

Pupil premium (including EY PP) strategy statement updated 2024/25



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 of pupil premium had within our school.

It forms part of the 3 year cyclical Pupil Premium Plan (2024-27) and is an integral part of existing school development planning.

School overview

Detail	Data
School name	Farnborough Road Infant School
Number of pupils in school	327 pupils (excluding 99 Nursery children)
Proportion (%) of pupil premium eligible pupils	7% (26 children) 2020-21 10% (36 children) 2021-22 11% (38 children) 2022-23 12% (40 children) 2023-24 10% (32 children) 2024-25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20 th October 2024
Date on which it will be reviewed	6 th March 2025 22 nd May 2025 24 th October 2026
Statement authorised by	Miss Jennifer Sephton (Head) Mrs Lucy Fletcher (Chair)
Pupil premium lead	Ms Jennifer Sephton
Governor lead	Mr Neil Farmer

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£58,400

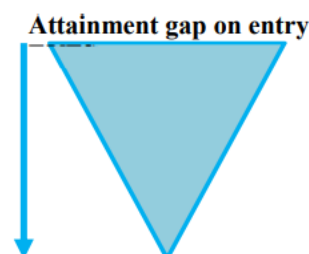
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58.400

Part A: Pupil premium strategy plan

Statement of intent

Introduction

Each year, all schools must publish online information regarding their planned expenditure of Pupil Premium Funding. Details of the specific information you need to publish can be found in DFE guidance on what local authority-maintained schools must publish online.



Funding is allocated at the rate of £1,455 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years. £2530 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more. For the school year 2023-24, we have been allocated a total of £52,715.

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate time scales
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils
- Will focus on evidence from EEF (Education Endowment Foundation) and other key research findings in relation to metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence
- Link to our Sports Premium to ensure maximal health benefits to all of our pupils
- Link to our School Improvement Plan with a focus on implementing the whole school Voice 21 approach to provide high quality teaching and learning.

The five key areas below will:

- Inform the core of the staff development and training plan for 2024-25

- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately, ensure that we are able to diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils whilst the children are in the Infant School.
- That we are seen to live our key mission of providing the very best opportunities for all our pupils by working together

Aim:

At Farnborough Road Infant School our aim is that all children benefit from the highest standard of education and expectations. This ensures that they can all achieve their full potential academically, socially and emotionally. Children develop the knowledge and skills needed to thrive at school and participate successfully throughout their lives.

Our creative curriculum puts all our children at the heart of everything we do. We are passionate about providing a highly inclusive and supportive environment where every FRIS child can succeed. Our bespoke curriculum raises aspirations and promotes a growth mindset to overcome any potential barriers to learning, regardless of starting points or circumstances.

We understand that nationally “Covid has potentially reversed a decade of progress in closing the attainment gap” for Pupil Premium children and recognise “that these students will also face the biggest challenges in educational recovery.” And that given this “context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds.” (EEF, 2022)

As school leaders we believe using the recommended EEF tiered approach to produce our Pupil Premium Strategy will effectively meet the needs of our pupils.

Our focus for 2024-25 is on **High Quality Teaching**. Further developing staff expertise, including the expertise of our ECTs “ensuring an effective teacher is in front of every class” (EEF, 2022). Farnborough Road Infant School will continue to develop staff expertise in the key areas of language development and phonics; as the precursor to reading. We have continued to invest in the Voice 21 programme developing vocabulary and language through staff CPD with the aim to build cultural capital of our disadvantaged pupils and reduce the “30 million word gap by age 3” described by Hart and Risley (2003).

At FRIS we also continue to focus on **Targeted Academic Support** for those Pupil Premium / EY PP children who have been identified as not making expected progress or those who have been disproportionately impacted by the effects of the COVID pandemic by investing in deployed highly skilled, experienced staff to support in class phonics groups as well as targeted intervention using eg WELLCOMM, Early Fluency programme

At FRIS we have also invested Pupil Premium funding in **Wider Strategies** relating to securing high levels of attendance for Pupil Premium and EY PP pupils and supporting their social and emotional development, improving their physical and mental wellbeing, both of which can negatively impact upon their academic attainment.

