Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Whiteheath Infant and Nursery School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	9.625
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	8th Dec 2025
Date on which it will be reviewed	December 2026
Statement authorised by	FGB
Pupil premium lead	Jackie Hall
Governor	Shabbir Zavery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,660
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	£32,660

Part A: Pupil premium strategy plan

Statement of intent

At Whiteheath Infant & Nursery School, our intention is that all pupils — irrespective of their background or challenges — make strong progress and achieve high attainment across all subject areas. We are committed to ensuring that disadvantaged pupils are supported to thrive academically, socially, and emotionally, so that gaps in attainment are narrowed and every child can reach their full potential.

Our Pupil Premium strategy is designed to address the specific barriers faced by our disadvantaged pupils. These include:

Attendance: supporting families to improve punctuality and consistency of attendance.

Early maths skills: strengthening foundational understanding through targeted interventions and high-quality teaching.

Emotional wellbeing: providing pastoral support, play therapy, and opportunities to build resilience and confidence.

Through carefully planned interventions, high-quality teaching, and strong partnerships with families, we aim to:

- Ensure disadvantaged pupils make at least expected progress, with many exceeding expectations.
- Embed inclusive practices that benefit all learners while targeting support where it is most needed.
- Monitor impact rigorously through data, pupil voice, and staff feedback, adapting provision as required.

This strategy reflects our whole-school ethos of inclusion, high expectations, and continuous improvement. By focusing on attendance, early maths, and emotional wellbeing, we are tackling the barriers that most affect our disadvantaged pupils and ensuring they have every opportunity to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that Pupil Premium pupils in 24-25 have a **7% lower attendance rate** compared to their peers, with a significantly higher rate of unauthorised absences and lateness. Addressing these barriers is crucial for closing the attainment gap. Our strategy will focus on **early identification of attendance issues, targeted support, and parental engagement**, alongside monitoring progress to ensure all pupils have the opportunity to succeed.

2	Although the proportion of children achieving a Good Level of Development (GLD) is above the national benchmark, disadvantaged pupils show gaps, particularly in mathematics. Early reading and writing outcomes are generally in line with similar peers nationally, but differences remain in numeracy skills, highlighting the need for targeted support in early mathematical development.
3	Overall attainment at the end of KS1 is strong, with reading, writing, and mathematics generally at or above national averages. However, outcomes for disadvantaged pupils are more variable, particularly due to small cohort sizes and higher levels of need. While reading shows consistently strong performance, writing and mathematics remain areas where disadvantaged pupils often achieve below similar peers nationally. Ensuring consistent progress across all core subjects for these pupils, and closing attainment gaps, is a key challenge that requires targeted support and intervention.
4	In the academic year 2025–26, 37.5% of our Pupil Premium pupils have Special Educational Needs (SEN) or EHCPs, which can affect progress across multiple areas of learning. Ensuring these pupils receive the right support, interventions, and curriculum access while maintaining high expectations is a key challenge. This requires personalised approaches, close monitoring, and targeted strategies to ensure they make sustained progress alongside their peers.
5	Approximately 33% of our Pupil Premium pupils have experienced trauma, whether through being on Child Protection (CP) or Child in Need (CIN) plans, or due to vulnerabilities arising from family circumstances or life changes. These experiences can significantly impact their emotional wellbeing, readiness to learn, and overall engagement in school. Ensuring that these pupils have timely, effective pastoral support and access to mental health interventions is a key challenge, requiring close monitoring, targeted support, and strong safeguarding practices to promote their resilience and academic success.

