Icknield Walk First School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils,

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Sept 2026)	321
Proportion (%) of pupil premium eligible pupils (Sept 2026)	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sept 25 - 28
Date this statement was published	September 2026
Date on which it will next be reviewed	July 2027
Statement authorised by	Jane Sherwood
Pupil premium lead	James Taylor
Governor	Reg Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-7)	£85,066
Pupil premium funding carried forward from previous years (2025-6)	£0
Total budget for this academic year	£85,066

Part A: Pupil Premium Strategy Plan

Statement of intent

At Icknield Walk First School we want to make sure that all of our children love learning and are motivated to make as much progress as possible. We know that this can be achieved through a creative and exciting curriculum delivered by excellent teachers, with the use of quality support staff in the classrooms. We focus on training and supporting our classroom teams so they can teach as well as they can. We organise our curriculum, so it is as motivational and rewarding as possible for the children. We focus on the individual needs of every child and aim to tailor additional support to meet their needs.

We know that many children in receipt of Pupil Premium face more barriers to achieving than their peers and so in order to ensure we focus on these children, the senior leaders hold termly Pupil Premium drop-in surgeries to allow each class team to access support and advice. The maths and English Subject Leaders also focus on the needs of children in receipt of PP, so that disadvantaged children can make good progress in these core subjects. In all these meetings, we identify areas where a child may need further support or requires specific resources in order to be successful. We find that children often need additional support in the classroom. We therefore use some of the PP grant to ensure that we have enough quality staff in our classrooms, to allow disadvantaged children additional opportunities to work alongside staff on a 1 to 1 and small group basis; focussing upon specific areas in which they require further support to meet the expected and, in some cases, the higher standard.

Above all if we find a child is not thriving or making good progress we work as a team around the child to identify what else we can do to help provide what the child needs. This may be new school shoes, or a phonics intervention, a daily healthy snack or support for the family from the school Emotional Well-Being Mentor or the Royston area Family Support Worker.

We base our strategy and actions on advice from the DFE and EEF research, as well as a good understanding of our children, their needs and what has previously worked in similar cases. We review our interventions frequently so that we can adjust and adapt what is not working and celebrate success.

Challenges

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

Challenge number	Detail of challenge
1	To support our disadvantaged children to attend school regularly and arrive on time. To ensure they have the right equipment and have healthy meals and snacks while on the school site.
2	Our assessments show that children often enter school with underdeveloped oral language skills and vocabulary gaps, and these gaps can continue throughout the child's time in school. We know from research that these gaps are often more prevalent among our disadvantaged pupils than their peers.
3	To support our disadvantaged children to develop and consolidate their phonic skills.
4	To develop and consolidate the disadvantaged children's understanding of place value and the number system.
5.	To support the disadvantaged children's reading and writing so that they are working more in line with their non-disadvantaged peers.
6	Children are thriving in school and are keen and eager to learn.
7.	To help our disadvantaged children, especially the youngest children regulate and play and socailse together. To provide appropriate and early pastoral interventions for children to promote positive behaviour and inclusion, especially for those groups overrepresented in behaviour data (ie those with SEND and children in receipt of PPG)

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
1. Attendance (including late marks) for disadvantaged children will be close to the average for non-disadvantaged (not including any children on a part-time timetable for SEN/behavioural/emotional issues). There will be an increase in time that children on part-time timetables spend in school over the academic year.	Children will be keen to come to school and talk positively about their school experience. Parents will feel able to ask us for help to get their children to school if necessary and school will proactively help. There is an improvement in attendance for individual children.
2. For children in nursery and reception to show good progress and be working at least at ARE in Communication and Language,	Children are assessed for speaking and listening on entry to reception and nursery.

