



Pupil premium strategy statement – Bilton Infant School

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

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

School overview

Detail	Data
School name	Bilton Infant School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	20% (26 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Charlotte Fawbert (Head of School)
Pupil premium lead	Miss Emma Garvey (Senior Leader)
Governor lead	Mrs Louise Moor (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,764



Part A: Pupil premium strategy plan

Statement of intent

At **Bilton Infant School**, we are committed to ensuring that every child has the opportunity and support they need to ***“Be the best they can be.”*** Our Pupil Premium funding is strategically planned and used to remove barriers to learning, close attainment gaps, and enable our disadvantaged pupils to thrive both academically and personally.

Our core aims are to:

- **Remove barriers to learning** so that every pupil can make strong progress from their individual starting points.
- **Narrow the attainment gap** between disadvantaged pupils and their peers through high-quality teaching and timely, targeted support.
- **Intervene swiftly** when pupils are not making expected progress, providing personalised academic support to help them catch up and keep up.
- **Ensure all pupils are fluent, confident readers**, able to read with understanding and access the full breadth of the curriculum.
- **Develop fluency in mathematics** so that all pupils have a secure grasp of key concepts and can apply their learning confidently.
- **Promote a rich reading culture**, where pupils are exposed to a wide range of high-quality texts, poetry, and non-fiction that inspire curiosity and critical thinking.
- **Enable all learners to understand the subject matter being taught**, developing secure knowledge across the curriculum.
- **Build confidence in communication**, helping pupils express themselves clearly and effectively in a range of contexts.
- **Support pupils’ social and emotional wellbeing**, fostering resilience and self-belief so that they can manage challenges positively.
- **Promote high levels of self-control**, providing intelligent, fair, and effective support where additional help is needed to enable all pupils to succeed.
- **Address non-academic barriers** such as attendance and behaviour that may affect learning and progress.
- **Engage and empower parents**, helping them access books, share stories, and feel confident in supporting their child’s reading and learning at home.

Through this comprehensive approach, we aim to ensure that all pupils—particularly those who are disadvantaged—have access to the knowledge, skills, and experiences they need to flourish and reach their full potential.



Challenges

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

Challenge number	Detail of challenge
1	Attendance and Absence Attendance records show average attendance rates for disadvantaged pupils as 5% lower compared to non-disadvantaged pupils. Our evaluations suggest that these attendance issues are having a detrimental effect on their academic progress, social integration and resilience.
2	Delayed Language and Vocabulary Development Evidence from screening tools (such as WellComm), classroom observations, and pupil discussions indicates that many disadvantaged children have limited oral language skills and restricted vocabulary. These difficulties are evident from the Early Years through to Key Stage 1 and are often more significant among disadvantaged pupils than their peers.
3	Delayed Physical Development Assessment data and teacher observations indicate that a significant proportion of disadvantaged pupils are not yet meeting age-related expectations in their physical development. This underdevelopment, particularly in fine motor skills, is adversely affecting their ability to access and engage with creative and written tasks effectively. In response, the school has implemented structured daily <i>Dough Disco</i> and <i>Squiggle Drawing</i> interventions. These programmes are designed to systematically strengthen fine motor control, improve coordination, and enhance pupils' readiness for creative and academic learning.
4	Mathematical Attainment Analysis of internal assessment data indicates that disadvantaged pupils consistently perform below their peers in mathematics across all year groups. This attainment gap is evident in both arithmetic fluency and the application of mathematical reasoning. Many disadvantaged pupils demonstrate gaps in foundational number knowledge, recall of key



	facts, and conceptual understanding, which can limit their ability to tackle more complex problem-solving tasks with confidence.
5	Social, Emotional and Behavioural Needs Behaviour monitoring and staff observations highlight that some disadvantaged pupils face ongoing challenges with emotional regulation, resilience, and social interaction. These difficulties can occasionally lead to behaviours that are not conducive to effective learning, which in turn may hinder both academic progress and personal development. In addition, some pupils demonstrate lower expectations of themselves and less positive attitudes towards school. Many disadvantaged pupils require greater support in developing self-regulation and managing their own behaviour, as limited skills in these areas can significantly affect their engagement, confidence, and overall achievement across the curriculum.
6	Reading and Engagement Monitoring through assessments, observations, and pupil discussions indicates that disadvantaged learners often experience greater challenges in reading compared to their peers. These pupils may require additional support to develop fluency, comprehension, and a sustained enjoyment of reading. A key priority is to foster a culture where all pupils read for pleasure and engage critically with a wide range of texts. To achieve this, we are committed to ensuring that every child has access to a diverse selection of high-quality literature—across fiction, poetry, and non-fiction—by a variety of authors that inspire curiosity, broaden perspectives, and promote critical thinking.