The key principles underpinning our approach are:

- A relentless focus on high quality of curriculum and teaching and learning achieved through high quality training and support. Our pupil premium strategy links to all other aspects of our whole school strategic planning
- Our actions are evidence-based on National research
- Our actions are measurable with clear success criteria
- That all members of our community are aware of the desired outcomes of our plan, how we will achieve them and the roles they play.
- That our plan will be proactive, responsive and flexible to meet any changing local and national needs

Challenges

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

	Detail of challenge
1	<p>Low level language skills have been adversely affected COVID lockdowns and Readiness to Learn – Whole School Priority</p> <p>The high prevalence of speech, language or communication needs among disadvantaged children in the Liverpool City Region is thought to contribute to the achievement gap that exists by the time children enter school and continues until they leave. This is the most common referral made in school.</p> <p>At FRIS we are acutely aware of the 30 million word gap by age 3 (Hart and Risley 2003). Upward of 50% of children starting school have language skills that are underdeveloped for their age. This language delay hampers children’s ability to learn, achieve and make friends. It significantly impacts on their literacy and numeracy development. Children have difficulty listening and paying attention, limited</p>

	<p>vocabulary, difficulty understanding language, difficulty organising and using language, immature sentences and difficulty taking turns.</p> <p>Baseline data from NFER assessments shows that 27% of our 4-5 year olds in receipt of Pupil Premium funding are below ARE at Baseline on Entry to Reception.</p> <p>Baseline data from NFER assessments showed that 15% of our 4-5 year olds were below ARE at Baseline on Entry to Reception.</p> <p>Children need to expand their use of ambitious language and have exposure to high quality talk and texts in order to support their attainment of the Reading and Writing Goals. At Reception NFER baseline 10/11- 91% of our pupil premium children have reading and writing as an area of need.</p>
2	<p>Less access to outdoor school provision during lockdowns/ partial lockdowns – less mixing in green spaces in the community.</p> <p>Our whole school priority continues to be to develop opportunities for outdoor learning and the development of fine and gross motor skills, letter formation and handwriting.</p> <p>28/36 children (78%) of our Pupil Premium children (3-7 years) have fine and gross motor or writing skills as an area of need at baseline.</p> <p>Physical Development is a focus from an early age and links with Sports Premium Plans.</p> <p>We also understand how this links with around 70% of Liverpool City Region neighbourhoods having a lower healthy life expectancy than the national average, with over 15% of those expected to have a 10 year shorter healthy life than average.</p>
3	<p>Ensuring a child’s socio-economic background does not have an impact on how well they do at school and the choices they have later in life.</p> <p>Some of our children have a reduced self-regard as a learner and have ineffective learning-to-learn skills on entry into school.</p> <p>This is evidenced by analysis of learning to learn skills on entry; review of pupil disposition and Behaviour for Learning Data from our Autumn Term; and Going for Green reports which showed 32% of our PP children needed additional support in class for their attitude to learning and effort.</p> <p>Attendance of PP pupils at FRIS was 92% compared with whole school attendance of 95%.</p> <p>Going for Green Autumn 1 reports showed that 61% of our KS1 PP children had a focus of attendance and punctuality from their initial report October 2024</p> <p>FRIS IDSR 2022 said that</p> <p>Persistent absence for pupils in receipt of free school meals (29%) was in the highest 20% of all schools (October 2023)</p> <p>2024-25 attendance data for pupils in receipt of 92% which is less than 95% whole school average.</p>