following targeted speaking and listening interventions (unless they have a specific SEN diagnosis).	Staff in FS are trained in using the Wellcomm communication tool, they assess the children and identify what is needed as an intervention. The interventions are carried out by class teams. Elkan trained TA given time to deliver 1:1 therapy with identified children. Readit2 type activities take place frequently to encourage reading and memorising stories Children leave nursery and reception with improved speech and language skills and are able to access the curriculum more readily. To provide opportunities for social skills groups so that children learn to take turns and listen to each other.
3. For all of our disadvantaged children (who are not on the SEN register) to pass the Year 1 Phonics Check.	Ensure our staff in early years and KS1 are trained to teach phonics effectively and identify areas where children need additional input. Lessons are well planned, and children make progress. Any children who are struggling to work at ARE to be part of identified small group catch up sessions both during and after school.
4. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly at ARE in maths by the end of the academic year.	Assess the children to identify gaps in their knowledge. Trained TAs will use this information to provide specific lessons and activities to address the gaps and misconceptions – using the intervention resource from HFL. Children are assessed throughout the process to ensure they are understanding the activity and making progress. Children are given opportunities to pre-learn some methods and concepts as appropriate Use of catch-up groups after school if appropriate.
5. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly at ARE in reading and writing by the end of the academic year	Children are taught by effective and well trained and planned teachers. Children supported in lessons by well trained teachers and TAs. Children are enabled to be involved in trips, visits and specialist events so that they have experiences and vocabulary to aid their writing. Children will be given opportunities to pre-learn vocabulary throughout the curriculum

	but especially for reading and writing activities.
6. Children are thriving in school and are keen and eager to learn.	Children can access all activities that their non-disadvantaged peers' access such as swimming, trips and after school clubs. Children's emotional well-being is monitored through regular team meetings and Pupil Progress meetings. Suitable interventions such as Sand Therapy, My Time and Drawing and Talking are provided to aid with emotional needs as necessary. Provide resources to help with their attendance and learning in and out of school. Work with parents to provide access to learning that suits them – for example flex with nursery hours if necessary. Enhanced support from class team adults, for example playing with them in Our Time, modelling games, sharing vocabulary and modelling resilience and perseverance.
7. The children get along with each other and play well together. They are able to show resilience when facing challenges.	Increased staff to pupil ratios where possible. Streamlined paperwork to ensure all staff consistently follow the agreed approach Regular training for staff Increased opportunities for 1:1 and small group working on turn taking, listening and self esteem and other social skills Increased opportunities for sensory regulation Work with ELSA on emotional literacy Increased opportunities for activities outside -including forest school Focus on the development of the love of stories and reading

Activity in this academic year 2026-27

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**: £10,400**

Phonics training for new TAs and teachers: £2600

Speech and Language training for Nursery Nurse: £1300

Pupil premium surgery sessions with Pupil Premium lead :£2600

Pupil premium as part of progress meetings relating to maths, English and SEN: £3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to deliver phonics	Well trained and confident staff will be able to support the children with their learning during phonics sessions and during other class activities	3,5
Elkan training for Nursery nurse	To enable her to work effectively to support children with speech and language needs in FS	2
Progress meetings in maths, English and SEN. Pupil premium surgery sessions with Pupil Premium lead teacher	These progress meetings enable staff to reflect on progress, analyse data and assessment observations to help identify next steps for individual disadvantaged children – this is a very effective way to ensure that the interventions meet the need of the child. Pupil premium surgery sessions are led by the Deputy head. Teachers are invited to attend and discuss identified children. These are the children who do not have significant SEN needs but are still falling behind in their learning. The barriers to learning are explored and strategies to over come the barriers are identified. EFF identifies targeted academic support as being an effective way to spend PP.	1,2,3,4,5,6

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

Budgeted cost**: £7800**

Elklan /TA salaries for speech and language interventions 2 x pms, plus time to plan: £5200

