



Sandwich Infant School

Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandwich Infant School
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	24.56%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Local Governing Body
Pupil premium lead	Leanne Bennett
Governor / Trustee lead	Phillip Buckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32, 937
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32, 937

Part A: Pupil premium strategy plan

Statement of intent

At Sandwich Infant School, we are committed to removing barriers to learning so that all pupils can reach their full potential and have the same opportunities to succeed as their peers. Our Pupil Premium Strategy is underpinned by our vision and values and reflects our commitment to inclusion, high-quality teaching and equitable access to learning and enrichment opportunities.

While our approach benefits all pupils, we recognise that some children require additional support to overcome specific barriers. Through careful identification of need, targeted interventions and high-quality provision, we aim to ensure that every pupil is supported to thrive academically, socially, emotionally and culturally.

All staff are actively involved in analysing data, identifying pupils' strengths and barriers to learning, and evaluating the impact of provision. This shared responsibility enables us to provide timely and effective support, ensuring that all children make progress from their starting points and are fully prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary, language and cultural capital Assessments, observations and pupil voice indicate that many disadvantaged pupils have had fewer enrichment opportunities and wider life experiences than their peers. This can limit their background knowledge, vocabulary development and understanding of the wider world, impacting on learning across the curriculum.
2	Limited access to books, reading experiences and language-rich environments Some disadvantaged pupils have fewer opportunities to develop a love of reading through regular book sharing and access to high-quality texts at home. This impacts vocabulary acquisition, comprehension and early reading development.
3	Delayed speech, language and communication skills Baseline assessments and ongoing screening identify that a significant proportion of pupils enter school with speech, language and communication skills below age-related expectations. Difficulties with understanding and expressing language create barriers to learning and social interaction.

4	Lower attainment and slower rates of progress Disadvantaged pupils are more likely to enter school below age-related expectations and require targeted support to catch up. Without effective intervention, they are less likely to achieve expected standards by the end of EYFS and Key Stage 1.
5	Emotional wellbeing, anxiety and emotionally based school avoidance (EBSA) An increasing number of disadvantaged pupils experience anxiety, emotional regulation difficulties and emotionally based school avoidance. These factors can negatively affect attendance, engagement in learning and overall wellbeing.
6	Attendance and persistent absence Attendance data shows that disadvantaged pupils are more likely to experience persistent absence than their peers, resulting in lost learning opportunities and reduced progress over time.
7	Emotional vulnerability resulting from adverse experiences Assessments and observations indicate that some disadvantaged pupils experience family breakdown, complex family circumstances or other adverse childhood experiences. This can affect emotional wellbeing, relationships, behaviour and readiness to learn.
8	Sensory and self-regulation needs A growing number of disadvantaged pupils require support with sensory processing and self-regulation. These needs can affect concentration, engagement and access to learning throughout the school day.
9	Difficulties retaining and applying phonics knowledge Assessment information shows that some disadvantaged pupils require repeated teaching and intervention in phonics and are less successful in retaining and independently applying their phonic knowledge when reading and writing.
10	Financial barriers to full participation in school life Some families face financial challenges which can affect access to uniform, enrichment opportunities, educational visits and extracurricular activities. These barriers can impact pupils' sense of belonging, wellbeing and wider personal development.
11	Outcomes in writing Outcomes in writing for disadvantaged pupils and pupils with SEND are below those of their peers. Many pupils experience difficulties with transcription skills (phonics, spelling and handwriting), vocabulary development, sentence construction and the application of writing skills across the curriculum. These barriers can limit progress and attainment in writing.
12	Allergy awareness barriers Limited awareness and understanding of allergies and medical needs can create barriers to pupils accessing learning, enrichment activities and school life safely and confidently.

