# WILLIAM LILLEY INFANT AND NURSERY SCHOOL



# Pupil Premium Strategy

# 2024 – 2027

# Pupil premium strategy statement

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.

## School overview

| Detail | Data |
|---|---|
| School name | WILLIAM LILLEY INFANT AND NURSERY SCHOOL |
| Number of pupils in school | 127 (INCLUDING 37 NURSERY PUPILS) |
| Proportion (%) of pupil premium eligible pupils | 17% (F1/F2/KS1) 23% (F2/KS1) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024 – 2027 |
| Date this statement was published | DECEMBER 2025 |
| Date on which it will be reviewed | DECEMBER 2026 |
| Statement authorised by | MRS S BEARDSLEY |
| Pupil premium lead | MRS S BEARDSLEY/ MRS H YOUNG |
| Governor / Trustee lead | MR J SLATER |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £42,420 |
| 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* | £42,420 |

# Part A: Pupil premium strategy plan

## Statement of intent

At William Lilley Infant and Nursery school, we aim to give our pupil premium children the skills, strategies and support to be lifelong learners and have high aspirations for their future.  In doing so they will achieve national expectations in all areas of the curriculum whilst at William Lilley, setting the foundations for their future educational career.

Our current pupil premium plan recognises the skills, strategies and support which are required to overcome barriers that our pupil premium pupils may face.  As a school these are addressed collectively within our pupil premium strategy, embedded throughout our school improvement priorities and also recognised for bespoke support that may be required.

Our strategy focuses upon priorities for teaching, priorities for targeted academic support and priorities for wider requirements and needs.  In order to achieve the priorities we have identified, we will work with pupils and their families to bring about sustainable change into their future.

Since 2022, the school has seen an increase in Pupil premium pupils and have a range of barriers which are commonly seen.  These factors are represented within our Pupil Premium strategy.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Early reading and phonics attainment**<br>Pupil premium pupils often start school at a lower level of basic communication and language which impacts upon their early reading ability. In addition to this, they are less likely to engage at home with regular and frequent practice of phonics and reading, thus compounding their delay.<br>In 2025, 42.9% of pupils eligible for Pupil Premium met end of year expectations in phonics in year 1, with 42% of Pupil Premium pupils meeting end of year expectations in reading and 29% in writing. |
| 2 | **Communication and interaction skills**<br>Poor oral language skills, including pupils limited range of vocabulary may inhibit pupils achievement, particularly in reading and writing. This inhibits some of the pupil premium pupils in achieving the expected standard.<br>There is also a high proportion of pupils who have communication and interaction needs, with 78% of the current F2 to Y2 cohort on the SEND register with specific communication and interaction needs.<br>Upon entry to nursery, Pupil premium pupils show a gap in communication and language attainment with all children working below the expected standard in speaking. This slows their progress in many areas of learning into KS1 and beyond. |
| 3 | **Attendance concerns**<br>Disadvantaged pupils attendance was 92.6% This reduces their school hours and can cause them to fall behind their peers. 35% of the 2024/25 Pupil premium R-Y2 cohort were persistently absent with an attendance of below 90%. |
| 4 | **Wellbeing, mental health and safeguarding concerns**<br>Pupils and their families are also more likely to have additional family support at a school level or early help level. 77% of R – Y2 Pupil premium had support and intervention at a family level at some point during their education at William Lilley for 2024/25. This can impact upon pupils readiness for learning.<br>We identify our engagement with families as a key priority to addressing challenges, offering support, guidance and intervention to ensure pupils are in-school and families are engaged in the learning and development of their child. |
| 5 | **Access to educational materials and opportunities**<br>Pupil premium families at William Lilley have a greater levels of deprivation than their non-pupil premium counterparts. This is compounded by the cost of living crisis which has led to greater need for basic support. Having a lack of resources to support their children's needs including both offering wider experiences as well as academic resources are addressed through our pupil premium strategy to ensure that children's life opportunities improve in the short term and long term. |

