

The Avenue Infant School Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Avenue Infant School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	2023-2024 11% (20 pupils) 2024-2025 14% (25 pupils) 2025-2026 14% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Morrall
Pupil premium lead	HM / ND
Governor lead	Bob Ballard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,727
Total budget for this academic year	£46,087

Part A: Pupil premium strategy plan

Statement of intent

The Avenue Infant School aspires to deliver and maintain excellence for all pupils, irrespective of background or the challenges they face inside or outside of school. From our inclusive, nurturing ethos, we want to ensure the best possible outcomes are secured for every child, academically, socially and emotionally. Excellence in teaching and developing reflective deep thinkers who are inspired by their learning, will give pupils the high quality start to their education that EVERY child deserves.

Our aim is to effectively use pupil premium to support us in offering the very best, effective and latest pedagogical approaches to teaching and learning. Since we believe that quality first teaching is the main driver of pupil progress and outcomes for all pupils: which is further supported by research findings (*The EEF Guide To Pupil Premium*). At The Avenue we believe that every lesson should include a range of research proven principles that support explicit teaching styles to drive QFT and inclusive, purposeful, engaging and effective classroom practices. In addition, we value the Characteristics of Effective Learning and strive to provide a learning environment and curriculum that is inclusive, engaging and encourages self-challenge and independence. In turn, this will support all pupils, including pupils who fall under the 'disadvantaged' umbrella, to have the strongest start to their academic journey and make rapid progress in their time while they are with us.

The years of disrupted education caused due to the pandemic continue to have an impact on many learners, both socially and emotionally. At The Avenue, we believe it is our duty to address these academic and social / emotional needs to support all pupils to thrive.

We know that early reading progress and oracy skills are paramount to a child's ability to: access the wider curriculum; become strong writers; argue their point of view; reason and problem solve; express their own ideas and opinions. This is why these are the pillar stones of our strategy and link with our overall school vision, wider school development plan and strongly with our curriculum drivers of: *communication, growth and possibilities*.

Our overarching key principles and approaches we have adopted complement each other to help all pupils to excel. These include:

- ✓ High quality CPD for all staff, including time for staff to reflect on practice, share approaches in open forums and coaching staff into developing themselves as teachers.
- ✓ Adopting a whole school approach to our strategy where all staff voice their ideas and staff take responsibility for disadvantaged pupils' provision, outcomes and raise expectations for what all pupils can achieve.
- ✓ Adaptive and responsive interventions that support at the emergent point of need for all.
- ✓ Consistent Teaching and Learning approaches that ensure all staff have the highest expectations, challenge and extend all pupils: including disadvantaged pupils.
- ✓ A fully immersive, sequenced and cohesive curriculum that is inclusive of all: underpinned by the curriculum drivers of *communication, growth and possibilities*.

Challenges

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

Challenge number	Detail of challenge
1	Several disadvantaged pupils do not progress as rapidly as others in their phonics development meaning they are sometimes later to develop wider reading skills, such as being able to comprehend, apply taught comprehension skills, understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts. This in turn impacts their progress and confidence in spelling, vocabulary choice, writing and accessing the wider curriculum.
2	Disadvantaged pupils are more likely to be persistently absent than for the whole school. Attendance tracking demonstrates that when school actions are consistently applied to address attendance concerns there is a positive impact on attendance. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.
3	Teaching and Learning observations, assessments and staff discussions have displayed that pupils enter our school with significantly undeveloped oracy, vocabulary and communication skills. Pupils have poorly developed talk for thinking, to explain their reasoning, challenge and connect ideas, share, listen to and accept/comment on views of others, this can be a barrier to engagement in their learning across the curriculum. Many pupils also have limited expressive language which is a barrier to communicating their wants, needs and wishes.
4	Some pupils show lower levels of well-being as they enter KS1 and their characteristics of effective learning development can become limited, becoming more passive learners and lacking independence and engagement in their learning. In many cases, pupils have limited socio-economic aspirations and a lack of aspirations for their futures.
5	Our observations, assessments, SDQs have identified that social, emotional/self-confidence is barrier to learning for many pupils. We need to improve pupils' resilience to challenges and social, emotional wellbeing.
6	Several pupils who are eligible for pupil premium do not have access to additional learning materials and resources that other pupils do and have less access to enriching experiences than their non-disadvantaged peers.

