# Pupil premium strategy statement – Icknield Infant and Nursery School

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 the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 183 primary pupils<br>(205 including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 49 of 183 primary pupils<br>= 26.8% |
| Academic year/years that our current pupil premium strategy plan covers | 1. 2025-2026<br>2. 2026-2027<br>3. 2027-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | Samantha Squires |
| Pupil premium lead | Sarah Millhouse |
| Governor / Trustee lead | Tessa Cole and Amy Allen (Joint Leads) |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £81,410 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £81,410 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Icknield Infant and Nursery School, our commitment is to ensure that every pupil, regardless of background or circumstances, receives the highest quality education and support to achieve their full potential. We recognise that disadvantaged pupils may face additional barriers to learning and personal development. Our Pupil Premium Strategy is designed to address these challenges by providing targeted support that raises attainment, narrows gaps, and promotes equity.

Our intent is to:

**Provide High-Quality Teaching**
We will provide high-quality teaching for all pupils to develop early literacy, numeracy, and communication skills, and ensure that disadvantaged pupils benefit from the best possible classroom practice.

**Deliver Targeted Academic Support**
We will identify pupils who require additional help and provide timely, targeted interventions that address specific learning needs. This includes small group work, one-to-one support, and tailored resources to support progress.

**Address Non-Academic Barriers**
Recognising that social, emotional, and wellbeing factors impact learning, we will implement strategies that support pupils' personal development, resilience, and engagement. This includes nurturing a positive school culture, promoting attendance and wellbeing, working closely with families and external partners, and providing a range of extra-curricular activities and experiences.

**Set Ambitious and Realistic Targets**
Our strategy includes clear, measurable outcomes so that we can track progress and impact, ensuring accountability and continuous improvement.

By focusing on these priorities, we aim to close the attainment gap for disadvantaged pupils and provide them with the skills, confidence, and opportunities to thrive both academically and personally.

This strategy will be reviewed at least annually to reflect the evolving needs of our pupils and to ensure continued alignment with our wider school development goals.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Language and Communication Development**<br>A significant number of pupils enter the Early Years Foundation Stage (EYFS) with language and listening skills substantially below age-related expectations. This gap adversely affects their early reading development and fluency, as seen in assessment data, pupil observations, and pupil discussions. |
| 2 | **Emotional Regulation and Self-Management**<br>Many disadvantaged pupils demonstrate difficulties in self-regulation and managing their emotions in ways appropriate for their developmental stage. This is reflected in behavioural observations, pupil interactions, and behavioural data trends. |
| 3 | **Special Educational Needs and Disabilities (SEND)**<br>A notable proportion of disadvantaged pupils also have identified Special Educational Needs. As of 15 December 2025, 11 out of the 49 pupils eligible for the PPG (Pupil Premium Grant) are on the SEND register (22.4% of PPG pupils). 8 of those 11 pupils have an Education, Health and Care Plan (EHCP), highlighting the complexity of their needs. |
| 4 | **Attendance**<br>Analysis of attendance data over the past four years indicates that pupils eligible for the PPG have consistently higher rates of absence compared to their peers, which negatively impacts their learning continuity and progress (see Part B ‘Attendance Data’). |
| 5 | **Limited Enrichment Opportunities**<br>Many disadvantaged pupils have had restricted access to enriching experiences outside the classroom, which can limit their cultural capital, social development, and broader learning opportunities. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Disadvantaged pupils develop age-appropriate skills by the end of Key Stage 1, enabling strong foundations for reading, fluency, and broader academic success. | • Reception GLD assessment data shows a narrowing attainment gap between disadvantaged and non-disadvantaged pupils.<br>• Year 1 Phonics Screening Check data shows a narrowing attainment gap between disadvantaged and non-disadvantaged pupils.<br>• End of Key Stage 1 Reading assessment data shows a narrowing attainment gap between disadvantaged and non-disadvantaged pupils.<br>• End of Key Stage 1 Writing assessment data shows a narrowing attainment gap between disadvantaged and non-disadvantaged pupils.<br>• End of Key Stage 1 Maths assessment data shows a narrowing attainment gap between disadvantaged and non-disadvantaged pupils.<br>• Observations and discussions show improvement in pupils' spoken language and listening skills.<br>• Targeted interventions show measurable impact on attainment and progress. |
| Disadvantaged pupils demonstrate improved emotional literacy and emotional management appropriate to their developmental stage, contributing to positive behaviour and engagement in learning. | • Internal suspension and fixed-term suspension data show a reduction in behavioural incidents involving PPG pupils by at least 50% within 3 academic years.<br>• Classroom observations show increased participation and engagement in classroom activities among PPG pupils.<br>• Behaviour survey data shows positive feedback from staff and parents. |
| Disadvantaged pupils with SEND receive tailored support that meets their needs, enabling them to make strong progress academically and socially. | • Timely referrals made to external agencies.<br>• Individual targets in place for pupils with an Education, Health Care Plan (EHCP) and reviewed as per the monitoring schedule.<br>• Targeted interventions show measurable impact on attainment for pupils with SEND. |
| Attendance rates for disadvantaged pupils improve, reducing the attendance gap with their peers to ensure | • PPG pupil attendance increases to at least 93% within 3 academic years.<br>• Targeted intervention plans are implemented and monitored for pupils with attendance below 90% leading to improved attendance. |

