



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	Airedale Infants School
Number of pupils in school	176/172 (Rec – Y2)
	28 nursery pupils
Proportion (%) of pupil premium eligible pupils	R 18.3% Y1 31.6% Y2 39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024 £61,110 30% 2024 – 2025 £82,880 31.5% <b>2025 – 2026 £90,590</b>
Date this statement was published	Sept 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kirsten McKechnie
Pupil premium lead	Kirsten McKechnie
Governor / Trustee lead	Sharon Butterfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,590 + EYPP <u>variable</u>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>=£90,590</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Airedale Infants school serves a disadvantaged and, at times, challenged community with consistently around 30% of its pupils being in receipt of PPG and, as such, places great importance on the impact that the PPG spending can have on the life chances of disadvantaged children who often have more complex needs than their peers in more affluent areas. As such, all spending is based on school data, the school's own accurate knowledge and understanding of the needs of its pupils and the surrounding community, and on research evidence which takes into account a range of research and informed recommendations. Spending follows a three-tier system (*EEF; June 2019*) which identifies barriers, and challenges, to success and those factors that disadvantage *our* pupils.

**What does 'disadvantaged' mean at Airedale Infants School?** When the key drivers of a disadvantaged life chances are considered (*Crenna-Jennings; 2018*), the complexities of the issues, and challenges that our pupils face, become clearer. At Airedale Infants School we define the term 'disadvantaged' as **any** pupil in a position where they are at risk of NOT meeting their full potential, in any key developmental area, due to controlling and/or influencing factors – often these factors are multiple and complex. Any disadvantaged child finding themselves negatively influenced and at risk of not achieving is deemed to be 'disadvantaged' (or vulnerable). This means that pupils, beyond those identified as being in receipt of free school meals, are considered disadvantaged; this group of children makes up a *significant* percentage of the school

The key drivers of disadvantage identified by the school (*Key Drivers of the Disadvantage Gap Literature Review 2018*) - that are the predominant causes of inequalities for our pupils - are:

- **Speech Language & Communication**
- **Emotional/Mental/Psychological**
- **Behaviour**
- **Community & Environment**
- Family
- **Income**
- Physiological/Physical
- Locality
- Culture
- **Social**

Our PPG spend will strive to address some of the barriers to learning, and to learners, through accurate and astute identification of such barriers, and through skilled and committed approaches to removing said barriers and creating social justice and equitable life chances for the pupils of Airedale. The school's development plan is dedicated to this focus and in providing access to quality teaching and learning opportunities which offer equitable opportunities for all pupils to access a curriculum that is rich in experiences, knowledge, understanding and language that represent the best of humankind. The curriculum achieves this by encouraging in our pupils



a local identity and generating pride in our locality. Whilst instilling in our learner's knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing. Through the curriculum children are exposed to diversity through celebrating, studying and appreciating differences and similarities. We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners. Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the Airedale key values when faced with challenge.

## Our Core Principles

- We will consistently ensure that teaching and learning opportunities meet the needs of all the pupils in our school. We are committed to a comprehensive programme of monitoring, analysis, evaluation, reflection and actions. The rigour of this approach will always be to provide better learning opportunities to our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or at risk of not meeting their potential due to socio-economic influences, barriers or concerns.
- Limited funding and resources mean that not all children receiving free school meals or identified as socio-economically disadvantaged will be in receipt of pupil premium interventions at one time.
- We will take due regard to research and other published materials that supports the school in identifying where PPG will have the most impact and what national data and information states

## Demography and School Context

Airedale Infants School is two-form mainstream, community school. Airedale is a suburb in the town of Castleford, West Yorkshire, England which consists mainly of Local Authority Housing. It is situated in an area of significant socio-economic deprivation. The school ranks 105th out of 114 primary schools in the Local Authority; the UK local area profile for quality of life is relatively poor, this is related to the income, employment, health, education and crime deprivation indicators

The school deprivation indicator falls within the highest quintile.



