

# 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data               |
|--|--------------------|
| School name  | Moat Farm Infants  |
| Number of pupils in school   | 337                |
| Proportion (%) of pupil premium eligible pupils  | 33% (111 children) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025-2028          |
| Date this statement was published  | November 2025      |
| Date on which it will be reviewed  | November 2026      |
| Statement authorised by  | Deborah Walker     |
| Pupil premium lead   | Rebecca Somers     |
| Governor / Trustee lead  | Jackie Lherroux    |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £157,475 |
| Total budget for this academic year<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 0        |
| Total  | 157,475  |

## Part A: Pupil premium strategy plan

### Statement of intent

At Moat Farm Infant School, the effective use of the Pupil Premium Grant is central to our vision of every child being able to *'learn, achieve, have fun and play'*. We are committed to providing a high-quality, inclusive education where all pupils, regardless of background or starting point are given the support and opportunities they need to succeed.

We believe that education has the power to change lives. Through our Pupil Premium strategy, we aim to remove barriers to learning and ensure that disadvantaged pupils make strong and sustained progress from their earliest starting points. Our goal is to narrow the attainment gaps in reading, writing and mathematics so that all children leave Key Stage 1 ready for the next stage of learning, confident and well-prepared.

High-quality teaching is at the heart of our approach. Research shows that excellent teaching has the greatest impact on closing attainment gaps, benefitting both disadvantaged and non-disadvantaged pupils alike. We know that strong foundations in communication, language, early reading and mathematics are essential for lifelong learning and success across the wider curriculum.

We are proud of our knowledge-rich curriculum, which ensures that all pupils, particularly those eligible for the Pupil Premium, develop a broad and deep understanding of the world. We recognise that children with greater prior knowledge are more able to make connections and retain new learning; therefore, our approach focuses on enriching vocabulary, developing background knowledge, and providing meaningful cultural experiences to help close this gap.

We also know that children learn best when they feel safe, happy and confident. Our strategy includes nurturing pupils' self-belief, resilience and positive attitudes to learning. Good attendance, emotional wellbeing and a sense of belonging are essential to helping our pupils reach their potential.

At Moat Farm Infant School, we recognise that common barriers to learning for our disadvantaged pupils can include:

- Less support or engagement at home;
- Limited language and communication skills;
- Lack of confidence or low self-esteem;
- More frequent behaviour difficulties;
- Attendance and punctuality issues;
- Complex family circumstances that may prevent children from flourishing;
- Lack of access to resources, learning materials or enrichment opportunities.

We understand that these challenges are varied and that there is no "one size fits all" approach. The Pupil Premium will therefore be used flexibly and effectively to provide additional support, improve progress, and raise standards of achievement for all disadvantaged pupils.

We have several teachers who are early in their careers, so we are particularly focused on how we can support our Early Career Teachers (ECTs) to become exceptional educators and aid them in ensuring that Pupil Premium children make accelerated progress. We aim to nurture our ECTs into confident and effective teachers across all subject areas by providing help with planning, continuous professional development (CPD), coaching, mentoring, and regular opportunities to observe outstanding teaching practice. By investing in our teachers, we strengthen the overall quality of education across the school, ensuring that all children, particularly those who are disadvantaged, benefit from the best possible teaching every day.

## Objectives

- Ensure disadvantaged pupils make strong and sustained progress from entry to EYFS through to the end of Key Stage 1.
- Narrow gaps in attainment between Pupil Premium pupils and their peers in reading, writing and mathematics.
- Provide high-quality teaching and learning experiences that meet the needs of all pupils.
- Support pupils' social, emotional and mental wellbeing so that they attend regularly, feel safe and are ready to learn.
- Ensure Pupil Premium pupils have timely and effective access to targeted interventions.
- Provide opportunities for enrichment and cultural capital that broaden horizons and inspire ambition.

The impact of our Pupil Premium Strategy is regularly reviewed by school leaders, governors and staff to ensure that funding is used effectively and outcomes are improving for disadvantaged pupils. Progress and attainment data, along with evidence from lesson observations, pupil voice and work scrutiny, are used to measure success and refine our approach.