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	<u>September 2025 update</u>
<p style="text-align: center;">Phonics</p> <p>Achieve above national outcomes at end of Yr1</p>	<ul style="list-style-type: none"> • <i>Teachers are well trained to deliver high quality LW L&S phonics sessions with fidelity</i> • <i>Staff deliver effective LW L&S intervention with fidelity</i> • <i>Staff use assessment for learning to enhance their teaching</i> • <i>90% of Yr1 PP pupils meet national expected standard in Phonic Screening Check closer to ALL (+/- 10%)</i> 	<ul style="list-style-type: none"> • <i>75% of Yr1 PP pupils met national expected standard in Phonic Screening Check compared to 83% ALL (within 10%)</i> • <i>24.25 monitoring and training log shows: -</i> <ul style="list-style-type: none"> ○ <i>all qualified teachers are well trained to deliver high quality LW L&S phonics sessions with fidelity. Continued support for new to role HLTA.</i> ○ <i>qualified teachers deliver effective LW L&S intervention with fidelity. Continued support for new to role HLTA.</i> ○ <i>AfL is being used by all staff delivering LW L&S phonics sessions</i>
<p style="text-align: center;">Reading</p> <p>Achieve ELG in EYFS & above national expectations at end of KS1</p>	<ul style="list-style-type: none"> • <i>Staff are well trained to deliver high quality reading practise sessions</i> • <i>Staff use assessment for learning to enhance their teaching</i> • <i>Reading books engage pupils and more pupils read for pleasure</i> • <i>90% EYFS PP pupils achieve ELG closer to ALL (+/- 10%)</i> • <i>90% of KS1 PP pupils meet EXS closer to ALL (+/- 10%)</i> 	<ul style="list-style-type: none"> • <i>38% of EYFS PP pupils achieved ELG in Word Reading compared to 68% ALL.</i> • <i>35% of KS1 PP pupils meet EXS compared to 83% ALL (+/- 10%)</i> • <i>Pupil voice questionnaire shows children like the range of texts in school and feel there are books to engage them.</i> • <i>Daily story time is now part of every child's day and pupil voice shows children enjoy the weekly mystery reader sessions.</i> • <i>Plans in place to ensure Reading for Pleasure is available throughout lunchtime through Wellbeing Garden.</i> • <i>24.25 monitoring and training log shows: -</i> <ul style="list-style-type: none"> ○ <i>all qualified teachers are well trained to deliver high quality LW L&S reading practice sessions.</i> ○ <i>qualified teachers deliver effective LW L&S intervention with fidelity</i>