| | |
|---|---|
| consistent access to education and learning continuity. | |
| Disadvantaged pupils have increased access to enriching experiences that broaden cultural capital, support social development, and enhance learning beyond the classroom. | • All PPG pupils have support to access at least 3 enrichment activities per academic year, such as trips, clubs, and workshops.<br>• Participation data shows a consistent increase in engagement with enrichment activities among PPG children across 3 academic years.<br>• Pupil voice and staff observations show improved confidence, motivation, and attitudes to learning for PPG pupils. |

## 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: £6,281

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| High quality Continuing Professional Development (CPD) for teachers<br>*(Training courses for teachers, cover for training time, cover for teachers to visit other settings to observe good practice)* | High-quality training plays a crucial role in improving classroom practice and pupil outcomes. Effective CPD helps close the attainment gap by equipping teachers with the skills to adapt teaching to meet the specific needs of disadvantaged pupils, including those with SEND or language development challenges.<br><br>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit indicates that effective professional development can lead to an average of +6 months additional progress for pupils. | 1, 2, 3 |
| High quality CPD for Teaching Assistants (TAs) to enhance their ability to support classroom teaching and learning effectively, as well as to lead targeted intervention programmes. | EEF evidence highlights that well-trained TAs can significantly improve pupil outcomes, particularly when involved in targeted, structured, small group interventions. | 1, 2, 3 |

| | | |
|---|---|---|
| *(Training courses for TAs, cover for training time, cover for TAs to visit other settings to observe good practice)* | (EEF: Closing the Attainment Gap, EEF: Making Best Use of Teaching Assistants) | |
| Ongoing resourcing of phonics scheme<br>*(Little Wandle subscription)* | Phonics is key for the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><br>(EEF Evidence: Phonics) | 1, 3 |
| Ongoing resourcing of writing scheme<br>*(Literacy Tree subscription, purchase of new books)* | Well-resourced writing schemes provide structured, evidence-informed approaches that support teachers in delivering high-quality writing instruction. Consistent use of a writing scheme helps ensure a broad, balanced, and coherent curriculum, and helps address specific gaps in pupils' writing skills, particularly for disadvantaged pupils who may require additional support.<br><br>(EEF Guidance Report: Improving Literacy in Key Stage 1, EEF Teaching and Learning Toolkit: High-Quality Teaching and Targeted Academic Support) | 1, 3 |
| Ongoing resourcing of Personal, Social, Health and Economic (PSHE) and Religious Education (RE) scheme<br>*(Jigsaw subscription)* | EEF evidence demonstrates that Social and Emotional Learning (SEL) within PSHE and RE programmes significantly enhances the success of disadvantaged pupils. The Jigsaw scheme offers structured opportunities for pupils to explore values, ethics, and emotional wellbeing, while also helping to alleviate anxiety and behavioural challenges that can hinder learning. Developing positive attitudes to learning, fostering healthy social relationships, and supporting mental health are crucial foundations for academic achievement, especially for disadvantaged pupils who frequently encounter greater social and emotional difficulties.<br><br>(EEF Teaching and Learning Toolkit: Social and Emotional Learning) | 1, 2, 3 |

