Pupil premium strategy statement – Flanshaw Junior, Infant and Nursery 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	380 including nursery
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	25/26 26/27 27/28
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026
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	£196,780 £9,620
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£206,400

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 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	Fine motor skills and writing in the EYFS: Assessment at the end of Reception highlights that FMS and writing are fundamental challenges to disadvantaged pupils, resulting in a high proportion not achieve a 'good level of development.'
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 (GLD, phonics and KS2 outcomes)

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, writing and maths	**Reading and Phonics:** **The disadvantaged gap in reading at the end of KS2 will decrease year on year.** Implementation of the local authority Herts for Learning reading intervention for year 6 pupils will lead to accelerated progress. 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.** **The fine motor skills of disadvantaged pupils in reception will increase and the gap to peers will close.** To receive support and coaching from the Jerry Clay hub and RWI specialist to improve early writing skills. Fine motor skill concerns will be highlighted quickly and 1:1 intervention undertaken to increase the % of disadvantaged achieving the writing ELG. **<u>Maths</u>** **Improved outcomes for disadvantaged pupils at the end of KS2; the disadvantaged gap will decrease.** White Rose Math's external CPD will raise the attainment of disadvantaged pupils in KS2 in maths. New IPADS to be purchased so that more disadvantaged pupils can access TTRS
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.
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 from 24-25 data.** 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 improver 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 25-26. 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 and SEMH concerns	**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 Butterfly 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. **Sustained levels of good mental health and well-being demonstrated by:** -Qualitative data from pupil questionnaires/pupil voice discussions -Reduction in incidents on C-POMs linked to mental health. -Pupils discharged from the ELSA programme -Decrease in families being supported by the Parent Support Advisor that are linked primarily to mental health concerns.

	-The new 'soft start' breakfast club will ensure that vulnerable children experience a calm start to the day so that SEMH concerns can be quickly addressed.
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.

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: £ *82,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: new 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* *-Consultancy costs (Steve McMullan- teaching and learning development)* *-WRM consultant (LP)*	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 (24/25) and have a proven track record of raising phonics attainment in schools.**	1, 8

	-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 -RWI school support worker to drive standards of phonics delivery	
Maths: To improve the math's teaching in R and KS1 through improved use of the CPA approach	The EEF toolkit suggests that the mastery approach leads to accelerated progress. Research shows that younger pupils need to utilise concrete apparatus to fully understand mathematical concepts. -WRM practitioner to provide coaching for teachers. -CPD for all teachers from WRM practitioner -Release time for Math's leader to provide coaching for specific teachers. -Math's network meetings -Math's TLR to drive standards	8

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

Budgeted cost: £ *55,056*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics 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, 8

	-1:1 sessions led by cover supervisor/HLTA daily to address word reading gaps.	
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
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
KB sporting coaching: developing fine and gross motor skills for our EYFS pupils	KB coach: lead PE sessions and provide staff CPD ACES to support SEND pupils EEF early years: On average, children who take part in physical development interventions make around five additional months progress in cognitive outcomes	4
'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: *£ 72,344*

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
Attendance officer: Increased hours in 25-26 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) 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: £ 206,40

Impact Review: End of term 1

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>Impact Review</th></tr>
<tr>
<td>To increase progress and attainment of pupil premium pupils in reading, writing and maths</td>
<td>Reading and Phonics:
The disadvantaged gap in reading at the end of KS2 will decrease year on year.</td>
<td>
<table>
<tr><th>Yr</th><th>PP reading</th><th>PP writing</th><th>PP maths</th></tr>
<tr><td>R</td><td></td><td></td><td></td></tr>
<tr><td>1</td><td>50-38%</td><td>25-50%</td><td>63-75%</td></tr>
<tr><td>2</td><td>50%-67%</td><td>50-67%</td><td>44-60%</td></tr>
<tr><td>3</td><td>53-58%</td><td>65-47%</td><td>70-68%</td></tr>
<tr><td>4</td><td>45-59%</td><td>40-41%</td><td>50-59%</td></tr>
<tr><td>5</td><td>63-63%</td><td>58-42%</td><td>79-52%</td></tr>
<tr><td>6</td><td>67-47%</td><td>28-29%</td><td>67-53%</td></tr>
</table>
Baseline to EOT1

-Positive progress in year 2 and 4 from end of previous year to end of Autumn term.