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

1. Attendance and Punctuality **Intended outcome:** Increased attendance and punctuality for disadvantaged pupils. **Baseline data** In 2024-25, PP attendance was 87% compared to 94% for non-PP. **Specific targets** By July 2026, PP attendance will reach 92%, narrowing the gap to 2%. Interim milestones by December 2025, PP attendance will reach 89%	Disadvantaged pupils' attendance shows sustained year-on-year improvement and the gap with non-PP pupils narrows by 2-3 %. • The proportion of disadvantaged pupils who are persistently absent decreases significantly compared to baseline. • Rates of lateness reduce, with disadvantaged pupils arriving on time more consistently. PP pupils' punctuality in line with non-PP pupils (no more than 5% difference in late marks) How we'll measure: Weekly attendance data analysis via SIMS • Half-termly persistent absence tracking • Termly punctuality reports comparing PP vs non-PP • Case studies of families receiving pastoral support showing improved attendance patterns
2. Close the gap in Good Level of Development (GLD) for disadvantaged pupils, with a particular focus on improving early mathematical skills while maintaining strong progress in reading and writing. **Baseline**: Current GLD for disadvantaged pupils: **52%** (school data). **Specific Target** **At least 65%** of disadvantaged pupils achieve ELG in **Numerical Patterns** (in line with national average).	• Disadvantaged pupils demonstrate improved attainment in mathematics at the end of EYFS, reducing the gap with similar children nationally. • Assessment data shows disadvantaged pupils making strong progress across early number, shape, space, and measure. • Targeted interventions and high-quality teaching in early maths are embedded and monitored for impact. • Reading and writing outcomes for disadvantaged pupils remain in line with or above those of similar children nationally. At least 65% of PP pupils achieve ELG in Numerical Patterns (in line with national average) No gap greater than 5 percentage points between PP and non-PP pupils in reading/writing How we'll measure: • Termly EYFS assessment data (using Development Matters) • Half-termly pupil progress meetings focusing on PP pupils in maths • Learning walks specifically observing maths teaching and PP pupil engagement • Work scrutiny showing PP pupils' progress in number and numerical patterns • Intervention tracking via Provision Map showing impact of maths catch-up sessions

3. Core Subjects (Reading, Writing, Mathematics, Phonics) **Intended outcome:** Provide same-day 1:1 "keep up" interventions and pre-teaching support for disadvantaged pupils to ensure they can access the full curriculum and keep pace with peers.	• Pupils demonstrate improved understanding of lesson content following same-day interventions. • Pre-teaching increases pupil confidence and participation in class. • Assessment data shows a narrowing attainment gap in core subjects. • Teachers report a reduced need for extended catch-up interventions due to effective in-the-moment support. How we'll measure: • Termly assessment data (teacher assessments) • Weekly intervention tracking • Which pupils received same-day support • What the gap/misconception was • Evidence of improved understanding in next lesson • Half-termly pupil progress grids reviewing PP pupils' progress • Learning walks observing PP pupils' engagement and participation following pre-teaching • Book scrutiny showing quality of PP pupils' work and progress over time • Pupil voice interviews: "Do you feel confident in lessons? Do you understand what to do?"
4. Pupils with SEN (37.5% of PP cohort) **Intended outcome:** Ensure disadvantaged pupils with SEN receive tailored support that allows them to access learning alongside their peers while making strong and sustained progress.	• Personalised support plans in place and regularly reviewed. • Teachers report increased confidence in adapting provision for SEN/PP pupils. • Assessment data shows SEN/PP pupils making sustained progress from their individual starting points. How we'll measure: • Termly SEND review meetings tracking progress against individual targets • Half-termly Provision Map data showing intervention impact • Pupil progress meetings with specific focus on PP/SEN pupils • Learning walks observing differentiation and access arrangements • Work scrutiny comparing PP/SEN pupils' work over time • Staff confidence surveys (baseline in Sept, follow-up in July) • Parent feedback: "Do you feel your child is well supported?"