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
To improve progress in phonics learning so more pupils are on track and therefore able to become fluent,	<ul style="list-style-type: none"> ✓ Phonics teaching is strong across the school. ✓ RWI portal has supported phonics CPD

<p>confident readers who show good comprehension and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts.</p>	<ul style="list-style-type: none"> ✓ Peer coaching has improved and supported the weakest phonics teaching. ✓ Reading progress has been accelerated. EYFSP Reading ELG+ is at least 76% (in line with 2023 national) ✓ Phonics progress is not a barrier to reading progress in Year 1 ✓ Year 1 Phonics Screening outcome target of 80% achieved and Year 2 ARE+ is in line with national. ✓ One-to-one fast track tutoring (and forensic analysis of progress data) has enabled pupils to make accelerated progress and close gaps. ✓ PP pupils' progress & attainment in Phonics screening and writing is improving and the gap to non-disadvantaged pupils is being reduced. ✓ Reading outcomes at EYFSP and end of KS1 are improved over the year and close to national. ✓ Disadvantaged pupil voice evidences pupils increasingly enjoy reading for pleasure and can talk about different books they enjoy. ✓ The reading lead is aware of strengths and areas for improvement throughout the school.
<p>To increase school wide rates of attendance for all pupil groups. To reduce rates of persistent absence.</p>	<ul style="list-style-type: none"> ✓ Attendance tracking shows a continuing improvement to 2023-24 then 2024-2025 comparison. ✓ Insight data system allows increased rigour in attendance tracking and trends identified, facilitating swift actions and this is having a positive impact on attendance including the most difficult to reach families. ✓ Pupils at risk of falling below 90% (falling to 92%) are consistently contacted with informal letters. ✓ Persistent absence has decreased, particularly in disadvantaged group, and actions showing positive impact. ✓ Attendance rate closer to target of 96% and significantly better than previous academic year. Persistent absence has declined and actions have been swift and effective over the year. PP/disadvantaged/SEND attendance has improved. ✓ Significantly low attendance rates are reported to appropriate agencies rapidly and consistently.
<p>To develop pupils oracy and talk for thinking to support their engagement in learning across the curriculum so they can give explanations, share ideas, listen to others and be able to engage critically and deeply in learning.</p>	<ul style="list-style-type: none"> ✓ Communication is a clearly embedded curriculum driver and is evident in classroom practice and supporting learning and knowledge retention. Pupils' vocabulary has improved over the year- especially disadvantaged pupils. ✓ Pupils and teacher talk in lessons evidence the strong focus on building vocabulary and language for thinking and this is evidenced in books and writing outcomes. Many pupils show they have retained previously taught vocabulary. ✓ Lessons across the curriculum show an increase in talk for thinking opportunities and teachers are scaffolding skills to support pupils developing skills. Staffing levels facilitate these opportunities. ✓ Pupils are learning and applying early debating skills. ✓ All pupils, including disadvantaged pupils, make rapid progress in Communication & Language from their starting points in EYFS. Many disadvantaged pupils meet ELG for CL. ✓ WellComm intervention has been implemented in EYFS and is identifying target children for structured support. CL progress is accelerated for these pupils so gaps are reduced. ✓ S&L data tracking show a positive impact over time. ✓ Mathematical reasoning has improved with more children able to explain their ideas and methods.
<p>To develop characteristics of effective learning in KS1 pupils so pupils are engaged, motivated and increasingly independent learners with high levels</p>	<ul style="list-style-type: none"> ✓ Continuous provision is well-embedded and carefully planned to deliver the curriculum and enhance learning behaviour across KS1 ✓ 2025-2026 Year 1 cohort show improved levels of well-being over the school year with the vast majority displaying high / very high levels of well-being.

