

# Westhouses Primary 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 the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Westhouses Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	28% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Juliette Whitby
Pupil premium lead	Kristy Coupe
Governor / Trustee lead	Simon Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

- At Wethouses Primary School we are committed to our school motto ‘Welcoming, Hardworking, Positive, Supportive’ and this lies at the heart of everything we do for all of our pupils. Our school values are “Family, Inspiring, Supporting and Creative” and all of these underpin our intention to support our children and their families. Our intention is to provide a rich and inclusive teaching and learning environment where no child is left behind socially or academically. We welcome pupils into our “Westhouses family” with the promise to do everything we can to support them and their families through their school journey. We strive to support wellbeing, raise lifelong aspirations and focus on removing barriers to learning. It is our intent that pupils will be provided with quality-first teaching, where every pupil is supported and challenged. We will provide timely, specific support when needed. The Pupil Premium funding will ensure that all pupils will be given the same experiences and opportunities as their peers, despite any “disadvantage”.
- Our Pupil Premium Strategy aims to address the main barriers our children face. We focus on Social, Emotional and Mental Health support for these pupils as this can often be a priority. We also plan support for these pupils in their usual classroom environment. We intend to track and monitor Pupil Premium pupils, plan targeted support when needed and carefully review any interventions to ensure accelerated progress and attainment. We strongly believe that quality-first teaching and a range of learning experiences are the best way to raise standards for all students.
- We intend to focus on areas in which disadvantaged pupils require the most support such as social and emotional well-being and reading.
- Our approach is underpinned by evidence-based research and is bespoke to the pupils in our cohort at this current time. This is why we have created a 1 year plan as the make-up of our school changes each academic year depending on the incoming or outgoing cohort and the number in-year transfer. The approaches we have adopted have been trialled by the school overtime. To ensure the approaches are effective we will:
  - act early to intervene when a need is identified.
  - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
  - see the ‘whole’ child to ensure all pupils’ social and emotional needs are met and have regular professional discussions about Pupil Premium pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Maths progression for PP SEND pupils.</b>  <b>Maths attainment for Specific Year Groups (1,2,4 and 5) .</b>            In some year groups, Maths attainment is lower for PP pupils than it is for their non-PP counterparts.            Some PP SEND pupils have lower attainment than their peers.</p>
2	<p><b>Literacy skills; reading and writing progress and attainment.</b>            Not all PP pupils are on track for Reading and Writing.            Accelerated progress is needed to get these pupils on track.            Next year, PP pupils who also have additional needs will require support in reading and writing in order to close the gap. This can be a combination of small group tuition and in-class support.</p>
3	<p><b>Cost of living for all PP pupil families.</b>            PP pupils at risk of struggling with the cost of living. The cost of gas and electricity, food, clothes and fuel continue to increase dramatically. This is a worry for many families but particularly PP pupils.</p>
4	<p><b>Social, emotional and behavioural difficulties of PP pupils.</b>            Pupils can find learning more challenging if they are struggling socially and emotionally. Difficulties with behaviour can also impact on capacity for learning and retention for themselves and others.            Pupils will need to be identified for specific intervention.</p>
5	<p><b>Wider opportunities for PP pupils.</b>            Some Pupil Premium pupils may not have the same opportunities as their non-PP peers. For example, accessing clubs and extra-curricular activities, visiting off-site experiences, holidays etc.</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p>Greater maths progression for PP (SEND) pupils in order to close the gap in attainment.</p>	<p>To narrow the gap in Maths, particularly for PP children in the year groups identified and SEND.</p> <p>Pupils who have been identified will receive regular bespoke boosters including interventions based on the 4 operations KS2 and number recognition and composition KS1.</p> <p>SEND PP pupils will make accelerated progress in Maths.</p>
<p>Embedded Literacy skills. Pupils make greater progress and close the gap in reading and writing.</p>	<p>PP pupils to close the gap in reading and writing.</p> <p>PP pupils will retain year group specific phonic knowledge and spelling skills.</p>
<p>PP families experience less stress and financial pressures. PP pupils are included in all activities that incur an additional cost.</p>	<p>PP pupils are supported through difficult times.</p> <p>PP pupils are offered food parcels and subsidisations to allow them the same opportunities as Non-PP pupils.</p>
<p>Improved social, emotional and behavioural skills of PP pupils. PP pupils report or show signs of improved well-being.</p>	<p>PP pupils identified for nurture group and access twice weekly sessions or more regular.</p> <p>PP pupils access Forest Schools.</p> <p>PP pupils are invited on allotment afternoons.</p> <p>PP pupils are well recognised for their achievements.</p>
<p>PP pupils have the opportunity for many more experiences.</p>	<p>PP pupils have the same opportunities as their non-PP peers.</p> <p>PP pupils have participated in a wealth of different opportunities they may not have accessed through home-life.</p> <p>This includes; educational visits, residential trips and sporting events.</p>