# 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.

| 1 Early reading and phonics attainment | |
| --- | --- |
| A. To ensure phonics teaching is being adapted to the needs of individual children withing phonics streamed groups and classroom work. | i. Attainment in phonics to be in-line with National expectations in year 1 and year 2 by 2027. <br><br> ii. Children with SEND have made at least good progress in phonics based on their starting points <br><br> iii. Children have access to Literacy volunteers and there has been good progress in relation to children apply their phonic knowledge |
| B. To ensure staff have the relevant knowledge and skills to deliver the phonics program and intervention in meeting the needs of individual children to ensure accelerated progress towards meeting phonics screening check | iv. School to engage with support from the English Hub and make progress within the targeted school action plan <br><br> v. Staff have received training and support including regular coaching and support in order to deliver effective phonics provision <br><br> vi. Staff have received training and implemented strategies to support accelerated progress in phonics as identified within their appraisal targets. |
| C. To ensure children receive targeted 1:1 phonics intervention in making accelerated progress | i. 1:1 phonics intervention records have been monitored and reviewed to show success in ensuring children are making accelerated progress towards phonics screening check and in their progress in phonics |
| D. To ensure assessment is appropriate in ensuring children have been rigorously and regularly tracked and monitored to show their knowledge and understanding and gaps in learning have been addressed. <br><br> *Linked to School Improvement Priority 2 -* <br> *To embed a rigorous approach to ensuring good progress and attainment for individuals in phonics* | i. Individual assessments have highlighted the need for intervention and gaps have been addressed, leading to good progress. |
| **2. Communication and interaction skills** | |
| A. To introduce two year old provision into school in supporting children's communication and interaction from an earlier stage and thus addressing any barriers from an early point. | i. Two year old provision has been developed and vulnerable two year old pupils have accessed this throughout the year, leading to good outcomes |

| | |
|---|---|
| *Linked to School Improvement Priority 5 - Develop a high-quality EYFS curriculum that includes 2-year-old and mixed F1/F2 provision tailored to early developmental needs to maximise learning and development*<br><br>B. To update EYFS provision, practice and planning to support the communication needs of mixed Nursery and Reception children<br><br>*Linked to School Improvement Priority 4 - To develop progressive continuous provision that meets the needs of all pupils within the school.* | i. EYFS continuous provision has been reviewed and updated to ensure open ended opportunities which support the communication and developmental needs of vulnerable pupils<br><br>ii. Staff have received training regarding communication and interaction in supporting good progress within EYFS |
| C. To update the Oracy program with in-class and targeted support and intervention | i. Update Oracy policy and monitor the effectiveness of intervention used throughout the school in supporting children to make good Speech and Language progress |
| D. To update assessment systems to ensure pupils are making at least good progress across the school<br><br>*Linked to School Improvement Priority 1 -*<br><br>*To monitor the implementation of the curriculum rigorously through assessment in order to recognise the impact of the curriculum over time in supporting good progress for all groups of pupils.* | i. To purchase online assessment tracking system which allows for regular review of pupils development<br><br>ii. Assessment of children's understanding within the curriculum has demonstrated that the curriculum is meeting their needs<br><br>iii. Staff to understand the assessment system is being appropriately used to track and plan for gaps in learning<br><br>iv. Curriculum leads to be able to effectively use the online assessment system to monitor the effectiveness of the curriculum and support in the early identification of need |
| **3. Attendance concerns**<br><br>A. A designated attendance officer has continued to monitor and manage attendance, leading to rapid intervention and support | i. Rapid intervention has taken place for pupils who are falling below attendance expectations<br><br>ii. The gap between pupil premium and non-pupil premium attendance has diminished.<br><br>iii. Pupil Premium attendance has been tracked and monitored as a vulnerability factor |
| B. A universal breakfast club has continued, offering support for all families in providing a healthy breakfast and free childcare before school (£cost covered in pilot program) | i. Universal breakfast club attendance has been tracked and monitored which shows a positive impact for Pupil Premium Pupils |