5. Wellbeing, Mental Health, and Safeguarding (33% of PP cohort affected by trauma) **Intended outcome:** Support children in managing their emotions, behaviour, and relationships through structured frameworks such as the Zones of Regulation, alongside targeted pastoral and therapeutic provision.	• Play therapist employed to work with targeted pupils. • Zones of Regulation integrated across classrooms, with pupils developing personal self-regulation toolkits. • Parent workshops delivered to strengthen family capacity for supporting children's wellbeing. • Improved pupil wellbeing and self-regulation, observed in classroom behaviour and pastoral records. How we'll measure: • Termly behaviour incident data (CPOMS) comparing PP vs non-PP • Half-termly play therapy reports from therapist showing progress against individual goals • Termly SDQ scores or Boxall Profile data for targeted pupils • Learning walks observing Zones of Regulation implementation • Pupil voice surveys • Parent feedback forms following workshops and 1:1 support • Safeguarding data analysis (number and type of concerns/ incidents)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,353.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online training programme- National college to cover some training needs **Cost**: **£496.03** What will happen: • All staff complete mandatory safeguarding training by October 2025 • Subject-specific CPD assigned based on staff audit (e.g., maths mastery, phonics, behaviour management) • Each staff member completes minimum of 3 relevant courses per year • Training tracker maintained showing completion rates	The DfE's menu of approaches identifies professional development to support implementation of approaches as a key element of high-quality teaching. The Education Endowment Foundation (EEF) Guidance Report on Effective Professional Development recommends that professional development should be sustained over time, with opportunities for practice and feedback. National College provides flexible, cost-effective CPD that ensures all staff can access high-quality training in safeguarding, behaviour management, and curriculum delivery. Our tracking tool monitors coverage across all 50 staff members, ensuring consistent knowledge and skills development that directly impacts teaching quality for all pupils, including those who are disadvantaged. EEF Evidence: High-quality CPD can improve teaching practice and pupil outcomes. The EEF's Teaching and Learning Toolkit shows that effective professional development has a moderate impact (+3 months).	50 staff members Monitor- SLT All challenges (1-5) High-quality teaching is the foundation for addressing all barriers faced by disadvantaged pupils, including attendance, attainment gaps in EYFS and KS1, support for SEN pupils, and wellbeing.
1 staff member signed up for NPQSL **Cost: £234.88** What will happen: • Staff member completes NPQSL programme over 12-18 months	The DfE's menu of approaches emphasises supporting the recruitment and retention of teaching staff as part of high-quality teaching provision. National Professional Qualifications (NPQs) are evidence-based leadership development programmes. The NPQSL (Senior Leadership) will develop leadership capacity to drive whole-school	1 Staff member All challenges (1-5) Senior leadership capacity is crucial for strategic oversight of pupil premium spending, monitoring attendance, ensuring effective interventions,

• Regular meetings with headteacher to discuss learning and application to school context • Staff member leads at least one whole-school improvement project linked to PP strategy • Staff member shares learning with SLT and wider staff team	improvement, including strategies to close the disadvantage gap. EEF Evidence: Strong leadership is essential for implementing effective pupil premium strategies. Research shows that effective school leaders can improve pupil outcomes by creating conditions for high-quality teaching and targeted support. Leadership development ensures sustainability of our pupil premium approach.	and coordinating support for vulnerable pupils.
3 TA's completing TA level 5 with specialism in SEN. Cost: Cover time for TA's internally What will happen: • 3 TAs complete Level 5 qualification with SEN specialism over 18-24 months • TAs receive protected time for study and assignments (cover provided) • TAs apply learning immediately to support PP/SEN pupils • TAs share learning with wider TA team through staff meetings/INSET	The DfE's menu of approaches includes teaching assistant deployment and interventions as part of targeted academic support, emphasising the importance of TAs delivering structured interventions. Several of our PP children also have SEN needs (as noted in Part B of our strategy). Level 5 TA qualifications with SEN specialism will ensure our support staff have the expertise to deliver high-quality, evidence-based interventions for pupils with overlapping disadvantage and SEND. EEF Evidence: The EEF's Teaching Assistant Interventions Guidance Report (+4 months) shows that TAs can have a significant positive impact when they are well-trained and deliver structured interventions. The report emphasises that TAs should supplement, not replace, high-quality teaching and should receive training specific to their role.	Challenges 2, 3, 4 Particularly addresses Challenge 4 (37.5% of PP pupils have SEN/EHCPs). Also supports Challenges 2 and 3 by ensuring TAs can deliver effective interventions in early maths and KS1 core subjects for pupils with additional needs
INSET training days for TA+ Teachers **Cost: £263.29**	The DfE's menu of approaches identifies professional development to support implementation of approaches as essential for high-quality teaching. The EEF recommends that professional development should be collaborative, with opportunities for staff to work together. Whole-school INSET days focused on: • Safeguarding - ensuring all staff can identify and support vulnerable pupils, supported by ongoing Safeguarding awareness driven by DSGL	All staff Challenges 4, 5 Directly addresses Challenge 5 (33% of PP pupils affected by trauma) through Zones of Regulation and safeguarding training. Also supports Challenge 4 (SEN pupils) through consistent behaviour approaches and adapted provision.

