

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 (and recovery premium for the 2021 to 2022 academic year) 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	144 (INCLUDING 36 NURSERY PUPILS)
Proportion (%) of pupil premium eligible pupils	26% (F1/F2/KS1) 28% (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 2024
Date on which it will be reviewed	DECEMBER 2025
Statement authorised by	MRS S BEARDSLEY
Pupil premium lead	MRS S BEARDSLEY/ MRS B BELCHER
Governor / Trustee lead	MR J SLATER

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,960

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.

In 2020, a National pandemic led to the closure of schools for a significant period of time. This compounded upon challenges such as the cost of living and the community wellbeing needs. 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	<p>Early reading and phonics attainment</p> <p>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.</p> <p>In 2024, 50% 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 25% in writing.</p>
2	<p>Communication and interaction skills</p> <p>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.</p> <p>There is also a high proportion of pupils who have communication and interaction needs, with 30% of the current F2 to Y2 cohort on the SEND register with specific communication and interaction needs.</p> <p>Upon entry to nursery, Pupil premium pupils show a gap in communication and language attainment of 26% (2024/25) in comparison to their non-Pupil premium peers. This slows their progress in many areas of learning into KS1 and beyond.</p>
3	<p>Attendance concerns</p> <p>Disadvantaged pupils attendance was 91.3% This reduces their school hours and can cause them to fall behind their peers. 31% of the 2023/24 Pupil premium R-Y2 cohort were persistently absent with an attendance of below 90%.</p>
4	<p>Wellbeing, mental health and safeguarding concerns</p> <p>Pupils and their families are also more likely to have additional family support at a school level or early help level. 72% of R – Y2 Pupil premium had support and intervention at a family level at some point during their education at William Lilley for 2023/24. This can impact upon pupils readiness for learning.</p> <p>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.</p>
5	<p>Access to educational materials and opportunities</p> <p>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.</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>1 Early reading and phonics attainment</p> <p>A. 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.</p> <p>B. 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.</p> <p>C. To employ a specialist apprentice TA to support with reading developments across the school</p>	<p>i. Monitoring 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.</p> <p>ii. Attainment in phonics to be in-line with National expectations in year 1 and year 2.</p> <p>iii. Resources for the delivery of phonics programme (match funded) have proven to be effective in supporting the delivery of the phonics programme.</p> <p>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.</p> <p>ii. Staff have received training and implemented strategies to support accelerated progress in phonics as identified within their appraisal targets.</p> <p>i. Apprentice TA to have received RWI training and delivered 1:1 intensive catch up intervention across the school.</p>
<p>2. Communication and interaction skills</p> <p>A. Develop SEND curriculum pathway for pupils with significant and complex SEND</p> <p>B. To ensure curriculum clearly reflects cognitive load pedagogy and this is reflected within individual appraisals for 2024/25.</p>	<p>i. Curriculum pathway published for children with significant and complex SEND.</p> <p>i. Staff have received training to support their understanding of cognitive load theory and have implemented strategies in class to support this.</p> <p>ii. Staff have made progress within their individual appraisals</p> <p>iii. Curriculum progression documents updated to reflect cognitive load pedagogy.</p>

<p>C. Curriculum leaders are monitoring the effectiveness of the curriculum including the progressive development of vocabulary</p> <p>D. To allow children to access the nursery provision at an earlier age, providing early opportunities for children into school with F1 rising 3 provision.</p> <p>E. To embed consistent communication interventions within each year group for pupils requiring communication catch-up.</p>	<ul style="list-style-type: none"> i. Monitoring reports to show that vocabulary and sentence stems are being used within lessons by children and adults. i. Monitoring of F1 provision demonstrates a consistent strategy to supporting the progress and development of language and communication intervention within F1. ii. Monitoring demonstrates that rising three provision is having a positive impact on outcomes over time. i. Intervention records demonstrate that there is a consistent intervention embedded across school practice which supports pupils' communication and language development.
<p>3. Attendance concerns</p> <p>A. A designated attendance officer has continued to monitor and manage attendance, leading to rapid intervention and support</p> <p>B. Review of policy and whole school training has ensured rapid intervention for attendance concerns</p>	<ul style="list-style-type: none"> i. Rapid intervention has taken place for pupils who are falling below attendance expectations ii. The gap between pupil premium and non-pupil premium attendance has diminished. 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.
<p>4. Wellbeing, mental health and safeguarding concerns</p> <p>A. A designated safeguarding support administrator is supporting with early help assessments to improve provision for pupil-premium pupils</p> <p>B. Staff have received Zones of regulation training and are using trauma informed and attachment aware practice</p>	<ul style="list-style-type: none"> 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 i. All staff to have completed training in Zones of Regulation. ii. Resources distributed and being utilised effectively across all areas of school to

