

Pupil premium strategy statement – Wallisdean Infant School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by Executive Head Teacher	Sandra Cammish
Pupil Premium Lead	Zoe Evans
Governor Pupil Premium Leads	Luis Johnson/Andrew Feltham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good academic and social and emotional progress. Also that they have high ambitions, beyond academic achievement to become successful citizens.

Across our Federation we develop children's skills in key areas, using The Six Strands approach. We use Learning Powers (respectful, resilient, confident, responsible, resourceful and independent) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success and to have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

The focus of our pupil premium strategy is to support pupil premium children to achieve that goal, including progress and ambitions for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are pupil premium or not.

High-quality inclusive teaching is at the heart of our approach, with a focus on areas in which pupil premium children require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-pupil premium children in our school.

At Wallisdean Infant School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences and focus on the development of language and vocabulary. This will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers, provide enrichment opportunities to engage learning.

Implicit in the intended outcomes detailed below, is the intention that non-pupil premium children's attainment will be sustained and improved alongside progress for their pupil premium peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure pupil premium children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupil premium children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many pupil premium children. These are evident from Reception through KS1 and, in general, are more prevalent among our pupil premium children than their peers. A strong emphasis is needed on development of language understanding, narrative skills, speech sound pronunciation and vocabulary, including technical subject-specific vocabulary.
2	<p>Our assessments and observations still indicate that the education and wellbeing of some of our pupil premium children have been impacted by nursery closures and national lockdowns resulting in a lack of Early Years services eg health visitor visits and baby support groups, to a greater extent than for other children. These findings are supported by national studies. This has resulted in significant gaps in both academic and social and emotional skills leading to children falling further behind age-related expectations.</p> <p>Year R 2025 entry data Year R entry data indicates that 40% (2 out of 5) pupil premium children have entered Reception below age expectations in Literacy and Maths</p> <p>July End of Year 2025 assessment <u>Year 1</u> The pupil premium data is not significant enough to analyse as there are only 2 children that are pupil premium</p> <p><u>Year 2</u> Reading- At Expected level non-pupil premium out performed pupil premium by 23%. At Exceeding level non-pupil premium out performed pupil premium by 25%. Writing- At Expected level non-pupil premium out performed pupil premium by 20%. At Exceeding level non-pupil premium out performed pupil premium by 14%. Maths- At Expected level non-pupil premium out performed pupil premium by 17%. At Exceeding level non-pupil premium out performed pupil premium by 24%. 18% percent of pupil premium children are SEND support or have an EHCP. The focus for this Year group will be to focus on pupil premium reaching at least Expected in all areas.</p>
3	Our assessments and observations indicate that many pupil premium children need support to develop their emotional literacy, social and emotional skills, positive learning behaviours and good mental health and wellbeing. Pupil premium children can often be more tired and find it harder to concentrate. Some pupil premium children lack real life

	experiences which build resilience and other skills needed. Turbulence affects some children who have had multiple school moves. Turbulent family situations can impact on some children's physical and emotional wellbeing. Some children require additional emotional support, particularly in starting the day.
4	Our assessments and observations indicate that many pupil premium children enter school with poor fine and gross motor skills.
5	Our attendance data from 2024/2025 indicates that attendance among pupil premium children last year was 6.2% below attendance for non-pupil premium children. The percentage of pupil premium children who are persistently absent has reduced from 10% to 7%. This data is due to the work the school have been doing on attendance with our Parent Support Worker. Our assessments and observations indicate that absenteeism negatively impacts pupil premium children's progress. Poor attendance adversely affects the progress of some children, their attitudes to learning and social and emotional development.
6	Our observations show that some pupil premium children do not come to school with suitable clothing and equipment (uniform, PE kit) to access the curriculum. Also, they may not be able to pay for extra-curricular clubs or school trip(s).
7	Our observations show that additional emotional support for some Service family children is needed. It also benefits these children to form links with other Service family children.

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
Improved oral language skills and vocabulary among pupil premium children.	Assessments and observations indicate significantly improved oral language among pupil premium children. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all children in our school, particularly our pupil premium children.	Sustained high levels of wellbeing from 2028/29 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil conferencing, student and parent surveys and teacher observations significant participation in enrichment activities, particularly among pupil premium children