	• Whiteheath Way - consistent behaviour approaches that support all pupils, particularly those with dysregulation • Provision setup - ensuring learning environments meet the needs of disadvantaged pupils EEF Evidence: Behaviour interventions (+4 months) and social and emotional learning (+4 months) show significant impact. Whole-school training ensures consistent approaches that particularly benefit disadvantaged pupils who may need additional support with self-regulation.	
Reducing teacher workload to enable focus on pupil relationships and proactive support	The DfE's menu of approaches emphasises high-quality teaching, assessment and a broad and balanced curriculum which responds to the needs of pupils. By streamlining administrative tasks, teachers can dedicate more time: • Building strong relationships with pupils (particularly important for disadvantaged pupils) • In-the-moment formative assessment • Early identification of learning gaps and developing solutions to address • Proactive support that prevents pupils falling behind EEF Evidence: The EEF's Improving Mathematics and Improving Literacy in KS1 guidance reports emphasise the importance of assessment for learning and responsive teaching. Feedback (+6 months) and metacognition strategies (+7 months) require teacher time to implement effectively. Reducing workload enables teachers to provide the high-quality, responsive teaching that has the greatest impact on disadvantaged pupils. This approach aligns with our intended outcome: "Teachers spend more time on formative assessment and in-the-moment support, leading to early identification and support for pupils at risk of falling behind."	Challenges 2, 3 Enables early identification and support for pupils at risk of falling behind in EYFS maths (Challenge 2) and KS1 core subjects (Challenge 3). Teacher time for relationship-building also supports Challenge 5 (trauma-affected pupils).

Assessment- Sonar tracking to identify gaps quickly Cost: **£359.71**	The DfE's 5-step approach emphasises using evidence-informed understanding of effective teaching and assessment. Sonar tracking system enables: • Real-time identification of learning gaps for PP pupils • Quick analysis of PP vs non-PP attainment and progress • Early intervention triggers when PP pupils fall behind • Evidence-based decision making about intervention allocation EEF Evidence: The EEF's guidance on Using Assessment Data emphasises that assessment should be used diagnostically to identify gaps and inform teaching. Regular, systematic assessment of PP pupils enables the "keeping up not catching up" approach recommended by EEF, where gaps are addressed immediately rather than allowing them to widen.	Challenges 2, 3 Enables early identification and support for pupils at risk of falling behind in EYFS maths (Challenge 2) and KS1 core subjects (Challenge 3). Teacher time for relationship-building also supports Challenge 5 (trauma-affected pupils).
Teaching strategies specifically for disadvantaged children	The DfE's menu of approaches emphasises developing high-quality teaching, assessment and a broad and balanced curriculum which responds to the needs of pupils. The EEF's guidance on Improving Literacy in Key Stage 1 CPD focused on strategies proven to support disadvantaged pupils: • Pre-teaching subject-specific vocabulary (already showing impact in our Part B review - "increased PP pupils' participation") • Explicit instruction - breaking learning into small steps • Scaffolding - providing temporary support that is gradually removed • Retrieval practice - strengthening long-term memory • Metacognitive strategies - teaching pupils how to learn EEF Evidence: • Oral language interventions (+6 months) • Metacognition and self-regulation (+7 months) • Mastery learning (+5 months)	Challenges 2, 3 Pre-teaching vocabulary and explicit instruction directly address gaps in EYFS maths (Challenge 2) and KS1 writing and maths (Challenge 3). Particularly effective for the 37.5% of PP pupils with SEN (Challenge 4).