<p>of well-being, meaning progress is improved and outcomes raised.</p>	<ul style="list-style-type: none"> ✓ 2025-2026 Year 2 cohort show continuing improved levels of well-being over the school years with the vast majority displaying high / very high levels of well-being. ✓ Support staff have received CPD to ensure the ethos, vision and approach is a shared one ✓ Support staff are deployed in the best way to improve pupil outcomes ✓ Staff are skilled in supporting play and intervening sensitively to enable effective learning to take place ✓ More children are on track to reach end of key stages expectations ✓ Assessment and tracking procedures are reviewed and updated so learning is tracked more effectively, and moderation shows judgements are consistent. ✓ Precise teaching and modelling of metacognitive strategies is enabling pupils to explain their learning and how they learn best – positively impacting progress measures. ✓ Teaching staff are utilising the Insight tracking software to monitor pupil progress and outcomes and identify gaps so they can be swiftly addressed.
<p>The barrier of social, emotional/self-confidence to learning has been identified and where possible removed for pupils. Pupils’ resilience in their learning has improved.</p>	<ul style="list-style-type: none"> ✓ Pupils, particularly the eldest, are increasingly showing confidence to tackle ambitious, but reasonable, challenges and can begin to use some metacognitive language to talk about their thinking and learning. ✓ Pupils’ emotional literacy and resilience have improved so challenges can be addressed independently more frequently. Pupils are resilient to setbacks and take pride in their achievements. ✓ Outdoor learning opportunities have been maximised so pupils can have regular access. ✓ They are able to speak confidently about their thinking and learning and this is an embedded part of everyday practice. ✓ Pastoral support is wide and varied meeting the needs of a wide range of pupils. The impact of this intervention is robustly tracked and success and impact is clear over time. ✓ Staff are mental health and ACEs aware and can confidently discuss individualised needs and know where to seek MH support. ✓ MHST & other services are being utilised to support parents and pupils in a range of SEMH difficulties and having a positive emotional impact. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention, e.g. emotion coaching, drawing and talking.
<p>Additional learning resources and parental support have enabled learning opportunities beyond the classroom and supported academic progress Parents have been supported with the ‘cost of living crisis.’</p>	<ul style="list-style-type: none"> ✓ Workshops in differing areas of the curriculum have been offered and completed. These have had a high attendance from pupils’ parents from disadvantaged backgrounds. ✓ Parents’ confidence in phonics and early reading have been supported. ✓ Parental support in reading and homework based tasks is improving. ✓ % of children reading four or more times at home has increased across the school. ✓ Online short subject parental videos have engaged & supported a wider range of parents. ✓ New approaches, using the latest research, have improved home learning interaction. ✓ Family Hubs offer has been researched and used to meet the needs of our school community. ✓ The school Sharing Shed is open daily for parents to access and this is supporting the wider school community. ✓ Parents are supported with either the Sharing Shed or access to additional foodbanks so that pupils’ basic needs are met.

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: £650 (further school budget used to drive CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular staff refresher / reflection sessions to revisit Oracy approaches / resources in curriculum to develop teacher capacity to improve talk across the curriculum. Support for subject leads to monitor the subject wide impact of this</p> <p>WellComm screening and intervention for targeted pupils in EYFS to reduce / eliminate barrier of poor language to engage with the full curriculum.</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>WellComm intervention training materials: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Voice 21 training materials and school based documentation following Voice 21 membership in 2022-2023 Voice 21 Oracy United Kingdom</p>	<p>3, 5, 1</p>
<p>CPD for all staff</p> <p>CPD/Staff Reflection time to drive QTF by:</p> <ul style="list-style-type: none"> -CPD and guidebook from Early Excellence setting for Continuous Provision in KS1 (25% of cost) - Focusing on high quality interaction and feedback to drive pupil learning & progress in continuous provision, particular focus on wider disadvantaged group -Embedded and consistent use of a range of AfL strategies through the above strategies to support. - Characteristics of Effective Learning and Metacognition CPD & tools - Retrieval CPD & tools -Subject leadership monitoring through the lens of disadvantaged 	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>‘The Early Excellence Guide to Continuous Provision: Ages 5-7 years’</p> <p>‘Interacting not interfering’ by Julie Fisher</p> <p>‘Moving into Year 1’ by Julie Fisher</p> <p>EEF’s teaching and learning toolkit for feedback evidences quality feedback can have a +6 month impact on pupils.</p>	<p>4, 1, 2</p>