-Year 6 data remains a concern, this was discussed at length in progress meetings. Interventions set up in year 6 for vulnerable pupils not on track for ARE
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<td></td>
<td>Implementation of the local authority Herts for Learning reading intervention for year 6 pupils will lead to accelerated progress.</td>
<td>DHT completed this. Need to track the progress of each pupil over the course of the academic year to ascertain progress.</td>
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<tr>
<td></td>
<td>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.</td>
<td>This has been completed with rigour. Pupils that are currently not on track for PSC are receiving 3 times daily 1:1 sessions. All disadvantaged pupils that are not on track are receiving daily 1:1 in R, year 1 and 2. Baseline- 62%
End of term 1: 88% on track for PSC,</td>
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<td></td>
<td>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.</td>
<td>Reading leader and EYFS leader completing weekly coaching sessions. Impact is strong, phonics teaching is consistently strong . (We are on track for above national in PSC and reception progress is good.)</td>
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<tr>
<td></td>
<td>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.</td>
<td>-Increase in % ARE in year 2 and 4
-Year 6 data is a concern- several pupils completing resilience sessions and daily writing intervention with EC.
Action- Specialist ESA to start in February, supporting writing in the morning.</td>
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<td></td>
<td>The fine motor skills of disadvantaged pupils in reception will increase and the gap to peers will close.</td>
<td>Baseline fine motor whole cohort- 20%
End of term 1 whole cohort -46% This has increased significantly.
PP- 25%- 25% (1 out of the 4 pp on track)</td>
</tr>
</table>

	To receive support and coaching from the Jerry Clay hub and RWI specialist to improve early writing skills. Fine motor skill concerns will be highlighted quickly and 1:1 intervention undertaken to increase the % of disadvantaged achieving the writing ELG. <u>Maths</u> Improved outcomes for disadvantaged pupils at the end of KS2; the disadvantaged gap will decrease. White Rose Math's external CPD will raise the attainment of disadvantaged pupils in KS2 in maths. New IPADS to be purchased so that more disadvantaged pupils can access TTRS	We have started separate handwriting sessions in the EYFS based on writing framework/hub guidance. Strong impact on letter formation in R. Squiggle/wiggle programme now being undertaken daily in Nursery to establish strong fine/gross foundations. **Action: EYFS leader to monitor the impact of the programme in the Spring term.** Reception writing- increased from 25%-48% on track for writing. (25% PP) Year 2,3,4- strong attainment and positive progress in 2 and 4 from baseline The CPD was successful and has led to improved maths teaching in year 1 and 2 (learning walks and coaching sessions showed improved use of manipulatives. **Action: This is not yet consistent and embedded. Math's lead to complete more observations and coaching in HT3.** Purchased on lease, year 4 now completing daily TTRS practise in the mornings.
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.	Speech and language HLTA impact: Wellkom: EYFS lead has attended the training and this will be initiated in term 2. Reception: Communictaion and language baseline: 28% on track, EOT1-48% on track All disadvantafed pupils not on track receiving daily 1:1 phonics in reception. All disadvantaged pupils not on track in year 1 receving 2 x 1:1 intervention daily. Environmental improvements: Learning walks in HT2 and January school review highlighted that the EYFS is now improved in terms of being language rich. Each area of provision now has focussed key language linked to the knowledge being learnt. Adults are using these language prompts more confidently when interacting with pupils. Parent and toddler sessions and stay and play: 5 parent and toddler sessions completed, and 4 stay and plays. Well attended, giving the staff the opportunity to discuss the importance of early communication and reading.
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 from 24-25 data. 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 improver attendance of disadvantaged pupils.	YEAR GROUP PRESENT % 24/25 – WHOLE YEAR Reception 87.22% 90.65% 1 92.89% 93.71% 2 93.84% 92.72% 3 92.53% 92.9% 4 92.47% 93.54% 5 90.86% 94.32% 6 93.15% 93.09%