The strategy aligns closely with our School Improvement Plan and is embedded in all aspects of school life. Senior leaders and governors are accountable for ensuring that the Pupil Premium Grant is used efficiently and that our disadvantaged pupils benefit from the highest quality of education, enabling them to achieve their full potential.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Low attainment on entry to EYFS across most areas</b> Baseline assessments on entry show that many PPG children start school below age-related expectations across core areas of learning, particularly in communication, language, and early literacy skills. This impacts their ability to make strong progress in subsequent years.  |
| 2                | <b>Less developed language and communication skills on entry and during EYFS</b> Observations and assessments in EYFS and KS1 indicate that PPG pupils have underdeveloped vocabulary, language structures, and communication skills, affecting their comprehension and access to the full curriculum.   |
| 3                | <b>Gaps in vocabulary, language and comprehension across Key Stage 1 curriculum.</b> Assessment data shows that these gaps contribute to lower percentages of PPG pupils "on track" compared to their peers:   |
| 4                | <b>More frequent behaviour difficulties</b> related to low self-esteem and lack of confidence (affecting engagement and the ability to sustain learning). Behaviour logs, staff feedback, and observations indicate that PPG pupils are more likely to experience challenges with self-regulation and engagement, affecting learning time and progress.                                      |
| 5                | <b>Attendance and punctuality:</b> Attendance data highlights a gap between PPG and non-PPG pupils: <ul style="list-style-type: none"><li>• Overall attendance: PPG 94.21% vs Non-PPG 95.58%</li><li>• Persistent absence (PA): Higher among PPG pupils at 12.86% vs 10.71% non-PPG; 41% of PA pupils are PPG (13 of 31 pupils). This impacts continuity of learning and progress.</li></ul> |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| <p>1. Improve early development and EYFS outcomes for PPG pupils so they enter Year 1 with stronger prime and specific area skills</p> | <p>PPG pupils achieving a Good Level of Development (GLD) increases year on year.</p> <p>Observational assessments show improvement in prime areas (communication &amp; language, personal, social and emotional development, physical development) for PPG pupils.</p> <p>Targeted interventions in EYFS are completed for all PPG pupils and show measurable impact on skill acquisition.</p> <p>PPG pupils demonstrate age-appropriate confidence and engagement in learning tasks by the end of EYFS.</p> <p>Staff complete Voice 21 training to improve quality of spoken language and vocabulary development across EYFS and KS1.</p> <p>Early Career Teachers (ECTs) receive mentoring and CPD focused on high-quality EYFS teaching and language-rich environments.</p> <p>Staff apply quality first teaching strategies in EYFS, supported by CPD and coaching.</p> |
| <p>2. Raise spoken language, vocabulary and comprehension so PPG pupils access the curriculum</p>                                      | <p>Improvement in language assessment scores for PPG pupils at the end of EYFS and Key Stage 1.</p> <p>Increased participation of PPG pupils in class discussions and group work.</p> <p>Targeted vocabulary interventions delivered to PPG pupils show measurable improvement.</p> <p>Staff implement strategies from Voice 21 CPD to enhance classroom talk and language development.</p> <p>ECTs and staff use structured CPD to support pupils with weaker oral language skills</p> <p>Teachers use live marking and feedback strategies to identify gaps in understanding and adapt teaching in real-time, supported by CPD on effective feedback.</p>  |
| <p>3. Close attainment gap in Year 1 and Year 2 for reading, writing and maths</p>   | <p>PPG pupils meeting age-related expectations in reading, writing, and maths rises annually.</p> <p>The attainment gap between PPG and non-PPG pupils reduces by a measurable margin each year.</p> <p>Progress tracking and termly assessments evidence narrowing gaps.</p> <p>Staff participate in team teaching, peer observations, and ECT coaching to develop strategies for closing attainment gaps.</p> <p>Teachers consistently apply quality first teaching strategies, reinforced through CPD and coaching.</p> <p>Live marking and feedback practices are embedded to inform next steps in learning.</p>   |
| <p>4. Strengthen phonics outcomes and decoding fluency for disadvantaged pupils</p>  | <p>Year 1 phonics screening check pass rates for PPG pupils improve each year.</p> <p>PPG pupils demonstrate increased fluency and confidence in decoding across reading sessions.</p> <p>Targeted phonics interventions show measurable impact on reading fluency for PPG pupils.</p>   |

