

# Pupil Premium Strategy 25-26

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

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

## School overview

| School name                                                                                                     | Stourfield Infant School |
|-----------------------------------------------------------------------------------------------------------------|--------------------------|
| Number of pupils in school                                                                                      | 199 pupils               |
| Proportion (%) of pupil premium eligible pupils                                                                 | 11% (22 pupils)          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | AY25-26-27-28            |
| Date this statement was published                                                                               | December 2025            |
| Date on which it will be reviewed                                                                               | December 2026            |
| Statement authorised by                                                                                         | Rachel Collier           |
| Pupil premium lead                                                                                              | Pauline Sweetman         |
| Governor / Trustee lead                                                                                         | James Hannan             |

## Funding overview

| Detail                                                                                                                                                              | Amount     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Pupil premium funding allocation this academic year                                                                                                                 | £30,779.75 |
| Recovery premium funding allocation this academic year                                                                                                              | 0          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                              | 0          |
| <b>Tot budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, the amount available to your school this academic year | £30,779.75 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our three-year Pupil Premium strategy is designed to champion the aspirations, needs and rights of pupils who face disadvantage, ensuring that every child can thrive academically, socially, emotionally and personally.

We recognise that disadvantage can create barriers to learning, wellbeing and opportunity. Our commitment is to remove these barriers through relentless high-quality teaching, targeted support, inclusive pastoral systems and a whole-school culture that is unconditionally aspirational for every pupil.

Central to our approach is fostering a strong sense of **belonging**. We believe that pupils achieve their best when they feel safe, valued, respected and connected to their school community. We therefore prioritise relational practice, emotional safety and the creation of conditions in which all pupils — especially those who have experienced adversity or trauma, including ACEs — can engage fully in their learning.

Through evidence-informed strategies and the intelligent use of Pupil Premium funding, our aim is to ensure that disadvantaged pupils are not only supported to achieve academically, but also empowered to become confident, resilient and independent learners who flourish within and beyond the classroom.

Our strategy is built on five pillars:

#### 1. Trauma-Informed and Relational Practice

We embed whole-school trauma-informed approaches so that pupils who have experienced adversity feel safe, regulated and ready to learn. Consistent, relational and compassionate adult practice underpins our behaviour, curriculum and pastoral systems.

#### 2. Meeting Pastoral and Social Needs

We address barriers related to wellbeing, attendance, behaviour and family circumstances through targeted pastoral support, mentoring, early help, attendance interventions and strong safeguarding culture. Our aim is to build resilience and a deep sense of belonging for every pupil.

#### 3. Meeting Academic Needs Through High-Quality Teaching and Targeted Support

High-quality teaching is our strongest lever for improving outcomes. We use diagnostic assessment, adaptive teaching, evidence-based interventions and structured small-group/1:1 support to ensure disadvantaged pupils keep up and catch up.

#### 4. Communication and Language Development

We prioritise vocabulary development, reading, fluency, oracy and early language. Evidence-informed oral-language interventions and talk-rich classroom practices ensure pupils who experience language disadvantage are equipped to access a knowledge-rich curriculum.

#### 5. Opportunities, Enrichment and Cultural Capital

We ensure disadvantaged pupils access a broad range of enriching experiences, including trips, clubs, leadership roles, cultural events, sports, arts and careers exposure. Funding removes financial and social barriers so all pupils can participate fully.

(Bibliography at end of document)

**As a member of a Trust, we have a shared ethos to improve outcomes for all our pupils, here is our Trust statement:**

**At Stourfield Infant School, we believe that the highest possible standards can only be achieved by having the**

highest expectations of all learners. We have high aspirations for all our pupils, and the Pupil Premium funding supports us in closing the gaps or enriching and extending the learning so that academic achievement is strong.

All schools within Twynham Learning have an uncompromising ambition for every pupil to achieve their full potential. We are determined that every pupil in our care who is disadvantaged, is encouraged and supported to achieve their academic potential and will leave school with a positive relationship with education. We recognise that improving educational outcomes for disadvantaged pupils is complex because poverty is so multifaceted. Our Trust Equity strategy ensures all schools are united in their approach to supporting and championing our pupils who are disadvantaged and is part of the broader Twynham Learning excellence plan.