	These strategies have particular impact on disadvantaged pupils who may have fewer opportunities to develop these skills outside school.	
Ensure curriculum adaptations to meet individual children's needs	The DfE's menu of approaches includes targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND, and emphasises that teaching should respond to the needs of pupils. Training staff to adapt curriculum delivery for PP pupils, including: • Differentiation strategies that maintain high expectations • Access arrangements (e.g., visual supports, practical resources) • Reasonable adjustments for PP pupils with SEND • Cultural responsiveness - ensuring curriculum reflects pupils' backgrounds • Addressing vocabulary gaps through explicit teaching EEF Evidence: The EEF's Special Educational Needs in Mainstream Schools guidance emphasises that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This is particularly important for our PP pupils with SEN (noted in Part B). The guidance recommends: • Flexible grouping • Cognitive and metacognitive strategies • Explicit instruction • Use of technology Our approach ensures PP pupils can access an ambitious curriculum while receiving the adaptations they need.	Challenges 2, 3, 4 Essential for Challenge 4 (37.5% of PP pupils with SEN). Also supports Challenges 2 and 3 by ensuring all PP pupils can access high-quality teaching in maths and core subjects regardless of additional needs.

Targeted academic support

Budgeted cost: **£30,504.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted keep up interventions for PP children who need Keep up support. Staffing: • PP TA • Daily sessions Cost: £24,414.30	Our approach: "Keeping up not catching up" We provide same-day interventions to ensure pupils don't fall behind in the first place, rather than waiting for gaps to widen. This includes: • Same-day "keep up" support - addressing misconceptions immediately after lessons • Pre-teaching - building confidence and vocabulary before lessons so PP pupils can fully participate • Targeted catch-up - for pupils who have fallen behind despite daily quality-first teaching Why this approach works for our context: Our data shows that 20 PP pupils need additional support to access the curriculum. By intervening immediately rather than waiting, we prevent the attainment gap from widening. EEF Evidence: • 1-to-1 tuition: +5 months average progress • Small group tuition: +4 months average progress • Teaching Assistant interventions: +4 months when TAs deliver structured interventions The EEF's guidance report "Making Best Use of Teaching Assistants" emphasises that TAs should be used to deliver high-quality structured interventions, not replace teacher input. A qualified teacher is trained to deliver evidence-based interventions in phonics, reading, writing, and maths. Implementation details: • Interventions tracked on Provision Map to monitor impact	22

	• Regular assessment to identify pupils needing support • Interventions linked to class teaching to reinforce learning • Staff trained in specific intervention programmes (e.g., Little Wandle phonics catch-up) Expected outcomes: • Disadvantaged pupils demonstrate improved understanding following same-day interventions • Pre-teaching sessions increase pupils' confidence and participation • Assessment data shows a narrowing attainment gap • Reduced need for extended catch-up interventions	
Play therapy **Provision:** • 4 sessions per week • 38 weeks per year • Delivered by qualified play therapist **Cost:** £6,090 **Pupils supported:** 4 children	Why this approach: Our context: Our pupil voice, behaviour data, and staff observations have identified 4 children experiencing significant emotional dysregulation that is affecting their learning. These pupils are part of the 33% of PP pupils affected by trauma (Challenge 5). They display: • Difficulty managing emotions in the classroom • Challenges forming positive peer relationships • Anxiety that prevents engagement in learning • Behaviour incidents that disrupt their own and others' learning EEF Evidence: • Social and emotional learning (SEL) interventions: +4 months average progress • The EEF's guidance on Improving Social and Emotional Learning in Primary Schools shows that targeted SEL interventions can improve academic outcomes by addressing barriers to learning • Behaviour interventions: +4 months when focused on specific behavioural issues	4 children Challenge 5 (33% of PP pupils affected by trauma)

	BAPT (British Association of Play Therapists) research evidence: Play therapy is an evidence-based intervention that helps children: • Process difficult emotions and experiences • Develop emotional regulation skills • Build self-esteem and confidence • Improve relationships with peers and adults • Reduce anxiety and stress The BAPT states: "The outcomes of Play Therapy may be general e.g. a reduction in anxiety and raised self-esteem, or more specific such as a change in behaviour and improved relations with family and friends." Why play therapy rather than other interventions: For our 4 identified pupils, traditional talk-based interventions are not appropriate due to their age and/or communication needs.	