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
Disadvantaged pupils will develop broader vocabulary, knowledge and understanding of the world through enriched experiences and a language-rich curriculum.	Pupil voice, observations and assessment demonstrate increased vocabulary and confidence when discussing learning. All disadvantaged pupils access educational visits, enrichment opportunities and wider curriculum experiences.
Disadvantaged pupils will develop positive attitudes to reading and make strong progress in reading from their starting points.	Disadvantaged pupils make at least expected progress in reading. Reading assessments show improvement in fluency, comprehension and vocabulary. Pupils engage regularly with books both in school and at home.
Pupils with speech, language and communication needs will make accelerated progress from their starting points.	Speech and Language Link assessments demonstrate measurable progress. Pupils are able to communicate their needs more effectively, participate in class discussions and access learning successfully.
Disadvantaged pupils will achieve well across the curriculum and attain in line with, or closer to, their peers nationally.	Attainment and progress data show that disadvantaged pupils make at least expected progress in reading, writing and mathematics. Gaps between disadvantaged pupils and their peers continue to diminish.
Pupils experiencing anxiety, emotional barriers or EBSA will feel safe, supported and engaged in school.	Pupils demonstrate improved engagement in learning and participation in school life. Emotional wellbeing assessments and staff observations indicate improved emotional regulation and resilience. Reduction in anxiety-related absence and late arrival where relevant.
Improved attendance and reduced persistent absence for disadvantaged pupils through robust monitoring, early	Attendance of disadvantaged pupils improves and the number of

intervention and effective partnership working with families.	disadvantaged pupils who are persistently absent decreases. Attendance concerns are identified and addressed promptly, enabling pupils to access learning consistently and make good progress.
Emotionally vulnerable pupils will receive effective support to improve wellbeing and readiness to learn.	Pupils accessing interventions such as Drawing and Talking, Sand Play or Forest School demonstrate improved wellbeing, confidence and engagement. Staff observations show increased readiness to learn and positive relationships with peers and adults.
Pupils with sensory and self-regulation needs will be supported effectively to access learning.	Pupils demonstrate improved concentration, engagement and self-regulation. Staff observations and provision reviews show that sensory support enables pupils to participate successfully in lessons and social situations.
Disadvantaged pupils will develop secure phonics knowledge and apply this confidently in reading and writing.	The percentage of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check increases. Pupils requiring phonics interventions make accelerated progress and successfully apply phonics skills independently.
Financial barriers will not prevent pupils from fully participating in school life.	All disadvantaged pupils have access to appropriate uniform, educational visits, enrichment activities and extra-curricular opportunities. Participation rates for disadvantaged pupils are in line with those of their peers.
Pupils with allergies and other medical needs are safe, included and able to access all aspects of school life. Staff have the necessary training and confidence to provide effective support.	100% of staff receive relevant training; healthcare plans are fully implemented; pupils with allergies participate in learning and enrichment activities alongside their peers; parents report confidence in the school's management of medical needs;

	medical incidents are managed safely and effectively.
Disadvantaged pupils and pupils with SEND make accelerated progress in writing, enabling them to achieve outcomes that are closer to those of their peers. Pupils develop confidence, fluency and independence as writers and are able to apply their writing skills effectively across the curriculum.	The attainment gap in writing between disadvantaged pupils, pupils with SEND and their peers is reduced. A greater proportion of these pupils achieve age-related expectations in writing and demonstrate improved progress from their starting points. Pupils show increased confidence, independence and stamina when writing, with improvements evident in transcription skills, sentence construction, vocabulary choices and composition. Work scrutiny and assessment information demonstrate that pupils are applying their writing skills more consistently across the curriculum.

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)

Budgeted cost: **£22, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT to ensure high quality feedback.	QfT offers the highest quality support to children. Studies show that feedback is a key factor in learning success. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback	4, 11
Use of small group work through break out and split inputs alongside group tasks in lessons. This includes targeted, and specific teaching to support each need.	Collaborative learning approaches have a positive learning impact https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches	4, 11
Whole school Makaton	A whole-school approach to Makaton supports communication, language development and inclusion. It enables pupils with speech, language and communication needs to express themselves, understand others more effectively and participate fully in learning and social situations.	3, 4
Support from SENCO delivering support and guidance	SENCO support ensures early identification of need, effective intervention planning and consistent implementation of reasonable adjustments. Close collaboration between staff, families and external agencies helps pupils access learning and achieve positive outcomes. EEF: SEND in Mainstream - The best provision for pupils with SEND requires coordination across multiple organisations and individuals	5, 4, 7
Subject leader release – phonic and reading practice coaching	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Therefore, there is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Therefore, a well-designed, selected and implemented professional development investment is justified.	4, 9, 11