## Activity in this academic year

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: £13,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups will access Mastering Number programme to embed number sense.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning +5 months (EEF)	1
New White Rose Mixed age planning to make it easier for the class teacher to teach all pupils at the same time effectively.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF Guide to the Pupil Premium	1
Small group Reading Practice Sessions with extra funded teaching assistant.	Immediate feedback during small ability group session – Feedback +6 months (EEF) Reading comprehension strategies +6 months (EEF)	2
In class support of TA in prioritised core subject to enable smaller groups and more immediate feedback with view to accelerate progress.	Feedback +6 months (EEF) Teaching assistant interventions +4 months (EEF)	1, 2, 4
Teacher for Reception / Year 1 employed to allow for smaller group work to take place. Also to ensure best possible start to school-aged education.	Pupils work in smaller groups with more focus from the teacher. Feedback is more immediate and pupils know how to move their learning on. Reducing class sizes +2 months (EEF) Feedback +6 months (EEF)	1, 2, 4

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

**Budgeted cost: £5,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tutoring and interventions – tailored to pupils and focused on assessments.	Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	1
Writing tuition and interventions – tailored to pupils and focused on assessments.	Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	2
Reading boosters and interventions for PP pupils	Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF) Reading comprehension strategies +6 months (EEF)	2
Physical Literacy intervention	Teaching assistant interventions +4 months (EEF) Physical activity +1 month (EEF)	2, 4 £470
Keep-up Phonics / Precision teaching	Phonics +5 months Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	2, 4

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

**Budgeted cost: £9,370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups	Interventions focused on supporting the social, emotional and behavioural difficulties (SEBD). We will offer a short-term, inclusive, targeted intervention for pupils who need support in this area.  Social and emotional learning +4 months (EEF)	4
Contribution to Fair share food parcels	Vulnerable PP families do not go without food. Pupils are ready to learn and socialise in school.	3
Subsidised uniform, trips, clubs, Wrap Around Care	PP pupils have the same opportunities as their non-PP peers. PP families experience less stress for financial pressures. PP pupils are included in all activities that incur an additional cost.	3
Early help check-ins with the Early Help pastoral officer by headteacher	Ensuring we are supporting pupils and their families as best we can. School has an early-help officer who attends school once a week. The headteacher has regular meetings with the Early Help pastoral officer.	3, 4, 5
Forest Schools / Allotment afternoons	PP pupils have the same or more opportunities as their non-PP peers.	3, 4, 5
Cool Milk funded for Pupil Premium pupils	Vulnerable PP pupils do not go without milk to drink. Pupils are ready to learn and socialise in school. Aids healthy development.	3

**Total budgeted cost: £28,520 (overspend of £1310 to be funded by school budget)**

## 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 2022 to 2023 academic year.

#### ACHIEVEMENT REVIEW 2023/2024

##### RECEPTION:

Number of children: 8 All 2 Disadvantaged

On track to achieve a good level of development (GLD)				
	September	December +1	April	July
All	50%	56%	63%	75%
Disadvantaged	0%	50%	50%	50%