| | | ii. | Resources are available for parents and children in supporting independence, sleep, punctuality and overall attendance. |
|---|---|---|---|
| **4. Wellbeing, mental health and safeguarding concerns** | | | |
| A. A designated safeguarding support administrator is supporting with early help assessments to improve provision for pupil-premium pupils (£included in 3) | | i. | Parents have access to early help support and guidance and this is proving successful in raising aspirations and improving outcomes |
| | | ii. | Pupil premium pupils and their families have access to support for basic needs |
| B. A graduated response has been compiled, supporting pupils with their emotional health needs | | i. | Graduated response has been compiled and has been proven effective in supporting pupils emotional health needs and support for ELSA |
| | | ii. | Vulnerable pupils have been tracked within the behaviour system and improvements have been seen in the reduction of behavioural challenges over the year |
| **5. Access to educational materials and opportunities** | | | |
| A. Pupil premium pupils are not disadvantaged by financial access to educational materials and opportunities | | i. | Pupil premium pupils have access to educational resources which support their own progress and development. Pupil voice monitoring to identify and address any barriers to learning. |
| B. Pupil premium pupils have access to educational materials which will enhance their wellbeing and academic achievement | | i. | Pupils have access to after school curriculum clubs, supporting their social interactions, physical health and wellbeing; leading to improved outcomes |
| | | ii. | There has been an increase in update of PP children accessing extra-curricular activities. |
| | | iii. | Monitoring of bespoke voucher redemption to show that the majority of pupil premium children's families continue to redeem these. |

# 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: £15,994

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To ensure staff have relevant knowledge and understanding in the delivery of phonics teaching is being adapted to the needs of individual children within phonics streamed groups and classroom work. | Phonics + 5 months Phonics | EEF (educationendowmentfoundation.org.uk) <br> Reading comprehension strategies + 6 months Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) | 1 |
| Earlier starting age for nursery pupils | Early starting age +3 months Early starting age (educationendowmentfoundation.org.uk) | 2 |
| To ensure assessment is appropriate in ensuring children have been rigorously and regularly tracked and monitored to show their knowledge and understanding and gaps in learning have been addressed. | Feedback +6 months Feedback | EEF (educationendowmentfoundation.org.uk) <br> Embedding formative assessment + 2 months <br> Formative assessment / EEF (educationendowmentfoundation.org.uk) <br> Cognitive Science approaches in the classroom Cognitive Science Principles (educationendowmentfoundation.org.uk) | 2 |
| To develop an effective EYFS curriculum for two year olds and mixed Nursery and Reception which supports pupils communication and interaction. | Vocabulary strategies <br> https://www.teachit.co.uk/cpd/teaching-and-learning/vocabulary-led-curriculum <br> What works – research papers on communication and language <br> www.ican.org.uk/about-us/our-evidence/ <br> Oracy within the curriculum <br> www.oracycambridge.org/oracy-at-the-heart-of-the-curriculum/ | 2 |
| Provide consistent communication assessment and intervention for pupil premium pupils in KS1 and across the whole school. | Oral language interventions + 5 months Oral language interventions | EEF (educationendowmentfoundation.org.uk) <br> What works – research papers on communication and language <br> www.ican.org.uk/about-us/our-evidence/ | 2 |
| To develop a school based graduated response to support children's mental health and emotional literacy | Social and emotional learning +4 months <br> Social and emotional learning | EEF (educationendowmentfoundation.org.uk) <br><br> Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf (suttontrust.com) | 4 |

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

Budgeted cost: £12,926

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Provide targeted phonics intervention through 1:1 tutoring for pupil premium pupils who need to 'catch-up' | Phonics + 5 months Phonics | EEF (educationendowmentfoundation.org.uk)<br><br>Reading comprehension strategies + 6 months Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)<br><br>Teaching assistant interventions + 4 months Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)<br><br>Tutoring: The New landscape<br><br>www.suttontrust.com/our-research/tutoring-2023-the-new-landscape/ | 1 |
| Provide specific intervention for targeted pupils in language and communication | Oral language interventions + 5 months Oral language interventions | EEF (educationendowmentfoundation.org.uk) | 2 |
| Provide bespoke support and intervention to improve attendance | Why does attendance matter?<br>www.nces.ed.gov/pubs2009/attendancedata/chapter1a.asp<br>Supporting school attendance – EEF<br>www.educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance<br>DfE working together to improve school attendance<br>www.gov.uk/government/publications/working-together-to-improve-school-attendance | 3 and 4 |
| Bespoke support for parents to help improve outcomes for pupils | Working with parents to support children's learning<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#:~:text=Parents%20play%20a%20crucial%20role,the%20course%20of%20a%20year. | 1, 2 and 4 |
| Provide targeted ELSA support for pupils | ELSA impact https://www.annafreud.org/news/the-importance-of-early-intervention-for-social-emotional-mental-health-why-it-improves-pupil-outcomes/ | 1, 2, 3 and 4 |

