assistants employed to provide target interventions for our children either both academically or for emotional support. Eg Precision Teaching and ELSA</p>	<p>High quality small group interventions</p> <p>Specialists lead CPD sessions with individual pupils and staff.</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p> <p>Social and emotional learning EEF</p>	<p>2,3, 4, 5</p>

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

Budgeted cost: £14,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for disadvantaged children is monitored on a weekly basis by PP Leader and patterns of missed attendance is actioned by the PP Leader.	Attendance monitored on a weekly basis. Any patterns of missed attendance need to be addressed with the Attendance Lead/Family. Current Persistent Absence is 10.99% and for PP children is 19.12%. This activity will lead to improvement for PA in PP children. Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Supporting attendance EEF	1,
PP Lead/Attendance Lead and SENCO to contact families that may need extra support. EWO Officer Joint with KANP.	PP Leader to work with Attendance Lead (SLT) and SENCo to identify strategies to help support families in improving attendance. EWO officer to support the school from January 2022 to target attendance of children below 96%	1, 5
ELSA to help support children with emotional wellbeing.	ELSA Support/Regular check ins for those children that need it. Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Education Welfare Officer if needed. Social and emotional learning EEF https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1759690757	5
To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning.	To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning. Parental engagement EEF	5

<p>Cultural capital experiences promoted in the curriculum. Character Building Programme (CJ's in school)</p> <p>Arts: Culture Creative Performances attended Sports events attended</p> <p>Minibus to transport pupils for trips and after school clubs.</p> <p>Full or partial payment in cost of trips or for PP children.</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced through pupil voice, books and data</p> <p>Arts participation EEF</p> <ul style="list-style-type: none"> • <i>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</i> • <i>EEF – sports participation increases educational engagement and attainment.</i> • <i>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</i> 	3, 5
<p>Provision of a free Breakfast Club</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1759679474</p>	5
<p>Reading trip</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1759686258</p>	3
<p>Funding for school uniform</p>	<p>Providing full or partial payment towards school uniform; providing a sense of belonging to the pupil.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	5

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2024-2025:

Teaching:

During the 2024/2025 academic year, significant investment was made in developing the quality of teaching through targeted staff training, ensuring that all pupils, including those eligible for Pupil Premium funding, benefit from consistently high-quality classroom practice. The prioritisation of professional development has had a clear and positive impact on the quality of education across the school.

Training in Phonics and Reading from our Phonic Lead and outside agencies such as Springhill English Hub, has strengthened the consistency of early reading provision, ensuring that all staff deliver systematic and effective phonic sessions. This has particularly benefitted disadvantaged pupils, as they receive more precise teaching and targeted intervention to secure early reading skills, reducing the gaps with their peers. This can be seen in our Early Years Profile Data where 82% of children achieved a Good Level of Development in Word Reading (71.43% of these were disadvantaged children). Compared to the Early Years Profile Data in 2023/2024, where 79% of children achieved a Good Level of Development in Word Reading (66.67% of these being disadvantaged pupils). In the Year 1 Phonics Screening Check, a noticeable drop of disadvantaged children achieving the pass rate was seen (64% in 2024 compared to 52% in 2025). This is something the Year One and EYFS team will need to consider and work on, to ensure the gap does not increase.

The introduction of Talk for Writing and the training given with this, has supported teachers in delivering high-quality writing lessons that develop vocabulary, structure and fluency. Pupil Premium pupils have shown greater confidence and independence in composition due to this consistent approach across year groups. As a group of staff, we have noticed an increase in cognitive load which is having a negative impact and something we are working on this year to reduce and support the writing process.

Training in marking and assessment has improved teacher's understanding of pupil's next steps, ensuring feedback is more precise and actionable. This has led to more responsive teaching, allowing teachers to identify and address misconceptions quickly - an approach that particularly supports Pupil Premium pupils who may require additional scaffolding and support.

We have received SEND training from our SENCO, which has developed teachers' understanding of how to make high-quality teaching inclusive and adaptive, benefitting many Pupil Premium pupils who have additional needs or require differentiated support. This is especially important with 30% of our Pupil Premium pupils also receiving SEND support or have EHC Plans.

In EYFS, the implementation of the ShREC Approach has improved the quality of adult-child interactions, supporting language development, communication, and social confidence - key areas where disadvantaged children often start behind their peers. The impact of the ShREC Approach can be seen through the EYFS Profile Data where 85.71% achieved a Good Level of Development in Listening, Attention and Understanding, compared to 71.43% in 2023/2024.

Through the National College, Subject leaders have completed training on Managing a Subject effectively. This has strengthened leadership capacity and monitoring across the curriculum, ensuring that teaching standards and pupil outcomes are more consistent across subjects. Leaders are now becoming more confident in identifying gaps, driving improvement, and supporting staff - ensuring that Pupil Premium pupils receive a broad, ambitious, and well-sequenced curriculum that meets their needs.