## YEAR 1:

Number of children: 7 All 4 Disadvantaged

On track to be working at or above <b>expected</b> standard				
<b>Autumn:</b>	September	December +2	April -1	July
<b>Reading</b>				
All	83%	62%	71%	71%
Disadvantaged	67%	50%	50%	50%
<b>Writing</b>				
All	50%	38%	43%	57%
Disadvantaged	0%	0%	0%	25%
<b>Mathematics</b>				
All	67%	62%	57%	57%
Disadvantaged	33%	25%	25%	25%
<b>Phonics</b>				
All	83%	75%	71%	71%
Disadvantaged	67%	50%	50%	50%
<b>Re, Wr, Ma</b>				
All	50%	38%	43%	43%
Disadvantaged	0%	0%	0%	0%
* Proportion of children who met or exceeded the ELG at the end of YR for each of reading, writing and mathematics.				50% combined

On track to be working at <b>greater depth / higher standard</b>				
	September	December +2	April -1	July
<b>Reading</b>		12%		
All	17%		14%	14%
Disadvantaged	0%	0%	0%	0%
<b>Writing</b>		12%		
All	17%		14%	14%
Disadvantaged	0%	0%	0%	0%
<b>Mathematics</b>		25%		
All	0%		14%	14%
Disadvantaged	0%	0%	0%	0%
<b>Re, Wr, Ma</b>		12%		
All	0%		14%	14%
Disadvantaged	0%	0%	0%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>0.78</b>	<b>1</b>	<b>0.72</b>	<b>Maths all</b>	<b>1.29</b>	<b>1.57</b>	<b>0.79</b>
<b>Reading Disadvantaged</b>	<b>1</b>	<b>1</b>	<b>0.5</b>	<b>Maths Disadvantaged</b>	<b>2</b>	<b>2</b>	<b>0.63</b>
<b>Writing all</b>	<b>1.21</b>	<b>1.5</b>	<b>1.65</b>	<b>SPAG all</b>	<b>1.07</b>	<b>1.43</b>	<b>1.57</b>
<b>Writing Disadvantaged</b>	<b>1.75</b>	<b>1.87</b>	<b>2.13</b>	<b>SPAG disadvantaged</b>	<b>1.25</b>	<b>1.75</b>	<b>2</b>

**YEAR 2:**

Number of children: 9 All 4 Disadvantaged

On track to be working at or above <b>expected</b> standard				
	September	December +1	April	July
<b>Reading</b>				
All	88%	89%	89%	89%
Disadvantaged	67%	67%	75%	75%
<b>Writing</b>				
All	88%	89%	89%	89%
Disadvantaged	67%	67%	75%	75%
<b>Mathematics</b>				
All	88%	89%	89%	89%
Disadvantaged	100%	100%	100%	100%
<b>Phonics</b>				
All	88%	89%	89%	89%
Disadvantaged	67%	67%	75%	75%
<b>Re, Wr, Ma</b>				
All	75%	78%	78%	78%
Disadvantaged	67%	75%	75%	75%

On track to be working at <b>greater depth / higher standard</b>				
	September	December +1	April	July
<b>Reading</b>				
All	38%	44%	44%	22%
Disadvantaged	33%	33%	25%	0%
<b>Writing</b>				
All	25%	44%	33%	22%
Disadvantaged	33%	33%	25%	25%
<b>Mathematics</b>				
All	38%	44%	44%	22%
Disadvantaged	67%	33%	25%	25%
<b>Re, Wr, Ma</b>				
All	25%	11%	11%	0%
Disadvantaged	33%	0%	0%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>1.19</b>	<b>1</b>	<b>0.61</b>	<b>Maths all</b>	<b>1.07</b>	<b>1</b>	<b>0.83</b>
<b>Reading Disadvantaged</b>	<b>1.34</b>	<b>1</b>	<b>0.24</b>	<b>Maths Disadvantaged</b>	<b>0.84</b>	<b>1</b>	<b>1</b>
<b>Writing all</b>	<b>1.19</b>	<b>1</b>	<b>0.67</b>	<b>SPAG all</b>	<b>0.87</b>	<b>0.95</b>	<b>1.27</b>
<b>Writing Disadvantaged</b>	<b>1.34</b>	<b>1</b>	<b>0.37</b>	<b>SPAG disadvantaged</b>	<b>0.67</b>	<b>0.88</b>	<b>1.5</b>