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Below age-related speech, language and communication skills on entry to school which continue in years 1 &amp; 2 and beyond</b></p> <p><b>Speech, language and communication</b></p> <p><i>There is much documented evidence to show the link between good speech and language skills and the positive impact this has on reading and writing. Poor speech and language skills development negatively and explicitly impacts on reading and writing skills.</i></p> <p><i>Poor language and communication skills also presents a barrier when pupils are trying to communicate feelings, thoughts and ideas; when attempting to collaborate with their peers; when expressing thoughts and opinions; when explaining social situations</i></p> <ul style="list-style-type: none"> <li>• *Children at Airedale Infants school enter the school with speech and language skill development significantly below those of their peers in other schools. Referrals to SALTherapy have a poor parental take-up resulting in non-attendance and therefore no expert input or reparatory support. The school does not have the staffing capacity to train individuals in speech therapy nor does it have easy access to public services due to the demands on the service and the post-Covid backlog. The school requires access to a <b>speech therapist through a third party agency</b>; cost, QA and venue are to be considered potential challenges as is sourcing at appropriately skilled and school-friendly service</li> <li>• Poor or slower language development directly impacts on children's decoding and understanding in reading (fluency and accuracy) along with impeding the developing of skills such as inference and deduction. The school requires a <b>phonics leader/champion with time to review the quality of teaching and learning</b> maintains good impact but there is a cost to non-contact time, training and support and the time capacity to facilitate high-quality feedback to other staff</li> <li>• Writing cannot be enriched with a range of vocabulary to add depth and detail to written work if a child does not have a depth of accurate vocabulary to draw upon. Spellings are impacted upon negatively when children are unable to accurately verbalise, blend and segment words to spell them phonetically because they are unable to accurate form and say words and phrases. The school requires its <b>English Team to closely and accurately monitor the quality of teaching, learning and assessment</b> and to analyse and identify CPD requirements to upskill teaching and support staff</li> <li>• *A primary SEND need in our school is Communication, Language and Literacy skills development. Addressing this need takes expertise in staff, time investment and capacity to liaise and work with a range of other agencies. The school requires a skilled <b>SENCO who is expert in this area and is able to closely monitor the quality of teaching, learning and assessment</b> and to analyse and identify CPD requirements to upskill teaching and support staff</li> </ul>
2	<p><b>Reduced attendance and punctuality including persistent absenteeism</b></p> <p><b>Attendance</b></p>



	<ul style="list-style-type: none"> <li>Disadvantaged (PPG) children do not attend as well as their peers (<i>Gov.UK Pupils Absence in schools in England – 21/20 &amp; 20/21</i>). Whole school data (including EYFS) for Airedale shows that attendance is below national (stat school age). Attendance for disadvantaged pupils is lower than the school average. Persistent absenteeism remains a focus – this can be mostly attributed to post-pandemic complexities that have resulted in increased challenges around attendance and tangible change in parent attitudes and needs; sickness absence; and holidays in term time. Disadvantaged pupils make up a substantial percentage of the PA group. At present, the infants school shares the junior school Attendance Officer but this means capacity to impact on the growing number of pupils not attending is compromised. The school requires <b>a designated Attendance Officer</b> who has the capacity, time and expertise to address the deeper-rooted issues around poor/non-attendance</li> <li>*Children on the SEND register do not attend as well as their peers (<i>Gov.UK Pupils Absence in schools in England – 21/20 &amp; 20/21</i>) Whole school data (including EYFS) for Airedale shows that the school follows this national trend. The school requires <b>a designated Attendance Officer</b> who has the capacity, time and expertise to address the deeper-rooted issues around poor/non-attendance</li> </ul>
3	<p><b>Poorer behaviour due to social, emotional and mental health needs</b></p> <p><b>Social, Emotional and Mental Health development</b></p> <p>Children from disadvantaged areas/backgrounds often have complex needs in relation to emotional and mental health development which impact upon their learning success (<i>Child Development, January/February 2011, Volume 82</i>) (<i>Education Policy Institute Social &amp; Emotional Learning: An evidence review 2021</i>) (<i>Public Health England. Link between pupil health, wellbeing and attainment 2014</i>).</p> <ul style="list-style-type: none"> <li>At Airedale Infants School, we support children’s emotional and behavioural development. We have staff trained in Emotional Coaching techniques and are developing Trauma Informed practise and an understanding of strong knowledge of attachment behaviours. Behaviour is recognised as a form of communication and our aim is to understand that communication and to support the child with their needs, referring to outer agencies and specialised support where necessary. The Inclusion team is skilled and expert and supports the whole school in this aim. The school maintains the quality of this expert support through training and developing the expertise of its Learning Mentors along with rigorous monitoring of the impact of its interventions and offers of support. The school needs to continue in this offer through continued <b>professional development and employment of the Learning Mentor</b> and <b>facilitating non-contact time for those senior leaders monitoring</b> the impact of actions and initiatives</li> <li>*A primary SEND need in our school is the social and emotional development of our pupils. Addressing this need takes expertise in staff, time investment and capacity to liaise and work with a range of other agencies. The school requires a skilled <i>SENCO who is expert in this area and is able to closely monitor the quality of teaching, learning and assessment</i> and to analyse and identify CPD requirements to upskill teaching and support staff</li> <li>The school expertly uses data linked to potential or actual suspensions to ensure that we are accessing relevant services, outreach support or alternative provisions. Supervision</li> </ul>



	<p>meetings with key staff in order to review and reflect on practice and scenarios will develop the next level of support and understanding for these children. The school requires an investment in <b>staff training of senior leaders</b> to run high-quality reflection/supervision meetings and the <b>funding of non-contact time to closely monitor, analyse and evaluate the data</b> so that accurate developmental steps and strengths can be identified</p> <ul style="list-style-type: none"> <li>*All of the pupils receiving reparatory SEMH support are vulnerable and most have complex needs; all are disadvantaged and at risk of not meeting their potential due to the negative influence of their SEMH. This high-level of input and support requires expertise, ongoing training, staff supervision, time allocations to deliver the programme, liaise with other agencies where needed and with parents/carers, in most cases specific resources are also needed.</li> </ul>
4	<p><b>Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP)</b></p> <p>See *</p>
5	Lack of access to wider experiences
6	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes
7	Poverty of academic expectation from pupils, parents, staff etc