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Making the best use of Teaching Assistants / EEF (educationendowmentfoundation.org.uk) https://eef.li/teaching-assistants	
Forest school	Forest School provides opportunities for pupils to develop resilience, self-regulation, confidence and communication skills through carefully planned outdoor experiences. These skills support engagement with learning and positive relationships in school. EEF: Outdoor Adventure Learning approaches consistently show positive impacts on self-confidence, resilience and engagement, with evidence of associated improvements in learning outcomes. EEF: Outdoor learning - Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	1, 3, 5, 7
Additional MDS to support every lunch time	Additional midday supervisory support enables structured play opportunities, teaches positive social interaction and supports pupils to regulate their behaviour during unstructured parts of the day. This reduces incidents and increases successful participation in school life. EEF: Behaviour interventions and approaches that support self-regulation can have a positive impact on behaviour and learning outcomes, particularly for disadvantaged pupils. EEF: Behaviour intervention – Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	5, 7, 8
Oracy sessions	Oracy is important in building confidence within our children, but also in being able to speak clearly and intelligible so they can be understood by the listener. EEF: Oral language interventions - <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	1, 2, 3
Reading Practice sessions (Little Wandle)	Daily Little Wandle Reading Practice Sessions provide repeated opportunities for pupils to develop decoding accuracy, fluency and comprehension. Frequent reading of carefully matched texts helps pupils become confident and successful readers. EEF: Oral language interventions - <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	3, 4, 9
Strategies and interventions will be implemented to ensure these pupils achieve expected in Maths and writing.	Targeted maths and writing support enable pupils to address specific learning gaps through focused teaching, additional practice and timely feedback. Interventions are delivered alongside high-quality classroom teaching and are tailored to identified areas of need.	2, 11

	EEF Attainment gap report 2018 shows quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. EEF Blog: Building social and emotional learning into the classroom https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6, 142.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bucket time	Bucket Time provides structured opportunities to develop attention, listening, turn-taking and engagement skills. These skills support pupils' ability to access whole-class teaching and participate successfully in learning activities. EEF: Oral language and communication approaches can improve pupils' language, attention and engagement in learning, particularly when delivered consistently and targeted to identified needs.	1, 3
Class based TAs used to support individuals or small groups through 1:1 tuition	Trained teaching assistants provide targeted support to address identified gaps in learning. When interventions are carefully planned and linked to classroom teaching, pupils are more likely to make accelerated progress. EEF: Evidence suggests that both one-to-one tuition and small-group tuition can have a positive impact on attainment, particularly when targeted at specific learning needs.	4, 9, 11
Sensory Circuit/ sensory integration training	A whole-school understanding of sensory needs enables staff to make appropriate adaptations and support pupils' self-regulation. Sensory circuits can help pupils achieve an optimal state for learning, improving attention, behaviour and engagement. EEF: Approaches that support self-regulation can have a positive impact on learning outcomes and classroom engagement.	8
Widget visuals used throughout, to aid understanding and support regulation	Widgit symbols provide a consistent visual communication system that supports understanding, independence and participation in learning. Visual supports help pupils with communication and	1, 3, 5, 11

	language needs to access routines, instructions and classroom activities. Research indicates that visual communication systems can improve understanding, reduce communication barriers and support inclusion for pupils with speech, language and communication needs.	
Power Maths	Power Maths supports a mastery approach, enabling pupils to develop a secure understanding of mathematical concepts through representation, reasoning and problem-solving. Careful sequencing of learning helps pupils build and retain key knowledge over time. EEF: Mastery learning approaches have shown particularly strong effects in mathematics, with pupils making additional progress when concepts are taught to depth and misconceptions are addressed promptly.	4
Jigsaw	Jigsaw supports pupils' personal, social and emotional development, helping them understand emotions, build positive relationships and develop resilience. Strong social and emotional skills support readiness to learn and positive engagement with school. EEF: Social and emotional learning approaches are associated with improved academic outcomes as well as benefits to behaviour, attitudes and emotional wellbeing.	5, 7
Little Wandle	Little Wandle provides a systematic synthetic phonics approach that develops early reading accuracy, fluency and confidence. Consistent teaching and rapid intervention help pupils keep up rather than catch up. EEF: Phonics approaches have a strong evidence base and are particularly effective in supporting younger readers and disadvantaged pupils to develop secure reading skills.	2, 4, 9
Speech Link	Speech Link enables early identification of speech and language needs and provides targeted support to develop communication skills. Early intervention reduces barriers to learning and supports wider academic progress. EEF: Oral language interventions consistently demonstrate positive impacts on learning, particularly when support is targeted and delivered early.	3, 4, 9
Drawing and Talking/ Sand play	Therapeutic approaches such as Drawing and Talking and sand play support pupils to explore emotions, develop self-awareness and build emotional resilience. Improved emotional wellbeing can lead to greater engagement in learning and school attendance. EEF: Social and emotional interventions and behaviour-focused approaches can improve both wellbeing and academic outcomes when delivered as part of a broader support strategy.	5, 7

