Pupil Premium Strategy Statement – Church Gresley Infant and Nursery 2025-2026

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	257 and 40 in Nursery
Proportion (%) of pupil premium eligible pupils	2023/24 59 (22%) 2024/25 65 (24%) 2025/26 62 (24%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Cripps
Pupil premium lead	Natalie Yates (KS1 Interventions) Tracey Woods (EYFS)
Governor / Trustee lead	Sharon Inglis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,381.25
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 91,381.25

Part A: Pupil premium strategy plan

Statement of intent

At Church Gresley Infant and Nursery school, we have a relatively large group of children in receipt of pupil premium funding, a significant number of whom lead enormously complex lives. Our intention is that all our children, irrespective of the challenges they face, will make good progress from their starting points and achieve the very best they can across all subject areas. Our aim is to reduce the wide gap between pupil premium and non-pupil premium pupils in all areas.

High quality teaching and purposeful assessment, together with a broad and balanced curriculum is our main approach to reducing this gap with a focus on the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our core values and school culture of excellence ensure that all our children have high expectations of themselves and we aim for them to achieve beyond what they think is possible.

We are aware our pupil premium pupils face a range of barriers to learning, so our approach cannot simply be academic. We will respond to common challenges and individual needs, basing our approach on thorough diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other in order to help our pupils achieve their personal targets. To ensure they are effective we will:

- make sure disadvantaged pupils are challenged in the work they are set
- act early to intervene as soon as a need is identified
- implement high quality interventions, confirmed by research to close the gaps in children's learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support pupils' social, emotional and behavioural needs through a range of targeted interventions and extra-curricular activities in order to support effective learning
- support parents with attendance, as well as socially and emotionally, as we know a home-school partnership is vital in securing the best outcomes for these children

Challenges

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

Challenge number	Detail of challenge
1	There are a large number of children with complex social and emotional difficulties and/or ACEs (Adverse Childhood Experiences) with social worker and Early Help involvement in many cases. This can adversely affect their behaviour for learning and attainment. 53% of our PP pupils have special needs, and attendance is an additional problem with some of these pupils.
2	Parents need to understand the importance of engaging more positively with learning at home. They need additional support to deliver positive parenting, deal with complex behaviours and implement boundaries and routines. EEF states in their 'menu of approaches' that levels of parental engagement are consistently associated with improved academic outcomes.
3	Children lack concentration skills and are easily distracted. They can lack resilience and perseverance and in many cases, they also lack confidence. They enter school with poor communication and language skills. They lack exposure to, and understanding of, a wide ranging vocabulary.
4	Poor fine motor skills resulting in poor number and letter formation and issues with letter size and orientation.
5	Across all year groups, retention of learning is a huge issue. Many of our PP pupils return to school in September having forgotten previous learning. A large percentage of our EYFS children arrive at school not ready to learn. In year 1, many PP pupils still struggle to blend, even when they recognise individual sounds; after the summer break, just over half struggled to recall all of the phase two sounds. Other children have gaps in their knowledge of digraphs and struggle to spot them within words. 55% of PP children did not achieve ELG in word reading. In year 2, there are issues with handwriting and inaccurate spelling/application of phonics. Three children still have gaps in phase 2 and are unable to blend, and there were 11 children (46%) with gaps in phase 3. There were 6 PP children who did not pass the phonics check at the end of year 1.
6	We are aware that in our year 2 cohort for 2025/26, there are huge gaps between PP and Non-PP across reading, writing and maths, with the percentage of children achieving Age Related Expectations in writing the lowest. In this cohort, 66.6% of the PP children have varying SEND. One child has an EHCP and two children are currently going through the process.

