Pupil premium strategy statement – Reinwood I&N

This statement details our school's use of pupil premium (and recovery 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	293 (Nursery to Year 2) 265 (Reception to Year 2)
Proportion (%) of pupil premium eligible pupils	**66 (25% of all pupils)**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26 – Building on successful strategies introduced in 2023-24 and 2024-25.
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Michelle Symonds
Pupil premium lead	Michelle Symonds
Governor / Trustee lead	Karen Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
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*	£99,990

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 highly across all subject areas. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will cultivate resilient, confident learners with high aspirations.*
- *The challenges that children face are varied and there is no 'one size fits all' so we look closely at the individual needs of all our PP children.*
- *All staff know which pupils are Pupil Premium children and SLT ensure that they are added to class provision maps. We aim to close the attainment gaps through targeted, research-informed teaching and interventions, support and enrichment.*
- *We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We therefore allocate some funding to support any pupil or group that the school believes to be legitimately socially disadvantaged. We aim to empower families and communities to support pupil progress.*
- *High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The school draws upon evidence from our own and others' experience to allocate the funding to activities which are most likely, and have been proved, to have an impact on improving achievement and closing the disadvantaged attainment gap. Research from EEF is drawn up when making funding decisions. All activities align with the EEF's "menu of approaches" and meets DFE statutory guidelines.*
- *Our intention is that the strategies and approach we use will also benefit all children – non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*
- *The school uses data, teacher assessment and pupil progress meetings to analyse which pupils are underachieving and why it is occurring so that we can offer the best bespoke support.*
- *For a number of our pupils, funding is used to support their social and emotional needs. We ensure that staff working with children have the most appropriate skills to deliver the intervention or support with mental health and wellbeing.*
- *The school regularly monitors the effectiveness of interventions on their provision maps and through Pupil Progress meetings with a member of the SLT. If needed, adjustments will be made so that they are highly effective for each individual and are responsive to changing needs of pupils and groups.*

Challenges

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

Challenge number	Detail of challenge
1	*Our assessments and observations indicate that the Social and emotional wellbeing of some of our disadvantaged pupils is an issue. These findings are supported by National Studies.*
2	*Mental health issues within the family including anxiety, loss and bereavement*
3	Academic preparedness on entry - Communication and language skills on entry – limited vocabulary of some, as identified by recent National and internal baseline assessments.
4	Gaps in learning and missed time off school. Assessments, observations and discussions suggest that disadvantaged pupils generally have greater difficulties with phonics and early maths than their peers. This negatively impacts their development as readers.
5	Life experiences of some not as enriched, partly due to the impact of lack of finance and opportunities for some of our families etc
6	Broken family structures and welfare concerns – LAC, previously LAC, safeguarding.
7	Socio-economic disadvantage.
8	Attendance – To increase the attendance of pupils who are consistently late or not attending. Our internal tracking and work with the APSO indicates this to be a concern for some pupils.

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
Improved social skills, mental health and well-being which will be evaluated through pupil and parental feedback, Wellbeing leader and external professional feedback. There will also be a significant increase in participation in enrichment activities, particularly amongst the disadvantaged pupils.
Gaps filled in learning through intervention and enhancements of support. Children meeting NE and a high % passing the phonics screening. Assessments will show half termly progress towards them meeting their target.
Communication and language data and pupil conversations will show an increase in their level of attainment and vocabulary. Formative assessment will be key.
Children will have access to a wide range of experiences and inspirational visitors that they can enjoy with their peers regardless of their socio-economic background. This will also raise aspiration/creativity as well. Visits, visitors, clubs etc chosen to enrich and extend their experiences which will help with creative writing and author voice.

Children will not be hungry on a morning, but help will be given to support those families struggling, e.g. Breakfast club, additional fruit, Wellbeing centre food hampers etc
More children attending school regularly and not being late. As well as school office time, school will also buy into the pyramid APSO to support this area.