## 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
<p><b>Speech Language and Communication</b></p> <p>That children in EYFS and KS1 with SL&amp;C delay/need have access to a comprehension intervention offer to support their developing speech, language and communications skills</p>	<ul style="list-style-type: none"> <li>✓ Robust and evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils with a SAL need. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention. Interventions are impactful</li> <li>✓ *Children with an identified SL&amp;C need have access to an appropriate SALT intervention. This intervention supports pupils in making good progress in speech, communication and language so that they can: speak and be understood; be able to communicate their needs, thoughts and ideas; sound out words phonetically accurately and therefore spell them; decode words and read with fluency and accuracy; write grammatically accurate sentences with a growing range of vocabulary</li> </ul>



<p>That pupils in EYFS and KS1 have access to consistently high-quality teaching, learning and assessment in reading</p>	<ul style="list-style-type: none"> <li>✓ The RWInc/Phonics Champion has dedicated time to monitor the quality and impact of T, L &amp; A in early reading and is able to offer guidance, support and training so that all pupils have access to high-quality reading/phonics lessons every day</li> <li>✓ The English team have dedicated time to monitor the quality and impact of writing – particularly in KS1 – so as to offer guidance, support and training resulting in all pupils having access to high-quality writing lessons each day</li> <li>✓ Pupils make good or better progress in oracy, reading and writing so that more pupils are working within age-related expectations year-on-year</li> </ul>
<p><b>Attendance</b></p> <p>That the school’s capacity to build relationships and support families in achieving good attendance for their child is increased, and as a result, more children have greater access to learning in school and make expected progress</p>	<ul style="list-style-type: none"> <li>✓ Through audit the school/Trust has clarity over the influences over poor-attendance and has identified a programme of recruitment, training and CPD to address the identified issues</li> <li>✓ *The Inclusion Team has capacity to address the growing needs of the community so that they are able to engage with families, identify the need, offer guidance, support or referral and maintain relationships – they have case study families that show an improved attendance session-by-session</li> <li>✓ That lost learning time is reduced as a result of pupils attending better and more punctually.</li> <li>✓ *PA decreases and average attendance per session increases for all groups including disadvantaged pupils and those with SEND</li> </ul>
<p><b>Social, Emotional and Mental Health</b></p> <p>That identified pupils in EYFS and KS1 are able to access learning opportunities via the full school offer, and its curriculum, and are not disadvantaged by social, emotional, or behavioural barriers</p>	<ul style="list-style-type: none"> <li>✓ *Robust and evaluative monitoring and <i>assessment</i> systems allow the school to quickly and accurately identify those pupils with a SEMH need and accurately assess this. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention</li> <li>✓ The Learning Mentor supports pupils with identified barriers to learning due to SEMH and does so with good impact so that these pupils are able to successfully access more sessions in the classroom</li> <li>✓ *The Inclusion Lead and SENDCo have dedicated time to monitor the quality and impact of SEMH intervention and are able to offer guidance, support and training and CPD raising staff skill &amp; knowledge base</li> </ul>



	✓ Pupils with identified SEMH-linked barriers to learning make good progress towards and beyond age-related expectations
SEND	See *

## Activity in this academic year

This details how we intend to spend our pupil premium grant (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Class cover/HLTA = £16,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate non-contact time for leaders to monitor, analyse and evaluate the quality of teaching, learning and assessment so as to offer guidance, support, training and CPD resulting in a consistently high-quality education offer	<p>EEF. High Quality Teaching</p> <p>The Attainment Gap 2017. EEF</p> <p>Sutton Trust 2011. Improving the impact of teachers on pupil achievement in the UK</p> <p><a href="https://www.newcastle.edu.au/research/stories/research-impact/transforming-quality-teaching-to-improve-student-outcomes">https://www.newcastle.edu.au/research/stories/research-impact/transforming-quality-teaching-to-improve-student-outcomes</a></p> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p>Using your Pupil Premium Funding Effectively; steps for developing of an effective pupil premium strategy</p> <p>Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1. July 2021. NFER</p> <p>Moving Knowledge around: a strategy for promoting inclusion and equity within the education system. Mel Ainscow 2021</p>	1 & 4



