# Pupil premium strategy statement – Spixworth Infant School (2026 review)

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

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

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 108 (Sept 25)<br>114 (Sept 26) |
| Proportion (%) of pupil premium eligible pupils | 4.6% (5) (Sept 25)<br>3.5% (4) (Sept 26) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2025 - 2028 |
| Date this statement was published | Autumn 2025 |
| Date of first review | Autumn 2026 |
| Date of next review | Autumn 2027 |
| Statement authorised by | H. Jordan<br>Executive Headteacher |
| Pupil premium lead | N. Owen<br>Head of School (SIS)<br>Disadvantaged Lead |
| Governor / Trustee lead | M. Ellison |

## Funding overview

| 2025 Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £7575 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £7575 |
| **2026 Detail** | **Amount** |

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| Pupil premium funding allocation this academic year | £7,750 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £7,750 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining highly.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational excellence for all, notably in its targeted academic support, responsive pastoral support and a curriculum that applies best educational research related to child development, Primary learning and progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge |
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| 1 | In 2024-2025 aassessments, observations, and discussions with pupils and parents suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Key barriers include vocabulary, decoding and comprehension. Being below the expected standard in Reading means children are unable to access written information at the expected standard in all other subjects.<br><br>At the end of Reception (2025), 50% of our disadvantaged pupils did not achieve a GLD in Speaking or Word Reading compared to 13% of other pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)<br><br>At Year 1 Phonic Screening (2025) 100% of our disadvantaged pupils met the expected standard. Over a three year period however, this percentage has significant variance, due to the small numbers within the data set. Until such time that outcomes are consistently strong, this measure should remain a priority.<br><br>At Key Stage 1 (2025) 75% of our disadvantaged pupils did not meet the expected standard in Reading compared to 33% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)<br><br>55% of pupils do not read regularly outside of school in KS1. Of these, 47% are disadvantaged.<br><br>2026 review:<br>Reception: 2 Pupil Premium/disadvantaged pupils. One (50%) achieved GLD successfully and is in line with their peers. One (50%) did not achieve GLD, they were emerging in most areas of the EYFSP due to significant trauma and SEND needs. 94.4% of the cohort were non-disadvantaged with 84.8% of them achieving GLD. 85.2% of non-disadvantaged pupils achieved the ELG for Word Reading compared to 50% of the 2 Pupil Premium pupils.<br><br>Year One: 3 disadvantaged pupils. Two (66.6%) are on track in all academic areas achieving expected results. One (33.3%) pupil is below expected in all areas. This is linked to significant EAL and emerging SEND needs alongside a limited experience of any school system.<br><br>Phonic Screening (2026): In Year One, 2 out of our 3 (66.6%) disadvantaged pupils met the expected standard. One pupil (33.3%) scored 0 due to significant EAL and emerging SEND needs alongside a limited experience of any school system. In the Year Two retakes, one disadvantaged pupil took the screening for the first time and did not pass due to significant EAL needs and a limited experience of any school system, although showed significant progress from a 0/40 |