Sensory toys (chew toys/ fiddle toys)	Sensory resources help pupils regulate sensory needs, maintain focus and access learning more successfully. Appropriate sensory supports can reduce anxiety and enable pupils to participate more effectively in classroom activities. Evidence from SEND and self-regulation research suggests that meeting sensory needs can improve engagement, attention and readiness to learn.	8
Handwriting intervention three times a week after school in both Year 2 classes (in small groups). T4 and T5	Targeted handwriting intervention develops pupils' automaticity and fluency, reducing cognitive load during writing tasks. When handwriting becomes more automatic, pupils are better able to focus on composition, vocabulary and sentence construction. EEF: Targeted small-group support can accelerate progress when it addresses identified barriers to learning and is closely linked to classroom teaching.	4, 11
1:1 phonic support in GPCs and blending	Daily keep-up sessions ensure that pupils who are at risk of falling behind receive immediate support to secure grapheme-phoneme correspondence, blending and segmenting skills. Timely intervention helps prevent gaps from widening and supports pupils to keep pace with age-related expectations. EEF: One-to-one tuition can lead to approximately five months' additional progress, while phonics approaches have consistently shown positive effects on early reading development, particularly for disadvantaged pupils.	4, 9
'Attend' package	Early identification of attendance concerns enables timely intervention and support for families. Regular monitoring helps schools address barriers to attendance, reduce persistent absence and ensure pupils access learning consistently. DfE: Pupils with higher attendance are more likely to achieve strong educational outcomes. Effective attendance systems support schools in identifying concerns quickly and implementing appropriate interventions to improve attendance and engagement.	6

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

Budgeted cost: £5, 639.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
School provide branded uniform items in	Providing school uniform support helps remove financial barriers for disadvantaged families and encourages families to register	10

exchange for parents signing up for FSM.	for Free School Meals, ensuring children access the full range of support available to them. A sense of belonging and inclusion can positively support attendance, engagement and wellbeing. The EEF notes that pupils from lower socioeconomic backgrounds are more likely to experience financial barriers associated with school attendance and participation. Removing these barriers helps ensure equitable access to school life.	
Provision of milk to children over 5 years of age.	Providing milk supports children's nutritional needs during the school day. Ensuring children are appropriately nourished helps maintain concentration, participation and readiness to learn throughout the day. Research consistently demonstrates links between adequate nutrition, concentration and children's ability to engage effectively in learning.	10
Additional experiences to develop cultural capital (such as Duck hatching and butterfly evolving)	First-hand experiences broaden children's knowledge of the world, develop vocabulary and provide opportunities for curiosity and discussion. These experiences help pupils build the background knowledge needed to access future learning and participate confidently in wider society. Early years research highlights the importance of providing rich experiences that develop knowledge, language and cultural capital, particularly for disadvantaged pupils who may have fewer opportunities outside school.	1, 10
Big Breakfast	A healthy breakfast ensures pupils begin the day ready to learn, supporting concentration, attention and participation in classroom activities. Providing breakfast can also reduce inequalities for pupils who may arrive at school hungry. Research suggests that breakfast provision can improve concentration, engagement and readiness to learn during the school day.	5, 10
Resources to improve EYFS provision	High-quality resources support the development of early language, communication, problem-solving and independent learning skills. A well-designed learning environment enables children to practise and consolidate key skills through purposeful play. Birth to Five Matters and Early Excellence emphasise the importance of enabling environments and carefully selected resources in promoting children's development, language acquisition and school readiness.	1, 2, 3, 4, 8, 9
Trips subsidised	Educational visits provide access to experiences that broaden pupils' understanding of the world, build cultural capital and enhance classroom learning. Subsidising visits ensures that all pupils can	10