	SENCO to liaise closely with Attendance Officer and parents re poor attendance so that the attendance of pupils with EHCPS improves in 25-26. The learning mentor will offer a 'soft start' breakfast club for vulnerable, disadvantaged pupils to raise attendance and tackle persistent lateness.	Whole school: 94.12% this year, last year 94.21% Attendance in reception for disadvantaged remains a concern. New attendance officer has targeted all pupils under 90% and offered parental support. Attendance officer has been very proactive in visiting pupils that are absent without a reason being given. EHCP attendance: This continues to be a concern, it is below 90% in three year groups. This has been due to: -High % of EHCP with medical issues (appointments, illnesses, seizures) -3 pupils with EHCPs taken unauthorised leave to Pakistan for ¾ weeks. This was started in term 1 to support vulnerable pupils that were struggling to arrive at school on time and in a positive mindset to start learning. The first cohort have now returned to their normal start time to see if the club has made an impact. As of 28th January, these pupils are successfully starting the school day without the breakfast club provision. **Actions:** **-Attendance officer continue to target the attendance of disadvantaged in reception and year 5.** **-To challenge the leave taken for EHCP pupils**
To make the curriculum more inclusive for pupil premium pupils with profound SEND needs and SEMH concerns	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 Butterfly 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.	Adaptive teaching principles: These have been agreed and teaching staff have been trained. Learning walks in term 1 show that these are being used with more consistency. Actions: Support staff require more training on our principles of adaptive teaching. EEF Inclusive schools research course: This has been attended by the SENCO and HT- this has had a positive impact, giving us more confidence that we are following research informed guidance in terms of our inclusive practises. SENCO has undertaken 1:1 coaching sessions with every teacher to support them in adapting learning for pupils with SEND, School review days and learning walks show that this has been impactful; the teachers are more confident at using our adaptive teaching principles to make lessons more inclusive. The HT has completed training around research informed inclusion, utilising the ideas from the inclusive schools research course. SEND Provision and WIISENDS visit Term 2 (see separate report from WIISENDS): The SENCO has supported the SEND provision room practitioners to create high quality provision rooms that are fully personalised to meet the needs of the pupils with complex needs. She has been supported by WIISENDS staff to ensure that our teaching and learning is tailored correctly to the needs of these pupils. Pupils in the provision rooms are accessing more lesson time each half term as they are more regulated. The curriculum in the provision rooms has been amended so that it is more closely linked to the knowledge/topics being covered in class.

	Sustained levels of good mental health and well-being demonstrated by: -Qualitative data from pupil questionnaires/pupil voice discussions -Reduction in incidents on C-POMs linked to mental health. -Pupils discharged from the ELSA programme -Decrease in families being supported by the Parent Support Advisor that are linked primarily to mental health concerns. -The new 'soft start' breakfast club will ensure that vulnerable children experience a calm start to the day so that SEMH concerns can be quickly addressed.	Incidents involving pupil mental health concerns: Many of our year 6 pupils have struggled with their mental health at the start of this academic year; therefore we have switched out focus to providing high quality professional support to this cohort. They have completed whole class resilience workshops organsied by CAHMS and 6 pupils are continuing to complete a weekly resilience workshop to support their SEMH needs. ELSA impact: HLTA completes the ELSA programme daily. Soft Start breakfast club impact: This was a success in term 1. 3 of the pupils accessing the club no longer need the service and are starting the school day in a positive manner. 1 child has returned. A new group of pupils have started attending from Jan 26, focussing upon pupils that were struggling with behaviour/SEMH in term 1.
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.	No residentials yet this academic year. This has been achieved, all pupils in year 3 and 5 are learning an instrument (violins and ukulele) All year 3 pupils attended a culturally enriching visit to Wakefield theatre (strategic change from last year) The curriculum leader has mapped out the 'personal development' journey for a Flanshaw pupil. We have ensured that: -The visits embed and consolidate curriculum learning -The visits are heavily subsidised so that every child can access it. -There is a strong focus on local art and places of cultural significance. -Visits are carefully adapted so that all children, regardless of disability can attend.