		<ul style="list-style-type: none"> ○ AfL is being used by all staff delivering LW L&S to enhance reading sessions. Feedback given has improved this further. ○
<p style="text-align: center;">Maths Achieve ELG in EYFS & above national expectations at end of KS1</p>	<ul style="list-style-type: none"> ● All teachers are well trained to deliver high quality Maths sessions ● Staff use assessment for learning to enhance their teaching ● Staff have strong subject knowledge ● 90% are on track to meet the ELG closer to ALL (+/- 10%) ● 90% of KS1 pupils meet EXS closer to ALL (+/- 10%) 	<ul style="list-style-type: none"> ● 38% of EYFS PP pupils achieved ELG in Maths (Number) compared to 62% ALL. ● 53% of KS1 PP pupils meet EXS compared to 73% ALL (+/- 10%)
<p style="text-align: center;">Communication, Language & Literacy Achieve ELG's in EYFS</p>	<ul style="list-style-type: none"> ● Staff are trained to effectively screen & provide high quality language intervention ● Staff use assessment for learning to enhance their teaching ● 90% on track to meet ELG closer to ALL (+/- 10%) 	<ul style="list-style-type: none"> ● 24.25 Staff trained in WellComm screening & intervention during the year supported all pupils in making progress from their starting points. <ul style="list-style-type: none"> ○ On entry data showed 16% of the 24.25 EYFS cohort were ARE in Sp & CLL → End of EYFS this rose to 73% of the cohort at ARE. ● September 2025 staff new to EYFS have received coaching in supporting CLL needs from EYFS Lead, which will continue throughout the year. ● 50% of EYFS PP pupils achieved ELG in Speaking compared to 67% ALL; 50% of EYFS PP pupils achieved ELG in LAU compared to 72% ALL. ● 24.25 monitoring by EYFS Lead shows: - <ul style="list-style-type: none"> ○ Teachers using AfL effectively to enhance teaching. ○ Further focus on support staff training continued into Sept 25.
<p style="text-align: center;">Physical Development Achieve ELG's in EYFS</p>	<ul style="list-style-type: none"> ● Staff are trained to effectively screen & provide high quality Gross Motor and Fine Motor intervention ● Staff use assessment for learning to enhance their teaching ● 90% on track to meet ELG closer to ALL (+/- 10%) 	<ul style="list-style-type: none"> ● 24.25 Staff training in FM & GM intervention during the year supported all pupils in making progress from their starting points. ● 75% of EYFS PP pupils achieved ELG in PD (GM) compared to 85% ALL; 63% of EYFS PP pupils achieved ELG in PD (FM) compared to 72% ALL (both within 10%)



	<ul style="list-style-type: none"> • 90% on track to meet ELG in FMS closer to ALL (+/- 10%) in Writing 	<ul style="list-style-type: none"> • September 2025 staff new to EYFS have received Fine and Gross Motor training in targeted interventions from EYFS Lead, which will continue throughout the year.
<p>Pupil engagement / Wellbeing</p> <p>Progress is secure Parental engagement is strong and sustainable</p>	<ul style="list-style-type: none"> • Regular attendance at parent meetings • Regular support with home reading • Regular support with targeted Maths home interventions • Attendance & punctuality is closer to ALL <ul style="list-style-type: none"> ○ <1% late for school ○ <3.5% PA ○ Attitudes to learning are good 	<ul style="list-style-type: none"> • Parent evening data: - <ul style="list-style-type: none"> ○ Autumn 2025 → 97% parents attended (92% PP attended) • Home reading data: - <ul style="list-style-type: none"> ○ EYFS PP → 12% of PP read regularly at home 24-25 ○ Yr 1 PP → 50% of PP read regularly at home 24-25 ○ Yr 2 PP → 16% of PP read regularly at home 24-25. • Attendance & punctuality is closer to ALL • 93% PP attendance Autumn 1, 2025 <ul style="list-style-type: none"> ○ 2% PP are late for school Autumn 1, 2025 ○ 27% PP are PA Autumn 1, 2025

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **27,689**



Activity	Evidence that supports this approach	Challenge number(s) addressed	<u>September 2025 update</u>
<p>Recruit and / or retain additional classroom staff to support in class or interventions</p>	<p>https://educationendowmentfoundation.org.uk/</p>	<p>2-6</p>	<ul style="list-style-type: none"> All staff recruited received INSET phonics training. Specific SEND phonics training given to all support staff last year.
<p>Train all staff to deliver LW L&S phonics effectively & with fidelity</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Daily repeated practice on top of everyday Phonics sessions ensure that every child has the best chance of learning to read.</p>	<p>6</p>	<ul style="list-style-type: none"> Staff phonics training INSET January 2025 and additional phonics and reading practice training during INSET September 2025.
<p>Train all classroom staff to deliver LW Reading Practice sessions effectively and with fidelity</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.littlewandlelettersandsounds.org.uk/everybody-read/three-is-the-magic-number/</p>	<p>6</p>	<ul style="list-style-type: none"> Class teacher training/coaching twilight sessions 1 per term. Monitoring reports signpost staff to further online training. September 2025 INSET on Reading Practice.
<p>Train all classroom staff to deliver QFT in Maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1721203977</p>	<p>4</p>	<ul style="list-style-type: none"> Staff Maths training CPD Monitoring reports focus on quality of teaching and learning. Feedback is given and improvements monitored.
<p>Train staff to effectively screen & deliver WELLCOMM</p>	<p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-langug</p>	<p>2</p>	<ul style="list-style-type: none"> 1x EYFS staff member trained to screen and deliver WellComm Programme in Autumn 1 (2024) 24.25 Staff trained in WellComm screening & intervention during the year supported all pupils in making progress from their starting points. <ul style="list-style-type: none"> On entry data showed 16% of the 24.25 EYFS cohort were ARE in Sp & CLL →