Finally, teachers are made aware of their Pupil Premium children within their classes. As a school, we have seen an increase in the movement of pupils joining and leaving our school, this has impacted on PP data. Therefore, Pupil Premium lists are updated on a regular basis.

Targeted Academic Support:

Targeted academic support has continued to play a vital role in narrowing attainment gaps and ensuring that pupils, particularly those eligible for Pupil Premium, receive timely and effective intervention.

Early Reading and Phonics have remained a high priority within the school action plan, recognising the importance of strong foundational literacy skills for long-term success across the curriculum. Partnership work with Springfield English Hub has provided valuable external support and expertise in Early Reading and Phonics. This collaboration has strengthened staff subject knowledge, enhanced the delivery of phonics teaching, and ensured that interventions are sharply focused on the specific needs of individual learners, something that will continue to grow and develop over the coming year.

Needs-based interventions, identified by class teachers and informed by ongoing assessment, have ensured that support is personalised and responsive. This flexible approach has enabled Pupil Premium pupils to receive additional input, helping to close gaps in attainment and confidence.

Regular phonic interventions across all year groups have supported those who need to revisit and consolidate earlier learning. Assessments are carried out systematically to monitor progress and to ensure children move through phonics phases with security before advancing. This continuous monitoring has improved reading outcomes for targeted pupils and provided teachers with clear next steps.

Termly pupil progress meetings have been used effectively to review attainment and progress data, identifying barriers to learning, and planning targeted actions for individuals and groups. This has ensured that the needs of Pupil Premium pupils remain central to discussions about teaching, interventions and additional support.

In addition to the above, after-school phonics clubs for Year 1 and Year 2 pupils have provided extra opportunities for consolidation and confidence-building outside of the regular school day.

Wider Strategies:

Wider strategies have continued to focus on removing non-academic barriers to learning, with a particular emphasis on improving attendance, punctuality, emotional wellbeing, and access to enrichment opportunities for Pupil Premium children.

The school has worked closely with our in house attendance officer to try and improve attendance rates among our disadvantaged pupils. While whole-school attendance for 2024/2025 was 95.01%, attendance for Pupil Premium children was lower at 93.13%. This group also showed higher levels of unauthorised absence (3.19% compared to 1.55% overall) and a greater proportion of persistent absence (19.12% compared to 10.36% overall). Although attendance remains below the school average, continued collaboration with the attendance officer has enabled earlier identification of patterns, more proactive family engagement, and tailored support for individual families. This needs to remain a key area of focus moving forward to ensure we keep seeing progress.

We continue to recognise that social, emotional, and mental health needs can significantly impact attendance and engagement. Currently, 7 Pupil Premium pupils receive ELSA or pastoral support. Additionally, 1 Pupil Premium child is awaiting an ND profile, and appropriate interim support has been put into place whilst awaiting the assessment. The Inclusion Team have also been working alongside Pupil Premium families to address barriers outside of school. The team has provided guidance, practical help and regular communication. They have also signposted parents and carers to external agencies if additional help is needed.

To enhance engagement and ensure quality of opportunity, a strong emphasis has been placed on providing cultural capital experiences. Pupil Premium children have taken part in a range of enrichment activities, including coding experiences, participation in the Infant Voices performances, Maths bowling trips, science fairs and science week workshops. A range of free after school clubs, run by teachers, are also offered to all children and we have seen an intake of 13 Pupil Premium children attending these, along with 14 Pupil Premium children attending catch up clubs for Maths and Writing after school in Year 1 and 2.

It has been noted that a lot of the same children have been chosen for these experiences. Moving forward, we want to ensure that a balance of Pupil Premium children get chosen for different experiences and are looking at finding more events that are happening in and around the city to continue to grow what we can offer to our children.

In addition to this, our free Breakfast Club for Pupil Premium and Vulnerable children has supported improved punctuality, attendance and readiness to learn by ensuring children start the day with a healthy breakfast, in a calm, structured environment. This provision has reduced some lateness among key pupils and contributed positively to wellbeing and children being ready to start their day.

Continued work will focus on sustaining these gains while further reducing absence and persistent absence among the Pupil Premium cohort.

Academic Year 2023-2024:

Teaching:

The development of staff training has been a priority and has improved the provision of quality first teaching throughout the school. Staff have received a plethora of training from teaching and learning, Reading, Phonics and marking and assessment. As the school is involved in a writing project, with Front Lawn Primary Academy for T4W, staff have also received training on writing to improve oracy and vocabulary for children. Training for Assessment has allowed a greater accuracy in judgements and boosted teacher's confidence. All training has supported Teachers and Teaching Assistants to deliver a consistent and ambitious curriculum which is based on the needs of our children.