<p>C. Updated Website information as a key point of reference for families</p>	<p>support children’s understanding of Zones of Regulation.</p> <p>iii. Pupil voice demonstrates that zones of regulation is being used effectively to support their regulation.</p> <p>i. Launch of new school website with designated wellbeing support signposted.</p> <p>ii. Parenting support pathway (internal and external) has been identified within the school website and is being used as signposting support for families.</p>
<p>5. Access to educational materials and opportunities</p> <p>A. Pupil premium pupils are not disadvantaged by financial access to educational materials and opportunities</p> <p>B. Pupil premium pupils have access to educational materials which will enhance their wellbeing and academic achievement</p>	<p>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.</p> <p>i. Pupils have access to after school curriculum clubs, supporting their social interactions, physical health and wellbeing; leading to improved outcomes</p> <p>ii. There has been an increase in update of PP children accessing extra-curricular activities.</p> <p>iii. Monitoring of bespoke voucher redemption to show that the majority of pupil premium children’s families continue to redeem these.</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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to maintain new synthetic phonics programme which targets the needs of the more vulnerable pupils, providing appropriate training, support, intervention and resources.</p>	<p>Phonics + 5 months Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies + 6 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

Including coaching and mentoring within model.		
Monitor and adjust the curriculum, enabling pupils through the development of their language and vocabulary within the curriculum to know more and remember more.	Oral language interventions + 5 months Oral language interventions EEF (educationendowmentfoundation.org.uk) Vocabulary strategies https://www.teachit.co.uk/cpd/teaching-and-learning/vocabulary-led-curriculum	2
Middle leader development of wider curriculum to include appropriate and effective progression of communication and vocabulary.	What works – research papers on communication and language www.ican.org.uk/about-us/our-evidence/ Life lessons 2024 Sutton Trust www.suttontrust.com/our-research/life-lessons-2024/	1 and 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) What works – research papers on communication and language www.ican.org.uk/about-us/our-evidence/	2
Cognitive load pedagogy has been taught to all staff and this is reflected within the curriculum and within individual appraisals	What makes great teaching? Sutton Trust www.suttontrust.com/our-research/great-teaching/ Cognitive Science principles in the classroom www.educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1 and 2
Attendance policy has been updated and all staff have received training for effective implementation	Why does attendance matter? www.nces.ed.gov/pubs2009/attendancedata/chapter1a.asp Supporting school attendance – EEF www.educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3 and 4
Staff to receive training in Zones of Regulation and strategies and resources to be developed across the school.	Metacognition and self-regulation + 7 months Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Social and emotional learning +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) 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: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted phonics intervention through 1:1 tutoring	Phonics + 5 months Phonics EEF (educationendowmentfoundation.org.uk)	1

for pupil premium pupils who need to 'catch-up'	Reading comprehension strategies + 6 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching assistant interventions + 4 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Tutoring: The New landscape www.suttontrust.com/our-research/tutoring-2023-the-new-landscape/	
Earlier starting age for nursery pupils	Early starting age +3 months educationendowmentfoundation.org.uk/early-years/toolkit/earlier-starting-age	1, 2, 4 and 5
Oracy pathway for pupils with SEND	www.oracycambridge.org/oracy-at-the-heart-of-the-curriculum/ Council for Disabled children - Early years, SEN and disability: Likely features of effective practice www.councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/early-years-sen-and-disability-likely-features	1 and 2
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? www.nces.ed.gov/pubs2009/attendancedata/chapter1a.asp Supporting school attendance – EEF www.educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3 and 4
Bespoke support for parents to help improve outcomes for pupils	Working with parents to support children's learning 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

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

Budgeted cost: £10,460

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) Teacher guide: Parental engagement and narrowing the gap in attainment for disadvantaged children (nfer.ac.uk) Attendance An evidence informed approach to... Durrington Research School	3 and 4