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

Budgeted cost: £32,080

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Dedicated Nurture Teacher to support targeted small groups<br>*(Proportion of salary)* | Nurture Teachers provide tailored support that addresses non-academic barriers such as emotional regulation, self-confidence, and social skills, all of which are linked to improved attendance and engagement. Nurture groups focus on social, emotional, and behavioural development, which the EEF identifies as critical for improving academic outcomes and wellbeing, especially for disadvantaged pupils.<br><br>(EEF Teaching and Learning Toolkit: Small Group Tuition and Social and Emotional Learning)<br><br>(Maslow's Hierarchy of Need: emotional needs must be met before a child is ready to learn) | 1, 2, 3, 4 |
| SENCO time to support PPG pupils with SEND<br>*(Proportion of salary)* | The SENCO role is crucial in developing, implementing and monitoring plans for addressing the specific learning needs of disadvantaged pupils with SEND. Effective SENCO involvement helps close attainment gaps by ensuring that pupils receive appropriate interventions, resources, and adjustments.<br><br>(EEF Teaching and Learning Toolkit: Individualised Instruction) | 1, 2, 3 |
| Small group tuition with TAs<br>*(Proportion of salaries)* | Small group settings allow focused, personalised teaching that targets specific learning gaps, which is especially beneficial for disadvantaged pupils. The EEF Teaching and Learning Toolkit rates small group tuition as a high-impact strategy, showing an average of +4 months additional progress for pupils. | 1, 2, 3 |

| | | |
|---|---|---|
| | (EEF Teaching and Learning Toolkit: Small Group Tuition, EEF Guidance: Making Best Use of Teaching Assistants) | |
| One-to-one tuition with TAs *(Proportion of salaries)* | A personalised approach allows for tailored instruction that directly addresses individual pupil learning gaps and needs, which is particularly beneficial for disadvantaged pupils. The EEF Teaching and Learning Toolkit shows that one-to-one tuition has an average impact of +5 months additional progress for pupils, making it one of the most effective targeted academic support strategies.<br><br>(EEF Teaching and Learning Toolkit: One to One Tuition, EEF Guidance: Making Best Use of Teaching Assistants) | 1, 2, 3 |
| Drawing and Talking therapy sessions *(Weekly session with external provider)* | Drawing and Talking therapy supports pupils' emotional wellbeing, helping them express feelings and overcome trauma, which can improve behaviour, attendance, and engagement in learning. The EEF Teaching and Learning Toolkit indicates that SEL interventions can lead to an average of +4 months additional progress in academic outcomes as improved emotional regulation and resilience contribute to better concentration, motivation, and participation in class, enabling pupils to access the curriculum more effectively.<br><br>Disadvantaged pupils are more likely to experience adverse childhood experiences and mental health issues. Providing Drawing and Talking therapy helps mitigate these impacts, supporting equity in educational outcomes.<br><br>(EEF Teaching and Learning Toolkit: Social and Emotional Learning) | 1, 2, 3, 4 |

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

Budgeted cost: £43,049

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Walking Bus and Wraparound Care *(Term-time daily service with external provider)* | Walking buses effectively remove barriers to regular attendance by offering pupils a safe, reliable, and supervised journey to school, thereby reducing lateness and absence.<br><br>Wraparound care further supports punctuality and attendance by assisting parents with work and childcare responsibilities, which can alleviate stress and enhance pupils' home environments and engagement with school.<br><br>Improved attendance is closely associated with greater academic progress and enhanced wellbeing.<br><br>(EEF Teaching and Learning Toolkit: Supporting Attendance and Wider Strategies) | 2, 4 |
| Family Support Worker / Attendance Officer role *(Proportion of salary)* | Dedicated roles such as the Family Support Worker / Attendance Officer help identify and tackle barriers to attendance, leading to improved pupil engagement and reduced persistent absence. The EEF's Teaching and Learning Toolkit highlights that improving attendance is crucial for raising attainment, especially for disadvantaged pupils.<br><br>Family Support Workers build trusting relationships with families, providing tailored support and guidance that can improve home-school communication and encourage regular attendance. EEF research shows that parental engagement and family support interventions can have a positive impact on pupils' academic achievement and wellbeing. | 2, 4 |

| | | |
|---|---|---|
| | Disadvantaged pupils often face complex challenges that affect attendance and engagement. The Family Support Worker can provide early intervention, signposting, and coordination with external agencies, which is essential for addressing these challenges effectively.<br><br>(EEF Teaching and Learning Toolkit: Supporting Attendance and Parental Engagement) | |
| Subsidy for school trips | School trips broaden pupils' cultural capital, exposing disadvantaged pupils to new experiences that they may not otherwise access, which supports their personal development and engagement with learning. Subsidising school trips ensures that financial constraints do not prevent disadvantaged pupils from participating in extra-curricular opportunities.<br><br>(EEF Teaching and Learning Toolkit: Wider Strategies) | 5 |
| Subsidy for after-school sports clubs | Research shows that participation in extra-curricular activities can increase pupils' motivation, self-confidence, and sense of belonging, all of which are linked to improved attendance and attainment.<br><br>(EEF Teaching and Learning Toolkit: Wider Strategies) | 5 |
| Contingency | Based on our previous experiences and pupil mobility factors, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not been yet identified. | |

