

# 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	85
Proportion (%) of pupil premium eligible pupils	23.5% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£42,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## 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.
- At Westhouses 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 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. The Pupil Premium funding will ensure that all pupils will be given the same experiences and opportunities as their peers, in spite of 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. 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 (1,3 and 6).</b>            Not all PP pupils are on track for Reading and Writing.            In LKS2, Maths attainment / progress 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.            Particular attention to be paid in LKS2 as reading and writing attainment is lower for PP pupils than it is for their non-PP counterparts.</p>
3	<p><b>Cost of living for all PP pupil families.</b>            Families of PP pupils are struggling with the cost of living. The cost of bills, food and necessities are much higher than before 2020. 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 interventions.</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. 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: £20,580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support in Year 3 with a qualified teacher.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning +4 months (EEF)	1, 2
Adapted White Rose Mixed age planning to ensure coverage, fluency and problem solving.	“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. Small group Phonics sessions.	Immediate feedback during small ability group session – Feedback +6 months (EEF) Reading comprehension strategies +6 months (EEF) Phonics +5 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 / Teaching staff for Nursery 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

CPD with school ISAT	Communication, language and oracy training for teaching staff.	2, 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £12,347.70**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support / interventions in KS1 for Pupil Premium pupils who are also SEND.	One-to-one tuition +5 months (EEF) Teaching assistant interventions +4 months (EEF)	1, 2, 4
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 +7 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

Talk Boost Early Years Roll out to KS1 after Early Years	Oral language interventions +6 months (EEF)	2, 4
Building bridges project resources and administrative		

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

**Budgeted cost: £9,913**

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
Weekly music lesson	Whole class music lesson learning to play an instrument	4, 5

**Total budgeted cost: £42,897.70**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### ACHIEVEMENT REVIEW 2024/2025

##### RECEPTION:

Number of children: 13 All 3 Disadvantaged

On track to achieve a good level of development (GLD)				
	September	December	April	July
All	31%	54%	62%	69%
Disadvantaged	0%	0%	33%	33%

##### YEAR 1:

Number of children: 8 All 1 Disadvantaged

Autumn: 1 new pupil: ARE in all areas

On track to be working at or above <b>expected</b> standard				
Autumn:	September	December +1 -1	April	July
<b>Reading</b>				
All	75%	89%	88%	88%
Disadvantaged	50%	100%	100%	100%
<b>Writing</b>				
All	75%	78%	88%	88%
Disadvantaged	50%	100%	100%	100%
<b>Mathematics</b>				
All	75%	89%	88%	88%
Disadvantaged	50%	100%	100%	100%
<b>Phonics</b>				
All	75%	78%	88%	88%
Disadvantaged	50%	100%	100%	100%

<b>Re, Wr, Ma</b> All	75%	78%	88%	88%
Disadvantaged	50%	100%	100%	100%
* Proportion of children who met or exceeded the ELG at the end of YR for each of reading, writing and mathematics.				75% combined

On track to be working at <b>greater depth / higher standard</b>				
	September	December +1	April	July
<b>Reading</b> All	25%	22%	38%	38%
Disadvantaged	0%	0%	0%	100%
<b>Writing</b> All	25%	22%	25%	25%
Disadvantaged	0%	0%	0%	100%
<b>Mathematics</b> All	25%	22%	25%	25%
Disadvantaged	0%	0%	100%	100%
<b>Re, Wr, Ma</b> All	25%	22%	25%	25%
Disadvantaged	0%	0%	0%	100%

	Points progress				Points progress		
<b>Reading all</b>	<b>1.3</b>	<b>1</b>	<b>1.32</b>	<b>Maths all</b>	<b>1.1</b>	<b>1.07</b>	<b>1.19</b>
<b>Reading Disadvantaged</b>	<b>1.5</b>	<b>1</b>	<b>1.5</b>	<b>Maths Disadvantaged</b>	<b>1</b>	<b>1.5</b>	<b>1</b>
<b>Writing all</b>	<b>1.27</b>	<b>1.06</b>	<b>1.19</b>	<b>SPAG all</b>	<b>1.17</b>	<b>1.06</b>	<b>1.26</b>
<b>Writing Disadvantaged</b>	<b>1.5</b>	<b>1</b>	<b>1.5</b>	<b>SPAG disadvantaged</b>	<b>1</b>	<b>1</b>	<b>1.5</b>