			<i>End of EYFS this rose to 73% of the cohort at ARE.</i>
Train all staff to effectively deliver a trauma-informed approach	https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_search&search_term=supporting%20self	5	<ul style="list-style-type: none"> • Trauma-Informed approach training for all teachers and TA's x3 sessions over the Autumn '24 and Spring '25 terms.
Train staff to effectively screen & deliver MOVES programme	https://educationendowmentfoundation.org.uk/early-years-evidence-store/physical-development https://www.swift.nhs.uk/our-services/children-and-young-peoples-services/childrens-physiotherapy-service/moves	3	<ul style="list-style-type: none"> • EYFS staff MOVES training for 3x staff members INSET January 2025

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

Budgeted cost: **£16,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed	<u>September 2025 update</u>
Targeted small group or 1:1 Phonics Catch Up sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics file:///C:/Users/garvey.e/Downloads/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL%20(1).pdf	6	<ul style="list-style-type: none"> • Trained TAs in EYFS and KS1 targeted small group and 1:1 phonics. • <i>Highly targeted Year 1 phonics intervention enabled 75% of Yr1 PP pupils to meet national expected standard in Phonic Screening Check compared to 83% ALL (within 10%)</i>



<p>Targeted small group reading sessions with phonetically matched books</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>6</p>	<ul style="list-style-type: none"> Monitoring during the year showed 100% children, including all PP children, read with phonetically matched books.
<p>WELLCOMM assessment & targeted 1:1 intervention in EYFS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2</p>	<ul style="list-style-type: none"> All EYFS children were assessed under the WellComm Programme. <ul style="list-style-type: none"> 90% of EYFS children assessed were not working at ARE. 6 PP children in EYFS had targeted intervention. 80% of PP children made strong progress from their starting points. 60% of these children ended EYFS at ARE.
<p>Targeted 1:1 or small group to target & develop physical development skills</p>	<p>Targeted support addresses individual needs</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/physical-development?approach=teaching-the-skills-needed-for-movement-and-handling</p>	<p>3</p>	<ul style="list-style-type: none"> All EYFS children were assessed under 'Draw a Person' intervention. <ul style="list-style-type: none"> 80% of PP children received Dough Disco intervention throughout Autumn term 100% of all EYFS children, including PP, had daily targeted GM all year. 75% of EYFS PP pupils achieved ELG in PD (GM) compared to 85% ALL; 63% of EYFS PP pupils achieved ELG in PD (FM) compared to 72% ALL (both within 10%)
<p>Targeted 1:1 or small group to target & develop self-regulation</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/self-regulation-and-executive-function-summary-poster.pdf?v=1721204042</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1721205611</p>	<p>5</p>	<ul style="list-style-type: none"> Mental Health key workers visited every half term to work with small groups of targeted children in KS1. This included PP children from each of the four classes. TA's trained in Emotion Coaching supported PP children in small groups and 1:1 through targeted intervention.



<p>Access to external professionals to develop and ensure strong educational outcomes and wellbeing</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-se/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1721208271</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/self-regulation_and_executive_function_summary_poster.pdf?v=1721204042</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</p>	<p>2-6</p>	<ul style="list-style-type: none"> • 15 PP children were referred to STS and advised support was implemented. <ul style="list-style-type: none"> ○ 7 EYFS ○ 2 Yr1 ○ 6 Yr2 • 5 PP children were referred to EPS and advised support was implemented. All these referrals were part of the plan/do/review cycle towards an EHCPNA. <ul style="list-style-type: none"> ○ 3 EYFS ○ 0 Yr1 ○ 2 Yr2 • 5 PP children in EYFS referred to NDT
<p>Access to Nurture Provision Magic Breakfast to secure emotional wellbeing and educational outcomes</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</p>	<p>1,5</p>	<ul style="list-style-type: none"> • 11 PP children accessed the Nurture Provision and all accessed magic breakfast, when required. <ul style="list-style-type: none"> ○ 4 Yr1 ○ 7 Yr2