	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
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) Teacher guide: Parental engagement and narrowing the gap in attainment for disadvantaged children (nfer.ac.uk) Cost of living and education 2022 Sutton Trust 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) Teacher guide: Parental engagement and narrowing the gap in attainment for disadvantaged children (nfer.ac.uk) Life lessons 2024 Sutton Trust 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) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	4 and 5

Total budgeted cost: £39,460

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria	Progress and Impact in 2023/24	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.	Monitoring records show that staff have received weekly group coaching, induction training, 1:1 coaching within lessons to improve outcomes for Pupil premium pupils in PSC Year 1.	Monitoring highlighted that RWI delivery consistent across school. Bespoke coaching and support provided for all staff to support delivery of scheme. <ul style="list-style-type: none"> 50% (7/14) of Y1 PP children achieved phonics screener standard with an additional 1/14 (7%) within 3 points and an additional 3/14 (21%) who have been disapplied. Therefore, 64% of PP Y1 children who sat the phonics screener check passed compared to Broxtowe data of 57%. 67% of Y2 PP children achieved phonics screening standard. 71% of Y2 PP children who did the recheck made significant progress in their score. 	New staff to have RWI training Appointment of apprentice TA Engagement with English Hub
To embed intensive catch-up intervention for pupil premium pupils who are falling behind in their progress of phonics	The bottom 20% have received intensive 1:1 tuition leading to improved progress as identified within tracking records.	<ul style="list-style-type: none"> Staff delivering 1:1 tutoring received training and support to deliver intervention to address sound knowledge gaps for. 1:1 phonics tutoring for bottom 20% of all children leading to 54% of pupils in Y1 passed the phonics screening check with 23% making accelerated progress based on starting points. 	Phonics 1:1 and group interventions with apprentice TA daily in KS1 for bottom 20% of children (In Autumn term, 45% of KS1 PP children to access)
To introduce and embed support and strategies to improve fluency for pupil premium children in reading.	Tracking and intervention records indicate that pupil premium children who are not making expected progress in reading are receiving fluency support which has led to improved progress.	<ul style="list-style-type: none"> Y2 fluency intervention within specific focus spelling and comprehension group to support target children to achieve EXS in reading. 100% of PP children who accessed this group achieved EXS in reading. 	Fluency support to continue to be offered within RWI program,
To embed strategies for regular reading at school and at home	Pupils who are not reading at home have been clearly identified for in-school reading support strategies which, as identified within tracking documents have led to improved progress.	<ul style="list-style-type: none"> All pupil premium children are having regular reading opportunities in school and at home. Additional reading opportunities have been utilised for PP including reading teachers, Literacy volunteers, Reading volunteers, Reading dog. Monitoring during summer term, 57% of PP within the pupil voice monitoring group highlighted that they read regularly at home. Updates to classroom and school library resources including diverse/inclusive high-quality texts. Children have regular visits to the local Library, encouraging them to engage with this service within the home. High parent engagement with weekly reading mornings including access to Oxford Owl online subscription to support access of this at home. Continued development and additions for the school library with children accessing quality reading for pleasure texts and changing these regularly. Library visits with opportunity to apply for library cards and borrow chosen books. 'Reading for pleasure' books have been added to the children's home books, supporting children to have a wide range of texts read to them at home. 	Explore barriers to reading at home through pupil voice earlier into the school year to ensure that needs can be met