Stourfield Infant and Junior Schools work together to ensure effective transition and information sharing to enable our disadvantaged children to thrive across their whole primary phase of education.

## **Our intended outcomes**

We adopt a tiered, well-rounded approach to Pupil Premium spending to balance approaches to improving teaching, targeted academic support, and wider strategies. We base our evidence on research and best practice.

Our strategy is over 3 years to ensure we can launch and embed our pillars to maximise improvements for all.

To ensure pupils eligible for the pupil premium grant (PPG) achieve this we will:

- Continue to foster excellent relationships in our school and community to ensure pupils and families can thrive with open communication and support
- Continue to understand what the impact of growing up in low-income households can have on our pupils and families through research, CPDL and working with our families.
  - Continue to understand what potential barriers pupils in receipt of the PPG could face in their learning through research, CPDL and working with our families.
- Continue to use the above information effectively to inform practice and provision.
- Ensure Stourfield Infant School has a Highly skilled workforce to deliver quality first teaching and excellent provisions
- Support all pupils with opportunities and cultural capital
- Provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum, using and applying the most effective pedagogy, supported by the use of additional, delegated funding;
- Work in partnership with families of pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement;
- Work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- Continue to have high expectations of all our pupils

***‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’***

*(Educational Endowment Foundation, Pupil Premium Guide – October 2019)*

## 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                | <p><b>Reading and writing</b></p> <p><u>End of KS1 2024-25</u><br/>100% of PP (9/9) pupils) achieved ES+ in reading , 11% (1/9) achieved GD<br/>55% of PP (5/9 pupils) achieved ES+ in writing , 0% (0/9) achieved GD</p> <p><u>End of KS1 2023-24</u><br/>61% of PP (11/18 pupils) achieved ES+ in reading , 6% (1/18) achieved GD<br/>44% of PP (8/18 pupils) achieved ES+ in writing , 0% (0/18) achieved GD</p> <p><u>End of EYFS 2024-25</u><br/>13% PP (1/8 pupils) achieved expected in reading<br/>13% PP (1/8 pupils) achieved expected in writing</p> <p><u>End of EYFS 2023-24</u><br/>57 % of PP (4/7 pupils) achieved expected in reading and writing.</p> |
| 2                | <p><b>Maths</b></p> <p><u>End of KS1 2024-25</u><br/>89% of PP (8/9 pupils) achieved ES+ in Maths (0/9 for GDS)</p> <p><u>End of KS1 2023-24</u><br/>61% of PP (11/18 pupils) achieved ES+ in Maths, 6% (1/18 for GDS)</p> <p><u>End of EYFS 2024-25</u><br/>50% of PP (4/8 pupils) achieved expected in maths.</p> <p><u>End of EYFS 2023-24</u><br/>71% of PP (4/7 pupils) achieved expected in maths.</p> <p>Gap between PP and non-PP peers.</p>                                                                                                                                                                                                                    |

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| 3 | <p>Speech and language barriers identified</p> <p>Research shows that children from socio-economically disadvantaged backgrounds are more likely to begin school with delayed language development. Hart and Risley (1995) identified significant differences in early language exposure between children from professional and low-income families, often referred to as the “word gap.” More recent evidence from the Education Endowment Foundation (EEF) highlights that pupils eligible for Free School Meals are, on average, several months behind their peers in language and communication on entry to school.</p> <p>Limited access to books, reduced opportunities for enrichment experiences, and fewer structured conversations in early childhood can contribute to restricted vocabulary and weaker oral language skills. The EEF (Improving Literacy in Key Stage 1 &amp; 2 guidance reports) emphasises that oral language interventions can have a positive impact of approximately +6 months’ progress, underlining the importance of targeted support for disadvantaged pupils.</p> <p><b>Key References:</b></p> <ul style="list-style-type: none"> <li>• Hart, B. &amp; Risley, T. (1995) <i>Meaningful Differences in the Everyday Experience of Young American Children</i>.</li> <li>• Education Endowment Foundation (EEF), <i>Oral Language Interventions Toolkit</i> (+6 months).</li> <li>• EEF (2017/2021) <i>Improving Literacy in KS1 &amp; KS2</i>.</li> </ul> |
| 4 | <p>Social and emotional needs of children</p> <p>Evidence indicates that children growing up in poverty are at greater risk of social and emotional difficulties. The Children’s Society (2020) and Public Health England have reported links between economic disadvantage and increased likelihood of anxiety, low self-esteem, and behavioural challenges. Financial stress within families can contribute to adverse childhood experiences (ACEs), which research by Felitti et al. (1998) associates with long-term impacts on emotional regulation and wellbeing.</p> <p>The EEF Toolkit highlights that Social and Emotional Learning (SEL) approaches can lead to an average of +4 months’ additional progress, particularly benefiting disadvantaged pupils. Developing self-regulation, resilience, and positive peer relationships is therefore critical in reducing attainment gaps.</p> <p><b>Key References:</b></p> <ul style="list-style-type: none"> <li>• Felitti et al. (1998) <i>Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults</i>.</li> <li>• Education Endowment Foundation (EEF), <i>Social and Emotional Learning Toolkit</i> (+4 months).</li> </ul>                                                                                                                                                                                                                                                      |