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

Budgeted cost: £13,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embed new attendance and early intervention arrangements in improving attendance and supporting pupils and their families to engage with, and attend school. | Parental engagement + 4 months Parental engagement | EEF (educationendowmentfoundation.org.uk)<br>Teacher guide: Parental engagement and narrowing the gap in attainment for disadvantaged children (nfer.ac.uk)<br>Attendance<br>An evidence informed approach to… | Durrington Research School<br>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)<br>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance | 3 and 4 |
| Introduction of universal breakfast club | Institute of Fiscal Studies research on impact of breakfast clubs<br>www.ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools.<br>Impact of breakfast club on KS1<br>www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast | 2 and 3 |
| Parental support officer is utilised to support with Early Help intervention and provision within school. | Parental engagement + 4 months Parental engagement | EEF (educationendowmentfoundation.org.uk)<br>Teacher guide: Parental engagement and narrowing the gap in attainment for disadvantaged children (nfer.ac.uk)<br>Cost of living and education 2022 Sutton Trust<br>www.suttontrust.com/our-research/cost-of-living-and-education/ | 4 and 5 |
| Financial support for school trips, after-school clubs, breakfast club and curriculum enhancement visitors into school including % reduction for PP pupils from residential | Parental engagement + 4 months Parental engagement | EEF (educationendowmentfoundation.org.uk)<br>Teacher guide: Parental engagement and narrowing the gap in attainment for disadvantaged children (nfer.ac.uk)<br>Life lessons 2024 Sutton Trust<br>www.suttontrust.com/our-research/life-lessons-2024/ | 4 and 5 |
| Resources to ensure pupils are ready for learning including voucher pack which is bespoke for each year group includes % reduction on F1 lunch club costs, free uniform, afterschool clubs, book bags and water bottles and milk and fruit | Metacognition and self-regulation + 7 months Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf (suttontrust.com)<br>Metacognition and self-regulation | EEF (educationendow-mentfoundation.org.uk) | 4 and 5 |

