Pupil premium strategy statement September 2026 – Flanshaw Junior, Infant and Nursery School (A three year pupil premium strategy to sustain improvement for disadvantaged pupils)

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	373
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	26/27 27/28 (potential amendments following review) 28/29 (potential amendments following review)
Date this statement was published	September 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Governing body
Pupil premium lead	Michael Woodburn
Governor lead	Rebecca Haley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Early Year's Pupil Premium	£155,000 £ 10,729
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£165,729

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We will consider the challenges faced by vulnerable pupils, including those with a social worker and young carers. The aim of this strategy is reduce the attainment gap between disadvantaged pupils and their peers and to ensure that all pupils are given the best opportunity to fully access the primary curriculum. We are committed to ensuring that our disadvantaged pupils make a strong start in the EYFS; we recognise the importance in all pupils developing the foundational knowledge and skills needed to access the national curriculum in KS1 and 2. Raising aspirations and developing the 'cultural capital' of our disadvantaged pupils are also key intentions of our pupil premium strategy

High quality teaching for all is at the heart of this strategy, with a focus on the key areas in which the disadvantaged pupils require the most support and precise intervention. This is proven to have the greatest impact on closing the disadvantaged attainment gap, whilst at the same time driving standards for the non-disadvantaged.

Our approach will be responsive to both common challenges, as well as individual needs of disadvantaged pupils. The approached we have adopted will complement one another to enable pupils to excel. To ensure that the strategy is effective, we are committed to:

-Reviewing the strategy regularly to evaluate success and potential improvements

-Act early to ensure that disadvantaged pupils keep up with their peers

-Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.

-Ensuring that the challenges faced by disadvantaged are carefully considered so that the most effective strategies are implemented.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped speech and language skills and early language development: Assessments indicate that our disadvantaged pupils typically enter Nursery and Reception with underdeveloped speech and vocabulary gaps compared to peers. In KS1, the speech and language for some disadvantaged pupils remains a concern.
2	High proportion of disadvantaged pupils are also diagnosed with Special Educational Needs: There is an increased number of pupils across school with SEND, with more being eligible for FSM than their non-SEND peers. There has been a large increase in the number of pupils with Education Health Care Plans in the EYFS and KS1.
3	Poor attendance of disadvantaged pupils: The attendance of disadvantaged pupils presents a challenge to their sustained progress and attainment.
4	Disadvantaged pupils in Reception do not perform as well as their disadvantaged peers. Not achieving a 'good level of development' is a barrier to future attainment.
5	Limited cultural capital opportunities for disadvantaged pupils: Discussions with pupils and families have highlighted that some pupils have limited opportunities to develop their cultural capital. Some pupils need to be given regular opportunities to develop their aspirations for the future.
7	Increased social, emotional and mental health for disadvantaged pupils: This presents a challenge to the academic progress of disadvantaged pupils as they can lack the emotional resilience to fully participate in learning opportunities.
8	Disadvantaged pupils do not perform as well as their non-disadvantaged peers at key assessment points, particularly in reading and writing at the end of KS2.

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
To increase progress and attainment of pupil premium pupils in reading and writing so that the gap to peers closes at the end of KS2.	**Reading (including phonics)** **The disadvantaged gap in reading at the end of KS2 will decrease year on year.** **Teacher Performance management to be directly linked to progress of disadvantaged in writing to ensure that this is prioritised.** The local authority Herts for Learning reading intervention for year 6 pupils will continue to be utilised lead to accelerate progress of disadvantaged. Specialist ESA to drive progress of disadvantaged through regular small group reading intervention. 1:1 phonics intervention for all pupil premium pupils that are not on-track at each assessment point (reception and Year 1) will ensure that these pupils keep up with peers. A structured, high-quality coaching programme undertaken by the reading leader will ensure that phonics teaching is excellent so that all pupils have good attainment. **Writing** **The percentage of disadvantaged pupils achieving the expected standard at the end of KS2 will increase and the gap to peers will decrease each year.** Specialist ESA to drive progress of disadvantaged through regular small group writing intervention linked to sentence level development. Teacher Performance management to be directly linked to progress of disadvantaged in writing to ensure that this is prioritised. Fine motor skill concerns will be highlighted quickly and 1:1 intervention undertaken to increase the % of disadvantaged achieving the writing ELG. Squiggle while you wiggle programme in the EYFS will be fully embedded to ensure that the Fine Motor Skills of disadvantaged is prioritised. Separate writing session ti be fully embedded in Reception to improve early letter formation for disadvantaged pupils.