<p>-Improve learning environment for all pupils (set up for continuous provision across school)- furniture and resources (aligned with progression of resources)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF's Metacognition research findings: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF Tool Kit - Metacognitive Strategies impact +7 months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Retrieval Practice: Primary: A Guide for Primary Teachers and Leaders</p> <p>Retrieval Practice: Resource Guide: Ideas</p> <p>Both by Kate Jones</p>	
<p>CPD- Training for all staff Continue to drive the teaching & learning of our SSP approach – RWI Phonics via: -RWI Online CPD Portal -Bespoke training sessions from Phonics Manager -RWI Development Days -Peer Coaching (25% of cost)</p> <p>Phonics @home support packs purchased three times a year & parental support workshops in place</p>	<p>Phonics approach to reading = +5 months Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p>	1, 4
<p>Purchase of Insight tracking software (school budget) for more forensic gap and group analysis across the curriculum to support planning and intervention needs. Access to Insight training videos.</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Insight – Online Pupil Tracking for Primary Schools (insighttracking.com)</p>	3, 2, 1, 5

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

Budgeted cost: £13,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA time – To enable quality feedback / interventions in continuous</p>	<p>EEF Teaching & Learning Toolkit- high quality interventions/support having the biggest impact. +4 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 1, 6

<p>provision and 1:1 phonic interventions.</p>	<p>The EEF Guide to the Pupil Premium – A tiered approach to Pupil Premium spending – targeted academic support.</p> <p>Individualised instruction = +3 months, 1-1 tuition = +5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Phonics approach to reading = +4 months. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition = +4 months EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Read Write Inc Phonics https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p>	
<p>Reading volunteers utilised to support pupils not regularly reading at home</p>	<p>Reading volunteers Phonics EEF (educationendowmentfoundation.org.uk) +5 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 months</p>	<p>1, 3, 4</p>
<p>Develop Maths Games lending library for home learning practice and encouraging learning talk in the home</p>	<p>Parental engagement in learning and developing talk in learning Parental engagement EEF (educationendowmentfoundation.org.uk) Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 3, 4, 5</p>
<p>Bespoke & individualised offer to PP and wider disadvantaged pupils to removed barriers to learning & support individualised progress. This may include:</p> <ul style="list-style-type: none"> -Personalised 20 day intervention challenges -Attendance support .e.g. breakfast club offer (targeted by staff) -Offer of repurposed uniform -Access to extra-curricular clubs (increase variety & access) & school trips -Parenting support from FSW/SENCO -Pre/Post teaching access -Access to Wellcomm programme -Wider curriculum offer support .e.g. trips subsidised -Access to school gecko and resources to care for him 	<p>Individualised instruction = +4 months, 1-1 tuition = +5 months. Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Extending the school day= +3 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>DfE’s Improving School Attendance; Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Social and Emotional learning = +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>All children to be assessed in EYFS for the WellComm program. The lowest scoring children to access the program consistently.</p>	<p>Oral language Intervention +6 months. WellComm - GL Assessment (gl-assessment.co.uk)</p> <p>EEF Toolkit - Individualised instruction = +3 months, 1-1 tuition = +5 months.</p>	<p>3, 4</p>

Staff to be trained and proficient in the WellComm program. The WellComm program to be in place.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Individualised instruction EEF (educationendowmentfoundation.org.uk)	
Phonics @home support packs purchased three times a year & parental support workshops in place/videos.	Key findings from: EEF's Working with parents to support children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	6, 1, 2, 5
Pastoral support / interventions- FSW and 1-1 / group lead (external provider)	Social and Emotional learning = +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF Toolkit Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)	5, 2, 4