**YEAR 3:**

Number of children: 16 All 3 Disadvantaged

On track to be working at or above <b>expected</b> standard				
	September	December +3	April -1	July
<b>Reading</b>				
All	71%	65%	62%	62%
Disadvantaged	50%	33%	33%	33%
<b>Writing</b>				
All	71%	65%	62%	62%
Disadvantaged	100%	67%	67%	67%
<b>Mathematics</b>				
All	79%	71%	69%	69%
Disadvantaged	50%	33%	33%	33%
<b>EGPS</b>				
All	64%	59%	62%	62%
Disadvantaged	100%	67%	67%	67%
<b>Re, Wr, Ma</b>				
All	64%	59%	56%	56%
Disadvantaged	50%	33%	33%	33%

On track to be working at <b>greater depth / higher standard</b>				
	September	December +3	April	July
<b>Reading</b>				
All	29%	24%	25%	25%
Disadvantaged	0%	0%	0%	0%
<b>Writing</b>				
All	14%	12%	13%	19%
Disadvantaged	0%	33%	0%	0%
<b>Mathematics</b>				
All	14%	12%	19%	25%
Disadvantaged	0%	0%	0%	0%
<b>EGPS</b>				
All	7%	12%	6%	6%
Disadvantaged	0%	0%	0%	0%
<b>Re, Wr, Ma</b>				
All	7%	6%	6%	6%
Disadvantaged	0%	0%	0%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>0.97</b>	<b>0.97</b>	<b>1</b>	<b>Maths all</b>	<b>1</b>	<b>1.03</b>	<b>0.97</b>
<b>Reading Disadvantaged</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>Maths Disadvantaged</b>	<b>1</b>	<b>1</b>	<b>0.83</b>
<b>Writing all</b>	<b>1</b>	<b>1</b>	<b>1.07</b>	<b>SPAG all</b>	<b>1.07</b>	<b>1</b>	<b>1</b>

<b>Writing Disadvantaged</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>SPAG disadvantaged</b>	<b>1</b>	<b>1</b>	<b>1</b>
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## YEAR 4:

Number of pupils: 14 All 4 Disadvantaged

On track to be working at or above <b>expected</b> standard				
	September	December +4	April	July
<b>Reading</b>				
All	80%	64%	71%	71%
Disadvantaged	50%	50%	50%	50%
<b>Writing</b>				
All	80%	64%	64%	79%
Disadvantaged	50%	50%	50%	75%
<b>Mathematics</b>				
All	80%	64%	64%	64%
Disadvantaged	50%	50%	50%	50%
<b>EGPS</b>				
All	80%	64%	64%	71%
Disadvantaged	50%	50%	50%	50%
<b>Re, Wr, Ma</b>				
All	70%	57%	57%	57%
Disadvantaged	25%	25%	25%	25%

On track to be working at <b>greater depth / higher standard</b>				
	September	December +4	April	July
<b>Reading</b>				
All	20%	21%	21%	29%
Disadvantaged	25%	25%	0%	25%
<b>Writing</b>				
All	30%	21%	29%	29%
Disadvantaged	25%	25%	25%	25%
<b>Mathematics</b>				
All	20%	14%	21%	29%
Disadvantaged	25%	25%	0%	25%
<b>EGPS</b>				
All	20%	14%	29%	29%
Disadvantaged	25%	25%	25%	25%
<b>Re, Wr, Ma</b>				
All	20%	14%	14%	21%
Disadvantaged	25%	25%	0%	25%

