# 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 80 |
| Proportion (%) of pupil premium eligible pupils | 34% (15 pupils +12 FSM) |
| Academic year/years that our current pupil premium strategy plan covers | 2026-2029 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| 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 | £36,380 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £36,380 |

# Part A: Pupil premium strategy plan

## Statement of intent

- From the moment our pupils and their families enter the doors, they are welcomed into the Westhouses family. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- Our intention is to provide a rich and inclusive teaching and learning environment where no child is left behind socially or academically. We strive to support wellbeing, raise lifelong aspirations and focus on removing barriers to learning. It is our intention that pupils will be provided with quality-first teaching, where every pupil is supported and challenged. We will provide timely, specific support or intervention when needed.
- Our school has a Pupil Premium Lead to oversee pupil premium spending and impact across the school. This is a member of the Senior Leadership Team and Designated Safeguarding Lead.
- The governor responsible for overseeing Pupil Premium works for Derbyshire County Council's Children's Services, delivering training to schools across Derbyshire on a range of safeguarding and social care approaches. This echoes the school's commitment and priority to disadvantaged pupils and their families.
- We know that all our children and families are different and have different needs and use our knowledge to allocate spending for best value and need. If we feel that a child would benefit from additional, personalised support, we will invest pupil premium and support that child in a bespoke way.
- 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, reading, oracy and maths. Additional interventions are led by qualified teachers and highly-skilled teaching assistants. Provision for intervention can be 1:1 or small groups and is always personalised and designed to close gaps in learning and target individuals to accelerate progress.
- Our approach is underpinned by evidence-based research and is bespoke to the pupils in our cohort at the current time. The approaches we have adopted have been trialled by the school over time. 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 | **Literacy skills; pupils' oracy skills.**<br>It has been noticed that some pupils find speaking and listening difficult. The key themes of this are; taking turns to speak and listening carefully to each other, speaking in full sentences, adding to what others have said, speaking in the correct tense and grammatical accuracy.<br>Oracy has been identified as a key challenge for the school as it impacts significantly on all other areas of learning. |
| 2 | **Literacy skills; reading progress and attainment.**<br>Below national average end of Key Stage 2 data.<br>A common trend of weaker fluency levels has been noticed throughout the school. Some identified pupils appear to read the words without showing full understanding of the text. Reading is monotonous or sometimes slow and laborious. This is correlating with slower progress in reading. Some pupil premium pupils have difficulty with inferring meaning and answering questions.<br>On entry to Reception class in the last 3 years, 67% of our disadvantaged pupils arrived below age-related expectations compared to 27% of other pupils. |
| 3 | **Maths attainment and progression for PP SEND pupils.**<br>***Maths attainment for specific year groups (1, 2 and 4).***<br>A trend in Maths is that Pupil premium pupils in general show difficulties with number sense and remembering important number facts. These include; recalling number bonds to 10, counting in 2s 5s 10s and later retaining times tables. Older pupils in UKS2 display difficulties with formal written methods, although their number knowledge and understanding are at age-expected.<br>On entry to Reception class in the last 3 years, 67% of our disadvantaged pupils arrived below age-related expectations compared to 27% of other pupils. |
| 4 | **Pupil Premium pupils struggling socially and emotionally. Some PP pupils also experience difficulties regulating which may impact their behaviour.**<br>For some Pupil Premium pupils, attending school, keeping regulated and managing their emotions takes a lot of effort and energy. If children's basic needs are not yet met, they will struggle to meet the learning. Pupils can find learning more challenging if they are struggling socially and emotionally too. Difficulties with behaviour can also impact on capacity for learning and retention for themselves and others.<br>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. |

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| 5 | **Attendance of Pupil Premium pupils lower than that of their peers**<br>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils. Last year, 4 out of 21 (19%) of disadvantaged pupils had been 'persistently absent' compared to 4 out of 60 (7%) of their non-pupil premium peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress. |