	<p><a href="https://tdtrust.org/what-is-lesson-study/">https://tdtrust.org/what-is-lesson-study/</a></p> <p>EEF &amp; NFER July 2021. Impact of school closures and subsequent support strategies on attainment and socio-emotional welling in KS2</p> <p>Early language Development and Children’s Primary School Attainment in English and Maths: New research Findings. Save the Children</p> <p>Ready to Read: Closing the gap in early language skills so that every child in England can read well</p> <p>Parsons, S. &amp; Schoon, I. (2011) <i>Long-term Outcomes for Children with Early Language Problems: Beating the Odds</i>. Children &amp; Society Vol. 25</p> <p>EEF. Targeted Academic Support</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: Speech Therapist £19,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain &amp; established school-led SALT interventions</p> <p>Employ a Speech Therapist to deliver expert intervention to those pupils in greatest/er need</p>	<p><a href="https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/">https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</a></p> <p>Best Start in Speech, Language and Communication: Guidance to support local commissioners and service leads. Department of Health and Social Care/Department for Education 2020</p> <p>Parsons, S. &amp; Schoon, I. (2011) <i>Long-term Outcomes for Children with Early Language Problems: Beating the Odds</i>. Children &amp; Society Vol. 25</p> <p>EEF. Targeted Academic Support</p>	<p>1 &amp; 4</p>



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

Budgeted cost: Attendance Officer + Learning Mentor = £54,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p>To add capacity and expertise to the Inclusion Team through recruitment and professional development/training</p>	<p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p><a href="#">Toolkit for schools: communicating with families to support attendance - GOV.UK</a>  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></p> <p><a href="#">School attendance and absence: Overview - GOV.UK</a></p> <p><a href="#">School Attendance &amp; Life Outcomes - The Education Space</a></p>	2
<p><b>SEMH</b></p> <p>To enhance expertise to the Inclusion Team through continued professional development/training and the employment of a Learning Mentor</p> <p>Provide SEMH support and intervention to those</p>	<p>Child Development, January/February 2011, Volume 82</p> <p>EEF. Wider Strategies  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="#">Behaviour in Schools - Advice for headteachers and school staff Feb 2024</a></p> <p><a href="#">Improving behaviour in schools - GOV.UK</a></p> <p><a href="#">Creating a school behaviour culture: audit and action planning tools - GOV.UK</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	3 & 4



<p>pupils in need through the employment of a Learning Mentor</p>	<p>Education Policy Institute Social &amp; Emotional Learning: An evidence review 2021 Public Health England. Link between pupil health, well-being and attainment 2014</p> <p>Social and Emotional Learning: Skills for Life and Work; Cabinet Office Social Mobility and child Poverty Commission 2015</p> <p>Key Drivers for the Disadvantage Gap. Literature Review. Education in England: annual report 2018. Education Policy Institute</p> <p>Hair, N., Hanson, J, Wolfe, B., &amp; Pollack, S. (2015). Association of child poverty, brain development, and academic achievement. <i>Journal of the American Medical Association Paediatrics</i>, 169, 822–829.</p> <p>Institute for Fiscal Studies. (2009). <i>Drivers and barriers to educational success: Evidence from the Longitudinal Study of Young People in England</i>. London: Chowdry, H., Crawford, C., &amp; Goodman, A.</p> <p>Best Start in Speech, Language and Communication: Guidance to support local commissioners and service leads. Department of Health and Social Care/Department for Education 202</p> <p>Early language Development and Children’s Primary School Attainment in English and Maths: New research Findings. Save the Children</p> <p>Ready to Read: Closing the gap in early language skills so that every child in England can read well</p>	
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**Total budgeted cost: £90,590**



## 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 2024/25

Intended outcome & Success Criteria	Review
<p><b>Speech Language and Communication</b></p> <p><i>That children in EYFS and KS1 with SL&amp;C delay/need have access to a comprehension intervention offer to support their developing speech, language and communications skills</i></p> <ul style="list-style-type: none"> <li>✓ Robust and evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils with a SAL need. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention. Interventions are impactful</li> <li>✓ *Children with an identified SL&amp;C need have access to an appropriate SALT intervention. This intervention supports pupils in making good progress in speech, communication and language so that they can: speak and be understood; be able to communicate their needs, thoughts and ideas; sound out words phonetically accurately and therefore spell them; decode words and read with fluency and accuracy; write grammatically accurate sentences with a growing range of vocabulary</li> </ul>	<p>Staff initiate the identification process through initial observations of children within the setting, conducted concurrently with transition meetings. A pre-entry parental consultation is held, providing an opportunity for any developmental concerns to be formally raised. In the second week of the academic term, relevant information is disseminated during the Early Years Foundation Stage (EYFS) Phase meeting, leading to the completion of internal referrals as necessary. Referrals to <b>Lingo</b> are undertaken by class teachers in consultation with parents; Lingo subsequently provides guidance on the necessity of an NHS referral, thereby ensuring children are directed to the most appropriate support pathway.</p> <p>The Special Educational Needs and Disability (SEND) Lead attended referral training in February 2023 and subsequently delivered cascaded training to the wider EYFS team, which has enhanced the consistency and fidelity of the referral process. All Lingo referrals are subject to quality assurance by the SEND Lead to ensure compliance and facilitate further dialogue regarding identified areas of concern.</p> <p>In October 2024, staff attended Chatterbox training, which was then shared with the EYFS team and Teaching Assistants, thereby enhancing staff comprehension of Speech, Language, and Communication Needs (SLCN). Furthermore, as part of the Lingo provision, two staff members received child-specific training during the 2024–2025 academic year, enabling them to deliver targeted interventions as part of the Special Educational Needs (SEN) provision. Additionally, the SEND Lead delivered Communication, Language, and Literacy (CLL) training (EVB and OR) to EYFS staff in October 2024, further developing their capacity to support communication, language, and literacy across the phase. This structured and sustained approach has resulted in improved early identification, strengthened parental engagement, and a demonstrable increase in staff confidence and capacity to deliver timely, targeted support for children with SLCN.</p> <p>The school's dedicated speech and language provision, delivered via Lingo, managed a substantial caseload during the 2024-2025 academic year. Nine cases were carried over from the previous year</p>