## Total budgeted cost: £81,410

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed performance and outcomes for our school's disadvantaged pupils over the past four academic years, utilising both national assessment data and our internal summative and formative assessments. The findings indicate that while progress has been made towards intended outcomes in areas such as attainment (reading, writing, vocabulary, maths, and phonics), social and emotional development, resilience, and attendance, these goals have only been partially achieved. Further targeted support is necessary to overcome persistent barriers to learning and to close the attainment gaps between disadvantaged pupils and their non-disadvantaged peers. Consequently, several intended outcomes will be carried forward into the new strategy statement. A detailed analysis of the data is presented below.

### Good Level of Development (GLD) (Reception Children)

The GLD is a key measure to assess whether children have achieved a good level of development by the end of the Reception year. A pupil is considered to have reached a GLD if they meet the expected Early Learning Goals (ELGs). Achieving a GLD means that children are well-prepared for the transition to Key Stage 1 and have the foundational skills and knowledge to succeed in their future learning.

The percentages of children achieving the GLD over the past 4 years are as follows:

| | Academic Year | | | |
|---|---|---|---|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Icknield: PPG Pupils (%) | 50.0 | 50.0 | 73.3 | 53.8 |
| Icknield: Non-PPG Pupils (%) | 68.2 | 72.7 | 71.2 | 73.3 |
| PPG/Non-PPG Difference | -18.2 | -22.7 | +2.1 | -19.5 |
| Icknield: All Pupils (%) | 62.9 | 67.1 | 71.6 | 69.0 |
| Icknield: Pupils Included (#) | 62 | 73 | 67 | 58 |
| North Hertfordshire Pupils (%) | 65.4 | 69.2 | 69.9 | 68.7 |
| Hertfordshire Pupils (%) | 64.7 | 67.7 | 70.0 | 69.7 |
| National (England) (%) | 65.2 | 67.3 | 67.7 | 68.4 |

**PPG Pupils' Performance – Key Points**

- In 2021-2022 and 2022-2023, PPG pupils performed significantly below both their non-PPG peers and the national average, with only 50.0% achieving GLD in both years.
- There was a notable improvement in 2023-2024 when 73.3% of PPG pupils achieved GLD, surpassing both the school's non-PPG pupils (71.2%) and the national average (67.7%), indicating a successful year in closing the attainment gap.
- However, in 2024-2025, the percentage dropped sharply to 53.8%, creating a large attainment gap of -19.5 percentage points compared to non-PPG pupils (73.3%).

- The attainment gap between PPG and non-PPG pupils has been a concern in most years, with differences ranging from -18.2 to -22.7 percentage points in 2021-2022 and 2022-2023.

**Summary**

While the school has demonstrated strong overall GLD outcomes, the performance of PPG pupils has been inconsistent. The improvement in 2023-2024 suggests that targeted strategies have been effective in closing the attainment gap. However, the subsequent decline in 2024-2025 indicates a need for sustained, focused interventions to ensure disadvantaged pupils consistently achieve a good level of development.

## Phonics Screening Check (Year 1 Children / Re-Assessment in Year 2)

The Year 1 Phonics Screening Check is a statutory assessment in England, designed to measure pupils' ability to decode and blend sounds (phonics) to read words at an age-appropriate standard. Year 1 pupils who do not meet the expected standard in Year 1 are provided with additional phonics support and then re-assessed in Year 2.