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|   | <ul style="list-style-type: none"> <li>The Children's Society (2020), <i>The Good Childhood Report</i>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5 | <p>Lower rates of attendance in PP pupils.</p> <p>National data consistently shows that pupils eligible for Pupil Premium have lower attendance rates and higher persistent absence compared to non-disadvantaged peers (Department for Education, annual attendance statistics). The DfE (2022) reports that persistent absence is strongly correlated with lower attainment at both KS2 and KS4.</p> <p>Research by the EEF and DfE emphasises that even small reductions in attendance can significantly affect progress, as absence leads to lost learning time, gaps in knowledge, and reduced engagement. Disadvantaged pupils are statistically more likely to face barriers such as transport difficulties, housing instability, health inequalities, and parental employment patterns, all of which can contribute to lower attendance.</p> <p><b>Key References:</b></p> <ul style="list-style-type: none"> <li>Department for Education (DfE), <i>Pupil Attendance in Schools</i> (annual statistics).</li> <li>DfE (2022), <i>The Link Between Absence and Attainment at KS2 and KS4</i>.</li> <li>Education Endowment Foundation (EEF), <i>Attendance Interventions and Rapid Evidence Assessments</i>.</li> </ul> |

## 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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| Boost attainment of PPpupils in reading, writing and maths – with a focus on increasing the number achieving GDS | <p>By the end of the academic year we will have an increased percentage of PP pupils achieving ES+ and GD in reading, writing and maths.</p> <p>The gap is closing between PP pupils and their non-PP peers.</p> <p>Pupils make good progress from their starting points</p> <ul style="list-style-type: none"> <li>• Effective on-entry assessment is in place (National baseline in Reception, and accurate formative and summative assessment in Years 1-2) which identifies a personalised program of support.</li> <li>• Assessment tests are used effectively to pinpoint specific learning needs, and these needs are supported.</li> <li>• tailored, focused and responsive program of CPDL in place for all staff to support effective practice and support pupil progress.</li> <li>• Coaching, where needed, using Walkthrus helps teachers to build strategies for quality first teaching.</li> <li>• A program of evidence-informed academic provisions is in place to support progress</li> <li>• Pupils falling behind in Phonics are quickly identified using regular assessment as part of our phonics program and additional Reading and phonics support is offered.</li> <li>• Effective use of assessment data to inform planning, teaching and provisions using Arbor</li> <li>• Home learning and home learning support club support pupil's progress, giving the opportunity to reinforce learning at home and develop retrieval skills.</li> <li>• Home learning club supports all pupils to engage in home learning- in a supportive and inclusive manner (supported by pupil leadership)</li> </ul> |
| Improved speech and language and communication                                                                   | <p>Initial screening of all Reception pupils on entry to find and meet needs</p> <p>SALT assessments will identify gaps.</p> <p>SALT interventions will improve speech and language skills.</p> <p>Communication and Language</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                               | <ul style="list-style-type: none"> <li>• Pupils' specific communication and language needs are identified quickly and accurately- on entry screening for all Reception pupils</li> <li>• There is a robust system of APDR in place for all pupils with CL needs.</li> <li>• Pupils in Reception have developed their Communication and Language skills from their starting point in line with ARE.</li> <li>• CL is supported effectively by class teachers, provisions, SALT support and external SALT assessment.</li> <li>• Specialist SALT to support higher need SALT pupils</li> <li>• Supervision from</li> </ul> |
| Improved self-esteem, ability to manage feelings and resilience in our PP pupils                                                              | <p>The targeted pastoral interventions will help children to build self – esteem and resilience.</p> <p>Boxall Profiles, Arbor behaviour reporting and feedback from the Inclusion team/staff will show improved ability to manage feelings.</p> <p>The children will be able to use the Zones of Regulation to identify how they are feeling and have strategies in place to move into a different zone.</p>                                                                                                                                                                                                            |
| Foster a supportive environment where all pupils, especially those facing disadvantage, feel emotionally secure, included and ready to learn. | <p>Pupils engage with tailored pastoral programmes, leading to improved classroom participation, reduced need for ongoing support, and stronger emotional resilience. Indicators include improved attendance with a gap of no more than 3% between PP and Non-PP, active engagement in lessons, and positive pupil voice feedback.</p>                                                                                                                                                                                                                                                                                   |