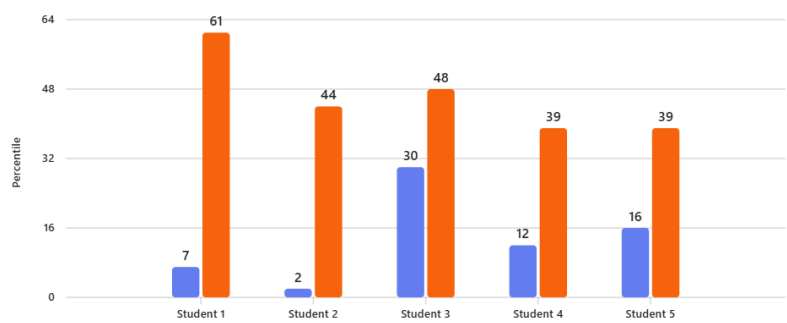
as the children had not yet met their expected discharge criteria. Additionally, nine new cases were accepted for support. One child was formally referred to the NHS Speech and Language Therapy (SALT) service due to the complexity of their needs; however, Lingo maintained a collaborative role alongside the NHS practitioner to ensure specialist teaching intervention was delivered.

**Targeted Intervention Breakdown**

The following table details the specific interventions delivered across year groups, demonstrating a consistent and high-frequency approach to supporting Speech, Language, and Communication Needs (SLCN).

Year Group	Number of Children	Frequency of Lingo Sessions	Chatterbox Provision
<b>Nursery (N)</b>	2	3 per week	2 sessions + 1:1 TA intervention
<b>Reception (R)</b>	6	2 per week	2 sessions per week
<b>Year 1</b>	5	2 per week	1x TA-focused session (following training)
<b>Year 2</b>	5	2 per week	1x TA-focused session (following training)

This structured delivery model ensures that children across the Early Years Foundation Stage (EYFS) and Key Stage 1 receive regular, targeted support, with increased frequency in Nursery. Furthermore, the deployment of Teaching Assistants (TAs), following specialist training, has been effectively utilised to broaden the reach of the **Chatterbox** intervention across Year 1 and Year 2.



The efficacy of our targeted support is quantified through the establishment of a unique baseline percentile for each child, tailored to their individual developmental profile. These metrics accurately reflect distinct patterns of progress as measured by Speech, Language, and Communication Needs (SLCN) assessments.



The accompanying graph presents sample data illustrating the progress of children participating in the Lingo intervention programme. Within this cohort, one specific case demonstrated a notably variable progress pattern. This detailed assessment data proved instrumental in supporting a subsequent paediatric diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Condition (ASC), thereby highlighting the critical value of assessment-informed intervention in clinical diagnostic pathways.

Furthermore, the progress data includes children who are concurrently managed under NHS care plans. For example, the case of Student 1 represents an instance where intensive multi-agency collaboration for complex SLCN needs resulted in substantial developmental gains, underscoring the effectiveness of integrated support strategies.

Analysis of Nursery data indicates a significant positive impact of the Lingo intervention. Children receiving Lingo support—all of whom are identified as Pupil Premium (PP)—demonstrated an average progress of 22% in Listening and Understanding and 30% in Speaking. This compares favourably to the wider Nursery cohort's average progress of 11% and 12% in these respective areas, providing strong evidence of the intervention's efficacy in closing the attainment gap for this vulnerable group