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
In Year 2, reduce the gap between PP and Non-PP children in writing (Jul 25: 42%) In Year 1, reduce the gap between PP and Non-PP children in writing (Jul 25: 39%)	Assessments and book scrutiny show KS1 PP children are writing in coherent, correctly punctuated sentences, leaving finger spaces, applying phonics to spell accurately and using more adventurous and ambitious vocabulary. New vocabulary is discussed and displayed on working walls in each classroom. Pupils are exposed to a wide range of texts, which use adventurous and ambitious vocabulary. PP children will have resource packs to support their writing in class including handwriting formation sheet and phase 3/5 phonics mat. Work completed in intervention groups will be shared with teachers and used to reinforce a consistent approach and expectations in the classroom.
In Year 2, reduce the gap between PP and Non-PP children in reading (Jul 25: 48%) In Year 1, reduce the gap between PP and Non-PP children in reading (Jul 25: 32%)	Reading outcomes by the end of year 2 will demonstrate that the gap has closed between PP and non-PP pupils. The proportion of children including PP who pass the phonics check at the end of Year 1 will be at least in line with the national average. The proportion of Year 2 children that retake & pass the phonics check continues to be above national level. Thorough termly assessments of PP children will highlight gaps in learning and next steps, with detailed progress reports for teachers and TAs, including data tracking and new targets. Use of Phonics Tracker to highlight gaps and share these with parents to encourage practise at home. A range of phonics interventions in place including Precision Teaching, Toe by Toe, Action Words and the use of Rosser Speedo. Focus on bottom 20% of readers.
In Year 2, reduce the gap between PP and Non-PP children in maths (Jul 25: 41%) In Year 1, reduce the gap between PP and Non-PP children in maths (Jul 25: 21%)	Thorough assessments will highlight where the gaps are so that appropriate and timely interventions can be successfully implemented and the gaps closed. Focus on the understanding and correct use of maths vocabulary. Maths Working Wall in every classroom displaying current learning and used by the children. Children provided with a range of manipulatives to support understanding of mathematical ideas. Spaced retrieval lessons to enable children to recall information at gradually increasing intervals to improve retention and move information from short-term to long-term memory. Maths lead to work closely with JTMAT Maths secondee.

Handwriting, letter/number formation and presentation is given a high priority across all year groups.	Consistent approach to the teaching of handwriting across school: Essential Letters and Sounds Handwriting (Print) Assessments and book scrutiny show that children across school are forming letters and numbers correctly, with no reversals. Letters are of the correct size with obvious ascenders and descenders.
Children in Nursery will be school ready by the time they enter Reception. More children in Reception will achieve the expected level in writing, word reading and number	Children will demonstrate the basic skills they need to learn – able to sit still, play and share with other children, know how to listen and respond, follow simple instructions, communicate their needs. Focus on blending in EYFS, to be included in Continuous Provision. There is an emphasis on the development of fine motor skills in the Early Years. Letters and numbers in Reception are formed correctly from the outset.
A whole school culture of excellence allows children to achieve beyond what they think is possible. Improved metacognition around learning and reinforcement of high expectations. Children are more confident and more able to express themselves clearly.	Improved concentration and resilience. Children persevere at tasks and are willing to challenge themselves. Use of working walls and scaffolding will help pupils to achieve more independently. As a result, the quality of work will be improved. Children can explain themselves clearly and confidently, using a wide range of vocabulary.
Our complex children feel happy, safe and ready to learn.	Staff have a good understanding of children's barriers to learning and subsequently a range of interventions have helped them to learn and achieve.
Our home school partnership is improved so that parental engagement and support increases and attendance levels improve across school.	Attendance levels will improve to match national levels across all groups of pupils, including PP. Targeted support for parents will improve engagement with their child's learning, leading to increased attainment.

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: £14,638.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD 2025/26 The development needs of all staff will be met through INSET and other training to ensure teaching will be effective, consistent and of high quality across all subjects: Oracy and Sticky Questions Updated Phonics Training and Reading Scheme ELS – use of training videos and example phonics sessions; Maths Vocabulary and Stem Sentences Enhancement of maths teaching and curriculum planning through membership of NCETM and training to extend and improve exposure to greater depth maths for all children Training 'EEF Maths Champion' in Nursery to improve early years maths skills. Beacon Schools Training Videos A large percentage of our PP children also have SEND and/or ACEs. SEND training for all staff to include: SMART Targets Sensory Audits and Plans Precision Teaching and Literacy Interventions/Literacy Differences Demand Anxiety Beacon Webinar – Supporting a Dysregulated Child with Communication Needs ADHD/Dyslexia/Demand Anxiety training for TAs	EEF research states that ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority for PP spending Embedding oracy across the curriculum improves academic outcomes, confidence and vocabulary especially for disadvantaged pupils (Voice 21) Professional development programme funded by EEF to improve quality of maths provision in nursery, increase staff knowledge, awareness and confidence and lead to additional progress in children's mathematical skills The SEND Code of Practice states that **"every teacher is a teacher of SEND,"** meaning all teachers are responsible and accountable for the progress and development of all pupils in their class, including those with special educational needs and disabilities (SEND). This involves identifying needs, implementing high-quality, differentiated teaching, and, in consultation with the SENCo, setting and reviewing progress targets for students with SEND.	1, 3, 4, 5, 6