		<ul style="list-style-type: none"> • Oxford Owl online subscription to allow additional texts accessed at home that match children's current phonic attainment. 	
2. Communication			
To monitor the effectiveness of the curriculum including the progressive development of vocabulary	Pupil voice monitoring records show children are able to use subject specific vocabulary as identified within the medium term plans.	<ul style="list-style-type: none"> • Whole school curriculum progression documents updated with progressive vocabulary identified • Lesson introductions including vocabulary and sentence stems used within topic lessons. • 69% of Pupil Premium F1 children who have moved to F2 (Sept 2024) have met expectations for their age in communication and language. • Talk for Writing strategies becoming embedded across school and although this is yet to be reflected in Y2 PP writing outcomes, F2 PP children made excellent progress. • Book Look between PP and non-PP writing monitoring demonstrated good progress for PP pupils. • Strategies for EAL learners to continue to be embedded, with engagement with the local authority EAL network. 33% of Y2 cohort are PP and EAL (4 pupils) 75% achieved phonics screening standard by the end of Y2 and 50% achieved in reading. 	Middle leaders to monitor the effectiveness and use of key vocabulary within lessons.
To embed talk for writing strategies within writing sessions and beyond into the wider curriculum to enhance speaking and listening skills	Monitoring of talk for writing and pupil progress meetings show that children are applying communication skills to make good progress in writing.	<ul style="list-style-type: none"> • Engagement with Talk for Writing non-fiction training across the school and teaching is now delivered in both fiction and non-fiction units. • 90% of Year 2 Pupil Premium pupils made expected progress in Writing, with 20% making accelerated progress. • Observations demonstrate consistent application of talk for writing as a secure model within each class. 	Continue to embed talk for writing strategies and focus upon phonics as main priority in supporting writing attainment.
To introduce non-fiction texts within the talk for writing model in order to secure good progress in communication and writing	Observations and monitoring of staff have shown a consistent implementation of non-fiction talk for writing strategies.		
To embed a whole school communication and language policy which provides a consistent communication strategy across the school.	There is a consistent policy embedded across school practice which supports pupils communication and language development	<ul style="list-style-type: none"> • The Oracy policy has become embedded leading to consistent use of communication strategies across the school including sentence stems, vocabulary introductions and opportunities for talk • 63% of PP F2 pupils met the ELG for Speaking. 50% of PP children in F2 achieved overall GLD which is above FSM6 GLD for Nottinghamshire and Broxtowe. 	Continued development and implementation of oracy strategies and intervention across the school
To continue to develop effective strategies to support the communication needs of pupil premium EAL pupils	Monitoring demonstrates effective implementation of strategies to support EAL learners across the school.	<ul style="list-style-type: none"> • EAL pupils achievement has outreached non-EAL in Reading, Writing and Maths in Y2. With gaps of 5.3%, 16.9% and 17.9% respectively in favour of EAL. 	Continue to monitor EAL and PP EAL achievement
To embed consistent communication interventions within each year group for pupils requiring communication catch-up.	Monitoring of F1 provision demonstrates a consistent strategy to supporting the progress and development of language and communication intervention within F1.	<ul style="list-style-type: none"> • Bespoke communication interventions have been completed in liaison with the SALT service across the school, when a need has been identified there has been early referral and intervention by the school with targeted appropriate programme of support. This has led to a number of pupils being closed to SALT. • Ongoing observations and quality first teaching in EYFS focus upon communication and language development. 75% of N2 Pupil Premium pupils achieved the expected attainment in Communication and Language at the end of the year. 	Ensure consistent intervention is included within oracy policy for each phase for children who are falling behind.
3. Attendance concerns			
A designated attendance officer has been appointed and is supporting to raise	The gap between pupil premium and non-pupil premium attendance has diminished.	<ul style="list-style-type: none"> • Communication is rapid when attendance concerns arise. • Designated pastoral administration support officer has supported with managing and maintaining attendance records. 	Continue to monitor and review provision and support for PP pupils in realising