Additional TA hours for supporting children with vocabulary and pre-learning vocabulary and maths methods: £2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To pay staff to deliver speech and language interventions; either 1:1, or small group in Wellcomm and targeted S+L intervention	This is targeted academic support in the area of speaking and listening (EFF evidence).	2
Teacher and TA hours to provide additional phonics sessions	Targeted academic support (EFF evidence).	3
Pre-learning vocabulary and maths methods	Closing the vocabulary gap - research shows that professional parents spoke 32 million more words to their children from birth to 48 months – we have tried pre-learning on a small scale, for a few years and our findings are that this helps children to approach tasks with confidence and then to persevere	2,3,4,5
Readit2/one to one repeated reading	Experience of using this strategy previously has shown us that children not only learn to love books and read words, but they also develop relationships with adults, helping with attendance and well-being	1,2,3, 5, 6,7
Time for key staff to spend 1:1 time with identified disadvantaged children, support them to come to school; try their best with their learning, support them with any concerns	Experience has shown us that if we make a point of regularly connecting with children and making sure they are trying their best – being interested in their learning, they often try harder.	1, 6,7

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

Budgeted cost**: £66,866**

Contribution towards Well-being mentor salary: £38,916

Contribution towards ELSA salary: £20,800

Milk and fruit and meals: £650

Clubs and trips: £650

Chrome book management licenses: £650

Training for all staff review of STEPS and Trauma informed information: £1300

RASP cost for FSW: £3250

Other resources such as school shoes/breakfast club/uniform: £650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work of the Emotional Well Being Mentor, ELSA and supporting TAs	The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". We use a bespoke approach to supporting children with a range of strategies – SDQ scores before and after show that children benefit from these approaches. The work of the Emotional Well Being Mentor means that families and children have a friendly face to speak to and this in turn helps them to improve their attendance at school.	1 and 6 (Although mental well-being has an impact on all areas as it affects learning).
In house training for staff – to make staff aware of the impact of life experiences on the well-being of a child and ways in which to support a child in crisis and de-escalate a situation.	Refresher training for staff in trauma and therapeutic behaviour management. So that staff can identify where children are displaying a trauma response and are able to effectively respond to children and help them feel safe and valued. Allowing them to manage their emotions and to be ready and willing to learn. The therapeutic behaviour training shows staff how to de-escalate issues and help children manage their behaviour.	1, 6,7

Access to the Royston Family Support Worker	This allows families with the most complex needs to access the services they need to support them and to work with the school and other services to help keep the children safe, thrive and make progress.	1 and 6
Additional support for children in receipt of PP	Support for the cost towards trips – to allow children to have the same experiences as their peers Provision of snack and milk for disadvantaged children in KS1 and 2 – where this is not automatically provided – to ensure they have a balanced diet First options for school clubs. Money for access to clubs to enhance children's school experiences Provision of systems to manage chrome books and iPads – which can be loaned out to children who have limited access. Provision of resources and equipment for parents – such as school shoes, specialist swimming googles, uniform etc	1 and 6.
Additional adults in early years – modelling friendship skills, supporting with emotional regulation	Evidence from the report 'Realising the potential of Early Intervention – Feb 24'. This shows that the earlier we intervene to support children developing learning and social skills the better their engagement and success in school. Having more adults available to support and model appropriate behaviour and to help children regulate the greater we hope the impact will be.	7.

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 academic year.

We continue to focus on filling in any of the gaps that children have in their foundational learning especially reading, writing and maths. We were aware of the research that notes that children from impoverished backgrounds have a much more reduced vocabulary than children from families with working professional parents. We have started to try to reduce that difference this year by:

Being explicit about new vocabulary

Ensuring this vocabulary is displayed and discussed in the lesson

Carrying out pre-learning of vocabulary with groups of children

All of these techniques have had a positive impact, children report this helps them to feel confident and lesson observations show that the children can use new vocabulary in context throughout the lesson.

We have noted over the past few years that children entering our nursery had weaker speech and language skills than historically was the case. The Wellcomm assessments are carried out at the start of the year and the action plan following up the assessments identifies the activities that children need to complete so that they can close the gap. This approach is very successful, and children make progress throughout nursery. The small minority of children who are still below ARE by the time they join reception will follow the Wellcomm programme in reception too, and may work with our ELKAN trained TAs to support their Speech and Language development.