	Points progress				Points progress		
<b>Reading all</b>	<b>1.05</b>	<b>1.29</b>	<b>1</b>	<b>Maths all</b>	<b>0.95</b>	<b>1.18</b>	<b>0.93</b>
<b>Reading Disadvantaged</b>	<b>1</b>	<b>1.12</b>	<b>1</b>	<b>Maths Disadvantaged</b>	<b>0.88</b>	<b>0.87</b>	<b>1</b>
<b>Writing all</b>	<b>1</b>	<b>1.11</b>	<b>1.11</b>	<b>SPAG all</b>	<b>1</b>	<b>1.14</b>	<b>1.11</b>

<b>Writing Disadvantaged</b>	<b>1</b>	<b>1</b>	<b>1.13</b>	<b>SPAG disadvantaged</b>	<b>1</b>	<b>1.24</b>	<b>0.88</b>
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## YEAR 5:

Number of pupils: 12 All 6 Disadvantaged

On track to be working at or above <b>expected</b> standard				
	September	December +1	April +1	July
<b>Reading</b>	60%	64%	67%	67%
All				
Disadvantaged	60%	60%	60%	67%
<b>Writing</b>	50%	55%	58%	67%
All				
Disadvantaged	40%	40%	40%	50%
<b>Mathematics</b>	60%	64%	67%	75%
All				
Disadvantaged	40%	40%	40%	50%
<b>EGPS</b>	50%	55%	67%	75%
All				
Disadvantaged	40%	40%	40%	50%
<b>Re, Wr, Ma</b>	50%	55%	58%	58%
All				
Disadvantaged	50%	40%	40%	50%

On track to be working at <b>greater depth / higher standard</b>				
	September	December +1	April +1	July
<b>Reading</b>				
All	40%	45%	42%	42%
Disadvantaged	20%	20%	20%	33%
<b>Writing</b>				
All	30%	27%	33%	33%
Disadvantaged	20%	20%	20%	17%
<b>Mathematics</b>				
All	30%	27%	25%	33%
Disadvantaged	20%	20%	20%	17%
<b>EGPS</b>				
All	20%	18%	33%	42%
Disadvantaged	20%	20%	20%	33%
<b>Re, Wr, Ma</b>				
All	30%	27%	25%	33%
Disadvantaged	20%	20%	20%	17%

	Points progress				Points progress		
<b>Reading all</b>	<b>1</b>	<b>1</b>	<b>1.04</b>	<b>Maths all</b>	<b>1</b>	<b>1.23</b>	<b>1.08</b>
<b>Reading Disadvantaged</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>Maths Disadvantaged</b>	<b>1</b>	<b>1.4</b>	<b>1</b>

<b>Writing all</b>	<b>1.18</b>	<b>1.05</b>	<b>1.04</b>	<b>SPAG all</b>	<b>1</b>	<b>1.59</b>	<b>1.17</b>
<b>Writing Disadvantaged</b>	<b>1.3</b>	<b>0.9</b>	<b>1</b>	<b>SPAG disadvantaged</b>	<b>1</b>	<b>1.6</b>	<b>1.2</b>

## YEAR 6:

Number of pupils: 11 All      3 Disadvantaged

On track to be working at or above <b>expected</b> standard				
	Sep	Dec +1	April	July +1
<b>Reading</b>	78%	70%	60%	45%
All				
Disadvantaged	50%	50%	0%	0%
<b>Writing</b>	78%	70%	70%	64%
All				
Disadvantaged	50%	50%	50%	0%
<b>Mathematics</b>	78%	60%	60%	54%
All				
Disadvantaged	50%	0%	0%	0%
<b>EGPS</b>	56%	50%	60%	45%
All				
Disadvantaged	50%	0%	0%	0%
<b>Re, Wr, Ma</b>	78%	60%	60%	45%
All				
Disadvantaged	50%	0%	0%	0%