	participate regardless of financial circumstances. Providing equal access to enrichment opportunities helps reduce disadvantage and enables pupils to develop wider knowledge, vocabulary and life experiences.	
Panto	Attendance at cultural events such as theatre performances provides opportunities to develop language, imagination, creativity and understanding of the arts. These experiences contribute to pupils' cultural capital and support wider personal development. Rich cultural experiences broaden children's knowledge and provide shared experiences that can support communication, literacy and future learning.	1, 10
Christmas fair tokens	Providing tokens enables all pupils to participate fully in community events regardless of family circumstances. This supports inclusion, belonging and positive experiences alongside peers. Research into pupil wellbeing highlights the importance of inclusion and equal participation in school activities for children's social and emotional development.	10
Easter egg hunt	Whole-school enrichment activities help pupils develop positive relationships, create shared experiences and strengthen their sense of belonging within the school community. Participation in enrichment opportunities contributes to emotional wellbeing and cultural capital. Enrichment experiences are associated with improved engagement and positive attitudes towards school.	10
Provision of access to extracurricular clubs and activities	Participation in extracurricular activities provides opportunities to develop confidence, teamwork, resilience and wider interests beyond the classroom. Ensuring disadvantaged pupils can access these opportunities helps narrow participation gaps and build cultural capital. EEF research suggests that participation in physical activity and enrichment opportunities can have positive impacts on wellbeing, engagement and wider educational outcomes.	10
Additional snacks	Providing healthy snacks ensures that pupils' basic needs are met and supports sustained concentration throughout the school day. This can be particularly beneficial for pupils who may otherwise struggle to maintain attention and engagement in learning.	4, 5, 10

	Research highlights the importance of meeting children's physical and nutritional needs to support wellbeing, learning readiness and classroom engagement.	
Art workshop	Creative workshops provide opportunities for pupils to develop self-expression, creativity and resilience while experiencing aspects of the arts they may not otherwise access. Participation helps build cultural capital and broadens children's experiences beyond the classroom. Access to high-quality arts experiences can support engagement, wellbeing and wider personal development, particularly for disadvantaged pupils.	1, 10
KITT medical training and devices	KITT Medical training ensures that staff have the knowledge, confidence and skills to recognise and respond appropriately to allergic reactions and anaphylaxis. A whole-school understanding of medical needs enables pupils with allergies to access learning, enrichment activities and school life safely and inclusively. Effective staff training also supports pupil wellbeing and reduces barriers to attendance and participation. The Department for Education's statutory guidance Supporting Pupils at School with Medical Conditions highlights the importance of ensuring that school staff are properly trained to support pupils with medical conditions. Well-trained staff enable children to participate fully in school activities, including educational visits, clubs and enrichment activities, whilst managing risks appropriately.	12

Total budgeted cost: £37,006.48

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 2025 to 2026 academic year.

Chosen action/approach	Outcome
QFT to ensure high quality feedback.	Quality First Teaching has been delivered consistently across the school, ensuring that pupils receive high-quality, inclusive teaching in every classroom. Most teachers have used assessment effectively to adapt learning, provide timely support and meet the needs of all learners, including disadvantaged pupils and those with SEND. This has contributed to strong engagement, improved progress and better access to the curriculum.
Use of small group work through break out and split inputs alongside group tasks in lessons	This has been highly effective with a large number of children receiving the support they require to progress in phonics, reading practice and maths. Within Year 2, 66.67% of children achieved EXS in Reading, 66.67% of children achieved EXS in Writing, and 84.85% of children achieved EXS in Maths. This is an increase on the year before. 86.48% of children in Year 1 passed the phonic screener. This was above the national average of 81.8% 77.77% of children in Year 2 passed the phonic screener retake. With mixed aged classes, this enabled us to achieve a higher success rate for the children that were sitting 'just below'. A proportion of children on the SEND register received daily small group support (2:6) within Maths throughout the year. All children were given the appropriate phonic teaching and made progress.
Whole school Makaton	This has significantly enhanced communication and inclusion for all pupils, particularly those with additional needs and communication barriers. Staff confidence in