attendance for pupil-premium pupils		<ul style="list-style-type: none"> • 14% of the Pupil Premium Year 2 pupils referred to the 100% rewards being a positive influence on their continued attendance. • There continues to be a gap between PP and non-PP attendance but there have been improvements within the year for PP children who have been persistently absent. 	good attendance in line with new DfE guidance
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	<p>Parents have access to early help support and guidance and this is proving successful in raising aspirations and improving outcomes</p> <p>Pupil premium pupils and their families have access to support for basic needs.</p>	<ul style="list-style-type: none"> • A designated pastoral administration support who champions pupil premium support and attendance. Procedures have been reviewed and intervention and support is offered at an early stage. This has led to a number of external avenues of support and coordinated Early Help Assessments. 72% of PP pupils had additional referrals to external agencies or support from external agencies for family challenges or attendance. 	Continued offering of support options and publicity of these
Staff have received Relational schools training and are using trauma informed and attachment aware practice	Senior leaders have attended relational schools training and have led this throughout the school	<ul style="list-style-type: none"> • Relational schools training has been attended and implemented throughout the school, updating the behaviour policy to a 'relational' policy. • Observations and pupils voice activities have evidenced the impact of the relational school work, with pupils better able to choose strategies to self-regulate as well as supporting each other to regulate. 	Introduce 'zones of regulation' for appropriate self-regulation strategies.
The behaviour policy has been updated to a relational schools policy and staff are adhering to trauma informed and attachment aware practice	The behaviour policy has been updated and this is being used consistently across the school. Pupils, staff and parents are aware of the systems and strategies in place.	<ul style="list-style-type: none"> • Pupils have calming spaces within the classroom environments that they use to support their self-regulation. Children are able to access strategies to help them regulate. • Emotion coaching is used as a prime approach by all adults within the school. Parents have received information about how to support self-regulation through emotion coaching and further details are available on the school website. 	
Staff have implemented Elsa support and intervention for pupils to help develop their emotional literacy	Pupils have accessed ELSA support and this has led to improvements in their ability to self-regulate	<ul style="list-style-type: none"> • ELSA has been trained and targeted ELSA sessions are being led for specific children within the school. • ELSA has trained further TAs for the delivery of ELSA to groups of pupils. 	Continue to embed ELSA strategies and technoques.
Extra-curricular opportunities have been enhanced for pupil premium pupils to support their mental health and wellbeing	Pupils have access to after school curriculum clubs, supporting their social interactions, physical health and wellbeing; leading to improved outcomes.	<ul style="list-style-type: none"> • Voucher system is accessible for all pupil premium children, including after-school clubs. Breakfast club and holiday club has been made available for vulnerable Pupil premium children, supporting in improving attendance and learning behaviours in school. • 67% of pupil premium children attended extra-curricular opportunities (after school clubs/ theme events) with vouchers in 23/24 academic year. 	Continue to extend opportunities for the financial support for PP pupils and their families
5. Access to educational materials and opportunities			
Pupil premium pupils are not disadvantaged by financial access to educational materials and opportunities	Pupil premium pupils have access to educational resources which support their own progress and development	<ul style="list-style-type: none"> • Pupil premium voucher system adapted to bespoke support for each year group (e.g Nursery support for 10% off lunch club rather than after school club) • 94% of pupil premium children's families redeemed vouchers for care, educational opportunities and resources. • Weekly food bank is offered to all families alongside the food vouchers, supporting families financial means and supporting in preventing further mental health challenges. 	Continue to extend opportunities for the financial support for PP pupils and their families
Pupil premium pupils have access to educational materials which will enhance their wellbeing and academic achievement	A bespoke approach to support for each year group has been taken; ensuring pupils are not disadvantaged by their access to educational materials.		

Externally provided programmes

The school accessed a range of programmes which supported in the pupil premium strategy in 2023/24. These included:

- Pupil Premium review by NCC Education Improvement Service
- EAL improving practice network and support by NCC Education Improvement Service
- Read, Write Inc. training and development
- Talk for Writing training and development

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 2024/25.

Further information

Further developments within school which will impact upon pupil premium pupils can be seen within our School Improvement plan for 2024/25 which includes:

School Improvement Objective 1

To enhance the curriculum by ensuring relevant knowledge retention pedagogy is embedded within the curriculum provision and plans for all learners in supporting all children to know more and remember more.

- 1.1 To monitor the effectiveness of the curriculum on groups of learners, making adjustments to ensure pupils achievement
- 1.2 To ensure pedagogy of cognitive load and working memory is reflected within long term plans and delivery
- 1.3 To develop a wealth of strategies to ensure consistent and regular recapping and revisit key concepts of learning
- 1.4 To enhance the learning pathway curriculum plans for children with significant and complex SEND

School Improvement Objective 2

To embed a high quality phonics and reading curriculum support for children who are falling behind in ensuring high expectations and rapid progress across EYFS and KS1.

- 2.1 To ensure early identification and rapid intervention for bottom 20% of pupils in phonics
- 2.2 To ensure staffing training and development supports effective phonics delivery and intervention

School Improvement Objective 3

To enhance attendance arrangements in the implementation of the DfE guidance 'Working together to improve school attendance'

- 3.1 Review policy, processes and procedures in line with new DfE guidance
- 3.2 Communicate and engaged whole school community in promoting good attendance

School Improvement Objective 4

To support improved resilience through the implementation of 'zones of regulation' within the relational schools policy

- 4.1 To develop policy and procedures for supporting emotional regulation
- 4.2 To implement 'Zones of regulation' as a consistent strategy to support emotional regulation across the school

School Improvement Objective 5

To improve online opportunities to promote the school and share information with the school community through the school website and online presence

- 5.1 To update school website as a single point of reference for key information for external community
- 5.2 To review communication methods members of school community