## 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.* **Literacy skills; pupils' oracy skills.**<br>Improved linguistic skills of pupils. Pupils can contribute to class discussions on a deeper level. Improved grammatical accuracy. Improved prosody in reading. Improvements to writing results. | Quantitative assessments show increased number of pupils able to achieve the targets of Ayup me duck initiative.<br><br>Staff feedback will show that class discussions show pupils are listening to each other and adding further ideas. Discussions will be more efficient and deeper as a result.<br><br>Pupils speak with much more grammatical accuracy, as reported by class teachers.<br><br>Fluency reading assessments highlight that prosody has improved as a result.<br><br>Formative assessments of writing show more pupils meeting age-related expectations as they are more accurate and use correct tenses etc. |
| *2.* **Literacy skills; reading progress and attainment.**<br>Improved attainment towards age-expected in Reading.<br>Improved fluency levels.<br>Increased understanding of what they have read. | Pupil premium pupils make greater progress in reading.<br><br>Assessments show more pupils on track to meet age-related expectations.<br><br>Fluency reading levels show pupils can read more words per minute.<br><br>1:1 Fluency reading assessments show that pupils read with good expression, with good phrasing and at a conversational pace.<br><br>Phonics Screening Tests show that pupils have retained more phonological knowledge than previously recorded. |

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| | Pupil voice outline that pupils know the tools they can use to help them with their reading. Pupil voice also shows increased confidence and enjoyment in Reading.<br><br>Drop ins show pupils are well-supported and informed during Reading Practice Sessions. They also show that staff are modelling fluency and comprehension.<br><br>Staff feedback indicates pupils are increasing in confidence, improving their fluency and are better understanding the texts.<br><br>Improved reading attainment for disadvantaged pupils at the end of KS2. |
| *3.* **Maths attainment and progression for PP SEND pupils.**<br>Improved attainment, confidence and understanding of age-expected content in Maths | Assessments and observations indicate significant improvement of progress in Maths.<br><br>Improved Maths outcomes in end of KS2 SATs results.<br><br>More Pupil premium pupils reach age-related expectations at the end of their Key Stage.<br><br>Increased levels of confidence and understanding is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice, and ongoing formative teacher assessment. Lesson drop ins and staff feedback will also highlight increased pupil confidence and understanding. |
| *4.* **Pupils struggling socially and emotionally.**<br>Improved social and emotional skills. Improved attendance. Improved engagement in class. Less behaviour incidents. Greater happiness and regulation reported while in school. | Boxhall profile assessments indicate significant improvement in SEMH of Pupil premium pupils who have accessed interventions.<br><br>Qualitative feedback from teachers highlights improvement in pupil engagement, happiness and periods of regulation.<br><br>Pupil premium attendance percentages improve.<br><br>Pupil voice of these pupils indicate that they feel supported and valued. Pupil voice also shows improvement in self-esteem and emotional well-being.<br><br>Pupils achieve their specific targets from the AET progression framework.<br><br>Attendance data is on an upward trajectory. |
| ***5.*** **Attendance of disadvantaged pupils.**<br>To achieve and sustain improved attendance for all | Sustained high attendance by 2027/28 demonstrated by:<br>· the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. |

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| pupils, particularly our disadvantaged pupils. | · the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers. |

## 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: **£14,200**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| CPD for teaching staff on;<br>• Effective modelling<br>• Supporting SEND children with communication and language needs<br>• Further implement use of Widgit<br>• AyUp Me Duck strategies<br>• Refining the reading practice sequence | "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." | 1, 2, 3, 4 |
| CPD for Five-a-day approach.<br>Inset day training, 1:1 discussions with other Teaching Assistants. Pupil Premium leader to check staff confidence of using Five-a-day approach. | "EEF Five-a-day Approach provides five well-evidenced, practical teaching strategies that improve outcomes for pupils with Special Educational Needs and Disabilities (SEND) while benefiting every learner in the classroom." | 1, 2, 3 |
| Explicit teaching by teachers and teaching assistants.<br>(for example modelling reading / writing in lesson or intervention group. Introducing new material in small steps) | EEF Five-a-day Approach | 1, 2, 3 |
| English lead time to carry out standardised diagnostic assessments for reading fluency. Training for staff to ensure assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br>See 'Diagnostic assessment \| EEF' | 2 |