To accelerate early language development to improve the speech and language of our pupils in the EYFS to improve GLD outcomes for pupil premium pupils.	High quality speech and language programmes undertaken by the S and L HLTA will support accelerated progress for disadvantaged pupils. 1:1 phonics tuition in Reception for any pupils not at ARE will ensure that disadvantaged pupils keep up with peers. Communication Counts training for all new staff will ensure that high-quality questioning is undertaken in provision. WelComm programme, introduced in the summer term 26, will be utilised for all nursery pupils so that speech and language concerns can be quickly identified so that intervention can be implemented quickly.
To increase attendance of pupil premium pupils through targeted support and early intervention with a focus on SEND pupils	**Attendance of disadvantaged pupils will increase year on year and the gap will close to non-disadvantaged peers.** Increased attendance officer hours will ensure that poor attendance is effectively challenged. Close collaboration between the attendance officer and the new learning mentor will ensure that early help and pastoral support is provided to quickly improve attendance of disadvantaged pupils. SENCO to liaise closely with Attendance Officer and parents re poor attendance so that the attendance of pupils with EHCPS improves in 26-27 The learning mentor will offer a 'soft start' breakfast club for vulnerable, disadvantaged pupils to raise attendance and tackle persistent lateness.
To make the curriculum more inclusive for pupil premium pupils with profound SEND needs.	**Our adaptive teaching strategies and inclusive principles will ensure that all children are challenged effectively from their start point. Significant inset CPD for all staff to ensure a consistent approach is implemented.** **Strong inclusive practises and high-quality adaptations ensure all disadvantaged pupils access the mainstream curriculum.** **High-quality, researched informed SEND provision rooms will make the curriculum inclusive for disadvantaged pupils with complex SEND.** Specialist teaching assistant to carry out interventions in the Meadow provision for children with significant SLCN needs to increase their readiness for whole class learning.

	CPD from non-class based SENCO will ensure that the practitioners leading the SEND provision rooms are driving strong outcomes Teacher's Performance Management for 26-27 will focus on SEND progress, in particular high-quality planning from the pupil's start point..
To develop the cultural capital of disadvantaged pupils and increase their extra-curricular participation	The % of pupil premium pupils accessing residentials in year 4 and year 6 will increased from 25-26 (heavily subsidising the visits) All disadvantaged pupils at Flanshaw will have the opportunity to learn two instruments (whole class instrumental lessons) The cultural capital of disadvantaged pupils will improve through a carefully mapped out and well sequenced personal development journey. Subsidised educational visits and free after school clubs will remove barriers to the attendance of disadvantaged. A strong focus on maximising the use of local areas of cultural or historical significance so that disadvantaged pupils can develop their own cultural capital.

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: £95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: instructional coaching model to drive teaching standards and ensure that researched informed pedagogical approaches are embedded.	**Quality of teaching is the single most important driver of pupils attainment;** *-Cover costs for teacher release to complete the coaching.* *-Cover costs for teachers to observe outstanding practitioners at Flanshaw that use adaptive teaching effectively to drive the progress of disadvantaged.* *-Costs for teachers to visit practitioners at other schools*	1, 2, 8
Phonics: Maintaining a consistent approach and ensuring that all phonics teachers receive quality CPD.	**Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF** **The Jerry Clay reading hub are the highest performing hub in the country and have a proven track record of raising phonics attainment in schools.** -Protected release for phonic's leader and -EYFS leader to complete coaching and practise sessions (DHT only teaching 1 day a week to give coaching capacity) -HLTA for 1:1 phonics for disadvantaged -Reading hub leader support (graduated school) -RWI school support worker to drive standards of phonics delivery	1, 8
Maintaining a strong teacher : pupil ratio so that disadvantaged pupils continue to have equity within the classroom.	The three mixed year 3/4 classes moved to separate two form year 3 and 4 in 2025. The pupil premium fund will be utilised so that this change can be sustained. This allows class sizes to be reduced to 25 in LKS2.	8
Capacity for small group interventions so that misconceptions for disadvantaged can be addressed quickly	Specialist ESA to continue to prioritise disadvantaged pupils in Key Stage 2 that are not on track for age-related expectations.	8