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

Budgeted cost: **£2,362**

Activity	Evidence that supports this approach	Challenge number(s) addressed	<u>September 2025 update</u>
Access to breakfast & Breakfast Club to secure attendance	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,5	<ul style="list-style-type: none"> • Not yet accessed – Office to ensure this is offered.
Access to wider educational and curricular opportunities on and off the school site	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1721203931	1,5	<ul style="list-style-type: none"> • See PE grant update • PP children across the school were included in all educational visits for each year group. • See breakdown of educational visits & enrichment • Reading enrichment days x6. This included the opportunity to work with a visiting author. At least 3 children from each class were PP to reflect the overall % within school. • 73% of PP children access our extra-curricular clubs (Autumn 25).
Attend half-termly Family Stay & Play sessions	Family engagement supports positive attitudes and attendance https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1721203765	1,5	<ul style="list-style-type: none"> • 83% of new to EYFS PP children accessed at least 2 stay and play sessions
Warwickshire Attendance Service to target pupils persistently absent	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1721203765 Good attendance supports strong outcomes and attitudes to learning	1	<ul style="list-style-type: none"> • 89% attendance figure for PP 24-25 • We track individual children, follow the attendance policy procedure and record what stage they are at. • We use CPOMS to record attendance more systematically.



<p>Resources to support curriculum adaptations</p>	<p>EHCP advises play based resources to meet needs of PP / EHCP pupils (SEMH)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiz_2021-10-29-074723_miux.pdf?v=1721203931</p>	<p>2-5</p>	<ul style="list-style-type: none"> • SEND learning packs created for individual children, including a pack for 15 PP children who are also SEND.
<p>Access to school library to encourage parents and carers to read aloud with children.</p>	<p>https://www.littlewandlelettersandsounds.org.uk/everybody-read/three-is-the-magic-number/</p> <p>https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/</p> <p>https://www.littlewandlelettersandsounds.org.uk/everybody-read/westview/</p> <p>Reading aloud with a child, sharing a book together is powerful, it is joyful, and it has a deep and lasting effect.</p>	<p>6</p>	<ul style="list-style-type: none"> • Children rewarded when reading at home. • Staff had regular conversations with parents/carers (particularly PP families) about the importance of reading at home. This was logged.
<p>Access to a tempting reading environment</p>	<p>https://www.littlewandlelettersandsounds.org.uk/everybody-read/tumacomer/</p>	<p>6</p>	<ul style="list-style-type: none"> • 100% of PP children accessed the school library throughout the year • Monitoring of reading environments showed improvement in presentation • Pupil voice of PP children showed a strong preference for accessing reading area • 205/26 plans to include a reading area within the Wellbeing Garden, so children (in particular PP) can access a tempting reading environment in playtime as well.

Total budgeted cost: £46,806



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.

During the academic year 2024-2025, performance of disadvantaged pupils has been assessed using national data, internal summative and formative assessments, and teacher observations. The school continues to work towards closing the attainment gap, with targeted interventions and strategic planning.

Assessment and Monitoring

Performance has been assessed using:

- **National assessments** (Phonics Screening, KS1 SATs)
- **Summative and formative assessments** across all year groups
- **Teacher observations**, pupil progress meetings, and internal tracking systems

September 2025 review

Phonic Screening Check outcomes

67% of Yr1 PP pupils v 83% ALL met the PSC standard

67% of Yr2 PP pupils passed v. 88% ALL met the PSC standard

75% of Yr2 pupils passed v. 91% ALL met the PSC standard (with 1x disapplied pupils removed)

Reading outcomes

38% of EYFS PP pupils achieved ELG in Word Reading compared to 68% ALL.

35% Yr1 PP pupils v. 72% ALL met EoY outcomes

43% Yr2 PP pupils v. 69% ALL met KS1 outcomes / 5% Yr PP pupils v. 19% ALL met KS1 outcomes in Greater Depth

Maths outcomes

38% of EYFS PP pupils achieved ELG in Maths (Number) compared to 62% ALL.