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| <p>Improved opportunities for extra-curricular activities/extend the learning beyond the classroom</p> | <p>In the current economic climate, access to extra-curricular activities for children who are PP is essential in order to support them to develop. We aim to have all PP children attending a club after school.</p> <p>There is a clear program of trips, visits and visitors planned including religious visits that links to and enhances the school curriculum.</p> <ul style="list-style-type: none"> <li>• There is a program of unique opportunities designed for all year groups to support aspirations, awe and wonder</li> <li>• Pupils' experiences citizenship and understand how they can improve society.</li> <li>• There is a full program of extra-curricular clubs</li> <li>• Specialist PE provision for all our children.</li> <li>• Specialist music for all our children.</li> </ul> |
| <p>Improve attendance of PP pupils</p>                                                                 | <p>Attendance of at least 97%</p> <p>There will be no difference between the PP students and their peers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## 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: **£ 18,365**

| Activity                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number (s) addressed |
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| <p>Staff CPD linked to WALKTHRU this includes:</p> <ul style="list-style-type: none"> <li>coaching</li> <li>Explaining and Modelling</li> <li>Questioning and feedback</li> </ul> | <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF (21).</p> <p>The EEF Guide to the Pupil Premium—Autumn 2021. EEF) CPDL is guided by the principles set out by the EEF, ensuring that TAs are adding value to vulnerable groups of pupils rather than ever replacing teachers for these groups (<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a>)</p> <p>Rowland (2021) reminds leaders that all staff need to be clear on what good and inclusive teaching looks like. He writes: “A common understanding about the school’s approach to inclusive teaching is vital, from the senior leadership team to the classroom.” (Rowland, M. (2015). An updated guide to The Pupil Premium. John Catt) Jensen, E. (2009). Teaching with poverty in mind. ASCD</p> <p>Moderation and Pupil Progress meetings with senior leader.</p> <p>SEND and Vulnerable Inclusion Supervision session</p> <p>Leadership and teaching and learning books for professional development and improvement.</p> <p>Provision mapping software and training.</p> | 1, 2, 3                        |

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| <p>Teaching of phonics through Little Wandle to ensure all PP children access.</p> | <p>EEF recommends that at least half of Pupil Premium spending is spent on improving the quality of all teaching. EEF Phonics Learning toolkit: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a> DfE Reading Framework 2022 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf</a></p> | <p>1</p> |
| <p>Additional SALT support for pupils with SALT needs</p>                          | <p>Bespoke, regular SALT support from trained adult to improve communication and self-esteem.</p> <p>Initial assessment of all new EYFS pupils<br/>SALT assessments will identify gaps.<br/>SALT interventions will improve speech and language skills.<br/>Specialist SALT<br/><br/>Communication and Language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |

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|  | CPDL is guided by the principles set out by the EEF, ensuring that TAs are adding value to vulnerable groups of pupils rather than ever replacing teachers for these |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9256 (other funds shared in above box)

| Activity                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
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| Teaching Assistants trained to run phonics catch up sessions. | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>(EEF Teaching and Learning Toolkit – Phonics)</p> <p>Gaps will be identified using Little Wandle assessments and catch-up sessions planned for individuals and small groups.</p> <p>Targeted deployment, where teaching assistants are trained to deliver intervention to small groups or individuals has a higher impact.</p> <p>(EEF – Teaching and Learning Toolkit – Teaching Assistant Interventions)</p> | 1                             |
| Additional reading with an adult for PP pupils.               | <p>Reading books will be matched to the phonics ability to ensure that pupils can read fluently and confidently. Children who are not reading at home will be given extra reading sessions in school (daily reading).</p> <p>Time to read 1:1 with an enthused adult increases an enjoyment for books and more opportunities for 'book look.' This approach targets oral language intervention, which EEF identifies as one of the most effective strategies for having the biggest impact to attainment.</p>                                                                                                                               | 1                             |