INSET: Interventions – ELSA, Lego 6 Bricks, Forest Schools, Sensory Circuits, SULP, Toe by Toe		
CPD 2025/26 Weekly focused monitoring time is given to EYFS, maths and English leads to ensure that the learning experience for all children is matched to their needs. Termly focused monitoring time given to all subject leads to ensure the curriculum in its broadest sense is well matched and meets the needs of all pupils, with a focus on reducing the gap between pupil premium and non-pupil premium pupils so that children make good progress from their starting points. **Management/monitoring time is to include specific focus on PP children**.	EEF research states that ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority for PP spending	1, 3, 4, 5, 6
Thorough and regular assessment is in place to identify gaps in learning and establish new targets. Termly pupil priority meetings ensure help is provided promptly once needs are identified.	EEF literacy strategy emphasises the importance of collecting high quality up to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need.	4, 5, 6
Up to date research will be accessed and used appropriately to improve educational outcomes for all pupils. Research Advocate attends the Staffordshire Research School meetings and feeds back to all staff.		1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 25,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a 0.4 teacher to deliver 1:1 and small group high quality, targeted lessons for KS1 children in receipt of pupil premium funding Year 1 Phonics: Phase 2/3/5 phoneme recognition, spot digraphs within words, blending Writing: Handwriting and application of phonics in dictated sentences (children who are secure at reading phase 3) Year 2 Writing: letter formation, application of phonics, sentence construction and punctuation Phonics: Phase 2/3/5 phoneme recognition, spot digraphs within words, blending	Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment. Teaching, although linked to the curriculum, is clearly focused and based on gaps in knowledge, following thorough baseline assessment. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)	3, 4, 5, 6
Implement ECAT for Reception and Nursery children Phonics intervention EEF Maths Champion	Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. ECAT is a recognised and established programme, invested in by the government for developing early language acquisition. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress. Professional development programme funded by EEF to improve quality of maths provision in nursery, increase staff knowledge, awareness and confidence and lead to additional progress in children's mathematical skills	3, 5

Implement Precision Teaching, Toe by Toe (blending intervention) and SALT on a 1:1 basis to support identified children with key skills	Precision teaching uses the Instructional Hierarchy (Haring and Eaton, 1978**)** to build up fluency and accuracy in a particular skill so children can then generalise and adapt their learning. It uses a structured method of monitoring and assessing progress, specific and individualised to the needs of the child. With decreasing instruction pupils learn to apply the skills to novel material or under different conditions	3, 4, 5, 6
Deliver First Class at Number intervention for targeted groups of Year 2 children	An EEF trial showed that First Class at Number had a positive impact on particularly the lowest attaining pupils. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress.	6
Deliver phonics intervention in KS1 (Year 2 to target the children who failed the phonics check in Year 1)	EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit) ELS is a recognised DFE systematic phonics scheme with proven results.	5
Deliver handwriting intervention in KS1 to those children with poor fine motor skills and pencil control	One of the EEF's literacy recommendations is to promote fluent written transcription including writing and spelling practise. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress.	4, 5

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

Budgeted cost: £51,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT and PP KS1 Interventions teacher to attend Primary Disadvantaged Development Group (PDG) with focus on Parental Engagement. Complete Self-Evaluation Tool for Improvement to review how we currently work with parents to support children's learning and consider next steps. HT to attend Collaborative Enquiry Group *Closing the Disadvantaged Gap* to share best practice and strategies to support Pupil Premium children.	EEF states in their 'menu of approaches' that levels of parental engagement are consistently associated with improved academic outcomes. Led by Staffordshire Research School, working across the Multi Academy Trust to establish the most effective ways to narrow the disadvantage gap.	2, 5, 6
CAFSO and JTMAT attendance officer to support all children and families whose attendance falls below 96%. Headteacher closely monitors attendance for all pupils and there is a clear and unambiguous graduated approach to tackling poor levels of attendance. Early Adopter Breakfast Club - target PP children with poor attendance	'Regular attendance is linked to improved academic attainment' There is clear evidence from EEF reviews that better attendance directly relates to higher achievement. The NCES states that while teacher effectiveness is the most important factor in achievement, student attendance is also directly related to their achievement.	1, 2
Nurture facility provides clear, structured support for our most vulnerable children. TA to complete apprenticeship: Level 5 Specialist and Well-Being Teaching Assistant	Nurture is a recognised, short term focused strategy to help address barriers to learning arising from social, emotional and behavioural difficulties	1, 3
Use recognised techniques and programmes to support the wide ranging SEMH needs of our children, including additional behavioural needs. To include: 1:1 wellbeing sessions, Friendship Club, Nurture, Sensory Circuits, Lego Six Bricks, ELSA, SULP, Forest Schools, sensory/calm area, grief/bereavement counselling. Use of The Colour Monster book and materials in every	EEF found that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement	1, 3

