

Pupil premium strategy statement – Common Road Infant and Nursery School Review Year 1 25/26 Plan Year 26/27

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	153 (October census 2026)
Proportion (%) of pupil premium eligible pupils	35% 2026
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Janie Theaker (C of G)
Pupil premium lead	Danielle Edwards (HT)
Governor / Trustee lead	Janie Theaker (C of G)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,345

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Attendance. Disadvantaged children at our school are often persistent absentees. Pupil premium persistent absence was 25.3% in 2023-24. This means they are missing a significant amount of learning and if they are late beyond the register closing, miss Read, Write, Inc teaching which is an essential part of the early reading curriculum at our school.
2	Delayed communication, speech and language on arrival. Children are starting their education in nursery/reception with communication and language development far lower than their national peers.
3	Complicating factors including social care and local poverty. There are a number of pupil premium pupils who have additional complicating factors including social care involvement and poverty in the home. Our school is 101 of 113 schools (1 st = least deprived) in the Wakefield District with 97% of families living in index 1,2,3 (most deprived) on the IDACI indicator. Early literacy especially reading skills are an effective way to address this disadvantage.
4	SEND complexity and staff knowledge/resources and impact on academic progress. The school has a growing number of complex SEND cases in school. School have had to develop alternative provision to meet the needs of our children who may have in previous years been placed in specialist provision.

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
<i>The attendance of disadvantaged pupils will increase to be in line with or above national figures for non-disadvantaged pupils</i>	• PA attendance statistics for school will be above national non-disadvantaged pupil statistics. • School PA will have declined overall to be in-line with or above national. • School attendance will exceed national figures. • PP children will be at school on time and as a result access the full

	curriculum and achieve highly in phonics and reading.
<i>Children at the end of EYFS will meet or exceed national outcomes for Listening, understanding and attention/speaking</i>	• Pupils in the EYFS achieve above the national averages for listening, attention and understanding and speaking. • Disadvantaged pupils in the school achieve in line with or exceed national non disadvantaged pupils outcomes. • Provision in the EYFS including opportunities for communication and adult interaction are high quality and lead to improved outcomes for all pupils, especially those considered disadvantaged.
<i>Outcomes for disadvantaged pupils at all key assessment points (ELG, PSC end of KS1) will be above national non-disadvantaged pupils ensuring they have the best start to life.</i>	Pupils at the key assessment points: ○ End of EYFS (GLD) ○ PSC ○ End of KS1 (reading/writing) Will achieve above the national averages • Disadvantaged pupils in the school achieve in line with or exceed national non disadvantaged pupils outcomes. • Provision for reading is excellent and this results in high outcomes for all children, especially those considered disadvantaged.
<i>Provision including direct teaching for all SEND pupils will be bespoke and delivered to a high standard ensuring children make strong progress to ambitious targets.</i>	• Provision for SEND children will be highly effective allowing children to make rapid progress. • Children will meet/exceed the ambitious targets set in their SEND documentation e.g. EHCP • All staff will be ambitious for SEND pupils ensuring they receive the best start to their education, regardless of placement.

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: £32,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Screening of all children on Language screen on entry to reception to provide diagnostic gaps for teachers</i>	<i>ELKLAN research Universally speaking Communication and language approaches EEF Voice 21</i>	<i>2. £1400 x 3 assessment points £4200</i>
<i>CPD session for all EYFS staff on the lowest 20% from the language screen</i>	<i>ELKLAN research Universally speaking Communication and language approaches EEF Voice 21</i>	<i>2. £250 half termly £1250</i>
<i>Targeted daily interactions with the most vulnerable pupils using the EEF SHREC approach</i>	<i>ELKLAN research Universally speaking Communication and language approaches EEF Voice 21</i>	<i>2. £21000</i>
<i>Half termly coaching on interactions in the EYFS led by the EYFS lead</i>	<i>ELKLAN research Universally speaking Communication and language approaches EEF Voice 21</i>	<i>3. £250 x 6 £1500</i>
<i>Weekly coaching and practice sessions for all reading teachers</i>	<i>DFE reading framework Open University research projects EEF research Alex Quigley – Closing the reading gap DFE Reading for pleasure research</i>	<i>3. £2300</i>
<i>CPD access for all staff to the RWI school's portal and annual consultant visit</i>	<i>DFE reading framework Open University research projects EEF research Alex Quigley – Closing the reading gap DFE Reading for pleasure research</i>	<i>3. £2100</i>
<i>CPD through the English hub for senior leaders, reading leads and teachers through half termly briefings/training sessions</i>	<i>DFE reading framework Open University research projects EEF research Alex Quigley – Closing the reading gap DFE Reading for pleasure research</i>	<i>3.</i>
<i>CPD sessions for staff provided by SEND specialists</i>	<i>SEND code of practice SEN in mainstream schools – EEF The lone SENDCO – Gary Aubin</i>	<i>4. £200</i>
<i>CPD for staff working with SEND pupils on specific targeted</i>	<i>SEND code of practice SEN in mainstream schools – EEF The lone SENDCO – Gary Aubin</i>	<i>4. £200</i>