## Total budgeted cost: £42,420

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

## Pupil premium strategy outcomes

| Intended outcome | Success criteria | Progress and Impact in 2024/25 | Next steps |
|---|---|---|---|
| **1 Early reading and phonics attainment** | | | |
| To ensure staff have the knowledge, skills and understanding to deliver a rigorous and intensive synthetic phonics program across the school which closes the gap between pupil premium and non-pupil premium pupils. | iMonitoring records show that staff have received induction training and 1:1 coaching within lessons to improve outcomes for Pupil premium pupils in PSC Year 1 and reduce the gap between PP and non-PP children achieving PSC.<br><br>ii.Attainment in phonics to be in-line with National expectations in year 1 and year 2.<br><br>iii.Resources for the delivery of phonics programme (match funded) have proven to be effective in supporting the delivery of the phonics programme. | Monitoring highlighted that RWI delivery consistent across school. Bespoke coaching and support provided for all staff to support delivery of scheme.<br><br>• 43% of Y1 PP children achieved phonics screener standard with an additional 3/7 (43%) within the score of 20. In comparison to Broxtowe data there is a negative gap of 19.3%. However each child represents 14.2%.<br>• 57% (4/7) Y1 children have made accelerated progress in the phonics screening check, due to improved teaching knowledge and 1:1 targeting and resourcing.<br>• 1:1 coaching of phonics has proven effective as all (100%) children in Y1 PP receiving 1:1 coaching made accelerated progress based on starting point, due to improved teacher knowledge and resourcing.<br>• There has been a decline of 7% from 2024 Y1 phonic screening results.<br><br>• 64% of Y2 PP (9/14) children achieved phonics screening standard. In comparison to Broxtowe data there is a negative gap of 24.6% and a 16.3% negative gap against Nottinghamshire. One child represents 7%.<br>• 21% of children were disapplied due to SEND and were therefore unable to access the check.<br>• 100% of Y2 targeted for 1:1 intervention made accelerated progress but his was insufficient to meet the phonics screening check, due to improve teacher knowledge, resourcing and coaching. | Intensive engagement with English Hub<br><br>SIP target for 2025-2026 – Adapting provision within groups/class/1:1 support.<br><br>Staff training<br><br>Expansion of RWInc beyond the RWInc lesson.<br><br>Target tracking of SEND non verbal children in phonics. |
| Staff have embed an intensive catch-up intervention for pupil premium pupils who are falling behind in their progress of phonics as identified within their appraisal documents for 2024/25. | i.Intervention records to show that the bottom 20% of all children and all Pupil Premium children who are falling behind their progress in phonics to have received appropriate intervention.<br>ii.Staff have received training and implemented strategies to support accelerated progress in phonics as identified within their appraisal targets. | • Staff delivering 1:1 tutoring received training and support to deliver intervention to address sound knowledge gaps for.<br>• Phonics progress has been identified on appraisal targets, with pupils making appropriate progress based on their starting points.<br>• Phonics progress has been identified on appraisal targets and appraisal targets were met indicating the successful targeting and support given to pupils.<br>• Of the 6 PP children in Y1, 83% either passed the phonics screening check or made accelerated progress and were within a score of 21+ (pass rate 32) | Rapid assessment and intervention in class, in streamed phonics groups and through 1:1 |
| To employ a specialist apprentice TA to support with reading developments across the school | Apprentice TA to have received RWI training and delivered 1:1 intensive catch up intervention across the school. | • Apprentice TA employed to deliver targeted 1:1 phonics intervention for pupils, they have met their apprentice standards for the year and has confidence in delivering the intervention leading to accelerated progress for pupils.<br>• 1:1 coaching of phonics has proven effective as all (100%) children in Y1 PP receiving 1:1 coaching made accelerated progress based on starting point, due to improved teacher knowledge and resourcing.<br>• 100% of Y2 targeted for 1:1 intervention made accelerated progress but his was insufficient to meet the phonics screening check, due to improve teacher knowledge, resourcing and coaching. | Continue with the phonics 1:1 intervention. |