## YEAR 2:

Number of children: 8 All 4 Disadvantaged

Autumn: 1 new pupil: ARE

On track to be working at or above <b>expected</b> standard				
<b>Autumn:</b>	September	December +1	April	July
<b>Reading</b> All	71%	75%	62%	75%
Disadvantaged	50%	50%	25%	50%
<b>Writing</b> All	57%	62%	62%	75%
Disadvantaged	25%	25%	25%	50%

<b>Mathematics</b> All	57%	75%	62%	75%
Disadvantaged	25%	50%	25%	50%
<b>EGPS</b> All	71%	62%	62%	50%
Disadvantaged	50%	25%	25%	25%
<b>Re, Wr, Ma</b> All	43%	62%	50%	75%
Disadvantaged	0%	25%	0%	50%
* Proportion of children who met or exceeded the ELG at the end of YR for each of reading, writing and mathematics.				50% combined

<b>On track to be working at greater depth / higher standard</b>				
	September	December +1	April	July
<b>Reading</b> All	14%	13%	13%	13%
Disadvantaged	0%	0%	0%	0%
<b>Writing</b> All	14%	13%	13%	13%
Disadvantaged	0%	0%	0%	0%
<b>Mathematics</b> All	14%	13%	13%	25%
Disadvantaged	0%	0%	0%	0%
<b>Re, Wr, Ma</b> All	14%	13%	13%	13%
Disadvantaged	0%	0%	0%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>1</b>	<b>1.18</b>	<b>1.13</b>	<b>Maths all</b>	<b>1</b>	<b>0.81</b>	<b>1.06</b>
<b>Reading Disadvantaged</b>	<b>1</b>	<b>1.37</b>	<b>1.26</b>	<b>Maths Disadvantaged</b>	<b>1</b>	<b>0.63</b>	<b>1</b>
<b>Writing all</b>	<b>0.84</b>	<b>0.87</b>	<b>1.07</b>	<b>SPAG all</b>	<b>0.84</b>	<b>0.87</b>	<b>0.63</b>
<b>Writing Disadvantaged</b>	<b>0.67</b>	<b>0.74</b>	<b>1.13</b>	<b>SPAG disadvantaged</b>	<b>0.67</b>	<b>0.74</b>	<b>0.38</b>

100% OF Y2 PUPILS  
PASSED PHONIC SCREENING

### YEAR 3:

Number of children: 7 All 3 Disadvantaged

Autumn: 2 children left both working at GDS

On track to be working at or above <b>expected</b> standard				
	September	December	April	July
<b>Reading</b> All	89%	71%	71%	71%
Disadvantaged	75%	67%	67%	67%
<b>Writing</b> All	89%	71%	71%	71%
Disadvantaged	75%	67%	33%	67%
<b>Mathematics</b> All	89%	71%	86%	86%
Disadvantaged	100%	67%	100%	100%
<b>EGPS</b> All	89%	57%	71%	71%
Disadvantaged	75%	67%	33%	67%
<b>Re, Wr, Ma</b> All	78%	71%	71%	71%
Disadvantaged	75%	67%	33%	67%

On track to be working at <b>greater depth / higher standard</b>				
	September	December	April	July
<b>Reading</b> All	22%	0%	43%	43%
Disadvantaged	0%	0%	33%	33%
<b>Writing</b> All	22%	0%	14%	14%
Disadvantaged	25%	0%	0%	0%
<b>Mathematics</b> All	22%	29%	57%	57%
Disadvantaged	25%	33%	33%	67%
<b>Re, Wr, Ma</b> All	0%	0%	14%	14%
Disadvantaged	0%	0%	0%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>0.85</b>	<b>1.29</b>	<b>1.14</b>	<b>Maths all</b>	<b>0.86</b>	<b>1.14</b>	<b>1.07</b>
<b>Reading Disadvantaged</b>	<b>0.83</b>	<b>1.83</b>	<b>1.34</b>	<b>Maths Disadvantaged</b>	<b>0.83</b>	<b>1.33</b>	<b>1</b>
<b>Writing all</b>	<b>0.78</b>	<b>0.93</b>	<b>1.14</b>	<b>SPAG all</b>	<b>0.72</b>	<b>0.93</b>	<b>1.14</b>
<b>Writing Disadvantaged</b>	<b>0.83</b>	<b>1</b>	<b>1.33</b>	<b>SPAG disadvantaged</b>	<b>1</b>	<b>0.83</b>	<b>1.17</b>