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|  | Staff CPD ensures consistent high-quality phonics delivery across KS1. ECTs receive phonics-specific mentoring and CPD to ensure confident delivery of the phonics programme.   |
| 5. Improve behaviour for learning, resilience and self-regulation among PPG pupils | Reduction in behaviour incidents and sanctions for PPG pupils.<br>Increased engagement of PPG pupils in lessons, demonstrated through observation and learning walks.<br>Positive feedback from staff and pupils on confidence, resilience, and self-regulation.<br>Evidence of improved independent learning and ability to manage challenges.<br>All staff complete behaviour and de-escalation training to ensure consistent approaches.<br>ECTs are supported through mentoring to manage challenging behaviour.<br>Staff CPD in team-teach - using strategies to manage challenging behaviour effectively. |
| 6. Reduce absence and persistent absence for PPG pupils                            | Overall attendance for PPG pupils improves, aiming for parity with non-PPG peers.<br>Persistent absence rates among PPG pupils decrease year on year.<br>Attendance interventions and monitoring strategies show measurable impact.<br>Staff complete attendance training to improve monitoring and early intervention.<br>Strong family engagement strategies are implemented by staff to support regular attendance.  |

### 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) (Tier 1: High-Quality Teaching – CPD, curriculum, recruitment/retention)

Budgeted cost: £15,252.42

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ongoing, high-quality CPD for all staff leads to consistently effective teaching and learning across the curriculum. As a result, Pupil Premium pupils acquire deep, secure knowledge and make strong progress from their starting points. Implementation, ongoing coaching, and termly learning walks will also support staff with this. | EEF guidance on High-quality interactions and Early Years: recommends adult-child interaction and professional development to build early language and literacy foundations: <a href="#">EEF: High-quality interactions (Early Years)</a> and <a href="#">EEF: Preparing for Literacy (Early Years guidance report)</a> .<br><br><a href="#">EEF Effective professional Development</a><br>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells | 1, 2                          |

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|---|---|-----|
|   | us that high quality teaching can narrow the disadvantage gap"  |     |
| AHT's and Middle leaders to complete PPG tracking, interventions and reports This will ensure that there is clear accountability for the progress of Pupil Premium pupils. Regular tracking and reporting by leaders allow for early identification of gaps, timely interventions, and consistent monitoring of impact. This ensures that support is responsive, targeted, and effective in improving outcomes for disadvantaged pupils across all subject areas. | <p>EEF guidance highlights the importance of robust monitoring and evaluation to maximise the impact of Pupil Premium spending</p> <p>By involving AHTs and Middle Leaders in systematic PPG tracking and reporting, the school ensures shared accountability for the progress of disadvantaged pupils. Regular review and analysis of data allow leaders to identify barriers early, target support precisely, and evaluate the effectiveness of interventions.</p> <p>"Monitoring and evaluation should be planned from the outset. Schools should set clear success criteria, regularly review progress, and adapt their approach based on what is and isn't working."</p> <p>(EEF Guide to the Pupil Premium, 2022, p.12)</p> | 1,2 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) (Tier 2: small group/1:1, TAs, tutoring)**

**Budgeted cost: £14,979.86**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| To provide daily Reception and Year 1 Phonic Keep Up Sessions in order to close the gap between PPG and non-PPG children passing the year 1 phonic test.  | EEF: Phonics guidance (benefit for younger and lower attaining pupils; 1:1 has larger effects): <a href="#">EEF: Phonics</a> and <a href="#">Improving Literacy in Key Stage 1</a> .   | 1, 3                          |
| To provide additional phonics teaching in Year 1. Targeted phonics catch-up following diagnostic assessments in order to close the gap between PPG and non-PPG children. Use TAs trained and coached by phonics lead; Phonics lead to monitor fidelity. | <p><a href="https://www.littlewandle.org.uk/about-us/our-pedagogy/">https://www.littlewandle.org.uk/about-us/our-pedagogy/</a></p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2024-25">https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2024-25</a></p> <p><a href="https://www.littlewandle.org.uk/about-us/our-pedagogy/">https://www.littlewandle.org.uk/about-us/our-pedagogy/</a></p> <p>"Our pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background."</p> <p>Evidence shows that disadvantaged pupils performed less well in the phonics screening check than other pupils</p> | 1,2                           |

