

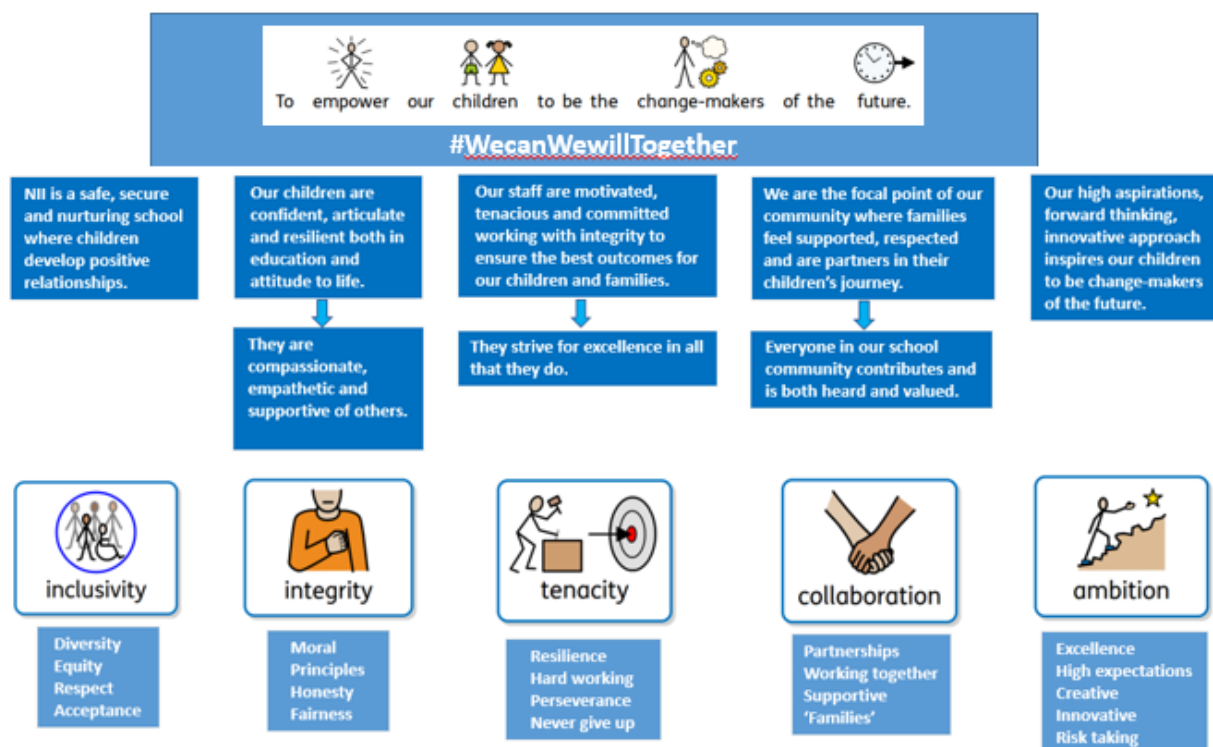
Pupil premium strategy statement

New Invention



We can...we will...together!

This strategy aligns heavily with the visions and values of our school



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	261	55 Nursery
Proportion (%) of pupil premium eligible pupils	18.4%	16.4%
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)	2025-26, 2026-27, 2027-28	
Date this statement was published	December 2025	
Date on which it will be reviewed	October 2026	
Statement authorised by	Debbie Naffati	
Pupil premium lead	Andrew Craig	
Governor / Trustee lead	Louise Meredith	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75,350

Part A: Pupil premium strategy plan

Statement of intent

It is our school's core intention to ensure that every child—regardless of background—achieves to the very best of their ability. We recognise that many of our pupils, particularly those from disadvantaged backgrounds, can face significant challenges in having their psychological needs fully met. As a school, we strongly believe in the principle of **"Maslow before Bloom"**: children must have their basic physical and emotional needs secured before they can thrive academically.