The percentages of children working at or above the phonics standard over the past 4 years are as follows:

| | Academic Year | | | |
|---|---|---|---|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Icknield: PPG Pupils (%) | 61.9 | 66.7 | 56.5 | 66.7 |
| Icknield: All Pupils (%) | 69.3 | 80 | 80.3 | 78.5 |
| Gap | 7.4 | 13.3 | 23.8 | 11.8 |
| Icknield: Pupils Included (#) | 75 | 60 | 66 | 65 |
| North Hertfordshire Pupils (%) | 75.8 | 82.6 | 79.8 | 80.9 |
| Hertfordshire Pupils (%) | 75.9 | 79.4 | 81.3 | 81.6 |
| National (England) (%) | 75.5 | 78.9 | 80.2 | 79.9 |

**PPG Pupils' Performance – Key Points**

- PPG pupils consistently perform below the overall school average in phonics by a margin ranging from 7 to 23.8 percentage points.
- The largest gap was in 2023-2024, where PPG pupils achieved 56.5% compared to 80.3% for all pupils.
- The performance of PPG pupils is below the averages for North Hertfordshire, Hertfordshire, and national levels in all four years, showing a consistent area for development.
- PPG pupils' outcomes have fluctuated, with a dip in 2023-2024 followed by an increase in 2024-2025, suggesting variability in the effectiveness of phonics support for disadvantaged pupils.

**Summary**

While the school's overall phonics outcomes are broadly in line with local and national averages, disadvantaged pupils consistently underperform compared to their peers and wider benchmarks. The gap is particularly notable in 2023-2024 but shows some recov-

ery in 2024-2025. This highlights the need for targeted, evidence-based phonics interventions and support for PPG pupils to close the attainment gap and ensure early literacy skills are developed effectively.

## End of Key Stage 1 Reading Data (Year 2 Children)

End of Key Stage 1 reading data is collected at the end of Year 2 to measure pupils' attainment in reading, providing a key indicator of early literacy development and progress. Pupils are assessed against the national curriculum standards and are reported as either 'Working at the Expected Standard (EXS)', 'Working at Greater Depth Within the Expected Standard (GDS)', or 'Working Towards the Expected Standard (WTS)'.

As of the 2023–2024 academic year, end of Key Stage 1 assessments in England have become non-statutory, meaning that schools may choose to conduct these assessments but are no longer required to do so, and there is no obligation to report the results to the Department for Education (DfE). Consequently, there is no national data available from 2023-2024 onwards.

The percentages of children achieving the expected standard or above in Reading by the end of Key Stage 1 (EXS or GDS) over the past 4 years are as follows:

| | Academic Year | | | |
|---|---|---|---|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Icknield: PPG Pupils (%) | 44.0 | 44.0 | 41.0 | 52.1 |
| Icknield: All Pupils (%) | 50.8 | 56.6 | 69.2 | 74.2 |
| Gap | 6.8 | 12.6 | 28.2 | 22.1 |
| National (England) (%) | 67.0 | 68.3 | No data | No data |

**PPG Pupils' Performance – Key Points**

- PPG pupils have consistently performed below the overall school average over the past 4 years.
- Their attainment was lowest in 2023-2024 at 41.0%, with some recovery to 52.1% in 2024-2025.
- The gap between PPG pupils and all pupils at Icknield has been significant, ranging from 6.8 percentage points in 2021-2022 to 28.2 in 2023-2024.
- The gap narrowed in 2024-2025 to 22.1, but remains substantial.

**Summary**

Disadvantaged pupils at the school are underperforming in reading compared to their peers and national averages. Although there has been some improvement last academic year, the attainment gap remains a priority area for targeted intervention and support to raise outcomes for PPG pupils.

## End of Key Stage 1 Writing Data (Year 2 Children)

End of Key Stage 1 writing data is collected at the end of Year 2 to measure pupils' attainment in writing, based on a range of evidence, including pupils' spelling, punctuation, grammar, and handwriting skills. Pupils are assessed against the national

curriculum standards and are reported as either 'Working at the Expected Standard (EXS)', 'Working at Greater Depth Within the Expected Standard (GDS)', or 'Working Towards the Expected Standard (WTS)'.

As of the 2023–2024 academic year, end of Key Stage 1 assessments in England have become non-statutory, meaning that schools may choose to conduct these assessments but are no longer required to do so, and there is no obligation to report the results to the Department for Education (DfE). Consequently, there is no national data available from 2023-2024 onwards.

The percentages of children achieving the expected standard or above in writing by the end of Key Stage 1 (EXS or GDS) over the past 4 years are as follows:

| | Academic Year | | | |
|---|---|---|---|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Icknield: PPG Pupils (%) | 32.0 | 28.0 | 23.5 | 43.5 |
| Icknield: All Pupils (%) | 42.6 | 42.1 | 61.6 | 66.2 |
| Gap | 10.6 | 14.1 | 38.1 | 22.7 |
| National (England) (%) | 58.0 | 60.1 | No data | No data |

**PPG Pupils' Performance – Key Points**

- PPG pupils have consistently performed below the overall school average over the past 4 years.
- Their attainment was lowest in 2023-2024 at 23.5%, with a notable improvement to 43.5% in 2024-2025.
- The gap between PPG pupils and all pupils at Icknield has been significant, ranging from 10.6 percentage points in 2021-2022 to 38.1 in 2023-2024.
- The gap narrowed in 2024-2025 to 22.7, but remains substantial.