Statutory Data Reception (on track for ELO)	National 23/24		Target 24/25		Final Summative 2024		Baseline End of Summer 2024		Data Drop 1		Data Drop 2		Data Drop 3	
	All	Disadv	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Listening, Attention and Understanding	82%	69%	78%	43%	78%	68%	71%	75%	69%	38%	75%	50%	80%	66%
Speaking	83%	69%	77%	43%	77%	74%	76%	78%	68%	38%	71%	38%	80%	60%
Gross Motor Skills	92%	75%	88%	57%	78%	74%	71%	69%	79%	63%	81%	63%	86%	80%
Fine Motor Skills	89%	66%	79%	37%	78%	74%	77%	72%	67%	38%	75%	63%	87%	82%
Self-regulation	89%	75%	82%	43%	75%	63%	71%	69%	67%	25%	72%	38%	83%	70%
Managing Self	87%	68%	82%	57%	82%	75%	69%	69%	68%	38%	70%	38%	84%	50%
Building Relationships	88%	69%	83%	43%	77%	68%	69%	67%	68%	38%	74%	38%	83%	50%
Comprehension	81%	69%	78%	43%	75%	68%	71%	69%	69%	38%	73%	50%	80%	60%
Word Reading	76%	69%	77%	43%	75%	68%	71%	72%	70%	38%	73%	50%	87%	70%
Writing	71%	56%	71%	43%	67%	47%	77%	72%	66%	25%	71%	50%	72%	50%
Number	80%	69%	79%	43%	80%	74%	67%	64%	68%	38%	73%	25%	82%	70%
Numerical patterns	78%	69%	79%	43%	78%	74%	71%	53%	68%	38%	73%	25%	80%	60%
GLD	67%	52%	65%	25%	65%	37%	NA	NA	53%	13%	62%	11%	68%	60%

The outcomes for the eleven children who participated in the intensive Lingo intervention programme demonstrate measurable progress in both overall attainment and specific phonological development.

Of the eleven children assessed following the intervention:

- Four children achieved Expected (EX) attainment across combined speech, language, and communication areas.
- Three children were assessed as Working Towards (WT) the expected standards.
- Four children were identified as operating at Pre-Key Stage (PK) standards.

Furthermore, a significant secondary outcome was observed in phonological development, with nine out of eleven children successfully passing the statutory Phonics Screening Check. These results collectively reflect the positive impact of targeted Speech, Language, and Communication Needs (SLCN) support, indicating that the majority of the intervention cohort made substantial progress



***That pupils in EYFS and KS1 have access to consistently high-quality teaching, learning and assessment in reading***

- ✓ The RWInc/Phonics Champion has dedicated time to monitor the quality and impact of T, L & A in early reading and is able to offer guidance, support and training so that all pupils have access to high-quality reading/phonics lessons every day
- ✓ The English team have dedicated time to monitor the quality and impact of writing – particularly in KS1 – so as to offer guidance, support and training resulting in all pupils having access to high-quality writing lessons each day
- ✓ Pupils make good or better progress in oracy, reading and writing so that more pupils are working within age-related expectations year-on-year

towards age-related expectations and achieved key literacy milestones.

Non-contact time was honoured and resulted in high-quality coaching and mentoring which was quality assured by RWI consultant and SLT.

The recent Ofsted inspection (June 2025) noted... *Pupils become confident, fluent and enthusiastic readers. They learn to read quickly through the school's phonics scheme. Teachers are well-trained and deliver phonics lessons consistently well. Pupils who need extra support with learning to read have additional lessons. Some pupils with SEND have bespoke phonics lessons to ensure their success in learning to read. Pupils are encouraged to read at home. Parent workshops help to support pupils at home when reading. The school provides a wide range of reading books in the library and pupils visit and join the local public library. This helps to foster a love of reading.*

Pupil outcomes at the end of Key Stage 1 and reception were pleasing.

Overall, reading by the end of Year 2 was just 7% below national data with 92% having passed their phonics screening test (86% PP) before leaving Year 2 which is above national data. Those pupils who did not pass all showed progress overall.

82% of pupils passed phonics screening check in Year 1 (83% PP) which is above national data particularly for pupils in receipt of pupil premium. Of the 11 pupils who did not pass, support and interventions were in place immediately on return to the academic year 2025-26.

Overall, writing by the end of KS1 saw 61% of pupils had achieved age-related expectations (48% PP) in comparison to national data of 60% (65% PP nationally). A revised approach to teaching writing was implemented in years reception and into Y1 during 2024-25 and into Y2 in September 2025-26.

The English team continue to monitor the impact so far with is pleasing. The recent Ofsted inspection (June 25) noted: *The school has acted on this and made changes to the writing curriculum. Pupils now learn the knowledge and skills they need over time. In the early years, there are many opportunities for children to learn to write. Children progress from writing individual letters to writing sentences. They choose to write when playing in the provision areas. Older pupils use the skills they have learned to produce longer pieces of writing. The school is monitoring the impact of the changes to ensure that outcomes for pupils in writing improve.*