Improved Reading attainment and accelerated progress among pupil premium children.	KS1 Reading outcomes in 2028/29 show that more than 85% of pupil premium children met the expected standard.
Improved Maths attainment and accelerated progress for pupil premium children at the end of KS1.	KS1 Maths outcomes in 2028/29 show that more than 85% of pupil premium children met the expected standard.
Improved Writing attainment and accelerated progress for pupil premium children at the end of KS1. This will also show the improvement of fine and gross motor skills.	KS1 Writing outcomes in 2028/29 show that more than 80% of pupil premium children met the expected standard.
To achieve and sustain improved attendance for all children, particularly our pupil premium children.	Sustained high attendance from 2028/29 demonstrated by: <ul style="list-style-type: none"> the attendance gap between pupil premium children and their non-pupil premium peers to remain closed and the percentage of all children who are persistently absent being reduced and the figure among pupil premium children being equal to their peers.
To provide children with adequate equipment to access the curriculum and outdoor trips	All children being able to participate in activities requiring equipment eg PE, Woodland Walk. All children to be able to attend trips
To provide emotional support for Service children and enable them to form links with other Service children.	Sustained high levels of wellbeing from 2028/29 for service children, demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil conferencing, student and parent surveys and teacher observations significant participation in enrichment activities for Service Children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Speaking and listening skills are critical foundations for Reading and Writing, and are also essential skills for thinking and communication. A focus on developing oral language skills is particularly important for pupils in this age group.</p> <p>Improving Literacy in KS1/Education Endowment Foundation</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Early Years toolkit Communication and Language approaches Education Endowment Foundation</p>	1

<p>Continued Purchase/Resourcing/Training of new staff of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupil and enabling target groups for those children not at age expectation particularly those who leave Year R not achieving their Early Learning Goals and below Age Related Expectation in our End of Year 2025 data.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium children: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Systematic synthetic phonics programmes (SSP) are for pupils of all ages who are learning to read. These programmes have three things in common: they teach pupils GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse pupils by mixing material from different programmes or across different classrooms – hence the phrase ‘fidelity to the programme’. For example, one programme might use the term ‘split digraph’, while another might refer to ‘magic e’ for the same vowel GPC in a word such as ‘late’.</p> <p>Reading Framework 2023</p> <p>The purpose of phonics is to quickly develop pupils’ word recognition and spelling. This involves developing a child’s phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.2</p> <p>Improving Literacy in KS1/Education Endowment Foundation</p>	<p>2 4</p>
<p>Continued purchasing of home reading books that effectively</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	

<p>work alongside our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupil to maintain stock and replace any damage/wear and tear.</p>	<p>(though not necessarily comprehension), particularly for pupil premium children: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Decodable' books and texts for children to read "So that beginner readers read books at the right level of difficulty, teachers should make sure their organisation of these books is matched closely to the order in which GPCs are introduced in the programme. For example, a book that includes the word 'play' should be placed so that children are not asked to read it until the digraph 'ay' has been taught".</p> <p>Reading Framework 2023</p> <p>Teachers could support pupils to practise by providing them with text containing words that can be decoded using the letter-sound patterns they have already been taught</p> <p>Improving Literacy in KS1/Education Endowment Foundation</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff led by our Mental Health Lead and Wellbeing Team</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. Ensuring all staff are provided with CPD to sustain</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	

<p>excellent Maths teaching.</p> <p>We will fund leader release time to embed key elements of guidance in school and to support teachers with planning.</p> <p>This enables Maths Leader to ensure accelerated progress for Pupil Premium children who are below expectation in our end of year data 2025. Also enabling adaptive teaching to accelerate progress of Pupil premium children in KS1 to focus on targeted Pupil Premium children from our end of year data 2025 achieving Greater Depth in Maths.</p>	<p>Early Years settings and schools should invest in developing practitioners' own understanding of Mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy. This is important for realising the potential of the other recommendations in this guidance report. Effective Mathematics teaching requires knowledge of Mathematics pedagogy and learning as well as of Mathematics itself. This includes knowledge of how children learn Mathematical concepts, connections between Mathematical concepts, likely difficulties children may have, and different approaches to solving problems or tasks.</p> <p>Professional development should therefore focus on the integration of three areas: Mathematics itself, children's Mathematical development, and of effective Mathematical pedagogy.</p> <p><u>Improving Mathematics in Early Years and KS1 Education Endowment Foundation</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of HLTA to complete assessment and teach a programme to improve listening, narrative and vocabulary skills for pupil premium children who have relatively low spoken language skills.</p> <p>This enables a focus on those Pupil premium children who were below age expectations on entry to Year R in communication and language.</p>	<p>Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support — in the form of high quality, structured, targeted interventions — to make progress.</p> <p>Improving Literacy in KS1/Education Endowment Foundation</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Early Years toolkit Communication and Language approaches Education Endowment Foundation</p>	

<p>Additional phonics sessions targeted at pupil premium children who require further phonics support End of Year 2025 data</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from pupil premium backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Systematic synthetic phonics programmes (SSP) are for pupils of all ages who are learning to read. These programmes have three things in common: they teach pupils GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse pupils by mixing material from different programmes or across different classrooms – hence the phrase ‘fidelity to the programme’. For example, one programme might use the term ‘split digraph’, while another might refer to ‘magic e’ for the same vowel GPC in a word such as ‘late’.</p> <p>Reading Framework 2023</p> <p>There is extensive and consistent evidence of the impact of intensive small group and one-to-one support. Significantly, this tutoring seems most impactful for younger pupils, particularly when the additional support is offered in school or when focused on reading</p> <p>Improving Literacy in KS1/Education Endowment Foundation</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>	
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	<p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Early Years Toolkit Phonics Education Endowment Foundation</p>	
<p>To provide additional fine and gross motor interventions for pupil premium children who have relatively low fine and gross motor skills.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To provide additional Maths interventions for pupil premium children who have relatively low number sense.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: and in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Settings should focus on improvements to Mathematics planning and pedagogy that support all children. With this in place, the need for extra support for children should reduce. However, sometimes children will need targeted small-group or one-to-one support and attention to continue to make progress in Mathematics. This is especially the case in this phase as children enter with a wide range of prior experiences of Mathematics.</p> <p>Improving Mathematics in Early Years and KS1 Education Endowment Foundation</p>	