class to encourage children to discuss and recognise how they are feeling in order to help them self-regulate.		
Behaviour Policy focuses on five core values: Respect, Kindness, Honesty, Resilience and Independence. Consistent rules and routines ensure that all children as they move through school are completely clear on expectations Emphasis on House teams and 'belonging'. House points rewarded relate to a specific core value so all children are clear about what each value represents and what it looks like in practice. House teams will work closely together to increase team spirit and motivate children to work hard.	Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom It is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. Behaviour interventions | Teaching and Learning Toolkit | EEF	1, 2, 3
Provide places at all our after school clubs, wider curriculum trips (theatre trip, trips closely linked to the curriculum) and lunchtime opportunities for sports club participation for our most vulnerable pupils. Parents will receive £50 virtual voucher to encourage them to engage with the wider curriculum offer. SH Active provide extra PE sessions to support children with gross motor control, high energy levels and concentration.	EEF found that 'there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement'	1, 2
CAFSO to arrange courses for parents to enable them to engage and support their children and provide Early Help support. The Solihull Approach to Parenting (through De Ferrers Trust) to deliver positive parenting, behaviours, boundaries and routines	EEF recommend providing practical strategies to support children's learning at home. The Solihull Approach aims to help parents better engage with their children at home. This is recommended in EEF behaviour recommendations.	1, 2

Compass Changing Lives – supporting children's mental health/well-being and parental support. Planned workshops and assemblies Beacon Schools – behaviour support	Compass Changing Lives is an NHS funded organisation supporting children's mental health and well-being together with support for parents.	
Provide further support for parents including: maths and phonics workshops, subject breakfasts and open mornings for all subjects, weekly sessions for parents to listen to children read, open evenings, parent evenings with targets to support their children at home, use of Phonics Tracker to highlight gaps and share these with parents to encourage practise at home, Oxford Owl Reading Books Online for PP children. CAFSO organises Christmas Crafts, food hampers and Derek's Tree at Christmas and Christmas shoeboxes to support our more vulnerable families including PP children.	EEF states in their 'menu of approaches' that levels of parental engagement are consistently associated with improved academic outcomes. Subject leads provide workshops for parents and target PP parents.	1, 2, 5, 6

Total budgeted cost: £ 91,381.25

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Results at the end of KS1 2024-2025
Writing: 67% EXP+ (6%GD) **PP:** 50% EXP+ (5%GD) **Non-PP** 72% EXP+ (6%GD)
Jul 2024: Gap 24% Jul 2025: Gap 22%
(35% of PP children achieved EXP+ at the end of Year 1, an increase of 15%)

Reading: 77% EXP+ (23%GD) **PP:** 60% EXP+ (10%GD) **Non-PP** 81% EXP+ (27%GD)
Jul 2024: Gap 26% Jul 2025: Gap 21%
(52% of PP children had achieved EXP+ at the end of Year 1, an increase of 8%)

Maths: 71% EXP+ (15%GD) **PP:** 40% EXP+ (10%GD) **Non-PP** 81% EXP+ (16%GD)
Jul 2024: Gap 37% Jul 2025: Gap 41%
(39% of PP children had achieved EXP+ at the end of Year 1, an increase of 1%)

Although the gap between PP and Non-PP children in writing and reading has been reduced, we are aware that the already large gap in maths increased further. There were targeted interventions in phonics and writing for this year group but no maths intervention.
The pupil premium children in this cohort were particularly complex with a range of needs and/or ACEs, including cognition and learning, SEMH, ASD/ADHD, sensory, physical and behavioural issues. They included LAC, social care involvement, trauma, bereavement, attendance issues, a child who has had multiple strokes and another with suspensions and attending alternative provision. All made good progress from low starting points. In reading, all children made at least expected progress, with 3 children making above expected progress. In writing, all children made at least expected progress, with 4 making above expected progress. All PP children made expected progress in maths. Three out of six children passed the phonics check (one child refused/one was on long term sickness).

We have also improved the number of children achieving age related expectations year on year.