In addition to this, we are committed to **eliminating barriers to learning** that may prevent children from accessing and engaging with the curriculum. These barriers may be physical, emotional, social, cognitive, or environmental. By identifying them early and responding effectively, we ensure that every child is supported to make strong progress.

Our approach is further shaped by **Trott's Pyramid of Learning**, which highlights how secure sensory and motor foundations underpin higher-level cognitive skills. We understand that if the lower levels of the pyramid—such as sensory processing, motor development, emotional regulation, and social interaction—are not secure, then higher-order learning, including reasoning, problem-solving and academic achievement, becomes significantly more challenging. This framework reinforces our belief that nurturing the whole child is essential for enabling effective learning.

When planning provision for our pupil premium children, we therefore prioritise meeting their basic, psychological, and self-fulfilment needs, while also strengthening the foundational skills described in Trott's Pyramid. By doing so, we ensure that children are physically, emotionally, and cognitively ready to learn.

Our overarching aim is to close the attainment gap between disadvantaged pupils and their peers through high-quality first teaching and carefully targeted interventions. Alongside academic progress, we are equally committed to developing well-rounded, resilient, and confident young people who contribute positively to our school community and are well prepared for the next stage of their education and their future lives.

To support children in reaching their full potential across every tier of Maslow's hierarchy and every layer of Trott's Pyramid of Learning, we draw on the expertise of both our in-house specialists and a range of external agencies. This includes providing support for children's and parents' mental health, delivering targeted sensory and motor interventions, and offering practical assistance for families experiencing financial hardship.

- Through this holistic and evidence-informed approach, we strive to create the conditions in which every child can flourish—removing barriers, building strong foundations, and enabling all learners to aspire, achieve, and succeed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Over the past three years on entry to nursery and reception assessments show that there is a gap in children working at age-related expectations in Communication and Language. This gap has between 10 and 30% across the two areas.</p> <p>Therefore through discussions with staff and observations we have found that some of our disadvantaged pupils have an insufficient level of language especially 'everyday' and 'subject specific' vocabulary and understanding meaning that children find it difficult to access learning and explain their thinking (the word gap)</p>
2	<p>Some of our disadvantaged pupil's attendance is below the expected standard and overall there is gap from our non-disadvantaged; this means that they are missing key learning, interventions and quality first teaching. In part, some of this is due to parental mental health, routines, boundaries, attachment, and trauma issues.</p>
3	<p>Due to difficult home lives or special needs some of our disadvantaged pupils suffer from poor self-esteem, self-regulation, difficulties with rules and routines or anxiety.</p> <p>This is shown in our end of reception data where there is a gap in self-regulation and managing self.</p>
4	<p>As the cost of living rises our most disadvantaged families feel the most burden from this increase and are sometimes struggling with managing their finances and providing the basic needs for their families</p>
5	<p>Lower levels of attainment in reading and writing and discussions with staff show that children's understanding and application of phonics means that they may struggle with early reading and writing - this may also be impacted by limited early childhood experiences.</p>
6	<p>Some children continue to have less access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital)</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improve the oral language skills and vocabulary among disadvantaged pupils</i>	<p>The % of children who achieved age-related expectations in communication and language, comprehension and understanding of the world increases across EYFS when compared to entry data.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils across the school. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improve the attendance of our disadvantaged pupils	<p>% increase in attendance of children who have previously had attendance below the national average or who are Persistently absent</p> <p>The overall unauthorised absence rate for all disadvantaged pupils will be %</p>
Raise the level of attainment of disadvantaged children in reading and writing across the school	<p>A sustained increase in attainment each year until 2027/8 where there will be:</p> <p>% of disadvantaged children will achieve end of year expected standards in Reading and Writing in Year Two</p> <p>% of disadvantaged children will pass the phonics test in Year One and % will pass their retake in Year Two</p> <p>% of disadvantaged children will achieve the ELG in Word Reading, Comprehension and Writing</p>
To achieve and sustain improved wellbeing for all disadvantaged pupils	<p>Sustained high level of wellbeing by 2027-28 demonstrated by:</p> <p>% of disadvantaged children will achieve ELG across the three areas of PSED at the end of reception</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>Families who are dealing with hardship are supported through family help, ELSA or Play Therapy and have positive outcomes from this</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP children to have specific small step targets on a Pupil Premium plan, alongside a Pupil Premium Profile which states their strengths, barriers to learning and strategies. Staff to be trained on how to identify barriers of our disadvantaged Pupil and ways to support children.</p> <p>Staff training on Maslow's hierarchy of needs and Trott's pyramid of learning to support staff to plan for children's specific barriers and gaps caused by previous trauma, lack of life experiences or SEN needs.</p>	<p>EEF notes the importance of identifying barriers that need to be overcome</p>	All
<p>To continue to use Wellcomm to assess children's early language skills and ensure targeted interventions are planned</p> <p>Use of Speech and Language Therapist to support early identification of language needs and to train staff to close the word gap</p> <p>Communication trained TA to work across EYFS to improve children's early language skills</p> <p>EYFS and PP lead to research into the Word Aware programme and develop its use in school to improve breadth of vocabulary and enhance writing skills.</p>	<p>EEF information on Oral Language interventions +6 months to children's progress</p> <p>EEF guidance on Preparing for Literacy having a focus on prioritising the development of communication and language</p>	1