Impact Review: End of 25/26 review

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<td>Reading and Phonics:
The disadvantaged gap in reading at the end of KS2 will decrease year on year.

Implementation of the local authority Herts for Learning reading intervention for year 6 pupils will lead to accelerated progress.

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.</td>
<td>Baseline vs End of term 3
<table>
<tr><th>Yr</th><th>PP reading</th><th>PP writing</th><th>PP maths</th></tr>
<tr><td>R</td><td>28.6% to 43%</td><td>14.3% to 43%</td><td>28.6% to 57%</td></tr>
<tr><td>1</td><td>50% to 87%</td><td>25% to 62%</td><td>63% to 62%</td></tr>
<tr><td>2</td><td>67% to 70%</td><td>67% to 70%</td><td>67% to 40%</td></tr>
<tr><td>3</td><td>53% to 67%</td><td>65% to 39%</td><td>58% to 61%</td></tr>
<tr><td>4</td><td>47% to 53%</td><td>41% to 47%</td><td>53% to 59%</td></tr>
<tr><td>5</td><td>58% to 53%</td><td>58% to 41%</td><td>68% to 55%</td></tr>
<tr><td>6</td><td>71% to 61%</td><td>29% to 61%</td><td>65% to 83%</td></tr>
</table>
-Strong progress from baseline to end of the year in R, year 1, 2 and 3.
-Some concerns in year 5 disadvantaged pupils on track at baseline did not convert to ARE.
-Significant writing progress in year 1 and 6

Strong impact: 71% of year 6 pupils achieved ARE in SATS 61% of pupil premium pupils achieved ARE. Gap has closed to national.

This has been completed with rigour. Pupils that are currently not on track for PSC received 3 times daily 1:1 sessions
Strong impact in year 1- 90% of pupil premium students passed the phonics screening check, outperforming their non-pp peers.

Year 2
71% of pupil premium pupils passed at the end of KS1
Reading leader and EYFS leader completing weekly coaching sessions. Impact is strong, phonics teaching is consistently strong .</td>
</tr>
</table>

	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. The fine motor skills of disadvantaged pupils in reception will increase and the gap to peers will close. To receive support and coaching from the Jerry Clay hub and RWI specialist to improve early writing skills. Fine motor skill concerns will be highlighted quickly and 1:1 intervention undertaken to increase the % of disadvantaged achieving the writing ELG. <u>Maths</u> Improved outcomes for disadvantaged pupils at the end of KS2; the disadvantaged gap will decrease. White Rose Math's external CPD will raise the attainment of disadvantaged pupils in KS2 in maths. New IPADS to be purchased so that more disadvantaged pupils can access TTRS	**Specialist ESA to started in March, supporting writing in the morning in year 6. In the afternoon, she is leading writing interventions for pupils across KS2. We will assess impact at the end of the academic year for disadvantaged pupils.** **Strong writing progress in the summer term: 61% of pupil premium reached the expected standard in writing at the end of KS2 (19% increase on 2025)** Baseline fine motor- 14.3 % PP **End of term 3- 50% PP** **Strong progress over the academic year** We have started separate handwriting sessions in the EYFS based on writing framework/hub guidance. Strong impact on letter formation in R. Squiggle/wiggle programme now being undertaken daily in Nursery to establish strong fine/gross foundations. Reception writing- increased from 25% at baseline to 43% at the end of the academic year. The CPD was successful and has led to improved maths teaching in year 1 and 2 (learning walks and coaching sessions showed improved use of manipulatives. **Strong impact: 83% of pupil premium achieved age related at the end of KS2 in year 6, significantly above national.** **Strong impact- much improved multiplication check results in terms of average score and % achieving full marks.** **43% of PP pupils achieved full marks (27% national average)**
To accelerate early language development to improve the speech and language of our pupils in the EYFS to improve GLD outcomes	High quality speech and language programmes undertaken by the S and L HLTA will support accelerated progress for disadvantaged pupils.	Speech and language HLTA impact: Since September 2025 Paige Foster (DS and L therapist and Kathryn Oldroyd (S and L HLTA) have worked with 36 children. So far this year 7 children have completed their programme/have been discharged from SALT. 11 children receive Pupil Premium and 1 child receives Early Years Pupil premium. All of the children have made good progress. 10 of the 12 have met their speech and language target(s). 2 of these children have now completed their speech and language programmes/ been discharged from speech and language. 9 children have been given new speech and language targets. Wellkom:Training completed by EYFS leader and assessments were undertaken for all nursery pupils in the Summer term, This gave us valuable data for these children and helped us to set up speech and language provision for them ready for reception.