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

Budgeted cost: £26,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL programme for playtimes- collaborative and sustained play opportunities encouraged (sports premium budget) Play Leader appointed and additional time to be deployed at lunchtimes to improve play & interactions.	Children will spend 20% of their time at play, which is equivalent to 1.4 years of primary school. This time needs to be well planned and coherent, with as much care and attention given to play as to other subject areas in school. Our school believes that all children need opportunities to play which allows them to explore, manipulate, experience and affect their environment. "Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community" (Play Council 2001). Our vision - Outdoor Play and Learning Research & evidence - Outdoor Play and Learning	5, 6, 3
Pastoral support to be offered to pupils by the FSW and other brought in agencies. This offer may extend to support parental needs also.	Social and Emotional learning = +4 months EEF toolkit. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Parental engagement = +4 months Parental engagement EEF (educationendowmentfoundation.org.uk) EEF – identify specific pastoral needs for families.	6, 5
Breakfast club places offer (targeted by staff) Or	Extending the school day= +2 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Pupils also benefit from a calm, social start to the school day and a good breakfast.	2, 5

<p>On the go snack/breakfast on entry to school to be offered to all pupils. This offer may be extend further for pupils at the greatest need.</p>	<p>EEF – identify specific pastoral needs for families. Extending school time EEF (educationendowmentfoundation.org.uk) DfE’s Improving School Attendance; Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	
<p>FSW support – reaching out to other agencies .e.g. sleep solutions/MHST etc</p>	<p>Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk) Social and Emotional learning = +4 months EEF toolkit. Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF – identify specific pastoral needs for families. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 5</p>
<p>Home library – provide key class books for pupils to take home. Resources to support the needs / aspirations of individual PP pupils.</p>	<p>Parental engagement = +5 months, reading comprehension strategies = +6 months EEF toolkit. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) PP will benefit from books to take home to develop their own library of books at home- to encourage parental involvement with reading and developing pupils’ reading skills and reading for pleasure.</p>	<p>1, 6</p>
<p>Increase frequency of attendance trend analysis so concerns are flagged at an earlier stage and actions to improve are implemented.</p> <p>Share attendance headlines on social media.</p> <p>Reporting consistently reporting to agencies and seeking support.</p>	<p>Improving School Attendance DfE guidance Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>2</p>

Total budgeted cost: £40,843

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Outcome 1:

Intended outcome	Success criteria RAG-rated (Data in blue)
To improve progress in phonics learning so more pupils are on track and therefore able to become fluent, confident readers who show good comprehension and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts.	<ul style="list-style-type: none"> ✓ Phonics teaching is strong across the school. ✓ RWI portal has supported phonics CPD ✓ Peer coaching has improved and supported the weakest phonics teaching. ✓ Reading progress has been accelerated. EYFSP Reading ELG+ is at least 76% (in line with 2023 national) Word reading ELG 2025 81% ✓ Phonics progress is not a barrier to reading progress in Year 1 ✓ Year 1 Phonics Screening outcome target of 80% achieved and Year 2 ARE+ is in line with national. Y1 PSC = 71% Y2 94% ✓ One-to-one fast track tutoring (and forensic analysis of progress data) has enabled pupils to make accelerated progress and close gaps. An average of 71% of those receiving fast track tutoring made a least a groups progress per term, meaning their phonics progress was accelerated. ✓ PP pupils' progress & attainment in Phonics screening and writing are in line with Non-PP. PSC is 9% gap, writing is ✓ Reading outcomes at EYFSP and end of KS1 are improved over the year and close to national. EYFSP Word Reading ELG 81% Comp 79% (Nat 2024 WR 76% Comp 80%) Y2 61% (Nat 2023 71%) ✓ Disadvantaged pupil voice evidences pupils increasingly enjoy reading for pleasure and can talk about different books they enjoy. ✓ The reading lead is aware of strengths and areas for improvement throughout the school.