	<p>We aim to establish routines for good attendance and punctuality, encourage effective self-regulation and build metacognitive strategies through improving teaching and learning staff CPD.</p> <p>We also aim to provide opportunities for improved general knowledge and first-hand experiences to raise their aspirations.</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
<p>Ensure all learners including those who are disadvantaged have access to a curriculum by focusing on the systematic building of vocabulary within ‘word rich’, talking classrooms.</p> <p>Ensure that planning clearly outlines what ambitious vocabulary should be acquired by children during each block of planning.</p> <p>Elevate the importance of the complex subject specific vocabulary within each topic.</p> <p>Ensure children have access to high quality texts in school and at home and all staff trained in teaching/interventions strategies aimed at promoting rich communication and language development</p> <p>(Voice 21, Phonics intervention, WellComm, Talk Boost/Talk Time, Guided Reading)</p> <p>To be measured by reading termly assessments, Baseline screening</p>	<p>The effect of school closure and isolation on children’s early or continual language development (particularly those from disadvantaged backgrounds who rely on school to develop effective spoken language through hearing and using new vocabulary) does not widen the existing language gap.</p> <p>Identification of FRIS’s progression of skills/ building blocks required for children to achieve expertise in spoken language.</p> <p>Teachers have a strong grasp of standard English and subject specific vocabulary to ensure children are ‘Active Citizens’ and are able to gain access into professions in later life.</p> <p>Gaps in children’s spoken language are identified and the ‘vocabulary gap’ is reduced (the vocabulary size is an outward and visible sign of an inward acquisition of knowledge).</p> <p>Children start to use this vocabulary when answering questions and making their own wonderings.</p> <p>Children are confident and effective in the use of ambitious, subject-specific vocabulary.</p> <p>Culture is developed that voice really matters whether children or teachers</p> <p>Teachers employ a dialogic pedagogy in the teaching of all subjects –(EEF Research)</p>

	<p>Children have increasing capacity to speak, read and write like scientists, geographers, artists and designers they might one day become.</p> <p>Improving Oracy, including the use subject-specific vocabulary within full sentences when appropriate.</p> <p>Children to have good communication skills;</p> <ul style="list-style-type: none"> -make a confident age appropriate presentation to their class -conduct an age appropriate reasoned discussion -work well in a team -listen properly to a speaker <p>Cognitively challenging talk makes difference to pupil engagement, deeper learning and attainment</p> <p>Children are able to articulate ideas and have their voices heard (Mary Myatt)</p> <p>High Quality talk is valued as an outcome and writing is not a privilege strand – (Mary Myatt)</p> <p>Improved reading scores for lowest 20% of children</p> <p>Improved love of reading and ability to talk richly about their reading</p> <p>Pupils achieving age appropriate language development.</p>
<p>Raise the profile of the importance of developing fine and gross skills, letter formation and presentation of ALL written work.</p> <p>Focus on practising fine and gross motor skills at school and at home</p> <p>Focus on mastering the correct pencil grip, using supporting equipment</p> <p>Daily practise of letter formation</p> <p>Common errors identified, reversals or poorly formed letters to be practised as 'fix-its'</p> <p>To be measured by Arbor tracking assessments across key stages in fine and gross motor (EY) and Writing strands (Nursery, Reception and KS1)</p>	<p>Difficulties with pencil grip addressed as priority in the early stages of learning to write (EYFS)</p> <p>Daily practise will ensure skills are mastered and errors are corrected in a timely manner.</p> <p>Children are PROUD of the presentation of their work as well as the content.</p>

<p>Equip learners with effective learning to learn skills so they can access the Curriculum fully to ensure disadvantaged pupils make expected or better progress in all areas of the curriculum. Focus will be on self-regulation - metacognition – feedback and questioning - learning dispositions</p> <p>To be measured by termly teacher administered standardised assessments, teacher information, analysis of interventions.</p>	<p>PP children with limited learning to learn skills will be identified early and receive correct level of support to encourage their ability to fully access the Curriculum to ensure that disadvantaged pupils will reach their full potential.</p>
<p>Awareness of the impact of good attendance and punctuality raised with PP parents and children.</p> <p>The monitoring of the attendance of makes timely and effective intervention to improve attendance and punctuality</p> <p>To be measured by Assertive Mentoring Strategies- Going for Green and Arbor reports</p>	<p>Understanding of the importance of attendance and punctuality</p> <p>Pupil premium children are not Persistent absentees</p> <p>Parents and pupils understand the impact of good attendance and punctuality has on children achieving their full potential.</p> <p>Attendance of Disadvantaged to be in line with National and School Data for attendance and punctuality – 97%</p>
<p>Assess gaps in learning to effectively and efficiently meet the children’s individual learning needs To be measured by termly teacher assessments</p>	<p>Ensure each subject has prior learning built in to planning and learning time includes tasks/quizzes to assess gaps and teaching builds connections for learners to aid long term memory development All teaching staff skilled in giving effective and regular feedback to assess and target gaps in learning Delivery of targeted interventions based on identification of knowledge and skills gaps Disadvantaged pupils close the gap between disadvantaged and non-disadvantaged pupils in their learning.</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 (eg CPD, recruitment and retention)