	using consistent signs and symbols has improved, enabling children to better understand routines, express their needs and engage more fully in learning. This has contributed to increased participation, reduced frustration and stronger relationships across the school. As a result, pupil premium children are better supported to access the curriculum, develop language skills and feel included within all aspects of school life. This is the second year of using this as a whole school approach.
Support from SENCO delivering support and guidance	The use of pupil premium funding to provide SENCo assistant support has strengthened the effectiveness and timeliness of SEND provision across the school. This role has enabled high-quality parental engagement through regular meetings, ensuring families feel informed and supported. It has also supported the completion of referrals, in-school assessments and observations, allowing for earlier identification of needs and more precise targeting of support. As a result, pupils, including those eligible for pupil premium, are able to access appropriate provision more quickly, leading to improved engagement, progress and overall inclusion within the school. We currently have 26% of children on the SEND register and a further 33% on the Monitoring register.
Subject leader release – phonic and reading practice coaching	This has had a demonstrable impact on the quality and consistency of teaching across the school. This has enabled focused coaching, monitoring and assessment in phonics and early reading, ensuring fidelity to agreed approaches and strengthening classroom practice. In mathematics, subject leader time has supported the effective embedding of a mastery approach and the use of Power Maths, leading to greater consistency in teaching and improved application of skills. As a result, pupils, including those eligible for pupil premium, are benefiting from high-quality, well-sequenced teaching and increased opportunities to apply their learning across the curriculum.
Forest school	Forest school provision has had a consistently positive impact on our pupil premium children, supporting both their wellbeing and engagement in learning. Through regular outdoor experiences, pupils have developed increased confidence, resilience and independence, alongside improved communication and teamwork skills. The hands-on, child-led nature of forest school has particularly benefited those who may find the classroom environment more challenging, enabling them to succeed, take appropriate risks and build strong relationships with

	peers and adults. This has contributed to improved self-esteem and readiness to learn across the wider curriculum.
Additional MDS to support every lunch time	The use of pupil premium funding to provide an additional midday supervisor has enhanced the quality of lunchtime provision through the introduction of structured games such as skipping, building and parachute activities. This has increased pupil engagement and promoted positive social interaction, supporting the development of cooperation, turn-taking and communication skills. The availability of purposeful play has contributed to improved behaviour at lunchtime, reduced incidents and a calmer transition back into afternoon learning. As a result, pupil premium children benefit from a more inclusive, supportive environment that promotes wellbeing and readiness to learn.
Oracy sessions	Oracy assemblies have successfully developed pupils' confidence, communication and presentation skills. Children are able to recall and perform stories and poems with increasing accuracy and expression, and demonstrate greater confidence when reading aloud. Pupils use a varied tone of voice, appropriate pace and expression to communicate meaning effectively, resulting in improved speaking, listening and reading fluency across the school.
Reading Practice sessions (Little Wandle)	A significant number of children have made jumps of progress within their reading ability. At the end of Term 6, 31/69 children were reading Little Wandle fluency books. Reception reading – 76.66% Year 1 reading – 59.46% Year 2 reading – 66.67%
Strategies and interventions will be implemented to ensure these pupils achieve expected in Maths and writing.	Maths lead has ensured that interventions were put in place by every teacher to ensure keep up and catch up. Reception maths – 83.33% Year 1 maths – 62.16% Year 2 maths - 84.85%

Class based TAs used to support individuals or small groups through 1:1 tuition	
Sensory Circuit/ sensory integration training (whole school)	This training did not happen; however, staff have received support through the school's SENCO.
Widget	Widget has been particularly valuable for creating social stories and visual resources, as it supports comprehension of routines, expectations and social situations, helping to reduce anxiety and improve understanding. It also provides a reliable means of communication for non-verbal children, giving them a voice through symbol-supported materials such as communication boards and books.
Power Maths	Power Maths has provided a clear progression of learning and ensured consistent curriculum coverage across the school. Staff have successfully adapted tasks to meet the needs of our pupils, reducing cognitive overload while maintaining challenge and high expectations. As a result, pupils are more engaged in mathematics lessons and are developing a secure understanding of key mathematical concepts.
Jigsaw	Jigsaw has provided teachers with a structured and comprehensive scheme of work, ensuring consistent coverage of PSHE and Relationships, Sex and Health Education (RSHE) across the school. The programme supports staff in delivering sensitive topics appropriately and confidently, helping to ensure that DfE expectations are met while promoting pupils' personal, social and emotional development.
Little Wandle	The LW subscription has allowed us to access planning for phonic lessons, reading practice and catch-up sessions. This has ensured consistency and parity across the school. Year 1 phonic pass rate: 83.78% Year 2 phonic retake pass rate: 77.77% We have also accessed the LW handwriting scheme for Reception. It has enabled us to boost our Writing levels in Reception to 70%.
Speech Link	Speech and Language Link enabled the school to screen all children on entry to Reception and those who joined during the academic year, helping to identify speech, language and communication needs early. Screening