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

Budgeted cost: £801.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support worker employed to improve attendance **Cost:** £442.90 (20% of salary) **Pupils supported:** Targeted support for PP pupils with attendance concerns	The DfE's menu of approaches identifies supporting attendance as a key wider strategy. The DfE's guidance "Working together to improve school attendance" emphasises that schools should have a strategic approach to improving attendance and that early intervention is key. Our context: Challenge 1 identifies that PP pupils have a 7% lower attendance rate compared to their peers, with significantly higher rates of unauthorised absences and lateness. This barrier directly impacts their ability to access learning and close attainment gaps.	Challenge 1 (Primary) 7% lower attendance rate for PP pupils, with higher unauthorised absences and lateness Challenge 5 Supports the 33% of PP pupils affected by trauma, as attendance issues often indicate

	Role of Pastoral Support Worker: • Early identification of attendance patterns and triggers • Building relationships with families to understand barriers to attendance • Providing practical support and signposting to services • Coordinating with external agencies (social care, health services) • Monitoring persistent absentees and implementing targeted action plans • Supporting families affected by trauma (33% of PP cohort - Challenge 5) • Working with the Designated Safeguarding Lead on attendance concerns that may indicate safeguarding issues EEF Evidence: The EEF's wider strategies guidance shows that parental engagement (+4 months) and addressing non-academic barriers are essential for disadvantaged pupils. Research shows that: • Every day of school missed can impact attainment • Persistent absence is strongly linked to lower attainment • Early intervention prevents attendance issues escalating • Building positive relationships with families improves engagement Expected outcomes: • Disadvantaged pupils' attendance shows sustained improvement • The 7% attendance gap narrows year-on-year • Reduction in persistent absence rates for PP pupils • Fewer unauthorised absences • Improved punctuality for PP pupils • Families report feeling supported and engaged with school	underlying wellbeing concerns Challenges 2, 3 (Indirect) Improved attendance enables pupils to access teaching and interventions, supporting progress in EYFS and KS1
Enrichment (clubs, workshops and trips) Cost: £358.89	The DfE's menu of approaches identifies extra-curricular activities, including sports, outdoor activities, arts, culture and trips as a key wider strategy. Our context: Disadvantaged pupils often have fewer opportunities to access enrichment activities outside school due to financial	Challenges 2, 3 (Primary) Enrichment activities build cultural capital and vocabulary that support learning in EYFS and KS1. Real-world experiences enhance

	barriers. This impacts their cultural capital, confidence, and broader development. Why this approach: Enrichment activities provide PP pupils with: • Access to experiences they might not otherwise have • Development of cultural capital and wider knowledge • Opportunities to discover talents and interests • Building confidence and self-esteem • Developing social skills in different contexts • Enriching curriculum learning through real-world experiences • Removing financial barriers to participation Types of enrichment funded: • Educational visits linked to curriculum (e.g., museums, galleries, local area visits) • Extracurricular clubs (sports, arts, music, drama) • Workshops with external providers • Residential experiences • Theatre trips and cultural experiences • Sports competitions and events EEF Evidence: • Arts participation: +3 months average progress • Sports participation: +2 months, plus wider benefits for physical health and wellbeing • Outdoor adventure learning: +4 months, plus benefits for self-confidence and resilience The EEF's guidance notes that while the academic impact is moderate, the wider benefits for disadvantaged pupils include: • Improved engagement and motivation • Better attendance (pupils want to come to school)	curriculum learning, particularly in writing and topic work Challenge 5 (Secondary) Enrichment provides positive experiences and builds self-esteem for pupils affected by trauma Challenge 1 (Indirect) Pupils who enjoy school and feel included are more likely to attend regularly

	• Development of teamwork and leadership skills • Increased cultural capital • Positive relationships with peers and adults Early Education Foundation research: The Early Education Foundation emphasises that enrichment experiences in early years and primary are crucial for: • Language development (exposure to new vocabulary) • Understanding of the wider world • Aspirations and future opportunities • Closing the 'experience gap' between disadvantaged and non-disadvantaged pupils Expected outcomes: • 100% of PP pupils participate in at least one enrichment activity per term • PP pupils report increased enjoyment and engagement in school • Improved cultural capital evidenced in curriculum work (e.g., writing, art, topic knowledge) • No PP pupils miss out on trips or clubs due to financial barriers • Pupils develop new skills and interests beyond the curriculum	

Total budgeted cost: £ 32,660.00

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 to 2025 academic year.