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|---|---|---|
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase any necessary resources and fund ongoing teacher training and release time if / when needed. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>'Oral language interventions \| Teaching and Learning Toolkit \| EEF' | 1 |
| Enhancement of our maths teaching and lesson sequences in line with DfE and EEF guidance with support of the Maths Hub.<br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including working group from Maths Hub).<br>Release time for Maths Lead to conduct joint monitoring with PS | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br>'Mathematics_guidance: key stages 1_and 2'<br>The EEF guidance is based on a range of the best available evidence:<br>'Improving Mathematics in Key Stages 2 and 3' | 3 |
| Small group Reading Practice Sessions with extra funded teaching assistant. | EEF Small group tuition +4 months | 2 |
| CPD from NO'D - English Hub<br>Oracy - teaching staff CPD training, time for reflection, embedding into practice.<br>Reading – teaching staff CPD training, support with and monitoring of reading interventions, strategies and assessments (SENDCo to oversee). | EEF Oral language interventions +6 months<br><br>EEF Reading comprehension strategies +7 months | 1<br><br>2 |
| CPD from LK - English Hub<br>Embedding the Little Wandle Letters and Sounds Phonics programme<br>Release time for English Lead to conduct joint monitoring with LK | EEF Phonics +5 months | 2 |
| Improve the quality of social and emotional (SEL) learning. PSHE lead to introduce new PSHE Matters scheme. Ensure social and emotional learning is effectively covered. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>Improving_Social_and_Emotional_Learning in Primary Schools \| EEF | 4 |
| PSHE lead release time to check on embedding of PSHE matters. | "Teacher preparedness and enthusiasm for SEL are | 4 |

| | | |
|---|---|---|
| PSHE lead release time to complete BERT award with support from mentor. | associated with better outcomes" EEF | |
| In class support of teaching assistants in prioritised core subjects using Five-a-day approach. | EEF Five-a-day Approach provides five well-evidenced, practical teaching strategies that improve outcomes for pupils with Special Educational Needs and Disabilities (SEND) while benefiting every learner in the classroom. | 1, 2, 3 |
| Teaching staff for Nursery employed to allow for smaller group work to take place in EYFS unit. Also to ensure school-readiness and best possible start to school-aged education. | EEF Small group tuition +4 months | 1, 2, 3 |
| CPD with school ISAT for teaching staff<br>Staff meetings for training on SEND complexities, strategies or interventions.<br>*This may also be in class modelling strategies or releasing staff to meet with ISAT.* | Follow the EEF's Effective Professional Development guidance | 1, 2, 3, 4 |

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

Budgeted cost: **£12,350**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continuing transition support through the Building Bridges Project | EEF Peer tutoring primary age pupils (+5 months) | 2 |
| Communication and language interventions<br>Talk Boost Nursery | EEF Oral language interventions +6 months | 1 |
| Small group Phonics sessions – Keep up phonics, Rapid catch up | EEF Phonics +5 months | 2 |
| 1:1 support / interventions in KS1 for Pupil Premium pupils who are also SEND. | One-to-one tuition +5 months (EEF)<br>Teaching assistant interventions +4 months (EEF) | 1, 2, 3, 4 |
| Maths tutoring and interventions – tailored to pupils and focused | Teaching assistant interventions +4 months (EEF)<br>Small group tuition +4 months (EEF) | 3 |

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|---|---|---|
| on assessments.<br>Pre/post teaching. | | |
| Reading boosters and interventions (e.g. Switch-on) | Teaching assistant interventions +4 months (EEF)<br>Small group tuition +4 months (EEF)<br>Reading comprehension strategies +7 months (EEF) | 2 |
| Physical Literacy intervention | Teaching assistant interventions +4 months (EEF)<br>Physical activity +1 month (EEF) | 4 |
| Keep-up Phonics / Rapid catch up / Precision teaching | Phonics +5 months<br>Teaching assistant interventions +4 months (EEF)<br>Small group tuition +4 months (EEF) | 2 |
| Bucket Time - Early years | A structured, adult led group session which is designed to enhance children's attention, listening skills, and social interaction. | 1, 4 |

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

Budgeted cost: **£9,915**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Workshops for parents (personal invites for high priority parents)<br>- Fluency<br>- Phonics<br>- Maths | EEF +4 months progress<br>Within the evidence base, common parental engagement approaches include teaching families strategies or techniques to support pupils' learning or wider development. | 2, 3 |
| Nurture group | Intervention 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.<br><br>Social and emotional learning +4 months (EEF) | 4, 5 |

| | | |
|---|---|---|
| Contribution to Fair share food parcels | Vulnerable PP families do not go without food. Pupils are ready to learn when in school. | 4 |
| Subsidised uniform, trips, clubs, Wrap Around Care | PP pupils have the same opportunities as their non-PP peers.<br>PP families experience less stress for financial pressures. PP pupils are included in all activities that incur an additional cost. | 4, 5 |
| 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 works within the school. The headteacher has regular meetings with the Early Help pastoral officer. | 4, 5 |
| Cool Milk funded for Pupil Premium pupils | Vulnerable PP pupils do not go without milk to drink. Pupils are ready to learn. Aids healthy development. | 4, 5 |
| Weekly music lesson | Whole class music lesson learning to play an instrument Y3, 4 & 5. | 4 |
| Forest Schools / Allotment afternoons | PP pupils have the same or more opportunities as their non-PP peers. | 4 |
| Contingency fund for acute issues. | Based on our previous experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

## Total budgeted cost: £ 36,465

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils in statutory reported data points in comparison to all pupils in the cohort.