The children have engaged well and made good progress. 57% (4/7) of the children in receipt of PP achieved the pass mark in the national phonics check. This represents very good progress as all these children were working at phase 2 phonics at the start of the year. The three children who did not pass are on the SEN register and have made some progress with their phonics learning since the beginning of year 1.

The Emotional Well Being Mentor has continued to provide significant support for the emotional needs of the children. This has been achieved through training staff to understand mental health needs and trauma informed practice. She also provides interventions such as 1:1 Drawing and Talking, My Time, Lego Therapy and Protective Behaviours. We have used Pupil Premium this year to release a TA in order to allow

them to work as an Emotional Literacy Support Assistant; further supporting children with their emotional needs.

For some individual children we used Pupil Premium to pay for attendance at after school clubs such as science and football; the aim was to enhance the child's social interactions, improve their fitness and their enthusiasm for learning. We also paid for children to attend breakfast club and after school club to enable them to have a calm start and finish to the day.

Further information (optional)

We have a well-trained support staff team, who have been trained using Pupil Premium funding in the past. Many of them are trained to deliver interventions such as Tracks for reading and spelling and Wave 3 interventions to support significant issues with reading and writing or place value. We use these interventions as appropriate and note that they have a significant impact on pupil learning and progress. We have other staff trained to deliver emotional and well-being support through My Time and Drawing and Talking, sand therapy etc, again the impact for children is very positive.

We provide a fruit snack and milk for children in KS2 who are in receipt of PP, as these families who have been eligible in the past, are often still struggling financially and this helps towards their children having a healthy diet.

We also provide access for disadvantaged children to attend lunchtime computing club, so that they can enhance their computing skills on computers and chrome books that they may not have access to at home.

Review of intended outcomes 2025-26

Intended outcome	Success criteria	Progress review Sept 26
1.Attendance (including late marks) for disadvantaged children will be close to the average for non-disadvantaged (not including any children on a part-time timetable for SEN/behavioural /emotional issues). There will be an increase in time that children on part-time timetables spend in school over the academic year.	Children will be keen to come to school and talk positively about their school experience. Parents will feel able to ask us for help to get their children to school if necessary and school will proactively help. Attendance for children in this group shows an improving picture.	2025/26 Pupil voice July 26: This showed that our disadvantaged children are happy to come to school. They talk confidently about what helps them to learn and are proud of their achievements. The attendance for disadvantaged children is now only 5.5% lower than for their non-disadvantaged peers (this difference has halved since 2024). For the few children who have struggled to come in we have used these strategies: • a key adult to meet and greet the child at the gate and to then take the child to class, • a key adult to collect the child from home • use PP to pay for breakfast club to ensure the child arrives before school gets too busy and the children are given breakfast too.

		Parents appreciate the support they get to encourage children into school, and we note that parents are beginning to ask for help if they need it. The majority of children who have had a part-time timetable this year are also in receipt of PP. Every child has increased their time in school over the year.
2. For children in nursery and reception to show good progress and be working at least at ARE in Communication and Language, following targeted speaking and listening interventions (unless they have a specific SEN diagnosis). To provide support for children in reception and year 1 with identified speech and language issues using a TA who is Elklan trained to work on their individual programmes.	Children are assessed for speaking and listening on entry to reception and nursery. Staff in Foundation Stage are trained in using the Wellcomm communication tool. They assess the children and identify what is needed as an intervention. The interventions are carried out by class team Elklan trained TA given time to deliver 1:1 therapy with identified children. Children identified as needing these interventions complete the interventions and make good progress. Children leave nursery and reception with improved speech and language skills and are able to access the curriculum more readily.	2025/26: Nursery: The end of year Wellcomm assessments showed that all children in receipt of PP had made good progress in their speaking, listening and understanding. 60% of children were working securely at their age related. Those who were not at ARE were just a few points below. End of year July 26 data shows that (100%) children in receipt of Early Years Pupil Premium in the nursery have made good or better progress in communication and language. Readit2 has had a big impact in the nursery, helping the children to settle and feel safe. Children look forward to this quality time with an adult and they enjoy being able to read and read again well-loved books with a well-known adult. Reception: End of year July 26 data: All 11 (100%) children in receipt of PP have made progress in CL. Three children (33%) have made better than expected progress. All children who started the year using the Wellcomm programme are now at the 'Green' expected level.
3.For all of our disadvantaged children (who are not on the SEN register) to pass the Year 1 Phonics Check.	Ensure our staff in early years and year 1 are trained to teach phonics effectively and identify areas where children need additional input. Lessons are well planned and children make progress.	2025/26: 57% (4/7) of children in receipt of PP have achieved the pass mark in the phonics check. The three children who did not pass are on the SEN register. But all have made progress from their starting points.