| 2. Communication and interaction skills | | | |
|---|---|---|---|
| Develop SEND curriculum pathway for pupils with significant and complex SEND | i.Curriculum pathway published for children with significant and complex SEND. | • A bespoke plan was taken to support individuals with complex and significant SEND. This linked to their individual targets and provision maps and in class EYFS or KS1 curriculum expectations. Therefore the creation of singular SEND pathway for children with complex and significant needs was no longer relevant. | |
| To ensure curriculum clearly reflects cognitive load pedagogy and this is reflected within individual appraisals for 2024/25. | i.Staff have received training to support their understanding of cognitive load theory and have implemented strategies in class to support this.<br>ii.Staff have made progress within their individual appraisals<br>iii.Curriculum progression documents updated to reflect cognitive load pedagogy. | • 50% of PP children met GLD at the end of 2025 which include 10% of children making accelerated progress. This is above Nottinghamshire and broadly inline with Broxtowe.<br>• Staff received training around cognitive load and monitoring shows consistent use of cognitive load strategy across the school.<br>• Progress within core subjects 14% show accelerated progress in Y1 maths, 7% have made accelerated progress in writing and maths across KS1.<br>• Curriculum monitoring shows children were using cognitive load strategies and were able to refer to these as a support to their learning.<br>• Long term plans have been updated and monitoring shows consistent use in supporting children to know more remember more.<br>• All staff met their appraisal targets in successfully implementing cognitive load strategies across all aspects of the curriculum in supporting children to know more and remember more. | Continue to focus on language and communication to articulate their understanding. |
| Curriculum leaders are monitoring the effectiveness of the curriculum including the progressive development of vocabulary | i.Monitoring reports to show that vocabulary and sentence stems are being used within lessons by children and adults. | • As a result of monitoring the children were able to use sentence stems within lesson introductions and were able to use subject specific vocabulary.<br>• Subject specific vocabulary has been streamlined by subject leaders in the long and medium term plans. Curriculum leaders monitoring reports demonstrates effective use of subject specific vocabulary. | Assessment of children's understanding shows impact of the curriculum. |
| To allow children to access the nursery provision at an earlier age, providing early opportunities for children into school with F1 rising 3 provision. | i.Monitoring of F1 provision demonstrates a consistent strategy to supporting the progress and development of language and communication intervention within F1.<br>ii.Monitoring demonstrates that rising three provision is having a positive impact on outcomes over time. | • 50% of eligible joined nursery on a rising 3 offer leading to 100% accelerated progress in meeting expectations in all areas which contribute to GLD.<br>• Monitoring shows a consistent use of sentence stems and subject specific vocabulary across the school leading to good progress. | Extend opportunities for earlier admissions into nursery. Continue to develop whole school policy and provision for language and communication. |
| To embed consistent communication interventions within each year group for pupils requiring communication catch-up. | i.Intervention records demonstrate that there is a consistent intervention embedded across school practice which supports pupils' communication and language development. | • Monitoring shows consistent implementation of the oracy policy within Quality First Teaching across the school.<br>• Personalised SALT and language intervention sessions were delivered for targeted children. | To ensure oracy intervention is consistent delivered and assessed across the school. |
| 3. Attendance concerns | | | |
| A designated attendance officer has continued to monitor and manage attendance, leading to rapid intervention and support | i. Rapid intervention has taken place for pupils who are falling below attendance expectations<br>ii. The gap between pupil premium and non-pupil premium attendance has diminished. | • An action plan has been compiled which links to the DFE improving school attendance and ongoing developments within the SIP for 2024-2025, this has included staff training and development, monitoring and rapid intervention, improved communication, governor awareness and monitoring which has lead to attendance figures of 92.6% which is a 2.2% improvement from previous year for PP and a 93.7% for FMS which is 1.6% improvement on the previous year.<br>• 64% of targeted PP children have shown an improvement in their attendance. | Continue to target PP attendance as a vulnerability factor. |

| Review of policy and whole school training has ensured rapid intervention for attendance concerns | i.Review of policy completed and procedures in place in-line with updated 2024 DfE guidance. ii.Monitoring has shown that whole school training has ensured there is a consistent approach to the management of attendance. | • There has been an updated policy and ongoing action plan with highlighted improvements. Challenges have been communicated and identified in staff training so that staff have an awareness of intervention and barriers to good attendance leading to a 1.6% improvement from 2024 attendance rates. <br> • From pupil voice monitoring children had a good understanding of the importance of coming to school everyday and on time. There was a difference in attitudes and expectations between PP and non PP including independence. | Supporting independence to be shared with parents including a stock of resources for punctuality ie. Alarm clock, guide to getting dressed. |
|---|---|---|---|
| **4. Wellbeing, mental health and safeguarding concerns** | | | |
| A designated safeguarding support administrator is supporting with early help assessments to improve provision for pupil-premium pupils | i. Parents have access to early help support and guidance and this is proving successful in raising aspirations and improving outcomes ii.Pupil premium pupils and their families have access to support for basic needs | • 77% of pupils have had EHAF, safeguarding or bespoke in-school support and signposting. This wider family support has focused upon a range of different areas including behaviour, attendance, sleep or general parental guidance. <br> • 45% of Pupil Premium children who have accessed support have met the expected standard for their age in either Reading, Writing and Maths or a combination of them all. | Continue to provide administration support for pupil early help. |
| Staff have received Zones of regulation training and are using trauma informed and attachment aware practice | 1. All staff to have completed training in Zones of Regulation. ii. Resources distributed and being utilised effectively across all areas of school to support children's understanding of Zones of Regulation. iii.Pupil voice demonstrates that zones of regulation is being used effectively to support their regulation. | • Information has been shared with parents which has had a positive impact on feedback from parents dealing with behaviour at home. <br> • Relational policy has been updated to include key principles and that staff have a greater awareness and whole school use of calming corners, zones of regulation displays and emotion coaching conversation prompts. Leading to a consistent approach across school by all staff when dealing with behaviour. Leading to 87% of parents stating that school supports their wider school development which is 8% more than national. 99% of parents state that their child is happy at school, which is 11% higher than national. <br> • 99% of all pupils were being supported within tier 1 or 2 of the behaviour system. This is improvement of 4% from beginning of the year. <br> • ELSA is being delivered across the school leading to improvements with social and emotional development. | Track vulnerable groups of children within the behaviour system. <br><br> To review the ELSA system and introduce a school wide policy to support individuals. |
| Updated Website information as a key point of reference for families | i.Launch of new school website with designated wellbeing support signposted. ii.Parenting support pathway (internal and external) has been identified within the school website and is being used as signposting support for families. | • New website has been launched which includes information for a wider audience on relational approaches for parent and pupil support. <br> • Feedback from parents evenings and pupil reports are positive for the support that parents receive from school. | |
| **5. Access to educational materials and opportunities** | | | |
| Pupil premium pupils are not disadvantaged by financial access to educational materials and opportunities | i.Pupil premium pupils have access to educational resources which support their own progress and development. Pupil voice monitoring to identify and address any barriers to learning. | • Weekly food bank and voucher packs have been accessed by parents, with 96% of parents accessing some support through this scheme. <br> • During a pupil voice activity, a Y2 pupil highlighted that further resources would help with punctuality. This was bought and shared. Along with other strategies, this brought about an improvement in punctuality, | • Ensure there are sufficient resources available for pupils individual need <br> • Focus on parent learning regarding supporting indepedence |