Outcome 2

Intended outcome	Success criteria RAG-rated (Data in blue)
To increase school wide rates of attendance for all pupil groups. To reduce rates of persistent absence.	<ul style="list-style-type: none"> ✓ Attendance tracking shows an improvement to 2023-24 comparison. 2023-24 94% 2024-2025 94.5% ✓ Insight data system allows increased rigour in attendance tracking and trends identified, facilitating swift actions and this is having a positive impact on attendance including the most difficult to reach families. Actions logged on Insight ✓ Pupils at risk of falling below 90% (falling to 92%) are consistently contacted with informal letters. 3x over 2024-2025 (as required) ✓ Persistent absence has decreased, particularly in disadvantaged group, and actions showing positive impact. Yr end 12% ✓ Attendance rate closer to target of 96% and significantly better than previous academic year. Persistent absence has declined and actions have been swift and effective over the year. PP/disadvantaged/SEND attendance has improved. PA over year 15%- 16%-12%-14%-10%-

	<p>12%. PP PA 19.2% sig below national (33%) and sig lower than 2023-24. PPA and SEND att and PA improved on 2023-2024 and sig below national.</p> <p>✓ Significantly low attendance rates are reported to appropriate agencies rapidly and consistently. Regular meetings with Ed Inclusion and actions taken at key points over year.</p>
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Outcome 3

Intended outcome	Success criteria RAG-rated (Data in blue)
<p>To develop pupils oracy and talk for thinking to support their engagement in learning across the curriculum so they can give explanations, share ideas, listen to others and be able to engage critically and deeply in learning.</p>	<ul style="list-style-type: none"> ✓ Communication is a clearly embedded curriculum driver and is evident in classroom practice and supporting learning and knowledge retention. Pupils' vocabulary has improved over the year- especially disadvantaged pupils. Oracy strategies remain embedded in everyday practice and improve pupils vocab of all tiers. Explicit planning to develop tier 2 and 3 language in Intent documents. ✓ Pupils and teacher talk in lessons evidence the strong focus on building vocabulary and language for thinking and this is evidenced in books and writing outcomes. Many pupils show they have retained previously taught vocabulary. Pupil voice shows learning and new vocabulary is being retained better. ✓ Lessons across the curriculum show an increase in talk for thinking opportunities and teachers are scaffolding skills to support pupils developing skills. Staffing levels facilitate these opportunities. Lesson monitoring shows a notable increase in talk for think / metacognitive language from staff to children where continuous provision has been introduced during 2024-2025. ✓ Pupils are learning and applying early debating skills. Some use of build and challenge strategies in class discussions, especially in Year 2. ✓ All pupils, including disadvantaged pupils, make rapid progress in Communication & Language from their starting points in EYFS. Many disadvantaged pupils meet ELG for CL. 71% of all Reception met ELG for LA&U and 71% of PP. 69% of all Reception met ELG for Speaking and 86% of PP. ✓ WellComm intervention has been implemented in EYFS and is identifying target children for structured support. CL progress is accelerated for these pupils so gaps are reduced. 6/14 43% reached LA&U ELG, 29% reach Speaking SLG. ✓ S&L data tracking show a positive impact over time. ✓ Mathematical reasoning has improved with more children able to explain their ideas and methods.

Outcome 4

Intended outcome	Success criteria RAG-rated (Data in blue)
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<p>To develop characteristics of effective learning in KS1 pupils so pupils are engaged, motivated and increasingly independent learners with high levels of well-being, meaning progress is improved and outcomes raised.</p>	<ul style="list-style-type: none"> ✓ Continuous provision is well-embedded and carefully planned to deliver the curriculum and enhance learning behaviour across KS1. Year 1 CP is embedded. ✓ 2024-2025 Year 1 cohort show improved levels of well-being over the school year with the vast majority displaying high / very high levels of well-being. Large majority 69% of Year 1 showed high / very high levels of well-being and involvement at end of year. ✓ Support staff have received CPD to ensure the ethos, vision and approach is a shared one To be delivered Sept 2025 (during 2024-2025 teachers supported TAs) ✓ Support staff are deployed in the best way to improve pupil outcomes ✓ Staff are skilled in supporting play and intervening sensitively to enable effective learning to take place ✓ More children are on track to reach end of key stages expectations. More Year 1 pupils on track to reach end of Year 2 ARE in Reading (+10%), Writing and Maths are broadly the same ✓ Assessment and tracking procedures are reviewed and updated so learning is tracked more effectively, and moderation shows judgements are consistent. New manageable approaches in place for non-core subjects in KS1. ✓ Precise teaching and modelling of metacognitive strategies is enabling pupils to explain their learning and how they learn best – positively impacting progress measures. Metacognitive conversations are more regular during CP in Year 1 (see CoEL monitoring) ✓ Teaching staff are utilising the Insight tracking software to monitor pupil progress and outcomes and identify gaps so they can be swiftly addressed. Mostly SLT use of Insight over 2024-2025.
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Outcome 5