	<p>Overall, by the end of Key Stage 1, 58% of children had achieved age-related expectations (44% PP) in reading, writing and maths (combine) which is inline with national data of 59%.</p> <p>The school recognises that it must continue to close the gap in attainment between PP children and non-pupil premium chn and is committed to doing so</p>
<p><b>Attendance</b></p> <p><i>That the school’s capacity to build relationships and support families in achieving good attendance for their child is increased, and as a result, more children have greater access to learning in school and make expected progress</i></p> <ul style="list-style-type: none"> <li>✓ Through audit the school/Trust has clarity over the influences over poor-attendance and has identified a programme of recruitment, training and CPD to address the identified issues</li> <li>✓ *The Inclusion Team has capacity to address the growing needs of the community so that they are able to engage with families, identify the need, offer guidance, support or referral and maintain relationships – they have case study families that show an improved attendance session-by-session</li> <li>✓ That lost learning time is reduced as a result of pupils attending better and more punctually.</li> <li>✓ *PA decreases and average attendance per session increases for all groups including disadvantaged pupils and those with SEND</li> </ul>	<p>Overall attendance in the infants has improved slightly from 2023/2024 to 2024/2025 by 0.3%. 95.29% to 95.59%. The intention to add capacity to the team - which consisted of one part-time attendance office - was delayed and their recruitment did not happen until the summer term of 2024-25 academic year.</p> <p>Nursery to year two has improved from 91.05% to 92%</p> <p>Reception to year two has improved from 92.1% to 92.72%</p> <p>The school has since joined a new trust with systems that underpin what the school had hoped to achieve. The recent Ofsted inspection (June 2025) notes that although the impact of the new appointment could not yet be truly measured, it was clear that renewed systems and processes were in place and that additional support from the new Trust would have a positive and sustainable effect on pupils’ attendance</p> <p>Early indications show that the most vulnerable learners had come to school more:</p> <ul style="list-style-type: none"> <li>• <i>Disadvantaged has improved from 88% to 92.7%</i></li> <li>• SEN has improved from 87.4% to 92.3%</li> </ul> <p>A clear improvement in attendance for our most vulnerable pupils including PP chn.</p> <p>The school recognises that there is still work to be done to ensure that all pupils attend well and take advantage of the opportunities provided to them in school. New systems to track attendance and to identify pupils with poor or declining attendance can only but help in the schools relentless focus on school attendance.</p>
<p><b>Social, Emotional and Mental Health</b></p>	<p>Our systems and expertise are impactful and have a significant positive impact on the ability of children to access their learning by addressing barriers.</p>



***That identified pupils in EYFS and KS1 are able to access learning opportunities via the full school offer, and its curriculum, and are not disadvantaged by social, emotional, or behavioural barriers***

- ✓ \*Robust and evaluative monitoring and *assessment* systems allow the school to quickly and accurately identify those pupils with a SEMH need and accurately assess this. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention
- ✓ The Learning Mentor supports pupils with identified barriers to learning due to SEMH and does so with good impact so that these pupils are able to successfully access more sessions in the classroom
- ✓ \*The Inclusion Lead and SENDCo have dedicated time to monitor the quality and impact of SEMH intervention and are able to offer guidance, support and training and CPD raising staff skill & knowledge base
- ✓ Pupils with identified SEMH-linked barriers to learning make good progress towards and beyond age-related expectations

Learning Mentor Referral and Triage Process are embedded and work well within a structure of QA-ing from senior leaders.

Referrals to the Learning Mentor Team are generated through two primary channels: direct submissions from Class Teachers and requests for support initiated by parents/guardians.

In addition to receiving direct referrals, Learning Mentors proactively review entries within the Child Protection and Online Management System (CPOMS).

This process involves:

Information Gathering:

Classroom Observation:

Decision-Making and Allocation: decision involves discerning whether the child’s needs can be effectively addressed by in-house support strategies or if a referral to an external agency is necessary for specialist intervention.

Learning Mentor Service Provision and Referral Data:

During the reporting period, 40 pupils received direct support from a Learning Mentor, delivered either through one-to-one (1:1) sessions or within small group interventions.

Sources of Learning Mentor Input

A total of 12 formal referrals were submitted by Class Teachers. Additional case identification and service provision were initiated through the following channels:

- Proactive Learning Mentor observation of pupils.
- Referrals submitted by the Special Educational Needs and Disabilities Coordinator (SENDCO).
- Parental communication indicating a need for support.

*(Note: This data excludes spontaneous, ad hoc interventions provided to children experiencing acute emotional dysregulation which can be frequent)*

External Agency Referrals

Following the internal triage process, 36 referrals were made to external support services to secure specialist intervention for pupils with identified needs. The distribution of these referrals by agency is detailed below:

External Agency	Number of Referrals
Compass	10
Future in Mind	10
Targeted Assessment Service (TAS)	9
0-19 Health Service	4