<i>interventions e.g. music interaction</i>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officers both pastoral and admin to improve daily attendance</i>	<i>DFE Working together to improve school attendance</i>	<i>1. £22000</i>
<i>Targeted private speech and language therapy delivered by chatterbugs providing a therapist and communication and language assistant</i>	<i>ELKLAN research Universally speaking Communication and language approaches EEF Voice 21</i>	<i>2. £7500</i>
<i>Coaching and mentoring of the SAL programmes by the communication and language assistant</i>	<i>ELKLAN research Universally speaking Communication and language approaches EEF Voice 21</i>	<i>2.</i>
<i>Support staff to deliver SAL programmes three times a week per child</i>	<i>ELKLAN research Universally speaking Communication and language approaches EEF Voice 21</i>	<i>2. £8000</i>
<i>Recruitment of volunteers through school readers to ensure all pupils in the lowest 20% read daily</i>	<i>DFE reading framework Open University research projects EEF research Alex Quigley – Closing the reading gap DFE Reading for pleasure research</i>	<i>3.</i>
<i>1:1 tuition for pupils who fall behind in the SSP, RWI</i>	<i>DFE reading framework Open University research projects EEF research Alex Quigley – Closing the reading gap DFE Reading for pleasure research</i>	<i>3. £18000</i>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>50% discount educational visits for all children who are in receipt of pupil premium</i>	<i>Unknow children – Destined for disadvantage DFE Supporting the attainment of disadvantaged pupils</i>	<i>2. £3000</i>

Total budgeted cost: £91,250

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

Aim	Outcome
Attendance <i>The attendance of disadvantaged pupils will increase to be in line with or above national figures for non-disadvantaged pupils</i>	- PA attendance statistics for school will be above national non-disadvantaged pupil statistics. School disadvantaged pupils' attendance remains lower than National non disadvantaged pupils attendance SDP Priority 2 2025-26 - School PA will have declined overall to be in-line with or above national. School PA remains higher than national. School PA 2025-26 24.5% National 13.9% This is decreasing but not rapidly enough. SDP Priority 2 2025-26 - School attendance will exceed national figures. School attendance remains lower than national. School attendance 2025-26 93% National 94.7%. This is increasing and has a positive upward trend. SDP Priority 2 2025-26 - PP children will be at school on time and as a result access the full curriculum and achieve highly in phonics and reading. Disadvantaged pupils perform well in phonics (Disadvantaged school 94% National (previous year) Non disadvantaged 84%) Disadvantaged pupils perform well at EXP in reading (Disadvantaged school 77% National (2023) Non disadvantaged 73%) Disadvantaged pupils perform well at GD in reading (Disadvantaged school 14% National (2023) Non disadvantaged 22%)
<i>Children at the end of EYFS will meet or exceed national outcomes for Listening, understanding and attention/speaking</i>	Pupils in the EYFS achieve above the national averages for listening, attention and understanding and speaking. Listening 83% National 84% Speaking 81% National 85% SDP Priority 1 2025-26 Disadvantaged pupils in the school achieve in line with or exceed national non disadvantaged pupils outcomes.

	Provision in the EYFS including opportunities for communication and adult interaction are high quality and lead to improved outcomes for all pupils, especially those considered disadvantaged. Disadvantaged listening 76% National (non disadvantaged 2024) 84% Speaking 71% National (non disadvantaged 2024) 85% SDP Priority 1 2025-26
<i>Outcomes for disadvantaged pupils at all key assessment points (ELG, PSC end of KS1) will be above national non-disadvantaged pupils ensuring they have the best start to life.</i>	Pupils at the key assessment points will achieve above the national averages End of EYFS (GLD) 72%/72% SDP Priority 1 2025-26 PSC 96%/82% End of KS1 Reading 84%/71% Writing 75%/64% Disadvantaged pupils in the school achieve in line with or exceed national non disadvantaged pupils outcomes. - Provision for reading is excellent and this results in high outcomes for all children, especially those considered disadvantaged. Disadvantaged/ National Non Disadvantaged 25/26 End of EYFS (GLD) 71%/73% SDP Priority 1 2025-26 PSC 94%/84% End of KS1 Reading 77%/73% Writing 64%/65%
<i>Provision including direct teaching for all SEND pupils will be bespoke and delivered to a high standard ensuring children make strong progress to ambitious targets.</i>	Provision for SEND children will be highly effective allowing children to make rapid progress. School SEND/ National no SEND 24/25 End of EYFS 17%/77% SDP Priority 1 2025-26 PSC SS 100% EHCP 33%/88% End of KS1 reading SS 79% EHCP 20%/77% Writing SS 71%/EHCP 0%/ 69% SDP Priority 3 2025-26 Maths SS 79%/ EHCP 0%/ 79% Children will meet/exceed the ambitious targets set in their SEND documentation e.g EHCP Provision advised by professionals, alongside high-quality support at all levels (quality first teaching, SEN support, and specialist support), combined with a pupil and parent centred approach, ensures well-informed target setting and effective provision that enables children to meet/exceed ambitious targets.

	All staff will be ambitious for SEND pupils ensuring they receive the best start to their education, regardless of placement.
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