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| <p>AHTs will ensure Teaching Assistants (TAs) are deployed strategically and in line with evidence-based practice, informed by assessment data. TAs will implement targeted interventions and participate in ongoing training to enhance their effectiveness.</p> | <p>EEF guidance on Teaching Assistant interventions and effective TA deployment: <a href="#">EEF: Teaching assistant interventions</a>.</p>   | <p>1,2,3,4</p> |
| <p>To provide language and comprehension interventions to Year 2 pupils in order to close the gap between PPG and non-PPG children.</p>   | <p>EEF: Improving Literacy in Key Stage 1 (recommends combining decoding with comprehension and vocabulary work): <a href="#">EEF: Improving Literacy in Key Stage 1</a>.</p>   | <p>2, 3</p>    |
| <p>To enhance children's vocabulary in reception through the delivery of Talk Boost Intervention.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-informed-programmes">https://educationendowmentfoundation.org.uk/early-years/evidence-informed-programmes</a></p> <p>"Early Talk Boost gives staff the tools to support children who need a targeted approach to enhance their language development and access the Early Years Foundation Stage curriculum."</p> <p><a href="https://speechandlanguage.org/talk-boost">speechandlanguage.org talk boost</a></p> <p>"Using Talk Boost can significantly improve children's talking and understanding of words. Two thirds of children make good progress after just eight to ten weeks of the programme."</p> | <p>3</p>       |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)  
(Tier 3: attendance, behaviour, wellbeing, family support)**

Budgeted cost: £127,242.72

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Attendance lead and Attendance Improvement Officer to work with pupils, parents and staff in order to:</p> <ul style="list-style-type: none"> <li>- build holistic understanding of families.</li> <li>- Personalised contact and timely communication (texts/letters that provide days missed, not just %).</li> <li>- Rapid follow up on absence, termly attendance reviews, attendance officer role. Use targeted parental engagement and</li> </ul> | <p>EEF evidence summary and REA on attendance: some promise for parental engagement and responsive approaches; guidance &amp; tools: <a href="#">EEF: Supporting attendance (themes &amp; tools)</a> and <a href="#">EEF: Attendance summary of evidence</a>.</p> | <p>5</p>                      |

|   |  |      |
|---|--|------|
| <p>responsive interventions for persistent absence.</p> <ul style="list-style-type: none"> <li>- To work with parents to support and develop good routines</li> <li>- Conduct home visits when needed.</li> <li>- Promote good attendance within school by working alongside staff and providing staff training.</li> <li>- Reduce levels of persistent absence.</li> </ul>   |  |      |
| <p>To strengthen communication and targeted parental engagement throughout the year, ensuring families are supported to positively impact pupil outcomes.</p> <p>Ongoing family learning support will be provided through a range of workshops and engagement activities across the year.</p>   | <p>EEF: Attendance REA highlights parental communication and targeted parental engagement as promising; EEF guidance more broadly on parental engagement and Early Years literacy guidance: <a href="#">EEF: Supporting attendance summary</a> and <a href="#">EEF: Preparing for Literacy (Early Years)</a>.</p> <p><a href="#">EEF teaching learning toolkit parental engagement</a></p> <p>"Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."</p> | 2, 5 |
| <p>The Safeguarding Lead will provide targeted wellbeing and nurturing support for identified pupils, working closely with families to strengthen home-school relationships. This will include home visits, guidance to help parents access appropriate external services, and active participation in multi-agency support. The aim is to improve pupils' wellbeing, increase parental engagement, and ultimately raise attainment by addressing barriers to learning.</p> | <p>This action aligns with EEF evidence indicating that improving parental engagement and addressing social and emotional barriers can significantly improve outcomes for disadvantaged pupils.</p>  | 5    |
| <p>Social, emotional and behaviour support: short-term targeted interventions to build confidence and self-esteem. CPD will also be given to all staff at the beginning of the year and monitored throughout. Interventions will include Lego Therapy, the use of Lottie the dog and Drawing and Talking.</p> <p>School-wide routines will also build on belonging. Metacognition approaches in school to boost self-regulation.</p>  | <p>EEF: Metacognition &amp; self-regulation guidance and evidence on social/emotional learning (EEF resources show SEL teaching can have positive effects on behaviour and learning): <a href="#">EEF: Metacognition and self-regulation</a> and EEF behaviour resources.</p>  | 4, 2 |
| <p>Enrichment and extracurricular offers targeted at disadvantaged pupils. This will be through after-school clubs, Rock Steady and choir. This will help to build on their cultural capital, vocabulary and</p>  | <p>EEF evidence on extracurricular/engagement is weaker for attendance but promising for engagement; use as part of a multi-component plan alongside parental engagement and attendance monitoring: <a href="#">EEF: Attendance REA &amp; Supporting attendance resources</a>.</p>   | 3, 5 |