Use of assessment has allowed teachers to use pre/post learning to ensure all children are able to access learning.

All subject Leaders have completed the Certificate in Subject Leadership for Primary with the National College to aid leading their subject within the school. This has ensured they can drive their subject. All teachers have additionally attended and contributed to Local Authority training within core and wider curriculum subjects, in addition to KGA Subject Leader Forums and Project meetings.

Teachers are made aware of their Pupil Premium children within their classes. As a school, we have seen an increase in the movement of pupils joining and leaving our school, this has impacted on PP data. Therefore, Pupil Premium lists are updated on a regular basis.

Targeted Academic Support:

Early reading and phonics continues to be a high priority on the school action plan. Super Sonic Phonic Friends has been fully implemented across the school and is having a positive impact on children's lives. Phonic Screening Test result increased to 81% this year, compared to the previous year of 76%. and this extends to Skilful Readers. Springhill Advisory Team have additionally been in the support teaching and learning within Phonics and reading.

Interventions were needs based, identified by the class teacher. The support of children was delivered with rigour and regularity for a sustained period of time.

Interventions have supported the attainment, or progress towards attainment, for all pupils supported.

Phonic interventions are consistently in place across the school. Teachers and TAs have received appropriate training to prepare, deliver and assess these interventions. Maths catch up has been impactful on progress ensuring children can consolidate learning before moving on.

Termly, Pupil Progress Meetings have allowed teachers to think about barriers to learning for individual learners, with a focus on Pupil Premium and Key Marginal children, highlighting support to reduce these barriers. Also understanding achievements to success for children.

Wider Strategies:

For the Year 2023/2024, attendance for students was at 95.1%. For Pupil Premium students, attendance was 92.73%, 2.37% below their counterparts. 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 promoting the value of education within some families (there was an increase in some PP parents taking holidays within school time).

11.08% of students met the criteria for being persistently absent, a total of 39 children. Of these, 17 were pupil premium students, giving a total of 4.82% of disadvantaged pupils being persistently absent.

The Attendance team provided a greater challenge for persistent poor attendance eg: requesting medical proof for non-attendance.

16 children attended ELSA/Pastoral support, 5 of these were Pupil Premium children. 28 children attended social groups, 10 were Pupil Premium children.

Interventions to support children emotionally and socially were put into place on a needs basis. These have helped children to reduce barriers to learning to support their attainment. In comparison to last year, teacher referrals for ELSA support and ND profiling have risen.

Pupil Premium children have experienced many culture capital opportunities to broaden their social experiences. These have included things like attending Music Hub events and Science workshops to visiting Portsmouth Cathedral to experience a Harpsichord.

The Breakfast Club offer has had a significant positive impact on both our children and their families. This free provision provides a healthy start to the day before transitioning into the classroom. This provision has also enabled children who find it difficult to transition from home to school in the mornings. One family's attendance increased from 82.4% to 95% as a result of attending Breakfast Club.

Support for families has included participating within the scheme: No Child Cold run by Fatface and Parentkind, offering parents of PP children a new winter coat. This has ensured children are warm when outside and reduced the financial burden for parents. PP families have also been supported financially with regards to children attending

residential. This has allowed the children to be independent, building resilience and social skills.

Academic Year 2022-2023:

Frequent identification of pupil premium, who are persistently absent children were shared with SLT. Regular attendance calls made by SLT to parents of PP persistent absence. This raised parent accountability which in turn resulted in an increase in PP children attending school.

The development of staff training has improved the provision of quality first teaching throughout the school. Aspects such as 'live marking' enabled a live dialogue between teacher and child at the point of learning, which has ensured children further their learning and understanding.

Assessment resulted in targeted interventions for PP children allowing for the provision of gap filling within core knowledge.

The employment of a HLTA enabled PP children to receive quality first teaching, from teachers, for core subjects.

Raising the profile of reading for pleasure and introducing reading logs for home, has led to an increase within the engagement of reading.

The outcomes for the academic year 2022-2023 showed

EYFS/KS1

Indicator	2022/23							
	All	PP	SEND	G	B	INTERIM TARGET	NA 2023	FFT 20
Reading EXS+	66	39	14	69	63		68	
Writing EXS+	53	39	5	56	50		60	
Maths EXS+	69	45	23	66	73		70	
RWM Comb EXS+	52	38	0	56	48	75	57	
Phonics	76	64	56	77	75	90	82	
GLD	67	60	18	70	60	80	67	

Reading:

Progress from Year 1 Phonics outcomes in 2022:

10% increase in attainment in reading outcomes

29% PP met the standard in Year 1 phonics

39% PP met the standard in Reading at the end of year 2

Writing: All pupil increase by 10%, PP increase by 7% (2022 data to 2023 data)

Maths: Decline in PP outcomes by 7% (2022 data to 2023 data)

Combined: Increased by 6% (2022 data to 2023 data)

Whole school change is being seen from GLD data - increase from 38% to 60% and phonics 29% to 64% for pp children.