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: £*23,150*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that Quality First Teaching supports disadvantaged children to meet age-related expectations for the end of KS1 Homework targeted at gaps in learning. YG leads/SLT to plan and oversee.	• Data tracking • Appraisal/monitoring lesson observations show quality of teaching. • Pupil books and evidence file of progress from previous years. • Pupil progress meetings with staff across school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3,4
Trust wide CPD to close Literacy and Numeracy gaps.	• Maths Subject Leader support and training from High School expert. • EYFS SEND training – Play and role of adult in play to develop early language.	3, 4
To continue to ensure consistent Year 1 phonics test outcomes. Close the gap in phonics attainment beyond the Year 1 test.	• Quality First Teaching for ALL • Phonic Folders (Reception) • Small group phonics interventions (for disadvantage pupils falling behind age-related expectations • Daily precision teaching around letter formation, phonics, word recognition and spelling (deliver by class ESA) • Increased opportunities for reading • Differentiated spellings • Active phonics sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4
To ensure those children in Year 2 that didn't pass Year 1 Phonic screening make progress with phonic acquisition.	• Small group phonics interventions for disadvantage pupils falling behind age-related expectations • Precision teaching • Increased opportunities for reading • Differentiated spellings	3,4
Learning Leader for Creativity to work with	• Inspiration visitors – Jobs they could aspire to.	4, 5,7

YG teams to look at Curriculum enhancements to inspire and engage children with new opportunities/experiences for this year.	• Sport/Athletes to be invited in to demonstrate their sport. • Visits to places they may not have been to, e.g. Seaside, Farms etc. • Library story sessions in school so parents can sign up as they pick up. Release for co-ordinator to arrange. • Visitors, e.g Florence nightingale, Guy Fawkes etc	

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception *Shared Area – Additional language/creative ETA support.* *Additional full time ETA in each class so that targeted intervention can start early.* **Year 1** *Active phonics ETA -* *(3 hours a week Y1)* **Year 1 and Year 2** *Class TA for mornings and additional TA each afternoon Contribution from PP money*	• TA support in the Shared Area throughout the week to develop – language, communication and creativity. Bilingual skills utilised. • Full time TA for each reception class. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Play based learning research – Adults in the continuous provision. • https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning?utm_source=/early-years/toolkit/play-based-learning&utm_medium=search&utm_campaign=site_searchh&search_term Experienced Teaching Assistant to deliver the 'Active Phonics' programme to targeted children. Pupils will have been identified as requiring additional support in learning their phonics. The group will be led by a trained TA and over seen by the class teacher and SENDCO. (EEF research) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics **Precision teaching/support within class** Children to get daily 1-1 or small group support to help them access the next steps in learning which they are struggling with. Excellent results from this intervention each year. Small group support within classes to address misconceptions and support differentiated learning. **TA's across Year groups** Provide pre-teaching activities for identified disadvantaged children in order for them to fully access the curriculum under the guidance and deployment of highly skilled teaching staff. Enable time for misconceptions to be addressed in order for disadvantaged children to continue to make progress. Immediate feedback given in English and Maths to ensure progress in lesson is maximised. All support staff will know who disadvantaged children are in class. Specific, targeted and differentiated support to be put in place to enable all (including the most able) to achieve their potential. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3,4,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback **Reading friends** – Training and resources purchased. Pupils will be identified by the class teacher as needing extra support in reading. (Ex teacher/TA) Adult to take children for regular short sessions to boost reading and comprehension. This will be over seen by the class teacher.	
Data tracking and monitoring of intervention groups; scrutiny of data, planning, books, pupil progress writing files and teaching.		

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

Budgeted cost: £26840

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the mental health and wellbeing of children using **nature and active learning** as a focus. Forest school/Outdoor Learning *1 additional TA*	Teacher led Forest school sessions alongside Learning Mentor to support pupil well-being, mental health along with opportunities to develop self-confidence, social skills and problem solving Additional TA cost Embedding Active learning training for all staff across school so that children are actively engaged in each session. Introduce into more subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,2,5,7
To work with children to develop mental health strategies to promote positive well-being, self-esteem and confidence. *Cost of Learning Mentor/support and resources – PP money to contribute to salary cost.*	• Mental Health/Wellbeing mentor in school –release for relevant courses and Hubs • Wellbeing manager time for observations in the first few weeks and time to liaise with class teachers. • Targeted support from Wellbeing manager for individuals with SEMH difficulties and LAC. • Wellbeing manager to call parents to offer support and to make referrals. • Replenish class clam down kits and Nurture resources. • Arts - Visitors to be asked in to support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation • Purchase of books recommended by the Ed Psych to support in this area. Using specialist advice.	1,2, 6
To enable vulnerable children to take part in	• Enrichment Clubs - Football/Sport/Yoga & Mindfulness/Tag Rugby/dance/Art etc • PP targeted for specific clubs. Every Pupil premium child to attend a free club during the year.	1, 5, 6,7