**RECEPTION:** Number of children: 18 3 Disadvantaged 1 EHCP pending

| EARLY YEARS FOUNDATION STAGE PROFILE AREA | NATIONAL % | July |
|---|---|---|
| **GOOD LEVEL OF DEVELOPMENT ALL** | 71 | **72%** |
| **GOOD LEVEL OF DEVELOPMENT DISADVANTAGED** | | **33%** |
| COMMUNICATION AND LANGUAGE | 79.3 | 94% |
| PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT | 82.9 | 94% |
| PHYSICAL DEVELOPMENT | 84.8 | 89% |
| LITERACY | 71 | 72% |
| MATHEMATICS | 77 | 83% |
| UNDERSTANDING THE WORLD | 80 | 89% |
| EXPRESSIVE ARTS AND DESIGN | 84.7 | 94% |

**YEAR 1:** Number of children:12 3 Disadvantaged 1 x EHCP & 1 EHCP pending

| **Phonics Screening Check results** | | |
|---|---|---|
| All | Passed phonics screen | 83% |
| Disadvantaged | Passed phonics screen | 33% |

**YEAR 2:** Number of children: 8 1 Disadvantaged Summer: 1 new pupil: ARE

| Met age-expected standard at the end of Key Stage 1 | | | | |
|---|---|---|---|---|
| | September | December | April | July |
| **Reading, Writing, Maths**<br><br>All | 88% | 88% | 75% | **75%** |
| Disadvantaged | 100% | 100% | 100% | **100%** |
| ** Proportion of children who met or exceeded the ELG at the end of YR for each of reading, writing and mathematics.* | | | | 50% combined |

## Year 4 Multiplication check

Number of pupils: 8 3 Disadvantaged

**Average score of all pupils**: 20.5 **Average score of PP pupils**: 21.7

**YEAR 6:** Number of pupils: 14 4 Disadvantaged 3 EHCPs

| Met age-expected standard at the end of Key Stage 2 | | | | |
|---|---|---|---|---|
| | September | December | April | July |
| **Re, Wr, Ma**<br><br>All | 64% | 64% | 64% | 57% |
| Disadvantaged | 50% | 50% | 75% | 25% |

Pupil Premium Data overview

| | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Rec all | 75% | 69% | 72% |
| Rec PP | 50% (all SEN) | 33% (all SEN) | 33% (all SEN) |
| Year 1 all Reading | 71% | 88% | 67% |
| Year 1 PP Reading | 50% | 100% | 33% |
| Year 2 all Reading | 89% | 75% | 75% |
| Year 2 PP Reading | 75% | 50% | 100% |

*Year 1 & 2 priority for extra support in 2026-27 with extra adult support added and more bespoke targeted support for high-level special needs pupils.

| | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Year 1 all Writing | 57% | 88% | 67% |
| Year 1 PP Writing | 25% | 100% | 0% (high level SEN) |
| Year 2 all Writing | 89% | 75% | 75% |
| Year 2 PP Writing | 75% | 50% | 100% |
| Year 1 all Maths | 57% | 88% | 58% |
| Year 1 PP Maths | 25% | 100% | 0% (high level SEN) |
| Year 2 all Maths | 89% | 75% | 75% |
| Year 2 PP Maths | 100% | 50% | 100% |

| | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Year 3 all Writing | 62% | 71% | 29% |
| Year 3 PP Writing | 67% | 67% | 0% |
| Year 4 all Writing | 79% | 67% | 62% |
| Year 4 PP Writing | 75% | 67% | 67% |
| Year 3 all Maths | 69% | 86% | 43% |
| Year 3 PP Maths | 33% | 100% | 25% |
| Year 4 all Maths | 64% | 73% | 75% |
| Year 4 PP Maths | 50% | 67% | 100% |

| | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Year 3 all Reading | 62% | 71% | 43% |
| Year 3 PP Reading | 33% | 67% | 25% |
| Year 4 all Reading | 71% | 67% | 62% |
| Year 4 PP Reading | 50% | 67% | 67% |