Budgeted cost: £7,500 (Over 3 years) £2, 500 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Voice 21 staff CPD Equipping staff with the expertise, tools and resources to provide a high-quality oracy education in every classroom.</p>	<p>Research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years)</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with</p>	<p>1</p>

	peers, particularly when this is provided one-to-one.	
--	---	--

Targeted academic support (eg tutoring, one-one support structured intervention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics 1:1 intervention</p> <p>Systematic teaching of pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them matched to the child's current level</p> <p>Monitored intervention to ensure targeted support on exactly what is needed to improve.</p>	<p>Research from EEF shows that 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>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	4
<p>Additional 1:1 reading to support home reading across Reception Year 1 and Year 2 and</p> <p>Year 2 small group intervention to develop more effective comprehension skills and strategies particularly for pupils achieving ARE or above in Year 2</p>	<p>Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use</p>	4

	<p>reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	
<p>Development of Fine and Gross Motor Skills</p> <p>High Quality Fine and Gross motor skill bags developed for use in classes and support with development at home</p> <p>Development of home support for letter formation and name writing.</p> <p>Training for staff and use of the Early Fluency Program to develop fine motor skills development into early writing.</p>	<p>Improvement of physical growth, skills and health.e.g. fine motor skills and encouraging active outdoor play is related to writing.</p> <p>Research from EEF says that there is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.</p>	2 and 4
<p>Author of the Term</p> <p>Children have access selected high quality story time text with a focus on an author of the term across Reception, Year 1 and Year 2.</p>	<p>Training from Mary Myatt on advantages of reading wide variety of texts modern and classic.</p> <p>May Myatt comments that: Stories have the power to open up the imagination, to supply tier two and tier three vocabulary and to provide a context for the big ideas and concepts.</p> <p>Stories also contain sophisticated language of greater lexical depth and complexity than we would encounter in everyday classroom talk. And it is as a result of this insight that Doug Lemov makes the case that reading aloud is critical for developing vocabulary for all pupils.</p>	4

	<p>The importance of stories is backed up by findings from cognitive science. If we agree with Daniel Willingham’s argument that our ‘brains privilege story’ then it follows that learning is likely to be deeper if we incorporate stories, conflicts and dilemmas into our schemes.</p> <p>Additionally, the Education Inspection Framework (EIF) has an increased focus on reading, with the view that a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. In the handbook ‘reading is prioritised to allow pupils to access the full curriculum offer.’ This makes it a great opportunity to consider some of the most efficient ways of tapping into the power of stories in order to develop reading.</p>	
--	---	--

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

Budgeted cost: £30,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all PP children can access our extra curricular activities to the same extent as non-PP</p> <p>Ensure all paid providers of clubs offer 3 free places for PP children</p> <p>Tracking club attendance for pupil groups.</p>	<p>EEF Physical activity toolkit: Physical activity has important benefits in terms of health, wellbeing and physical development. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance and retention. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	3
<p>Ensure pupils have a wide range of educational and</p>	<p>The Social Mobility Commission report ‘An Unequal Playing Field’ uncovered evidence that extracurricular activities</p>	3

<p>enriching experiences as non-PP to enhance their cultural capital</p>	<p>are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. 2,4 11 Reviewed October 2021 Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others. Since the introduction of the 2014 National Curriculum which defined cultural capital as ‘the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said’, usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, wellrounded and informed citizens.</p>	
<p>Improving the Attendance and Punctuality of all PP children</p>	<p>Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</p>	<p>3</p>
<p>Play Therapy/ Emotional Coaching / Lego Therapy Intervention Develop children’s strategies to deal with</p>	<p>EEF Social and emotional learning toolkit: Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions. Social and</p>	<p>4</p>

<p>social, emotional and behaviour issues which impact on their well – being and capacity to learn</p>	<p>emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF behaviour toolkit: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills</p>	
--	---	--

Total budgeted cost: £58.400

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 2023-24 academic year.