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| | starting point to 26/40 in 8 months. 85% (29 out of 34) of Year 1 non-pupil premium pupils passed the screening.<br><br>Year Two: 3 disadvantaged pupils. One (33.3%) pupil is on track or better in all academic areas, achieving Greater Depth in Reading and Grammar and expected results for all other subjects. Two (66.6%) pupils are below expected in all Literacy and Maths subject areas. This is linked to significant EAL needs and limited school experience in one case but making rapid progress (from 0/40 for phonics screening to 26/40 in 8 months), and emerging SEND needs in another case linked to processing of language and this having an impact on reading and writing development, having successfully passed her phonics screening in Year 1 with a score of 34/40. |
| 2 | In 2024-2025 assessments, observations, and discussions with pupils and parents find that more disadvantaged pupils have poorer outcomes in Maths than their non-disadvantaged peers.<br><br>At the end of Reception (2025), outcomes for the very small number of disadvantaged pupils were strong in both the Number and Numerical Patterns ELGs. However, the three-year trend is inconsistent, meaning this measure is not yet reliable and should remain a priority.<br><br>At Key Stage 1 (2025) 50% of our disadvantaged pupils did not meet the expected standard in Maths compared to 22% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)<br><br>2026 review:<br>For Maths, in all age groups disadvantaged pupils either performed in line with, or above, their peers or were significantly below due to SEND, high levels of trauma or limited school experience having arrived from overseas – a very stark division. Any subject trends were minimal.<br><br>In Reception: 4 pupils out of 36 (11%) who were non-pupil premium did not achieve both ELGs linked to Mathematics compared to 50% of the 2 Pupil Premium pupils. The child who did not achieve this ELG had additional barriers related to significant trauma and SEND.<br><br>In Year One: Of 3 pupil premium children 1 (33.3%) did not reach expected by the end of the year due to limited school experience having arrived from overseas and having emerging SEND needs. 2 (6.25%) pupils who were not pupil premium did not reach the expected level.<br><br>In Year Two: 3 pupils were eligible for pupil premium, of these 1 was at age expected (33.3%). 1 pupil did not reach expected by the end of the year due to limited school experience having arrived from overseas in Year 2 but making rapid progress and 1 pupil showed emerging SEND |

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| | needs. Of the non-pupil premium pupils 11 (29%) were not able to meet age expected for Maths. Of these 6 were on the SEND record. |
| 3 | In 2024-2025 assessments, observations, and discussions with pupils and parents find that more disadvantaged pupils have poorer outcomes in Writing than their non-disadvantaged peers.<br><br>At the end of Reception (2025), 50% of our disadvantaged pupils did not achieve a GLD in Writing compared to 10% of other pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)<br><br>At Key Stage 1 (2025) 75% of our disadvantaged pupils did not meet the expected standard in Writing compared to 33% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)<br><br>2026 review:<br>For Writing, in all age groups disadvantaged pupils either performed in line with, or above, their peers or were significantly below due to SEND, high levels of trauma or limited school experience having arrived from overseas – a very stark division. Any subject trends were minimal.<br><br>In Reception: 5 pupils out of 36 (14%) who were non-pupil premium did not achieve the Writing ELG compared to 50% of the 2 Pupil Premium pupils. The child who did not achieve this ELG had additional barriers related to significant trauma and SEND.<br><br>Year One: 8 (26%) pupils who were not eligible for pupil premium did not reach the expected level compared to 66.6% (2 out of 3) of pupil premium pupils achieving the expected level.<br><br>Of 3 pupil premium children 1 (33.3%) did not reach expected by the end of the year due to limited school experience having arrived from overseas and having emerging SEND needs. 2 (66.6%) pupils did reach expected in writing.<br><br>Year Two: 3 pupils were eligible for pupil premium, of these 1 was at age expected (33.3%). 1 pupil did not reach expected by the end of the year due to limited school experience having arrived from overseas in Year 2 but making rapid progress and 1 pupil showed emerging SEND needs. Of the non-pupil premium pupils 13 (34%) were not able to meet age expected for Writing. Of these 7 were on the SEND record. |
| 4 | Our assessments (including Reception on-entry information, behaviour tracking and annual wellbeing survey), observations and discussions with pupils and families have identified personal, social and emotional challenges, including a year-on-year decline in school-readiness for |