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

Budgeted cost: £16, 711

Activity	Evidence that supports this approach	Challenge number(s) addressed

Use of SLT to teach the lowest 10% of readers in KS1 and Reception during phonics time (this includes a large proportion of PP children) This will also reduce class sizes during this time.	EEF information on phonics adding +5 months to children's progress DfE guidance - The Reading Framework and validated phonics programmes EEF information on small group teaching +4months to children's progress	5
Use of and Early Talk Boost to develop children's language in both Nursery and Reception	EEF information on Oral Language interventions +6 months to children's progress EEF guidance on Preparing for Literacy having a focus on prioritising the development of communication and language	1
Wellcomm interventions to support children's early language development across the school.		1

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

Budgeted cost: £21,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing the school as a mentally healthy school including whole staff training, parent workshops, audits of provision.</p> <p>Use of play therapist to work with specific children who have had traumatic experiences or are struggling with mental health</p> <p>Training for an additional specialist TA to be an ELSA</p> <p>Raising the awareness of staff of social, emotional and mental health through the senior mental health lead</p> <p>Safeguarding lead out of the classroom 3x½ day a week to support children and parents who are experiencing difficult home lives including financial difficulties</p>	<p>Maslow's hierarchy of needs</p> <p>EEF information on Social and emotional learning +4 months to children's progress</p>	2, 3

Attendance lead to have a specific focus on disadvantaged children and all pupils whose attendance is a concern to have support meetings with the DSL.		2
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Total budgeted cost: £ 75,777 (*overspend of 427 which will be offset by EYPP when this has been allocated*)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that Pupils in EYFS were broadly in line with national data for GLD when comparing to disadvantaged children nationally, however there is a large gap between disadvantaged children in our school and non-disadvantaged pupils nationally. In Year One phonics, there is a gap between our disadvantaged and both disadvantaged and non-disadvantaged nationally.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

We have also drawn on school data and observations to assess wider issues influencing disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that there is a higher proportion of disadvantaged pupils showing attachment seeking behaviours. This is having an impact on their ability to learn as they are showing this through low-level disruption, anxiety or separation issues. Our attendance data shows that our pupils who are disadvantaged having a better attendance than those disadvantaged children do nationally but are lower than non-disadvantaged children are nationally.

Based on all the information above, the performance of our disadvantaged pupils partially met the expectations of our three-year plan. We feel that our EYFS children who are now in KS1 have improved language levels; however, data in KS1 shows that the children have not yet met the expected standards in reading and writing.