# Externally provided programmes

The school accessed a range of programmes which supported in the pupil premium strategy in 2024/25.  These included:

- Pupil Premium review by NCC Education Improvement Service
- EAL Quality Assurance Check
- LA 'Good school review' Quality Assurance Check
- Read, Write Inc. training and development
- English Hub review
- LA Attendance Network

# Service pupil premium funding

Service pupil premium funding is below average at William Lilley Infant and Nursery school.  Funding allocation and impact can be seen in the overarching pupil premium strategy for 2025/26.

# Further information

Further developments within school which will impact upon pupil premium pupils can be seen within our School Improvement plan for 2025/26 which includes:

**School Improvement Objective 1**
**To monitor the implementation of the curriculum rigorously through assessment in order to recognise the impact of the curriculum over time in supporting good progress for all groups of pupils.**
1.1 To refine whole-school assessment systems to ensure a clear link between curriculum objectives and pupil outcomes.
1.2 To implement a rigorous long-term subject monitoring plan
1.3 To enhance monitoring and evaluation through tightly focused, recorded and regular evidence of impact of interventions

**School Improvement Objective 2**
**To embed a rigorous approach to ensuring good progress and attainment for individuals in phonics**
2.1 To adapting phonics provision to needs and acceleration of progress in streamed groups and class.
2.2 To ensure staff have received training with regard to phonics expectations.
2.3 Consider how learning in phonics can be further supported throughout the school day outside of Read Write Inc sessions

**School Improvement Objective 3**
**To develop the writing curriculum to pay due regard to 'The Writing framework' in ensuring continued good outcomes for pupils**
3.1 To ensure pupils engage in daily activities to support quality handwriting across the school and ensure this is an automatic skill.
3.2 To ensure focus on accurate composition, sentence structure and grammar across the whole school writing lessons.

**School Improvement Objective 4**
**To develop progressive continuous provision that meets the needs of all pupils within the school.**
4.1 To further enhance learning opportunities throughout the school through differentiated continuous provision
4.2 To ensure continuous provision is tailored to the needs of individual children leading to high levels of engagement and involvement

**School Improvement Objective 5**
**Develop a high-quality EYFS curriculum that includes 2-year-old and mixed F1/F2 provision tailored to early developmental needs to maximise learning and development**
5.1 To develop an appropriate curriculum and provision for 2 which is effective in supporting their development
5.2 To develop mixed EYFS curriculum to provide age and development appropriate expectations

**School Improvement Objective 6**
**Update and clarify the school's vision to reflect current values, aspirations and community engagement**
6.1 To update the school vision with values and aspirations for the future