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| | many pupils, an increase in low-level disruptive behaviours and an increase in higher-level, trauma or SEND-related behaviours that harm. Poor family and pupil wellbeing and mental health, a lack of social and other enrichment opportunities outside of school and limited access to parenting advice, not least for those families in emergency accommodation (within the village) disproportionally affects disadvantaged pupils, including their attainment.<br><br>Teacher referrals for support have remained high since the pandemic. 17 pupils (1 of whom are disadvantaged) currently require additional support with personal, social and/or emotional needs, with 5 (0 of whom are disadvantaged) receiving regular, targeted interventions.<br><br>2026 review:<br>Baseline, Wellcomm and Talk Boost diagnostic assessments quickly reveal pupils who need additional support with language development. These are targeted quickly with consistent, time limited interventions put in place. One disadvantaged pupil had this support. This is the same for phonics, where pupils are identified quickly and receive targeted support which includes Little Wandle programmes and lunchtime clubs. In Maths, pupils complete Sandwell assessments if there are concerns and similar programmes of support put in place. 1 pupil premium pupil accessed the maths assessment.<br><br>Pastoral support is put in place through ELSA, Lego therapy, Drawing and Talking and Play therapy. Pupils are referred, assessed and priority logged. The predominant issue in the past year has been social skills, specifically linked to friendship issues. This consequentially informs PSHE teaching and themes are adapted accordingly to impact the whole school. 3 pupil premium pupils accessed this.<br><br>All interventions are time limited, of varying lengths, and are assessed through entry and exit data.<br><br>Out of 8 disadvantaged pupils 2 have needed to access targeted pastoral support. For one pupil this has not impacted academic outcomes. For the other pupil their outcomes were impacted significantly but alternative approaches are being explored. In total 23 pupils accessed pastoral intervention at some point over the year.<br><br>Pupils' engagement, including disadvantaged pupils, with clubs and activities beyond the school day has increased significantly from almost 0% to between 6 and 13% of pupils, the most popular club being art club. Pupils have also reported they are attending more external clubs including scouts, Rainbows, Squirrels, gymnastics, martial arts, dance and football. |

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| 5 | Our attendance data over the last three years indicates that overall attendance among disadvantaged pupils has improved year-on-year and in 2024-2025 was higher than for non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)<br><br>Analysis of intersectionality however finds that a significantly high proportion of disadvantaged pupils have other challenges that negatively impact on their attendance. Lateness, illness and medical absences are high within this group.<br><br>A specific focus, which links attendance to health and wellbeing factors is therefore a priority.<br><br>2026 review:<br>Overall school attendance was 95.92% for 2025-2026. This is marginally below the average for similar schools. Successful implementation of our Attendance policy was evident, particularly in relation to prompt communication with families and the offer of First Support plans.<br><br>There were 5 persistently absent pupils in 2025-2026, all of whom took term-time holiday or had significant illness. One of these pupils was pupil premium. Our school persistent absence rate of 4% is strong compared to that of similar schools which was 6.5% |

## 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 |
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| Improved Reading attainment among disadvantaged pupils | Triangulated information demonstrates significantly improved vocabulary<br>Phonic Screening outcomes by 2027-28 show that more than 90% of disadvantaged pupils consistently achieve the expected standard<br>KS1 Reading outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard. |
| Improved Maths attainment among disadvantaged pupils | KS1 Maths outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard |

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| Improved Writing attainment among disadvantaged pupils | KS1 Writing outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2027/28 demonstrated by:<br>• qualitative data from pupil voice, pupil and parent surveys, FSA feedback and teacher observations<br>• a significant reduction in the quantity and severity of pastoral issues requiring interventions<br>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils<br>• outcomes in PSED ELGs are consistently above National standards, demonstrating gaps in school readiness are closed quickly and effectively<br>• a significant reduction in the number of behaviour logs (low-level) and behaviour support plans required |
| To sustain strong attendance for all pupils in our school, and reasons for non-attendance particularly for our disadvantaged pupils are overcome when linked to intersectionality. | Sustained high overall attendance from 2027/28 demonstrated by:<br>• the overall absence rate for all pupils maintained at no more than 4%.<br>Analysis of reasons for absence demonstrates:<br>• intersectionality challenges have been identified and supported early<br>• Progress for pupils in multiple groups improves. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-2026)** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2139