	outcomes were shared with teachers, improving staff awareness and informing classroom strategies to support pupils' access to learning. Whilst the programme successfully identified need, limited capacity meant support was largely delivered through whole-class approaches rather than targeted interventions.
Drawing and Talking/ Sand play	Drawing and Talking had a positive impact on pupils' social and emotional wellbeing. Pupils were better able to recognise, express and manage their emotions, resulting in improved engagement in school. This was reflected in reduced Strengths and Difficulties Questionnaire (SDQ) scores, indicating a decrease in emotional and behavioural concerns and an improvement in overall wellbeing. It has provided children with an outlet.
Sensory toys (chew toys/ fiddle toys)	The purchase of sensory resources has enabled staff to better support pupils with unmet sensory needs. Access to appropriate sensory tools has helped pupils to regulate their emotions and behaviour, improve concentration and engagement, and access learning more successfully. As a result, identified pupils have demonstrated increased readiness to learn and greater participation in classroom activities.
Handwriting intervention three times a week in both Year 2 classes (in small groups). T4 and T5	The targeted handwriting intervention has improved pupils' handwriting fluency, letter formation and presentation. As a result, writing is more consistently readable and pupils are able to focus more on composition rather than the mechanics of writing. Increased confidence and automaticity in handwriting have enabled more children to engage successfully with extended writing tasks and demonstrate their writing skills effectively.
1:1 phonic support in GPCs and blending	Little Wandle catch-up provision has enabled pupils to address gaps in their phonics knowledge effectively through timely, targeted support. Daily interventions have helped children keep up with their peers, improving confidence, accuracy and fluency in reading. Assessment data shows significant improvements for a number of pupils, demonstrating the positive impact of the programme on phonics attainment and early reading outcomes.
School provide branded uniform items in exchange for parents signing up for FSM.	Providing school uniform support has helped to reduce financial pressure on families and ensure that all children have access to the required school uniform. Pupils take pride in their appearance, present themselves positively

	and feel included as valued members of the school community.
Provision of milk to children over 5 years of age.	Providing milk for children over the age of five has helped to support healthy nutrition and ensure pupils have access to an additional source of calcium, protein and energy during the school day. This contributes to children's overall health and wellbeing, supporting healthy growth and bone development whilst helping them to remain ready to learn.
Additional experiences to develop cultural capital (such as Duck hatching and butterfly evolving)	The planned duck hatching experience did not take place due to concerns surrounding bird flu. However, children were able to participate in a butterfly life cycle project, which provided valuable first-hand learning opportunities. Reception pupils developed a secure understanding of life cycles through observing the changes from caterpillar to butterfly, supporting their understanding of the natural world and enriching the curriculum through a memorable real-life experience.
Big Breakfast	The Big Breakfast provided a positive opportunity for children to come together during Sports Week, promoting a strong sense of community and belonging. Sharing a healthy breakfast encouraged social interaction across year groups and ensured all children started the day well-nourished and ready to participate fully in the week's activities. The event was well received and contributed positively to pupils' wellbeing and engagement.
Resources to improve EYFS provision	The new Reception outdoor play area has enhanced opportunities for gross motor development through the use of the climbing frame and cycle track. Children are developing strength, balance, coordination and spatial awareness through regular physical activity, supporting their physical development and readiness for learning.
Trips subsidised	Subsidising educational visits has ensured that all pupils can access enriching experiences, including visits to Wingham Wildlife Park and Creepy Claws, regardless of financial circumstances. This has broadened pupils' experiences, enhanced learning and increased cultural capital.
Panto	Subsidising the pantomime ensured that all pupils were able to take part in a valuable cultural experience regardless of financial circumstances. The visit enriched pupils' understanding of live performance, supported their

	cultural capital and provided a shared experience that was enjoyed by all children.
Christmas fair tokens	Funding participation in FOSIS events, such as the Easter Egg Hunt, ensured that disadvantaged pupils could take part in the same enrichment opportunities as their peers. This promoted inclusion, wellbeing and a sense of belonging within the school community.
Easter egg hunt	
Provision of access to extracurricular clubs and activities	Funding access to Football Fun Factory enabled disadvantaged pupils to participate in an after-school club that would otherwise have been inaccessible, promoting physical activity, confidence and inclusion.
Additional snacks	Providing additional snacks ensured that pupils' basic needs were met throughout the school day. This supported children who had not eaten breakfast, required an energy boost or benefited from food to help with self-regulation, enabling them to remain engaged and ready to learn.