	Homestart	1
	Who's in Charge	1
	Wellbeing and Support Project (WASP)	1
	<b>Total</b>	<b>36</b>
	<p><b>Impact, Outcomes and Ongoing Support.</b></p> <p>Of the 40 pupils who received direct Learning Mentor intervention during the previous academic year, 17 are currently receiving ongoing support at varying levels. This figure includes 9 pupils who have successfully transitioned to the Junior School (also under the direction of the same Senior Leadership Team) and are maintaining continuity of care. The scope of this sustained support ranges from occasional, targeted check-ins to daily pastoral contact.</p> <p>It is also noted that 3 pupils have since left the Academy and transferred to other educational settings.</p>	
	<p><b>Impact Assessment</b></p> <p>The demonstrable impact of the intervention is highly contingent upon the nature and severity of the initial difficulties experienced by the individual pupil. A detailed analysis of outcomes must be contextualized by the specific presenting needs at the point of referral. However, it is fair to note that all pupils benefitted from the close support, all pupils forged good relationships with the Learning Mentors and most were better able to access learning more consistently.</p>	
	<p><b>Conclusion of Support and Sustained Impact</b></p> <p>For the 20 pupils who have successfully concluded their direct Learning Mentor intervention, the observable impact has been a marked improvement in self-confidence and emotional security. This enhanced well-being has resulted in effective in-school coping mechanisms and successful functioning within the classroom environment without the need for continued supplementary support. Consequently, the emotional difficulties that previously functioned as a barrier to learning have been demonstrably removed for this cohort.</p>	
	<p><b>Long-Term and Intensive Support</b></p> <p>For pupils receiving ongoing, long-term support, the intensity of the intervention has generally been reduced incrementally over time. These pupils are now demonstrating successful management of their emotional needs, requiring only routine Learning Mentor check-ins at scheduled intervals.</p> <p>In cases where pupils necessitate intensive, sustained support, this is typically correlated with the presence of complex underlying needs,</p>	



	<p>such as those related to Special Educational Needs and Disabilities (SEND) or active safeguarding concerns.</p> <p>Where parents have been referred on to outside agencies, these programmes have worked well when parents have engaged. However, there are several instances where cases have closed due to lack of engagement and therefore the impact is minimal.</p> <p style="text-align: center;">Here is a formal rewording suitable for an educational report, focusing on staff support and professional development:</p>
	<p><b>Staff and Team Support</b></p> <p>The Learning Mentor function operates within a comprehensive support structure, benefiting from continuous access to the Inclusion Strategic Lead and the Inclusion and Safeguarding Manager.</p> <p>The SENDCO Team provided direct support to children and families and engaged with specific cases upon request. Furthermore, the SEND Team and the Inclusion Strategic Lead offered expert guidance and consultation as required. The SEND Team also served as an internal referral pathway, proactively directing pupils who would benefit from emotional support to the Learning Mentor Team.</p> <p>AIA staff routinely accessed the Learning Mentor Team for advice and support in managing pupils' Social, Emotional, and Mental Health (SEMH) needs within the classroom setting.</p> <p><b>Professional Development</b></p> <p>It is noted that no formal SEMH training was completed by staff during the past academic year. Investment in further training in this domain remains highly valued. A more profound understanding of SEMH and its correlation with pupil behaviour would yield significant benefits for the entire AIA staff body.</p> <p>This necessary professional development will be addressed by the forthcoming Partnership in Nurturing Schools (PINS) project, which is scheduled to provide SEMH-focused support and training during the next academic year.</p> <p><b>Impact of Internal Support</b></p> <p>The support provided by the Inclusion and SEND Teams generates a positive cascade effect: staff benefit from this consultation, which in turn significantly enhances the quality of pastoral and academic support they are able to offer pupils both during structured class time and social periods.</p> <p>The pupils listed below were identified as having ongoing Social, Emotional, and Mental Health (SEMH) needs and required long-term, intensive support from the Learning Mentor Team. The data provided reflects the pupils' status and attainment at the conclusion of the last academic year (2024/2025).</p>



	Pupil Initials	Statutory Status & Background	Intervention Scope & Attainment Data
	Child 1	SEND EHCP.	Required extensive Learning Mentor and Inclusion Team input. Experienced significant dysregulation. <b>Attainment:</b> Reading 2B, Writing 2B, Maths 2B.
	Child 2	SEND MSP. Known trauma background.	Required extensive Learning Mentor and Inclusion Team input. <b>Progress:</b> Demonstrated development in rebuilding time in school and re-learning collaborative engagement. No formal academic data gathered.
	Child 3	SEND EHCP. Known trauma background.	Did not access any formal learning, on the advice of the Educational Psychologist. <b>Progress:</b> Demonstrated development in social skills and integration with peers.
	Child 4	Not Specified.	<b>Attainment:</b> Reading 1S, Writing 1W, Maths 1W.
	Child 5	SEND K.	<b>Attainment:</b> Reading 2B, Writing 2B, Maths 2B.
	Child 6	SEND MSP.	<b>Attainment:</b> Reading 1B, Writing 1B, Maths 1W.
	Child 7	SEND EHCP.	<b>Attainment:</b> Data listed as <b>SEND (Pre Key Stage)</b> .
	Child 8	SEND EHCP.	<b>Attainment:</b> Reading 1W, Writing 1S, Maths 1W.
	Child 9	Not Specified.	Early Years Foundation Stage (EYFS) data not available.
	Child 10	SEND MSP.	<b>Attainment:</b> Reading 2B, Writing 2B, Maths 2B.
SEND	See *		

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*



<b>Programme</b>	<b>Provider</b>
Read, Write, Inc	Ruth Miskin
Lingo Speech Therapy	Lingo Ltd