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Facilitate a senior member of staff to lead CPD of teachers, enable peer support and track progress of pupils and so enable professional conversations that support and challenge attainment (£1699)<br><br>Wellbee self evaluation implemented<br><br>Termly TA check in meetings with HoS.<br><br>CPD delivered to all staff; Trauma Informed Practice, Zones of Regulation & Adaptive Teaching.<br><br>For teachers implementation of Provision Mapping Tool.<br><br>VNET schools collaboration to share and develop good practise. | Staff wellbeing, time for reflective, guided evaluation and peer learning all contribute to supporting effective teaching and learning. Feedback from peer assessment can reinforce learning and correct misunderstanding<br><br>Peer tutoring \| EEF (educationendowmentfoundation.org.uk)<br><br>When individualised instruction employs digital technology, the EEF find the positive effect on learners of this approach to be higher due to the more immediate feedback that is enabled<br><br>Individualised instruction \| EEF (educationendowmentfoundation.org.uk)<br><br>Article 3 of the UN convention on the rights of the child states that the best interests of the child must be a top priority in all decisions and actions that affect children | 1, 2, 3, 4, 5 |
| Enhancement of our English and maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access English and Maths Hub resources and CPD (including | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily | 1, 2, 3 |

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| VNET Professional Community). (2 half day supply £190)<br>We will introduce Testbase to provide a standardised approach to assessment and support teachers to knowledgably address gaps and next steps<br><br>CPD for Little Wandle handwriting provided and supported by monitoring to embed consistency.<br><br>Parent/carer workshops: Y1 phonics and Y2 writing expectations<br><br>Participation in Norwich Writing Project for all teachers and EYFS.<br><br>Reviewed writing curriculum, focus on content, and refined to meet need and to ensure purposeful and meaningful outcomes.<br><br>New expectation to embed spelling of common exception words in all English lessons.<br><br>Higher expectations of spelling teaching and assessment through Little Wandle.<br><br>Aspiration day to motivate and inspire ALL to see the link between education and the real world. | comprehension), particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br>The EEF guidance on Mastery Learning (the Maths approach taken) finds most impact when direct instruction is combined with collaborative learning: Mastery learning \| EEF and when number sense is developed in the Early Years: Early numeracy approaches \| EEF<br><br>Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 30 states children have the right to learn the and use the language of their families | |
| TA training: Supporting TA Expertise with the aim of ensuring every interaction is impactful (£250)<br><br>CPD for Little Wandle handwriting provided and | There is a strong evidence base that suggests knowledgeable interactions between classroom staff and children have high impacts on learning:<br>Teaching Assistant Interventions \| EEF (educationendowmentfoundation.org.uk)<br>For TAs to lead the most effective interventions, they must be well-trained. General classroom support can be less | 1, 2, 3 |

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| supported by monitoring to embed consistency.<br><br>Little Wandle phonics Keep Up, Rapid Catch Up & SEND programmes implemented and TA skills developed. | impactful, yet where TAs are responsible for specific interactions including behaviour and feedback they should be as impactful as teachers:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk)<br>Feedback \| EEF (educationendowmentfoundation.org.uk)<br><br>Article 28 of the UN convention on the rights of the child states that children have a right to education. | |

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

Budgeted cost: £1100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Facilitate a Teacher to lead lunchtime tutoring support in phonics, Reading, Writing and Maths targeted at disadvantaged pupils who require further academic support. (1h/w for 2.5 terms £600 based on £20 per hour)<br>Intervention resources £500)<br><br>All PP pupils to continue with daily reading to an adult.<br><br>Family Learning Courses offered to parents.<br><br>Zones of Regulation to be embedded across the school. Displays to be highlighted in each class. | There is extensive evidence that phonic interventions and reading comprehension interventions have high impact:<br>Phonics \| EEF (educationendowmentfoundation.org.uk)<br>Reading comprehension strategies \| EEF (educationendowmentfoundation.org.uk)<br><br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk)<br>And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 | 1, 2, 3 |