## YEAR 4:

Number of children: 16 All 3 Disadvantaged

On track to be working at or above <b>expected</b> standard				
	September	December	April	July -1
<b>Reading</b> All	62%	25%	62%	67%
Disadvantaged	33%	0%	33%	67%
<b>Writing</b> All	62%	50%	56%	67%
Disadvantaged	67%	33%	67%	67%
<b>Mathematics</b> All	69%	56%	69%	73%
Disadvantaged	33%	33%	67%	67%
<b>EGPS</b> All	62%	44%	56%	60%
Disadvantaged	67%	33%	33%	33%
<b>Re, Wr, Ma</b> All	56%	25%	50%	67%
Disadvantaged	33%	0%	33%	67%

On track to be working at <b>greater depth / higher standard</b>				
	September	December	April	July -1
<b>Reading</b> All	25%	6%	25%	40%
Disadvantaged	0%	0%	0%	0%
<b>Writing</b> All	19%	0%	6%	13%
Disadvantaged	0%	0%	0%	0%
<b>Mathematics</b> All	25%	13%	25%	27%
Disadvantaged	0%	0%	0%	0%
<b>EGPS</b> All	6%	13%	12%	20%

Disadvantaged	0%	0%	0%	0%
<b>Re, Wr, Ma</b> All	6%	6%	6%	6%
Disadvantaged	0%	0%	0%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>0.6</b>	<b>1.31</b>	<b>1.24</b>	<b>Maths all</b>	<b>0.84</b>	<b>1.03</b>	<b>1.3</b>
<b>Reading Disadvantaged</b>	<b>0.66</b>	<b>1</b>	<b>1.17</b>	<b>Maths Disadvantaged</b>	<b>0.67</b>	<b>1.16</b>	<b>1.17</b>
<b>Writing all</b>	<b>0.65</b>	<b>1.16</b>	<b>1.33</b>	<b>SPAG all</b>	<b>0.91</b>	<b>1.34</b>	<b>1.1</b>
<b>Writing Disadvantaged</b>	<b>0.5</b>	<b>1.17</b>	<b>1</b>	<b>SPAG disadvantaged</b>	<b>0.84</b>	<b>1</b>	<b>1.33</b>

## YEAR 5:

Number of pupils: 14 All 4 Disadvantaged

On track to be working at or above <b>expected</b> standard				
	September	December	April	July
<b>Reading</b> All	71%	64%	71%	64%
Disadvantaged	50%	25%	50%	50%
<b>Writing</b> All	79%	79%	79%	86%
Disadvantaged	75%	25%	25%	75%
<b>Mathematics</b> All	64%	71%	71%	71%
Disadvantaged	50%	25%	50%	75%
<b>EGPS</b> All	71%	71%	64%	71%
Disadvantaged	50%	25%	25%	50%
<b>Re, Wr, Ma</b> All	57%	57%	64%	64%
Disadvantaged	25%	25%	25%	50%

On track to be working at <b>greater depth / higher standard</b>				
	September	December	April	July
<b>Reading</b> All	29%	29%	29%	29%

Disadvantaged	25%	25%	25%	25%
<b>Writing</b> All	29%	29%	29%	36%
Disadvantaged	25%	25%	25%	25%
<b>Mathematics</b> All	29%	29%	29%	29%
Disadvantaged	25%	25%	25%	25%
<b>EGPS</b> All	29%	29%	29%	36%
Disadvantaged	25%	25%	25%	25%
<b>Re, Wr, Ma</b> All	21%	21%	21%	21%
Disadvantaged	25%	25%	25%	25%

	Points progress				Points progress		
<b>Reading all</b>	<b>0.93</b>	<b>1.35</b>	<b>0.96</b>	<b>Maths all</b>	<b>1.03</b>	<b>1</b>	<b>1</b>
<b>Reading Disadvantaged</b>	<b>0.88</b>	<b>0.87</b>	<b>1</b>	<b>Maths Disadvantaged</b>	<b>1.13</b>	<b>1</b>	<b>1</b>
<b>Writing all</b>	<b>0.96</b>	<b>1.04</b>	<b>1.18</b>	<b>SPAG all</b>	<b>0.96</b>	<b>0.97</b>	<b>1.1</b>
<b>Writing Disadvantaged</b>	<b>0.87</b>	<b>0.88</b>	<b>1</b>	<b>SPAG disadvantaged</b>	<b>0.88</b>	<b>0.62</b>	<b>1</b>

## YEAR 6:

Number of pupils: 12 All 5 Disadvantaged  
One child joined in the autumn term below ARE in all areas.