Our evaluation of the approaches delivered last academic year indicates that Wellcomm screening and toolkit and Early Talk Boost groups have had a positive impact on the children's outcomes in Early Years. Targeted interventions for children in EYFS by the Pupil Premium support assistant also had a positive outcome on their learning, however the impact of extra teaching assistant time in the afternoon in KS1 did not have the required outcome as learning was not as targeted – for this reason we will be introducing Pupil Premium Profiles and Plans

We have reviewed our strategy plan and amended it to create a new three year plan .

The data below shows disadvantaged children in each year group who were at age related expectations compared to those are not.

Nursery (9 children)	School
GLD	67%
Listening, attention and understanding	78%
Speaking	89%
Self-regulation	100%
Managing self	100%
Building relationships	100%
Gross motor skills	100%
Fine motor skills	89%
Comprehension	89%
Word reading	89%
Writing	78%
Number	67%
Numerical patterns	78%

Reception (15 children)	School	National
GLD	50.0%	51.3%
Listening, attention and understanding	64.3%	70.4%
Speaking	64.3%	71.8%
Self-regulation	71.4%	75.1%
Managing self	71.4%	78.3%
Building relationships	85.7%	80.2%
Gross motor skills	85.7%	85.8%
Fine motor skills	85.7%	75.1%
Comprehension	57.1%	67.3%
Word reading	57.1%	60.2%
Writing	57.1%	54.7%
Number	64.3%	64.7%
Numerical patterns	64.3%	63.7%

Three children have complex SENDi needs which impact across all areas of learning in the EYFS curriculum

Year One (13 children)	School
Reading	31%
Writing	31%
Maths	54%
Science	54%

Three children have complex SENDi needs which impact all areas of learning.

We have implement a focus on the transition period at the start of year one as we feel this movement from best fit to secure fit has an impact on specific children in year one. We are also implementing more time with our PP intervention lead to Key Stage One.

Year Two (26 children)	School
Reading	64%
Writing	50%

Maths	64%
Science	64%

Five of the children have complex SENdi needs which impact on all areas of learning

Phonics Test

Year one 50% expected (National 67%)

Year two retakes 60% (No national figure)

3 Year Plan Impact

1) To raise the communication and language skills of all pupil premium children in the early years.

-Our data shows that our PP children are still not yet performing in line with national across Communication and Language. However they have made excellent progress from their unique starting points.

-The gap between our disadvantaged children and none-disadvantaged is smaller than national by 5% in Listening, Attention and Understanding and 4% in Speaking.

-We are closing the word gap between those who are disadvantaged and not through careful interventions such as Early Talk Boost and Wellcomm.

2) To ensure that all children who are eligible for pupil premium have a positive attitude towards learning and are mentally healthy.

-The number of Pupil Premium families that are being supported at an Early Help level due to concerns around mental health reduced from 8 in 2022-23 to 6 in 2023-24 to 3 in 2024-25

-In EYFS we have narrowed the gap for those children who are eligible for FSM compared to those who are not. Self-Regulation 2022-23 gap – 8% 2024-25 gap -4%, Managing-self 2022-23 gap 11% 2024-25 gap 1%. The gap between disadvantaged children and not is smaller compared to national by 4% in self-regulation and 8% in building relationships.

-There is still a large gap between our disadvantaged children and none disadvantaged children nationally.

3) To raise the of pupil premium children in writing to be equal to national

-This has been difficult to assess due to there no longer being reportable or comparable data for the end of KS1.

-At the end of 2022-23 National data showed 60% of children being at national whilst our disadvantaged children were at 65% (5% above the national average)

-We have seen an increase in our disadvantaged children at expected at the end of year two in writing from 23% in 2021-22 to 64% in 2024-25.

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	Provider
ELSA	Walsall EP service
Wellcomm	GL Assessment
Early Talk Boost	Speech and Language UK