*Year 4 priority for bespoke support in 2026-27.

| | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Year 5 all Writing | 67% | 86% | 71% |
| Year 5 PP Writing | 50% | 75% | 100% |
| Year 6 all Writing | 64% | 75% | 86% |
| Year 6 PP Writing | 0% (SEN EHCP) | 60% | 75% |
| Year 5 all Maths | 75% | 71% | 79% |
| Year 5 PP Maths | 50% | 75% | 100% |
| Year 6 all Maths | 54% | 75% | 64% |
| Year 6 PP Maths | 0% (SEN EHCP) | 40% | 25% |

| | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Year 5 all Reading | 67% | 64% | 71% |
| Year 5 PP Reading | 67% | 50% | 50% |
| Year 6 all Reading | 45% | 67% (75%) | 57%<br>3 children 1 mark off |
| Year 6 PP Reading | 0% (SEN EHCP) | 60% (80%) | 25%<br>1 child 1 mark off |

| End of year data 2025-26 Combined Reading, Writing and Maths | All | Pupil Premium |
|---|---|---|
| **Reception** | 72% | 33% |
| **Year 1** | 58% | 0% |
| **Year 2** | 75% | 100% |
| **Year 3** | 29% | 0% |
| **Year 4** | 62% | 67% |
| **Year 5** | 64% | 50% |
| **Year 6** | 57%<br>3 children only 1 mark off | 25%<br>1 child only 1 mark off |

As our cohorts are so small, percentage data can swing one way or the other as each pupil is worth a very large percentage. For example, one of our year 6 pupils was 1 mark off passing their Reading SATs paper which would have increased the PP pass rate from 25% to 50%.

There is clear need for more support and resource targeting for PP pupils in Years 1, 2 and 4 in academic year 2026-27.

Further bespoke support to be given to EYFS SEN pupils in 2026-27.

Some accelerated progress was noted in Year 2 Maths and Year 4 reading, compared to non-PP counterparts.

Pupil premium pupils achieved higher than their non-PP counterparts in two year groups.

Pupil premium pupils took part in all wider curricular experiences they wanted to e.g. trips and residentials, with some families receiving financial support to fund these experiences.

Pupil premium children well-recognised in celebration assemblies and other achievements.

Pupil premium pupils access clubs well. However, some PP pupils opt into all clubs offered and some do not attend. We will continue to look at ways to encourage less engaged PP pupils to attend extra-curricular clubs and events.

Food parcels have been handed out to PP families when a need has been identified. As a school, we fund the FairShare donation that provides the food for this.

A large number of Pupil Premium pupils also have additional SEND needs (>60%). In LKS2 50% of the class were Pupil Premium. Targeted support was provided in this class to close their attainment gaps.

Interventions for Pupil Premium have included Phonics boosters or extra reading, physical literacy, maths key facts, speaking and listening, pre and post-teaching.

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 small group in class support with either a class teacher or teaching assistant. Mostly, these pupils made expected progress or better. Those who have not made expected progress also have additional SEND as well as Pupil Premium.

Nurture sessions have been implemented for just over half of the PP pupils in our school. Pupils were selected based on their social and emotional needs. Some were selected for intervention for their mental well-being. Nurture group leaders have reported progress in social skills and confidence of these pupils.

Pupil premium pupils have accessed either Forest Schools or allotment sessions or both. This will continue into the new academic year when possible.

Last year, around a third of our Pupil Premium families were accessing our Early Help support. Progress from the work with these families is discussed regularly with the Headteacher and half-termly with all DSLs. These monitoring meetings ensure DSLs piece together all information and allow time to review the level of need and support provided. This ensures we are meeting the needs of the families involved.

*End of statement outcomes. Sample size too small to determine outcomes. Accelerated progress seen in 2 year groups. Attainment of PP pupils was higher in 2 year groups.*

## Externally provided programmes

| Programme | Provider |
|---|---|
| Times Table Rockstars / Numbots | Maths Circle |
| CEM baseline | Cambridge CEM |
| 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 |
| Widgit Symbols | Widgit Software Ltd 2002 - 2025 |
| Reading and maths SATs booster | SATs Companion |