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

Budgeted cost: £ *45,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics and transcription tutoring in Reception and KS1	-EEF toolkit: 'Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons-EFF toolkit -Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. -Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds -1:1 sessions led by cover supervisor/HLTA daily to address word reading gaps.	1, 8
Herts of learning reading fluency intervention	HFL education: KS2 Programme outcomes (average): 2 years and 3 months progress in reading comprehension and gain an increase in reading accuracy in 13 months -Year 6 teachers and reading leader to lead the programme for disadvantaged pupils that are not on track to be ARE EEF: 'Reading comprehension strategies are high impact on average (+6 months)	8
WelComm programme	WelComm is a speech and language toolkit used in schools to track and improve children's communication skills. Identification: It helps teachers spot speech and language delays in young children without needing a specialist. -Schools get an immediate overview of a child's communication needs right after a quick check. GL: Language barriers are often hidden, 2-3 children in every classroom face significant SLCN with many more children potentially underdiagnosed and unsupported. Early identification ensures children get the help they need, boosting their confidence and helping them thrive.	

Writing intervention: UPKS2	EEF: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year -HLTA/ESA salary to lead writing interventions for disadvantaged pupils that are not on track for ARE	8
1:1 speech hand language sessions led by HLTA	EEF early years toolkit: Communication and language approaches typically have a very high impact and increase young children's learning by seven months.	1, 8
1:1 handwriting interventions: led by HLTAs for disadvantaged pupils that are not meeting age-related milestones	-HLTA salary to lead handwriting interventions for disadvantaged pupils that are not on track to meet milestones	4, 8
'Musical interaction' intervention for SEND	A structured method using music, songs and movement to improve communication, social skills and emotional well-being. This interventions is recommended by the local authority SEN team.	1, 2 ,7
'Attention Autism' intervention	Attention Autism is a therapeutic intervention designed by speech and language therapists, aimed at promoting fundamental social communication skills. This approach is recommended by the local authority SEND team.	1, 2, 7
Early People games	This is targeted intervention designed by speech and language therapists, aimed at promoting fundamental social communication skills. This approach is recommended by the local authority SEND team.	1, 2, 7
OWLing and intensive interaction	This is targeted intervention designed by speech and language therapists, aimed at promoting fundamental social communication skills. This approach is recommended by the local authority SEND team. EEF: Communication and language approaches typically have a very high impact and increase young children's learning by seven months.	1, 2, 7

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

Budgeted cost: £ 25,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA programme: Protected time (0.5) for Elsa practitioner to lead sessions for pupils with SEMH	There is extensive evidence associating childhood social and emotional skills with improved outcomes. y N Krause · 2020 review: The findings suggest the **ELSA** programme has a perceived positive **impact** on multiple components of pupil wellbeing. EEF: 'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year' 'Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.'	7, 8
Soft start breakfast club: Learning mentor to target vulnerable pupils (attendance, school avoidance and SEMH)	There is evidence that providing free, before school breakfast can benefit pupils by preparing them for learning-EFF toolkit	3, 7
Parent and toddler session	Parental engagement has a positive impact on average of 4 months' additional progress-EEF key findings Support for parents before the pupils start at our school-research needed	1
School mini-bus: increased extra-curricular opportunities	Extra-curricular sporting opportunities usually involve collaborative learning experienced and opportunities to develop teamwork, leadership and problem solving. EEF – outdoor/adventure	5
Full time learning mentor/behaviour lead: to provide SEMH support for disadvantaged pupils and support the behaviour of vulnerable pupils.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	7, 8
Designated Attendance officer: to give more capacity to improve the attendance of disadvantaged and SEND.	EEF: 'Poor attendance at school is linked to lower academic attainment across all stages.'	3

Subsidised educational visits and residentials for all disadvantaged pupils	Extra-curricular sporting opportunities usually involve collaborative learning experienced and opportunities to develop teamwork, leadership and problem solving. EEF – outdoor/adventure	5, 7
Increase cultural capital of disadvantaged pupils	All pupils access Wakefield theatre in year 3 (subsidise through PP) Increase opportunities to access local places of cultural significance. EFF toolkit-(T and L) Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress	5,7

Total budgeted cost: £ 165,729