Intended outcome	Success criteria RAG-rated (Data in blue)
<p>The barrier of social, emotional/self-confidence to learning has been identified and where possible removed for pupils. Pupils’ resilience in their learning has improved.</p>	<ul style="list-style-type: none"> ✓ Pupils, particularly the eldest, are increasingly showing confidence to tackle ambitious, but reasonable, challenges and can begin to use some metacognitive language to talk about their thinking and learning. Challenge increased during year in Year 1 CP (see CoEL monitoring) as did metacognitive conversations. ✓ Pupils’ emotional literacy and resilience have improved so challenges can be addressed independently more frequently. Pupils are resilient to setbacks and take pride in their achievements. Year 1 pupils involvement and self-motivation improved in CP (see CoEL monitoring) ✓ Outdoor learning opportunities have been maximised so pupils can have regular access. OPAL Platinum award achieved. Year 1 outside area trialled ✓ They are able to speak confidently about their thinking and learning and this is an embedded part of everyday practice. ✓ Pastoral support is wide and varied meeting the needs of a wide range of pupils. The impact of this intervention is robustly tracked and success and impact is clear over time. Pastoral team looking to

	<p>trial standardised evaluation for entry and exit assessments during 2025-6</p> <ul style="list-style-type: none"> ✓ Staff are mental health and ACEs aware and can confidently discuss individualised needs and know where to seek MH support. See Staff survey results ✓ MHST & other services are being utilised to support parents and pupils in a range of SEMH difficulties and having a positive emotional impact. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention, e.g. emotion coaching, drawing and talking. Emotion coaching is in use throughout school, interventions such as Drawing & Talking, Protective Behaviours, Friendship Group and Play Programme are utilised to support pupils with ACEs / low well-being.
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Outcome 6

Intended outcome	Success criteria RAG-rated (Data in blue)
<p>Additional learning resources and parental support have enabled learning opportunities beyond the classroom and supported academic progress</p> <p>Parents have been supported with the 'cost of living crisis.'</p>	<ul style="list-style-type: none"> ✓ Workshops in differing areas of the curriculum have been offered and completed. These have had a high attendance from pupils' parents from disadvantaged backgrounds. Workshops offered in phonics and year group curriculum where appropriate (not extended further). Year group topic newsletters send half termly. ✓ Parents' confidence in phonics and early reading have been supported. QR codes for phonics lessons sent weekly all year (uptake not measurable). ✓ Parental support in reading and homework based tasks is improving. Limited improvement in supporting reading at home. Positive response in parent survey (unverified). ✓ % of children reading four or more times at home has increased across the school. % remained low with minimal increase. ✓ Online short subject parental videos have engaged & supported a wider range of parents. Phonics only. ✓ New approaches, using the latest research, have improved home learning interaction. ✓ Family Hubs offer has been researched and used to meet the needs of our school community. Information shared, uptake unknown. ✓ The school Sharing Shed is open daily for parents to access and this is supporting the wider school community. ✓ Parents are supported with either the Sharing Shed or access to additional foodbanks so that pupils' basic needs are met. Sharing Shed stock maintained over year and able to be accessed daily.

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
WellComm Language Intervention	GL Assessment
Behaviour Support	Jogo

Glossary

QFT- Quality first teaching

EEF- Education Endowment Fund

CPD- Continued Professional Development

SSP- Systematic Synthetic Phonics

PP- Pupil Premium

AfL- Assessment for learning

SDQs- Strengths and difficulties questionnaires

ELG- Early learning goal

EYFSP-Early years foundation stage profile

ARE- Age related expectations

RE- Religious education

EYFS- Early years foundation stage

ACEs- Adverse childhood experiences

OPAL- Outdoor play and learning

SENCO- Special education need co-ordinator

FSW- Family support worker

RWI- Read write Inc (Phonics)

NELI- Nuffield early language interaction