	Any children who are struggling to work at ARE to be part of identified small group catch up both during and after school.	
4. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly ARE in maths by the end of the academic year.	Assess the children to identify gaps in their knowledge. Trained TAs will use this information to provide specific lessons and activities to address the gaps and misconceptions – using the intervention resource from HFL. Children are assessed throughout the process to ensure they are understanding the activity and making progress. Some catch up groups to run after school.	2025/6: Data for y1-4 shows that more children in receipt of PP made good or better progress in maths (91.7%) than children not in receipt of PP (90.2%) Over half of the children in receipt of PP were working at age related expectations or above. Looking at those children in receipt of PP who are not on the SEN register, 93% of children are working at least at ARE or above.
5. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly ARE in reading and writing by the end of the academic year.	Children are taught by effective and well trained and planned teachers. Children supported in lessons by well trained teachers and TAs. Children are enabled to be involved in trips, visits and specialist events so that they have experiences and vocabulary to aid their writing. Children will be given opportunities to pre-learn vocabulary throughout the curriculum but especially for reading and writing activities. Readit2 type activities take place frequently to encourage reading and memorising stories	2025/26: Reading: In all year groups children in receipt of PP made progress in reading (87.5% made good or better progress).Of children not on SEN register 2 children were not working at EXS or above (one child is new to school). Writing: 79.2% of children in receipt of PP made good or better progress in writing. There was only one child in receipt of PP and not on the SEN register who was not working at least at age related expectations or above in writing (this child is new to school). The small number of reading and vocabulary interventions have been well received, and children report increased confidence in practicing vocabulary before a lesson. All children were able to attend school trips this year – supported by PP, this gives them real life experiences to support their learning and to use in their writing.
6. Children are thriving in school and are keen and eager to learn.	Children can access all activities that their non-disadvantaged peers' access such as swimming, trips and after school clubs. Children's emotional well-being is monitored	2025/26: The curriculum enhancements for all have increased since the beginning of this academic year – for example access to theatre groups in KS1 and there are more experiences planned for the next academic year, to bring the curriculum to life for all children, but with a

	through regular team meetings and Pupil Progress meetings. Suitable interventions such as My Time, Drawing and Talking are provided to aid with emotional needs as necessary. Provide resources such as Book in a Box to link with home and school and inspire learning. Mentoring support from PP lead – meeting with children regularly to encourage them with their learning and to celebrate their successes.	special focus on expanding the experiences of disadvantaged children. Using the PP to support costs for trips means that all children can take part. We also offer additional support such as taking children to the residential trip for one day if they are anxious. Interventions such as My Time and Drawing and Talking are also available for children as necessary. Over 1/3 of the children who accessed additional emotional and mental health support in school were children in receipt of PP (i.e. Drawing and Talking, Protective Behaviours, ELSA and MHST) Pupil voice (July 26) shows that children feel safe in school and that they know where to go for help. They enjoy school and are keen to attend. They do find the pace of learning sometimes exhausting. We are using pre-learning of skills and vocabulary for selected groups of children more regularly in school. Teachers report when they use it, they can see children are more confident and willing to try.