This will mean an improvement in next year's data as long as the strategies continue to be consistently applied.

Academic Year 2021-2022:

The outcomes for the academic year 2021-2022 showed the gap between reading narrowed significantly by 6% due to the whole school Academy Improvement Plan focus on reading, supplemented by a focus on teacher training.

Our writing gap also significantly reduced by 5% and our combined result - 8% - (this gap has halved since the prediction of GLD in 2020). Maths is now a whole school focus area.

Outcomes

EYFS/KS 1 – July 2022

	July 2022				
Indicator	All	PP	SEND	G	B
Reading EXS +	71%	65%	27%	82%	59%
Writing EXS+	43%	32%	13%	53%	31%
Maths EXS+	64%	52%	27%	70%	58%
Combined – R, W, M (EXS)	40%	32%	13%	48%	31%
Phonics	63%	29%	5%	70%	56%
GLD	62%	36%	30%	70%	55%

Continuous monitoring of quality first teaching through DDIs, in-house training and KA CPD Offer have allowed consistent teaching and learning to be applied across the school. Following on from this, the application of flexible groupings has supported Pupil Premium and Key Marginal children within lessons. Where Pupil premium children are not making progress, 1 to 1 interventions within this area have been applied.

The web based learning (Number Bots, Purple Mash) continues to have a significant positive impact on engagement of pupils outside of school hours.

Teaching Assistants have provided highly effective emotional and academic support where needed for Pupil Premium children, thus reducing their barriers to learning and decreasing the segregation between disadvantaged children and their counterparts.

A partial or full reduction in the cost of trips for Pupil premium children has meant enhanced experiences for these children which in turn has benefited their Cultural Capital.

Persistent absence of pupil premium has improved since the EWO and Sims manager have made phone calls regarding attendance and lateness when necessary. Face to face meetings are then required if attendance does not improve.

Academic Year 2020-2021

Statutory assessments were cancelled again this year due to the Covid-19 pandemic. However detailed tracking of children indicates that the children were on track to make at least good progress from their starting points

Infant Scorecard Data from Year 2 – 2020-2021

Indicator	All	PP	SEND	Girls	Boys
Reading EXS+	55	41	21	59	50
Writing EXS+	47	31	21	61	32
Maths EXS+	58	45	29	67	48
RWM Comb EXS+	39	28	21	49	29
Phonics	41	14	10	40	41
GLD	52	24	0	58	45

Due to the second lockdown, Reading Recovery Teacher worked 0.2 FTE with change of focus. All children made progress from starting points, many making accelerated progress, due to training and subsequent ongoing support for catch-up staff being highly effective, high quality resources being provided for guided reading based upon expert knowledge and research of reading recovery and allowing teachers to focus on the teaching, accurate and detailed diagnostic assessments identifying individual needs of children and the ongoing advice given to teachers, her own outstanding quality of teaching when working with children on one-to-one basis, particularly with key marginal children.

Children were supported by ELSA (including time to talk every morning, anger management, lego therapy, friendships, personal space, family dynamics, and understanding emotions). Highly positive feedback from parents and staff. Noticeable differences seen both in relationships with others, readiness to learn and engagement with school. During partial opening due to Covid-19 pandemic, our ELSA supported our

SENCo with family liaison supporting parents and children experiencing difficulties due to the closure.

Despite extension and enrichment visits being limited due to the pandemic, the Commando Joe's programme proved to be highly successful increasing the children's resilience, ability to problem solve, increased vocabulary and team working. Visitors to the school observed high levels of engagement and involvement, and cooperation and inventiveness. Due to the pandemic, the residential trip could not go ahead.

Reading/Phonics/Spelling interventions – majority of children made expected progress with many making better than expected. Personalised support offered to parents during lockdown increased parents ability and confidence to support their child

Writing – Assessments showed that children were all making progress for their starting points up to and following lockdown. Teachers reported children returning to school with confidence and resilience even more than was expected.

All families were contacted by the school at least once with vulnerable families and those that needed it contacted on a daily or weekly basis. Once school partially opened, vulnerable and key worker children were invited into school. The school also supported parents and carers throughout lockdown with support accessing food banks and food hampers, seeking benefits and offering well-being support.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	Maths Circle
Super Sonic Phonic Friends	Super Sonic Phonic Friends
Zuko Sports	Zuko Sports
Play Therapy	Pappus Play Therapy
Skilful sports	Skilful sports
Gymnastics	Lisa Morgon
Basketball	Force in the Community