On track to be working at or above <b>expected</b> standard				
	September	December -1	April	July
<b>Reading</b> All	67%	69%	83%	67% (75%)
Disadvantaged	67%	33%	80%	60% (80%)
<b>Writing</b> All	67%	62%	75%	75%
Disadvantaged	50%	33%	60%	60%
<b>Mathematics</b> All	75%	69%	75%	75%
Disadvantaged	50%	33%	40%	40%
<b>EGPS</b> All	75%	69%	83%	67%
Disadvantaged	50%	33%	60%	60%

<b>Re, Wr, Ma</b> All	58%	54%	54%	54%
Disadvantaged	50%	33%	40%	40%

On track to be working at <b>greater depth / higher standard</b>				
	September	December +1	April +1	July
<b>Reading</b> All	42%	31%	33%	33%
Disadvantaged	33%	17%	20%	0%
<b>Writing</b> All	33%	31%	33%	33%
Disadvantaged	17%	17%	20%	0%
<b>Mathematics</b> All	33%	31%	33%	25%
Disadvantaged	17%	17%	20%	0%
<b>EGPS</b> All	42%	31%	33%	33%
Disadvantaged	33%	17%	20%	0%
<b>Re, Wr, Ma</b> All	33%	31%	33%	25%
Disadvantaged	17%	17%	20%	0%

	Points progress				Points progress		
<b>Reading all</b>	<b>1</b>	<b>1.16</b>	<b>0.96</b>	<b>Maths all</b>	<b>1</b>	<b>0.84</b>	<b>0.92</b>
<b>Reading Disadvantaged</b>	<b>1</b>	<b>1.4</b>	<b>1</b>	<b>Maths Disadvantaged</b>	<b>0.8</b>	<b>1</b>	<b>1</b>
<b>Writing all</b>	<b>0.96</b>	<b>1.25</b>	<b>1</b>	<b>SPAG all</b>	<b>0.96</b>	<b>1.17</b>	<b>1</b>
<b>Writing Disadvantaged</b>	<b>1</b>	<b>1.4</b>	<b>1</b>	<b>SPAG disadvantaged</b>	<b>1</b>	<b>1.4</b>	<b>1</b>

## **Summary of Pupil Premium achievements 2024-25**

Pupil premium pupils have been recognised in celebration assemblies equally. All PP pupils have attended educational visits and some have accessed extra-curricular clubs. On average, Pupil premium pupils access clubs well. However, this is because some PP pupils opt into all clubs offered. Next year, we will look at ways to encourage less engaged PP pupils to attend extra-curricular clubs and events.

Food parcels have been handed out weekly to PP families identified as being in need. As a school, we fund the FairShare donation that provides the food for this. Going forward, ensure that families know they can ask for support if they feel they need it and respond quickly.

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%).

In LKS2 2025-26 50% of the class are Pupil Premium. Target support in this class to close their attainment gaps. This will be a small class again next year with in-class support from 2 Teaching Assistants 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) needs 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 small group in class support with either a class teacher or teaching assistant. Mostly, these pupils made expected progress or better. However in some cases where pupils have a significant SEND need

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.

All PP pupils who took the Phonics Screening Check met the pass mark.

A third of Pupil Premium pupils were on track meeting age-related expectations. A third of PP pupils were on track meeting age-related expectations in at least one area. A third of PP pupils were not yet meeting age-related expectations in all areas. These pupils also have significant SEND which requires ongoing support.

Nurture sessions have been implemented for just under 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.

All pupils have accessed Forest Schools and some have been to allotment sessions. Pupils selected to help with the allotment reported feeling calmer and that they were helping to do something good. This will continue into the new academic year when possible.

Last year, several 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 meetings allow DSLs to piece together all information and support to ensure we are meeting the needs of the families involved and to set targets for next steps in 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
Widgit Symbols	Widgit Software Ltd 2002 - 2025
Reading and maths SATs booster	SATs Companion