53% Yr1 PP pupils v. 73% ALL met EoY outcomes

48% Yr2 PP pupils v. 73% ALL met KS1 outcomes

Communication, Language & Literacy ELG outcomes

50% of EYFS PP pupils achieved ELG in Speaking compared to 67% ALL

50% of EYFS PP pupils achieved ELG in LAU compared to 72% ALL.



Physical Development ELG outcomes

75% of EYFS PP pupils achieved ELG in PD (GM) compared to 85% ALL

63% of EYFS PP pupils achieved ELG in PD (FM) compared to 72% ALL (both within 10%)

Wellbeing

Pupil attendance is closer to ALL

Pupils know mental wellbeing is a normal part of daily life.

MOST pupils know how to demonstrate self-control.

Fewer incidents of dysregulation across the school.

September 2023 review

Phonic Screening Check outcomes

50% of Yr1 PP pupils v. 75% ALL met the PSC standard

64% of Yr2 PP pupils passed v. 87% ALL met the PSC standard

75% of Yr2 PP pupils passed v. 91% ALL met the PSC standard (with 2x disappled pupils removed)

Reading outcomes

71% EYFS PP pupil v. 87% ALL met ELG

39% Yr1 PP pupils v. 65% ALL met EoY outcomes

64% Yr2 PP pupils v. 75% ALL met KS1 outcomes

Maths outcomes

57% EYFS PP pupils v. 79% ALL met ELG

47% Yr1 PP pupils v. 67% ALL met EoY outcomes

73% Yr2 PP pupils v. 73% ALL met KS1 outcomes

Communication, Language & Literacy ELG outcomes

71% of EYFS PP pupils v 85% ALL met the ELG in Listening, Attention & Understanding

71% of EYFS PP pupils v 81% ALL met the ELG in Speaking

Physical Development ELG outcomes

71% of EYFS PP pupils v 87% ALL met the ELG in Gross Motor

71% of EYFS PP pupils v 85% ALL met the ELG in Fine Motor

Wider Issues Impacting Performance

Wellbeing and Behaviour

- Pupil attendance is closer to ALL
- Pupils know mental wellbeing is a normal part of daily life.



- MOST pupils know how to demonstrate self-control.
- Behaviour incidents are low overall, but a small number of pupils exhibit high-level dysregulation.
- We have had two Nurture Rooms running highly effectively, supporting around 8 pupils regularly.
- Zones of Regulation and trauma-informed practices are embedded across the school.
- Parent surveys indicate that 100% of children feel safe and happy at school.

SEND and Safeguarding

- Last academic year we had 31/148 (21%) pupils on the SEN register, including 10/148 = 7% by July with EHCPs and 4 with agreed EHCNAs for Autumn 2025.

Staff have a very good understanding of SEND need and how best to support each and every child.

- CPOMS is used effectively for safeguarding, attendance and behaviour tracking.

Attendance

- Disadvantaged pupil attendance remains below target, with transport issues and persistent absence affecting outcomes.
- Attendance is monitored weekly, with action plans in place for persistent absence cases.

Externally provided programmes

Programme	Provider 25/26
Early Years Speech & Language Toolkit	GL Assessment - WellComm
Talk, Talk, Talk to me	School of Spread the Happiness
MOVES	South Warwickshire NHS Trust
Draw a Person	School of Spread the Happiness
Squiggle When you Wiggle	School of Spread the Happiness
Trauma informed approach	Warwickshire Virtual School
Little Wandle Letters and Sounds Reception and KS1 Programme content and resources, including: - 1. SEND curriculum	Little Wandle Letters and Sounds Revised



2. Rapid Catch-Up 3. Daily Keep-Up	
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Programme	Provider 24/25
Early Years Speech & Language Toolkit	WellComm
MOVES	South Warwickshire NHS Trust
Trauma informed approach	Warwickshire Virtual School
Little Wandle Letters and Sounds Reception and KS1 Programme content and resources, including: - 1. SEND curriculum 2. Rapid Catch-Up 3. Daily Keep-Up	Little Wandle Letters and Sounds Revised

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a