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| engagement. PPG participation will be tracked and monitored and linked to attendance monitoring.   |  |   |
| Team Teach training to be provided by outside provider.<br>Staff to work with individual children, supporting behaviour, neutering and attendance. It will help prevent behaviour from escalating. | To support nurture and behaviour.<br>To support Well-being and attendance.<br><a href="https://www.teamteach.com/education/">https://www.teamteach.com/education/</a><br>"Our positive toolkit approach gives practical de-escalation and crisis intervention strategies you can use to minimise risk and manage conflict safely and respectfully in your setting" | 4 |

**Total budgeted cost: £157,475**

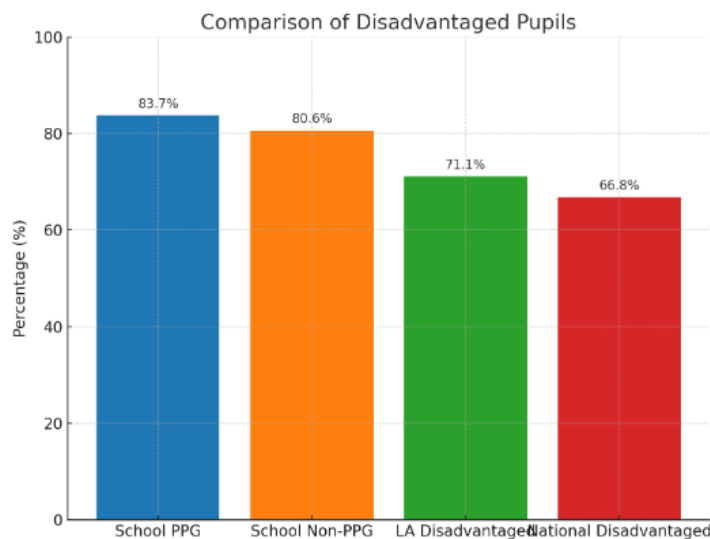
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2025 end of Key Stage 1 statutory assessments and the Year 1 Phonic statutory phonic test have shown that the Pupil Premium Strategy has had a positive impact on the educational outcomes for disadvantaged pupils.

#### Year 1 Phonic Tests



Phonic Screening for Y1 data evidences a strong impact of the use of funding with 83% of disadvantaged pupils achieving the expected level which is above National for disadvantaged pupils (2024 - 71%). These pupils really benefited from our consistent phonics programme, extra phonics being taught in year 1 and our catch-up phonic interventions.

#### End of EYFS

Pupil Premium (PPG) children made strong progress from their starting points in Reception, demonstrating the positive impact of the targeted support and interventions put in place. On entry, PPG pupils were working well below their non-PPG peers across all areas. By the end of the EYFS, attainment gaps had narrowed significantly, with PPG children achieving in line with or above non-PPG pupils in some areas.

Word Reading: PPG pupils improved from 4% on entry to 73% by the end of Reception, almost matching non-PPG pupils at 76%.

Writing: PPG pupils increased from 4% to 53%, showing strong progress and a much smaller gap compared to non-PPG pupils (67%).

Maths: PPG pupils made outstanding progress, rising from 9% to 90%, outperforming non-PPG pupils (86%)

This data clearly demonstrates that the provision, including targeted interventions, high-quality teaching, and increased parental engagement, has been highly effective in accelerating the progress of disadvantaged pupils and closing attainment gaps by the end of the EYFS.

## **End of KS1**

By the end of Key Stage 1, Pupil Premium (PPG) pupils demonstrated strong overall attainment and progress across Reading, Writing, and Maths.