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| <p>Zones of Regulation bought and implemented.</p>                           | <p>Zones of Regulation will benefit all children and be used on a one-to-one basis or in small groups with specific pupils.</p> <p>EEF research states that the potential impact of metacognition and self-regulation approaches is high and can raise attainment by 7+ months if successful.</p>                                                                                                                                                                                                                                                    | <p>4</p> |
| <p>to provide small group sessions linked to social and emotional needs.</p> | <p>Small groups or 1:1 support in managing their emotions and feelings – Rainbow Room.</p> <p>Specific targets will be identified.</p> <p>EEF states that the most effective strategy for supporting children with ACEs are a consistent nurturing adult that they feel safe and secure with.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning Toolkit – Social and Emotional Learning)</p> | <p>4</p> |

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| <p>Screening materials to pin point need and support.</p>                                         |                                                                                                                                                                                                                                                                                                          |             |
| <p>Embed feedback policy with year leaders and provide CPD on effective feedback strategies.,</p> | <p>EEF research on feedback suggests that there can be an impact on +6 months. This feedback will focus on “moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.”,</p> | <p>1, 4</p> |

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| <i>The need for forensic cohort-level tracking and early intervention for year groups after pupil progress meetings.</i> | <a href="#">Pupil-Premium-2023.pdf</a><br>Enables schools to diagnose pupils' needs using internal data, triangulate attendance/behaviour/assessments, and to monitor and evaluate interventions over time. | 1,4 |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 3158

| Activity                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To provide opportunities for clubs and extracurricular activities.<br><br>To further promote enrichment opportunities across | PP pupils will have the opportunity to attend tennis club, cricket club, football club and mindfulness club.<br><br>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular.<br><br>Cost of staff run clubs to facilitate. | 4 and 5                       |

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| the curriculum for disadvantaged pupils to ensure they can access cultural opportunities inline with non- disadvantaged pupils | curricular sporting activities may increase pupil attendance and retention.(EEF Teaching and Learning Toolkit – physical activity/extending school time.                                                                                                                                                                                                                                                                           |   |
| Opportunities for enrichment activities – gardening.                                                                           | Local community projects to involve families in gardening projects (links with our allotments).<br><br>'Wider strategies which will include non-academic barriers will help to develop readiness to learn' EEF                                                                                                                                                                                                                     | 4 |
| Attendance and personalised provision for families with FSW.                                                                   | Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. Our FSW will continue to support families, including Early Help Assessments.<br>Parents experiencing hardship and in need of guidance will be able to work in partnership with school. FSW will support early help referrals through meetings with parents and providing support and advice whilst liaising with other agencies | 5 |
| Support for Parents via MHST                                                                                                   | Providing parents with knowledge and support to try and improve outcomes for whole family. Utilising expert support and guidance                                                                                                                                                                                                                                                                                                   |   |
| Meet and greet for pupils                                                                                                      | Teacher feedback re reluctant pupils to come in to school- require a special meet and greet group each morning to build connection and belonging                                                                                                                                                                                                                                                                                   |   |

**Total budgeted cost: £ 30, 779.75**

## Part B: Review of outcomes in the previous academic year

### Reading and writing

#### End of KS1 2024-25

100% of PP (9/9) pupils) achieved ES+ in reading , 11% (1/9) achieved GD

55% of PP (5/9 pupils) achieved ES+ in writing , 0% (0/9) achieved GD

#### End of EYFS 2024-25

13% PP (1/8 pupils) achieved expected in reading

13% PP (1/8 pupils) achieved expected in writing

### Maths

#### End of KS1 2024-25

89% of PP (8/9 pupils) achieved ES+ in Maths (0/9 for GDS)

#### End of EYFS 2024-25

50% of PP (4/8 pupils) achieved expected in maths.