Our assessment of the impact of the Pupil Premium strategic plan is outlined below:

	School 2023-24	School 2024-25
Communication & Language Listening, attention and Understanding Cohort	85%	86%
PP	82%	90%
Communication & Language Speaking	87.6%	92%
PP	100%	90%

End of Reception Data 2021-22 for all Pupils in Reading, Writing and Maths

	GLD	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Cohort	69%	92.4%	76.5%	71.4%	79%	85%
PP (15 children)	60%	100%	67%	60%	80%	75%

End of Reception Data 2022-23 for all Pupils in Reading, Writing and Maths

	GLD	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Cohort	69%	82%	76%	71%	83%	82%
PP (15 children)	27%	67%	33%	33%	53%	60%

End of Reception Data 2023-24 for all Pupils in Reading, Writing and Maths

	GLD	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Cohort	70.1%	84.1%	74.3%	71.5%	77%	78.8%
PP (11 children)	55%	91%	55%	55%	64%	64%

End of Reception Data 2024-25 for all Pupils in Reading, Writing and Maths

	GLD	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Cohort	67%	89%	78%	74%	79%	79%
PP (10 children)	50%	90%	60%	60%	60%	70%

Phonics 2021-22 Year 1 Data

	Y1 Cohort	Y1 Intervention	Y2 Cohort	Y2 Intervention
Expected Standard	84%	36 / 55 65%	95%	7/11 62%
PP Pupils		2/7 29%		4/9 44%

*Phonics 2022-23 Year 1 Data

	Y1 Cohort	Y1 Intervention	Y2 Cohort	Y2 Intervention
Expected Standard	88%	41/ 51 80%	92%	11/20 55%
PP Pupils		9/11 82%		3/5 60%

Phonics 2023-24 Year 1 Data

	Y1 Cohort	Y1 Intervention	Y2 Cohort	Y2 Intervention
Expected Standard	86%	46/ 60 77%	99%	12/13 92%
PP Pupils	9/17=53%	7/10 =70%	16/16=100%	3/3 100%

Phonics 2024-25 Year 1/ Year 2 Data

	Y1 Cohort	Y1 Intervention	Y2 Cohort	Y2 Intervention
Expected Standard	82%	34/ 53 64%	96%	13/17 76%
PP Pupils	6/10=60%	0/4 =0%	13/17=82%	4/7 = 57%

KS1 Progress	Reading	Writing	Maths
End of Year 1 2025	EXS+ 75% GD 16%	EXS+ 71% GD 7%	EXS+ 81% GD 13%
End of KS1 2025	EXS+ 78% GD 33%	EXS+ 65% GD 16%	EXS+ 76% GD 22%
PP	10/17	8/17	9/17

	EXS+ 59%	EXS+ 47%	EXS+ 53%
End of Year 2025	3/17 GD 18%	0/17 0%	0/17 0%
National 2023	EXS 68% GD 19%	EXS 60% GD 8%	EXS 71% GD 16%

We will continue to monitor and improve the number of disadvantaged pupils attaining their GLD in Reception, pass their phonics screening in Year 1 and achieve Expected + in reading and writing and maths in KS1.

In 2024-25 we continued to monitor the attendance of all disadvantaged pupils and inform and meet with parents if their child is falling below 97% to set targets for improvement.

During 2024-15 we offered PP pupils a variety of opportunities to experience first-hand and enjoy wider life experiences and an enriched curriculum and ensure we make up for lost opportunities and experiences. Free places were offered for all paid after school activities, and PTFA events. Our Pupil Premium children in KS1 also experienced an additional local trip to Southport to visit the Art Gallery and local museum and took part in an Art activity with our school Art Lead. Ensuring that we continue to increase the cultural capital of our PP children.

The use of evidence from assessment processes have also led us to make greater use of EEF teacher toolkit to more effectively develop focussed actions around priority challenges as part of an ongoing 3 year strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

--

Further information (optional)