<table>
<tr>
<td>for pupil premium pupils.</td>
<td>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.</td>
<td>Environmental improvements: Learning walks in HT2 and January school review highlighted that the EYFS is now improved in terms of being language rich. Each area of provision now has focussed key language linked to the knowledge being learnt. Adults are using these language prompts more confidently when interacting with pupils.
Parent and toddler sessions: Positive impact- these were well attended and gave our learning mentor and PSA early access to these pupils. The staff were able to give s and L advice to parents before the pupils started in nursery.</td>
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<td>To increase attendance of pupil premium pupils through targeted support and early intervention with a focus on SEND pupils</td>
<td>Attendance of disadvantaged pupils will increase from 24-25 data.
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 improver 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 25-26.</td>
<td>
- Disadvantaged attendance improved on 24/25 in: Year 1, year 2, year 3, year 4 and year 6
- Disadvantaged pupil's attendance was above their peers in year 2 (95%)
- Year group disadvantaged progress from last year (cohort tracking)

24/25 Year R 89.1% 25/26 year 1 93.7%
24/25 Year 1 93.7% 25/26 year 2 95.27%
24/25 year 2 92.8% 25/26 year 3 90.2%
24/25 year 3 90.2% 25/26 year 4 92.3%
24/25 year 4 92.3% 25/26 year 5 94.2%
24/25 year 5 94.2% 25/26 year 6 93.7%

<table>
<tr><td colspan="4">DISADVANTAGED VS NON– PP/CIC/POST CIC/CHILD WITH SOCIAL WORKER/EVER 6 FSM</td></tr>
<tr><td>YEAR GROUP</td><td>Disadvantaged %</td><td>24/25 – WHOLE YEAR</td><td>Non-disadvantaged</td></tr>
<tr><td>Reception</td><td>90.37%</td><td>90.65%</td><td>94.02%</td></tr>
<tr><td>1</td><td>93.83%</td><td>93.71%</td><td>94.3%</td></tr>
<tr><td>2</td><td>95.27%</td><td>92.72%</td><td>95.15%</td></tr>
<tr><td>3</td><td>93.53%</td><td>92.9%</td><td>95.59%</td></tr>
<tr><td>4</td><td>93.87%</td><td>93.54%</td><td>94.71%</td></tr>
<tr><td>5</td><td>93.31%</td><td>94.32%</td><td>94.78%</td></tr>
<tr><td>6</td><td>93.66%</td><td>93.09%</td><td>95.62%</td></tr>
</table>