enrichment activities, clubs and Trips *Cost trips/clubs*	• Enhance cultural capital and inspiration. • Increase the take up of enrichment.	
To enable vulnerable children to have access to breakfast/after school club and receive milk	• Subsidy of breakfast/after school club to provide free places for vulnerable families and ensure no extra cost to other families (attendance & punctuality improves, social skills and enjoyment of learning develop further) • Daily carton of milk/fruit	1,5,6,7
To enable vulnerable children to not be singled out by peers but have access to essential things that they need.	• Children to receive free items of uniform as needed. • Links made with Branch, Welcome centre to help with food hampers as needed or Community Food Share for cheaper food. Signposting as needed. • Support with providing material items such as Fridges, beds, sofa's etc • Devices to support with learning. • Data tracking and monitoring of intervention groups; scrutiny of data, planning, books, pupil progress writing files and teaching. • Financial scrutiny to assess value for money. Pupil Progress and analysis meetings to identify and track.	5,6,7
Attendance monitoring Cost of pyramid APSO.	• Monthly HT/APSO/Medical Officer meetings/discussions – to ensure vulnerable children's needs are being met • Attendance phone calls/meetings with parents to highlight concerns and offer support. • Both have proven to be successful in increasing attendance and stopping lateness. Cost of APSO service. • Celebrated on the Newsletter	8
Behaviour monitoring and support	• School behaviour and Wellbeing lead to work with class teachers to support with ideas and strategies. • To work with parents so that they can support at home. • Behaviour to be added and tracked on CPOMS. (Admin time) • Pupil surveys show improved resilience and fewer behaviour incidents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £99,990

Monitoring

School based monitoring by SLT, PP Governor and also by CEO and Trust Board.
Local Governing body holds head accountable for school performance.

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

We have provided ongoing support for families from the SLT, SENDCO, classroom staff and Wellbeing manager to ensure that children's needs are met effectively in school. We have ensured timely support for parents who were experiencing mental health/wellbeing issues which may have impacted on their child's wellbeing. We have also supported a number of families with food hampers, access to clubs, household items and appliances and other practical support throughout the year.

The school's active and creative curriculum ensured that children's academic and emotional needs was a priority and impacted positively on outcomes. This included ensuring that gaps in learning were quickly identified and specific interventions put in place to support learning and wellbeing. There has been increased opportunities for 1:1 precision teaching, active phonics groups, outdoor learning sessions and additional classroom support where children were awaiting EHCP's.

The data below shows the impact of all the strategies put in place – Precision Teaching which accelerated progress, quality first teaching etc. School books and Learning Journey's also show the excellent progress made. Pupil Progress meeting notes also show the positive impact made.

Reception overview

GLD

Reinwood – 71.1%

National – 68.3%

Kirklees – 66.4%

Pupil Premium progress at Statutory Assessment Points– The children made very good progress from initially low starting points as can be seen from the baseline tests, pupils books and pupil progress meetings.

PP GLD - Reinwood – 69.6% National – 51.4%

Also a much smaller gap in our school between Disadvantaged and Non-Disadvantaged than the National picture.

Literacy – 78.3 and National 53.5%. Our Non-Disadvantaged – 73.1%

Maths – 87% and National 62.7%. Our Non-Disadvantaged – 82.1%

Phonics – Year 1

2024-25

This year – Reinwood 86.4% National – 79.9%

Disadvantaged Reinwood – 88.2%. Non-Disadvantaged – 85.9%

National – 66.8% (There is a also wide gap between National disadvantaged and not disadvantaged).

Low baselines for this cohort. This is with a lot of intervention:

Quality first teaching, New phonics scheme, Active phonics, Precision teaching, Small group TA work

Monitoring across school showed that all staff knew the children well and were putting a range of interventions in place. (See trackers) Effective feedback has been given verbally and in books to move learning forward. See pupil work.

SEMH needs been met by experienced staff working alongside SLT and highly skilled wellbeing manger. Opportunities for children and their wellbeing enriched through outdoor learning/Forest school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information

We continue to embed effective practice around feedback. EEF evidence demonstrates that this has significant benefits for pupils, particularly disadvantaged.

We will continue to offer a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We will continue to work closely with the Branch charity, Welcome centre and Community Hub to support families with food parcels and items they need to support health and wellbeing.

We triangulated evidence from multiple sources, including assessments, book scrutiny, conversations with families and staff in order to identify the challenges faced by disadvantaged pupils in our community. We have also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have a robust plan in place and will adjust our plan, as needed, to secure the best outcomes for our children.