	<p>The most effective early numeracy approaches balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child. A number of studies also indicate that it is important for early years professionals to understand young children's Mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities.</p> <p>Early Years Toolkit Early Numeracy Approaches Education Endowment Foundation</p>	
<p>To provide additional emotional literacy support for pupil premium children if needed due to life changes, circumstances or experiences.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early Mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress.</p> <p>Early Years Toolkit Self Regulation strategies Education Endowment Foundation EEF</p>	

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Whole staff training on behaviour management approaches with the aim of continuing to follow school ethos and sustain behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early Mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress.</p> <p>Early Years Toolkit Self Regulation strategies Education Endowment Foundation EEF</p>	
Continue Whole school staff training in mental health and wellbeing eg Attachment and Trauma Approach, stormbreak, including inducting new staff planned by the Mental Health and Wellbeing Team	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>School level approaches to developing a school ethos, which also aim to support greater engagement in learning</p> <p>Social and Emotional Learning Toolkit Strand Education Endowment Foundation EE</p>	
To provide, or enable access to, equipment, uniform for pupil premium children without the correct equipment to	Our own observations indicate that for pupil premium children not being provided with the correct equipment or uniform not only affects their academic progress but can impact on their social and emotional learning. Providing the correct equipment or uniform for them out of pupil premium	

access the curriculum.	<p>funding means they are not impacted by lack of equipment or uniform both emotionally and academically.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
To provide access to trips for all children to enhance the curriculum and develop their cultural capital	<p>Both oral language and literacy research support that children need first hand experiences to develop their use of language.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
To provide funded places for pupil premium children to our range of after school clubs.	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p> <p>There is some evidence that involvement in extra-curricular sporting activities might increase pupil attendance.</p> <p>Physical activity Toolkit Strand Education Endowment Foundation EEF</p>	
To provide parenting support from our Parent Support Worker to families who need support with issues such as behavior, parenting and accessing/ referrals to services.	<p>Case studies from our setting show that parents being supported with routine, sleeping and behaviour strategies have impacted on children's attendance and readiness to learn.</p>	
To identify any gaps in learning service children's education caused by moving between schools and address with targeted support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	

	<p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To provide staffing and resources for an after school club for Service children.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>This enables a focus on pupil premium children who were persistently absent from our 24-25 attendance data.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE attendance</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 55000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal end of year 2025 assessment data showed the following gaps had closed.

Year on Year Comparison

Pupil Premium Priorities 24/25	2024	2025
Year 2 Expected Maths	Gap 23%	Gap 12% (-11%)
Year 2 Expected Writing	Gap 16%	Gap 7% (-9%)

Our internal Year 1 End of Year assessment data 2025 showed that the significant gap between Pupil Premium and Non-Pupil Premium on entry to KS1 is beginning to close. This will continue to be a focus this year. Those pupil premium children who did not achieve Expected Standard were discussed in transition so that the gap can continue to be closed within Year 2. Those children will continue to receive the targeted support mentioned in the pupil premium strategy 25/26 mentioned above.

Please note: 18% of Pupil Premium in Year 2 are SEND

The pupil premium data for Year R last year is not significant enough to analyse as there are only 2 children that are Pupil premium

Persistent absence for Pupil premium children decreased from 10% to 7%. It was 33% in 2023/24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write Inc	Ruth Miskin
Speech Link	Multimedia Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
<p>One of our Teaching Assistants is dedicated to the emotional wellbeing of service children. Our Inclusion Leader is responsible for the academic achievement of our Service children.</p> <p>Service children attended a weekly after school club staffed by the designated Teaching Assistant.</p> <p>In these sessions they did activities such as crafts, sports and cooking and were supported to develop relationships with other Service children. Children created 'still photo books' to stay connected to their deployed parent, and a teddy was provided for the deployed parent to take away with them. When the parent returned they were invited to the club to share their experiences and the child shared their photo book.</p> <p>We also identified any gaps in Service children's education caused by moving between schools, which we addressed with targeted support.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers observed improvements in wellbeing amongst Service children. Assessments demonstrated good progress in all subject areas.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback.
[EEF evidence](#) demonstrates this has significant benefits for children, particularly pupil premium children.

Planning, implementation, and evaluation

We continue to be a Flagship for the Inclusion Quality Mark award which includes annual reviewing our provision for pupil premium children including an annual external perspective and working with other centres of excellence to share practice.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by pupil premium children.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on pupil premium children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.