<table>
<tr><td colspan="2">EHCP</td></tr>
<tr><td>YEAR GROUP</td><td>PRESENT %</td></tr>
<tr><td>Reception</td><td>89.35%</td></tr>
<tr><td>1</td><td>93.14%</td></tr>
<tr><td>2</td><td>93.98%</td></tr>
<tr><td>3</td><td>96.68%</td></tr>
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</td>
</tr>
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		4	89.13%
		5	95.84%
		6	86.29%
	The learning mentor will offer a 'soft start' breakfast club for vulnerable, disadvantaged pupils to raise attendance and tackle persistent lateness.	This was started in term 1 to support vulnerable pupils that were struggling to arrive at school on time and in a positive mindset to start learning. Many of these pupils stopped attending as they had gained the self-regulation skills and confidence to arrive at school with their peers.	
To make the curriculum more inclusive for pupil premium pupils with profound SEND needs and SEMH concerns	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 Butterfly 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. Sustained levels of good mental health and well-being demonstrated by: -Qualitative data from pupil questionnaires/pupil voice discussions -Reduction in incidents on C-POMs linked to mental health. -Pupils discharged from the ELSA programme	Learning walks and governor review days in term 3 show sustained improvement. 1 teacher being supported by SENCO with adaptations for SEND. May inset day was used to provide more training regarding adapting knowledge for SEND. EEF Inclusive schools research course: This has been attended by the SENCO and HT- this has had a positive impact, giving us more confidence that we are following research informed guidance in terms of our inclusive practises. We have devised our adaptive teaching principles and these have guided our coaching programme. SENCO has undertaken 1:1 coaching sessions with every teacher to support them in adapting learning for pupils with SEND, School review days and learning walks show that this has been impactful; the teachers are more confident at using our adaptive teaching principles to make lessons more inclusive. The HT has completed training around research informed inclusion, utilising the ideas from the inclusive schools research course. SEND Provision and WIISENDS visit Term 2 (see separate report from WIISENDS): The SENCO has supported the SEND provision room practitioners to create high quality provision rooms that are fully personalised to meet the needs of the pupils with complex needs. She has been supported by WIISENDS staff to ensure that our teaching and learning is tailored correctly to the needs of these pupils. Pupils in the provision rooms are accessing more lesson time each half term as they are more regulated. The curriculum in the provision rooms has been amended so that it is more closely linked to the knowledge/topics being covered in class. -A year 6 group, struggling with their emotions/well-being were chosen for a CAHMS intervention group. This 6 week programme was undertaken in the Spring term. The group had a positive impact upon the emotional regulation of some pupils and in turn helped these pupils to perform well in the KS2 assessments ELSA impact:. Each child completed a 6–8 week programme. If post-programme assessments show improvement in the targeted area, the child exits ELSA support. Where additional needs are identified, a new programme is introduced to address these areas.	

	-Decrease in families being supported by the Parent Support Advisor that are linked primarily to mental health concerns. -The new 'soft start' breakfast club will ensure that vulnerable children experience a calm start to the day so that SEMH concerns can be quickly addressed.	To date, 13 children have completed their ELSA programmes and post-intervention assessments. Feedback from class teachers indicates clear improvements in the targeted areas, alongside positive changes observed within the classroom environment. One child showed no measurable improvement; this is attributed to cognitive difficulties that significantly limited their ability to engage with the activities and interventions. All ELSA sessions are recorded on CPOMs. Brief notes are also added to the reverse of post-intervention assessments, outlining the focus of the sessions, the child's progress, and key achievements, to support accurate record-keeping and archiving 1 pupil with SEMH concerns was discharged but has now returned. We have provided a space for a pupil due to home SEMH concerns to support the mother. This has had a strong impact and will continue in 26/27. Impact: -Support for parents of vulnerable, disadvantaged pupils that struggle with the start of the school day -Early intervention to avoid school avoidance behaviours from forming. -Case study- year 5 pupil now arriving at school with peers and making strong academic progress.
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 increase from 25-26 (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.	Residential analysis: Year 4 outdoor adventurous: 30 attendees, 21 of these were pupil premium. (70% of attendees were PP) This was 68% of all the pupil premium pupils. Year 6 Robin Wood: 32 attendees, 9 of these were pupil premium,. 9 out of 14 PP attended:64% Leaders will look to increase these percentages next year, aiming for at least 75% of pupil premium children to attend the residentials. This has been achieved, all pupils in year 3 and 5 are learning an instrument (violins and ukulele) All year 3 pupils attended a culturally enriching visit to Wakefield theatre (strategic change from last year) The curriculum leader has mapped out the 'personal development' journey for a Flanshaw pupil. We have ensured that: -The visits embed and consolidate curriculum learning -The visits are heavily subsidised so that every child can access it. -There is a strong focus on local art and places of cultural significance. -Visits are carefully adapted so that all children, regardless of disability can attend.