**Summary**

Disadvantaged pupils at the school are underperforming in writing compared to their peers and national averages. Although there has been some improvement last academic year, the attainment gap remains a priority area for targeted intervention and support to raise outcomes for PPG pupils.

## End of Key Stage 1 Maths Data (Year 2 Children)

End of Key Stage 1 maths data is collected at the end of Year 2 to measure pupils' attainment in maths, based on a range of evidence, including pupils' understanding of number, calculations, problem-solving, and reasoning skills. Pupils are assessed against the national curriculum standards and are reported as either 'Working at the Expected Standard (EXS)', 'Working at Greater Depth Within the Expected Standard (GDS)', or 'Working Towards the Expected Standard (WTS)'.

As of the 2023–2024 academic year, end of Key Stage 1 assessments in England have become non-statutory, meaning that schools may choose to conduct these assessments but are no longer required to do so, and there is no obligation to report the results to the

Department for Education (DfE). Consequently, there is no national data available from 2023-2024 onwards.

The percentages of children achieving the expected standard or above in maths by the end of Key Stage 1 (EXS or GDS) over the past 4 years are as follows:

| | Academic Year | | | |
|---|---|---|---|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Icknield: PPG Pupils (%) | 48.0 | 36.0 | 41.0 | 43.5 |
| Icknield: All Pupils (%) | 55.7 | 51.3 | 69.2 | 64.5 |
| Gap | 7.7 | 15.3 | 28.2 | 21 |
| National (England) (%) | 68.0 | 70.4 | No data | No data |

**PPG Pupils' Performance – Key Points**

- PPG pupils have consistently performed below the overall school average over the past 4 years.
- Their attainment was lowest in 2022-2023 at 36.0%, improving to 41.0% in 2023-2024, followed by 43.5% in 2024-2025.
- The gap between PPG pupils and all pupils at Icknield has been significant, most significantly 28.2 percentage points in 2023-2024.
- The gap narrowed in 2024-2025 to 21.0 percentage points, but remains substantial.

**Summary**

Disadvantaged pupils at the school are underperforming in maths compared to their peers and national averages. Although there has been some improvement last academic year, the attainment gap remains a priority area for targeted intervention and support to raise outcomes for PPG pupils.

## Attendance Data

Pupil attendance data for the past 4 years is as follows:

| | Academic Year | | | |
|---|---|---|---|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Attendance: PPG Pupils (%) | 77.5 | 70.6 | 83.4 | 87.3 |
| Attendance: All Pupils (%) | 92.2 | 91.5 | 90.8 | 92.1 |
| Gap | 14.7 | 20.9 | 7.4 | 4.8 |
| National (England) (%) | 92.6 | 92.7 | 93.1 | 93.4 |

**PPG Pupils' Attendance – Key Points**

- PPG pupils have consistently lower attendance rates than the overall school population and national average across all 4 years.
- The attendance gap was widest in 2022-2023 at 20.9 percentage points.
- There has been a significant improvement in the attendance of PPG children in the last two years, rising from 70.6% in 2022-2023 to 87.3% in 2024-2025, indi-

cating that the attendance improvement strategies (early intervention, family support, and attendance monitoring) are having a positive impact on attendance for those pupils.
- Despite improvements, the gap remains notable, with PPG attendance at 87.3% in 2024-2025 compared to an overall school attendance of 92.1% and a national average of 93.4%.

**Summary**
Disadvantaged pupils have consistently attended school less than their peers and national averages. Although recent years have seen promising improvements, the attendance of disadvantaged pupils continues to be a critical focus area, necessitating sustained and targeted support to close the gap and ensure equitable access to education for all.

## Externally provided programmes

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

| Programme | Provider |
|---|---|
| Art therapy | Drawing and Talking – Emma Taylor |
| Wraparound care | Nessies Childminding Limited |
| PSHE and RE curriculum | Jigsaw PSHE Limited |

## Service pupil premium funding (optional)

| How our service pupil premium allocation was spent last academic year |
|---|
| Not applicable. |
| **The impact of that spending on service pupil premium eligible pupils** |
| Not applicable. |