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| | states that education should develop each child's abilities | |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4511

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Facilitate the FSA and apprentice play therapist/pastoral TA to provide responsive interventions to pupils and parents and so meet needs in relation to wellbeing, attendance and behaviour<br><br>(FSA contribution £323)<br>(TA contribution £2128)<br>(ELSA £300)<br><br>Engage children who are, or are on course to be EBSA, by providing a positive transition from home to school through the outdoors and tailored indoors spaces to improve feelings of safety at school (Resources £850)<br><br>Provision of Family Learning Courses.<br><br>Implementation of Barriers to Education | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>Social and emotional learning \| EEF<br>Parental engagement in the Early Years is consistently associated with children's subsequent academic success: Parental engagement \| EEF<br><br>Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's personality and talents to the full | 4, 5 |

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| Assessment Tool from NCC.<br><br>Making school irresistible: increased roles and responsibilities for pupils to support sense of belonging and support attendance.<br><br>Christmas Enterprise actions so that classes can come together to raise funds for a class project. | | |
| Enhancement of the social and emotional curriculum through subsidising enrichments including clubs, trips and activities (£120).<br><br>Increased roles and responsibilities for pupils following enrichment audit. | Outdoor adventure learning can have a positive impact on academic learning and non-cognitive outcomes such as self-confidence – the impact is greater for more vulnerable students<br><br>Outdoor adventure learning \| EEF (educationendowmentfoundation.org.uk)<br><br>Social and emotional interventions that develop a positive school ethos and support greater engagement in learning also evidence positive impact for learners in academic and non-academic skills:<br><br>Social and emotional learning \| EEF (educationendowmentfoundation.org.uk)<br><br>Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities | 4, 5 |
| Purchasing ingredients for Cook and Connect - small group cooking followed by family sharing and chatting sessions to engage with families, creating strong links between home and school – YR focus | Developing effective parental engagement for all parents to improve their children's attainment has strong impact. There is evidence to suggest that parental engagement is consistently associated with pupils' success and support for parents with their first child will benefit their siblings.<br>Parental engagement \| EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5 |

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| (£100) | Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs. | |
| Embedding principles of good practice set out in the DfE's Behaviour in Schools - Advice for headteachers and school staff Feb 2024 advice.<br><br>This will involve training and release time for key staff to develop and implement new procedures<br>(1/2 day supply £95) | The DfE guidance recognises that good behaviour is central to a good education and poor behaviour can have multiple negative impacts on children including on their wellbeing and attendance at school<br><br>The EEF find that targeted interventions and universal approaches have positive overall effects, particularly when teacher's behaviour management skills are improved: Behaviour interventions \| EEF | 4 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br>This will involve training and release time for key staff to develop and implement new procedures<br>(1/2 day supply £95)<br><br>Implementation of a system of instructional coaching to support teachers in enhancing the quality of teaching and boosting pupil engagement. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br><br>Article 28 of the UN convention on the rights of the child states that children have a right to education | 5 |

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| Provision Mapping Tool is being used to track provision and impact of additional support.<br><br>Embedding Zones of Regulation. | | |
| Contingency fund for acute issues.<br>(£500) | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | |

## Total budgeted cost: £7750

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils 2025-2026

*Outcomes for disadvantaged pupils in the 2025 to 2026 academic year:*

| *Pupil Group* | *Pupils* | *National* | *School* |
|---|---|---|---|
| *Year 1 Phonic Screening* | | | |
| *All pupils* | *34* | *81.8%* | *81.8%* |
| *Disadvantaged* | *2 (+ 1 service)* | *68.3%* | *50% (66.6%)* |
| *Non-disadvantaged* | *31* | *85.7%* | *83.9%* |
| *KS1 Reading – Expected Standard* | | | |
| *All pupils* | *41* | *n/a* | *80.4%* |
| *Disadvantaged* | *3* | *n/a* | *33.3% (GD)* |
| *Non-disadvantaged* | *38* | *n/a* | *84.2%* |
| *KS1 Maths – Expected Standard* | | | |
| *All pupils* | *41* | *n/a* | *68.2%* |
| *Disadvantaged* | *3* | *n/a* | *33.3%* |
| *Non-disadvantaged* | *38* | *n/a* | *71%* |
| *KS1 Writing – Expected Standard* | | | |
| *All pupils* | *41* | *n/a* | *63.4%* |
| *Disadvantaged* | *3* | *n/a* | *33.3%* |
| *Non-disadvantaged* | *38* | *n/a* | *65.7%* |
| *Social, Emotional and Mental Health* | | | |
| *Pupils receiving support* | | *Pupils receiving targeted intervention* | |

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| *All pupils (Y1&2)* | *108* | *All pupils (Y1&2)* | *108* |
| *All pupils supported* | *20* | *All pupils supported* | *3* |
| *Disadvantaged* | *2* | *Disadvantaged* | *2* |
| *Attendance* | | | |
| *Total attendance* | | *Persistent absence* | |
| *All pupils (Y1&2)* | *95.7%* | *All pupils (Y1&2)* | *1.3%* |
| *Non-disadvantaged* | *95.62%* | *Non-disadvantaged* | *1.3%* |
| *Disadvantaged* | *96.62%* | *Disadvantaged* | *0%* |

**What worked well and will be retained/continued?**

- Evaluation of the previous Pupil Premium Strategy demonstrated that the majority of actions had a positive impact on pupil outcomes and will therefore be retained.
- Participation in VNET communities provided valuable opportunities for professional collaboration and sharing effective practice.
- Engagement in the Norfolk Writing Project supported improvements in the quality of writing provision and helped strengthen staff's writing knowledge. This includes the on going EYFS project.
- Targeted catch-up and keep-up sessions in phonics were effective in addressing gaps in learning and ensuring disadvantaged pupils made good progress. The addition of lunchtime clubs further strengthened this.
- The introduction of a Year 2 residential experience and extracurricular clubs increased participation amongst disadvantaged pupils, enabling them to access a wider range of enriching experiences that enhanced engagement and confidence.
- Evaluation also identified the continuing challenge of intersectionality, with many disadvantaged pupils experiencing multiple barriers in addition to economic disadvantage.
- As a result, strengthening foundational skills and strengthening inclusive teaching strategies will remain key priorities within the strategy.
- Play Therapy sessions continue with our trainee apprentice. Along with Cook and Connect for Reception families with FSA and Family Learning Sessions provided by Adult Learning.

**What has changed and why?**

- Staff training has also been updated. Previous training in 'Interaction' and 'Bucket Time' approaches has been enhanced by a broader Trauma-Informed Practice programme. This builds upon and extends previous training by equipping staff with a deeper understanding of attachment, emotional regulation and the impact of adverse childhood experiences, ensuring that support reflects the increasingly complex needs of pupils.
- Fully embedding the Zones of Regulation will be completed and will benefit the disadvantaged pupils most.
- The RISE UP programme was extended to KS1 but needs to be embedded further.
- Testbase has been introduced to strengthen assessment processes, allowing staff to identify learning gaps more precisely, target support effectively and monitor the progress of disadvantaged pupils with greater accuracy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provided by | Provider |
|---|---|---|
| Drawing and Talking | Drawingandtalking.com | FSA + TA |
| Working on Worries | Norfolk and Waveney Children and Young People's Mental Health Service. | FSA |
| ELSA | Local Authority | FSA + TA |
| Talk Boost | Talk Boost | TA |
| Wellcomm | Primary Wellcomm | TA |
| Play Therapy | LA & Chichester University | Apprentice Play Therapist |