### **Reading**

In Reading, 76% of PPG pupils achieved the expected standard, with 10% achieving greater depth. A higher proportion of PPG pupils (34%) made substantial and sustained progress compared to non-PPG pupils (25%), indicating effective targeted support, although a greater percentage of non-PPG pupils (89%) remain on track overall.

### **Writing**

In Writing, 79% of PPG pupils reached the expected standard, including 5% at greater depth. PPG pupils (17%) again showed stronger progress rates than their non-PPG peers (11%), reflecting positive impact from focused intervention and support. However, a slightly higher proportion of non-PPG pupils (89%) were on track compared to 79% of PPG pupils.

### **Maths**

In Maths, 86% of PPG pupils met the expected standard, with 8% achieving greater depth. While non-PPG pupils (30%) showed slightly higher rates of sustained progress than PPG pupils (24%), outcomes for disadvantaged pupils remain strong, narrowing the attainment gap and demonstrating that support strategies are having a positive effect.

## **Interventions and Support**

In all core subjects, termly pupil progress meetings identified focus pupils, with particular attention given to disadvantaged and vulnerable pupils and those showing diminishing differences compared to their peers. These meetings reviewed progress, updated data, and set next steps for targeted interventions. Interventions were carefully planned and tailored, ensuring that children received the specific support they required.

Pupil Premium funding was used to deliver a variety of targeted interventions, including 1:1 and small group sessions. Carefully selected PPG children were also offered free milk, free places for some sports clubs and for Rock Steady.

## **Behaviour**

Team Teach approaches have been embedded across the school to promote positive behaviour and support emotional regulation. Staff have used de-escalation strategies effectively, which has resulted in a noticeable reduction in behaviour incidents escalating. Consequently, fewer children have required support from the Senior Leadership Team, and learning time has been maximised through calmer, more focused classroom environments. This has had a positive impact on disadvantaged pupils, enabling them to remain in class, access learning more consistently, and make improved progress.

During a recent parent's questionnaire 99% of parents felt that the schools makes sure that its pupils are well-behaved.

## Attendance

Pupil premium attendance increased by 1.65% in the academic year 2024-2025

|                                      | MFI attendance<br>24-25 | National<br>attendance 23-24 | Sandwell<br>attendance 24-25 | MFI attendance<br>23-24 |
|--------------------------------------|-------------------------|------------------------------|------------------------------|-------------------------|
| Pupils eligible for<br>Pupil Premium | 94.3%<br>(74 pupils)    | 91.93%                       | 92.6%                        | 92.65%<br>(71 pupils)   |

| Impact on attendance of pupils in receipt of Pupil Premium Grant Autumn 2023-Summer 2025 |                  |                  |                          |
|--|------------------|------------------|--------------------------|
|  | MFI<br>2023-2024 | MFI<br>2024-2025 | Sandwell LA<br>2024-2025 |
| Attendance   | 92.5%            | 94.3%            | 92.6%                    |
| Absence  | 7.5%             | 5.7%             | 7.4%                     |
| Authorised   | 5.76%            | 4.15%            | 4.57%                    |
| Unauthorised   | 1.59%            | 1.55%            | 2.83%                    |
| PA rate  | 26.76%           | 12.16%           | 23.19%                   |

Attendance is everyone's responsibility at Moat Farm Infant School. It is led by our Attendance Champion DHT who works alongside our Attendance Officer, Safeguarding Lead, SLT and the rest of the school staff to work relentlessly on our whole school culture where high attendance is valued and understood by everyone and is seen as an integral to learning and achievement. By improving attendance for our disadvantaged pupils we can support them to meet their end of key stage milestones (GLD at end of EYFS and Y2 standards at end of KS1). We believe children with consistent attendance from a young age achieve better academically and get into better routines for later years in education. Research consistently shows that pupils with high rates of attendance are more likely to succeed academically, have lower risks of engaging in risky behaviours and develop lifelong learning attitudes.

Next steps include strengthening the consistency of vocabulary interventions in KS1, embedding Voice 21 strategies across all phases, and sustaining improvements in attendance through closer monitoring and family engagement.

## Externally provided programmes

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

| <b>Programme</b> | <b>Provider</b>       |
|------------------|-----------------------|
| Big Cat          | Collins               |
| Purple Mash      | Purple Mash           |
| Little Wandle    | Wandle Learning Trust |