Results End Year 1 2024-2025
Writing: 61% EXP+ (3%GD) **PP:** 30% EXP+ (0%GD) **Non-PP** 72% EXP+ (5%GD)
Jul 2025: Gap 42%

Reading: 66% EXP+ (17%GD) **PP:** 30% EXP+ (9%GD) **Non-PP** 78% EXP+ (19%GD)
Jul 2025: Gap 48%

Maths: 66% EXP+ (6%GD) **PP:** 35% EXP+ (0%GD) **Non-PP** 76% EXP+ (7%GD)
Jul 2025: Gap 41%

82% of pupils passed the Year 1 Phonics Check, with 74% of PP pupils achieving the pass mark, indicating the positive impact of phonics intervention and the consistent approach to the teaching of phonics across the whole school, with increased recognition and recall of graphemes and improved blending.

Another complex cohort of PP children including 66.6% with varying SEND and one child on a part time timetable attending alternative provision. With the exception of this child, all PP children

in Year 1 made at least expected progress from their starting points (two made above expected progress in reading, one above expected progress in writing and maths). Staff have a good understanding of children's barriers to learning and a range of interventions have helped them to learn and make progress, e.g. 1:1 wellbeing sessions, Friendship Club, Nurture (Rainbow), sensory circuits, Lego Six Bricks, ELSA, SULP, sensory/calm area, grief and bereavement counselling.

Handwriting/letter formation is still an issue. Not all children start letters in the correct place/follow correct orientation. Essential Letters & Sounds Handwriting (Print) to be used across all year groups 2025/26. In spite of various strategies/support to try and engage more parents with their children's learning, this remains an area for development.

We will focus on developing consistent, high quality teaching across the curriculum, in addition to small group intervention delivered by teachers and teaching assistants. Lesson observations will specifically focus on the learning and progress of our pupil premium children to ensure they continue to receive the specialised support they get in intervention groups. Thorough termly assessments of pupil premium children will highlight gaps in learning and next steps, with detailed progress reports for teachers and TAs, including data tracking and new targets. Termly Pupil Priority meetings will be held to discuss concerns, identify needs and plan intervention. We will also investigate and implement different strategies to engage and support parents with their children's learning.

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

What does Pupil Premium Support look like in the classroom?

- *Quality First teaching for **all children.** All staff are aware of the individual needs of PP children in their class (SEND, SEMH, SP&L, Behaviour) and target them for Nurture, Well-being sessions, Friendship Club, Calm Corner*
- *Self-regulation strategies employed in all classrooms*
- *Dual coding/visual resources using Widgit e.g. timetables, communication boards*
- *PP Interventions teacher provides termly assessment data/reports with gaps and new targets to all KS1 teachers/TAs. Termly Pupil Priority meetings are held to discuss concerns, identify needs and plan intervention*
- *School Research Advocate attends half-termly research update briefings and provides reports to staff highlighting information to support Pupil Premium pupils*

Early Years

- *High quality interactions with **all children**. PP children are targeted in continuous provision to ensure they are engaging*
- *EY Picture News/Sticky Questions to encourage talk. Drawing Club to develop vocabulary*
- *Development of fine motor skills through e.g. Dough Disco, Squiggle whilst you Wiggle*
- *PP children targeted for interventions e.g. Phonics, ECaT, with adult support on the carpet*
- *Half-termly assessment grids for Prime Areas to highlight gaps in learning for PP children*
- *Home-school communication book; support with boundaries and behaviour*
- *Extra reading for PP children; targeted to complete tasks with teacher*

Key Stage 1

- *PP children have targeted adult support in small groups in maths and English (Y1)*
  Adult support for all PP children not on track – focus group in every lesson (Y2)
  TA support in phonics
- *PP children with SEND sit at the front near the teacher and work is scaffolded/differentiated as appropriate with adult support if available*
- *Targeted for Precision Teaching/interventions with TA. Extra 1:1 reading*
  Use of dictated sentences to reinforce phoneme/grapheme correspondence
- *Scaffolding through word banks, letter formation sheets, sound mats, checklists, stem sentences, 'I do, we do, you do…', Misconception Martin, concrete maths resources*
- *PP Interventions teacher provides personalised resources to scaffold and support children's writing in the classroom e.g. sound mat, letter formation sheet, SAM, 'bed' bookmark*
- *Individual needs addressed, e.g. coloured ruler/whiteboard, fine motor activities, individual work area, quiet area*
- *Oxford Owl online used to allocate books and support reading at home (Y1)*
- *PP Interventions teacher to provide support in class to ensure application of learning*