On track to be working at <b>greater depth / higher standard</b>				
	Sept	Dec +1	April	July
<b>Reading</b>				
All	44%	40%	40%	18%
Disadvantaged	0%	0%	0%	0%
<b>Writing</b>				
All	33%	30%	30%	27%
Disadvantaged	0%	0%	0%	0%
<b>Mathematics</b>				
All	22%	20%	20%	18%
Disadvantaged	0%	0%	0%	0%
<b>EGPS</b>				
All	33%	30%	40%	18%
Disadvantaged	0%	0%	0%	0%
<b>Re, Wr, Ma</b>				
All	22%	20%	20%	9%
Disadvantaged	0%	0%	0%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>1</b>	<b>1</b>		<b>Maths all</b>	<b>0.94</b>	<b>0.95</b>	
<b>Reading Disadvantaged</b>	<b>1</b>	<b>1</b>		<b>Maths Disadvantaged</b>	<b>0.75</b>	<b>0.75</b>	

<b>Writing all</b>	<b>1.05</b>	<b>1</b>		<b>SPAG all</b>	<b>1</b>	<b>1.2</b>	
<b>Writing Disadvantaged</b>	<b>1.25</b>	<b>1</b>		<b>SPAG disadvantaged</b>	<b>1</b>	<b>1.5</b>	

## **Summary of Pupil Premium achievements 2023-24**

Pupil-premium pupils have been recognised in celebration assemblies equally. All PP pupils have attended trips and some have accessed extra-curricular clubs. Food parcels have been handed out weekly to PP families in need. Families can ask for support if they feel they need it and school are quick to respond.

Schemes for Foundation Subjects have been embedded throughout the year and teachers have been working on strategies for Know More, Remember More. This has provided pupils with a strong framework of content and the opportunities to recap and retrieve knowledge.

KS2 Pupil Premium pupils require additional in-class support and tailored interventions to close the gap with their peers. They will receive support for their additional needs too. A large number of Pupil Premium pupils also have additional SEND needs (>60%).

Year 1 and 2 PP pupils require additional support to close their attainment gaps. This will be a small class again next year with in-class support from a Teaching Assistant during core lessons. They will also be identified for any interventions needed. This will include Phonics boosters or extra reading.

New reception intake for September (and any other in-year transfers) need to be monitored closely. If pupils are identified as PP after the publication of this strategy, changes may need to be made in order to best support the new students.

Some PP pupils in all classes have received Maths tutoring, the majority of which has been carried out by the class teacher. These pupils made expected progress or better.

Most PP pupils have made expected progress or better in all areas. Those who have not made expected progress also have additional SEND as well as Pupil Premium.

Nuture has been implemented for just under half of the PP pupils in our school. Group leaders have reported great progress in social skills and confidence of these pupils. Boxhall profiles indicate improvement in areas of personal development needs.

All pupils have accessed Forest Schools and some have been to allotment sessions. This will continue into the new academic year. Pupils have also worked alongside

peers from a local Special Needs school, enabling them to develop social skills such as teamwork and communication.

Food parcels have been handed out weekly to some Pupil Premium families. Families are aware they can approach the school if they require support.

As a school, we have trained an existing employee as an Early Help Support Officer. This means that parents and carers have a familiar face to speak to about any worries. Having an Early Help officer in school daily means we are more likely to 'catch' small problems before they grow. Many Pupil Premium families are accessing our Early Help support.

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	Maths Circle
NELI	Nuffield Foundation
D&T scheme	Kapow Primary
Science scheme	Developing Experts
Music scheme	Charanga Music
Computing scheme	Teach Computing
Maths scheme	White Rose Maths
Geography & History scheme	Focus Education
Phonics and early reading	Little Wandle: Letters and Sounds
My Maths	Oxford University Press
Mastering Number	NCETM
Grammar teaching sequences	Classroom Secrets
Literacy scheme	Literacy Tree
Seesaw Learning Platform	Seesaw