Overview

In 2024–25, our pupil premium strategy focused on six key priorities: emotional regulation and wellbeing, teacher workload reduction to enable proactive support, assessment in foundation subjects, same-day "keep up" interventions, attendance improvement, and extra-curricular participation.

Attainment Outcomes

EYFS: 8 PP pupils; 4 achieved GLD (50%). Maintained from 2023-24. Barriers included SEND, trauma, and attendance. Two pupils will start Play Therapy in September 2025.

Year 1 Phonics: 4 PP pupils; 2 passed (50%). Both non-passing pupils have significant SEND including 1 EHCP.

KS1 RWM: 8 PP pupils; 4 reached expected standards (50%). This represents improvement from 44% in 2023-24, demonstrating impact of same-day interventions.

Impact of Key Strategies

Emotional wellbeing: Play Therapy supported 3 pupils, improving engagement and emotional regulation. Zones of Regulation embedded across classrooms, helping children identify emotions and self-regulate.

Same-day interventions: Proved highly effective. Pre-teaching vocabulary increased PP participation in class discussions, with some achieving beyond age-related expectations. Teachers reported pupils staying on track rather than falling behind.

Teacher workload reduction: Enabled more time for formative assessment and relationship-building. Teachers able to identify and address misconceptions immediately.

Extra-curricular access: All PP pupils had opportunities to participate in clubs and trips with no financial barriers.

Attendance: PP attendance was 87% compared to 94% for non-PP pupils (7% gap). This remains our most significant barrier and is the top priority for 2025-26, with increased pastoral support worker time allocated.

Overall Impact

All PP pupils made progress from their starting points. KS1 attainment improved significantly (44% to 50%), demonstrating that our "keeping up not catching up" approach is effective. However, attendance remains a critical barrier that prevents pupils accessing these interventions. Our 2025-26 strategy prioritises attendance improvement while continuing successful interventions in emotional wellbeing, same-day support, and enrichment.

Three-Year Progress

Our strategy (2023-2026) has delivered sustained improvement:

Measure	2022-23	2023-24	2024-25	Trend
EYFS GLD	40% (6 pupils)	50% (6 pupils)	33% (2 pupils)	↔ Variable (small cohorts)
Y1 Phonics	42% (12 pupils)	56% (16 pupils)	67% (4 pupils)	↗ Improving
KS1 RWM	12% (8 pupils)	44% (9 pupils)	50% (8 pupils)	↗ Significant improvement

KS1 outcomes show significant three-year improvement (12% to 50%), demonstrating sustained impact of our "keeping up not catching up" approach despite increasing complexity of pupil need. The 38-percentage point improvement over three years reflects the effectiveness of same-day interventions, pre-teaching strategies, and therapeutic support for vulnerable pupils.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle
Dimensions curriculum	Dimensions
Widgit	Widgit Software
Tes Develop	TES
Training provider	The National College
Provision Map	Edukey

Service pupil premium funding 3 children

Measure	Details
How did you spend your service pupil premium allocation last academic year?	• Monitoring the progress of service children compared to the wider school population, ensuring they achieved their expected levels of progress. • Implementing targeted intervention strategies and additional support to aid their learning. • Utilising a trained Pastoral Support Worker to provide emotional and practical guidance for families. • Providing access to our on-site Forest School, fostering self-esteem and confidence in children through outdoor learning experiences. • Establishing meaningful links with RAF Northolt to strengthen community ties and offer additional support. • Funding participation in enrichment opportunities such as school trips, clubs, and cultural experiences to ensure equity of access.
What was the impact of that spending on service pupil premium eligible pupils?	• Service pupils accessed an enriched curriculum and kept pace with their peers academically, with most achieving or exceeding their expected levels of progress. • Targeted interventions, including small-group and one-to-one support, helped close gaps in reading and maths attainment. • Emotional support during family separations helped children feel secure and valued, with improved attendance and engagement noted. • Participation in Bookmark reading sessions and Forest School boosted confidence, resilience, and self-esteem. • The strengthened partnership with RAF Northolt created a foundation for ongoing community collaboration, offering families a greater sense of belonging and additional practical support. • Families reported feeling more connected to the school and supported during deployment periods, strengthening the home–school partnership.
