



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	St Thomas' Leesfield C of E Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	01 December 2025
Date on which it will be reviewed	01 December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	J Whittaker
Governor / Trustee lead	H Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 117,617.49
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,617.49

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas' Leesfield C of E Primary School, we have high expectations for all of pupils and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. Our intent is to close the gap by the end of Year 6 for our disadvantaged children. In order to achieve this, early identification right from the onset in EYFS is key. From here quality first teaching and interventions are precisely mapped out to ensure that the gap narrows over time. Building upon early interventions in EYFS and KS1, means that this can continue for individuals throughout their journey in KS2. We aim to provide the opportunities for all of our children so that they leave us in Year 6 as well-rounded, independent, resilient and confident children, well-equipped to take on the next stage of their learning journey into KS3 and beyond.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich, balanced and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged in all areas of the curriculum and achieve well.

Key interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium funding. Some specific interventions and whole school initiatives have been made possible by allocating the Pupil Premium and/or Catch-Up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium spending.

At St Thomas' Leesfield, we are committed to ensuring that all of our disadvantaged pupils, including those who are able (gifted and talented, working at Greater Depth) receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to EYFS in the past 2 years, over 50% of our disadvantaged pupils arrive below age-related expectations. Mobility further up the school, has also seen pupils joining us with gaps in learning, who are working below age-related expectations. This is evident in both internal and external data.
2	Pupils have limited parental support and engagement in school and resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition and or mental health issues.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils declined. Over 20% of disadvantaged pupils have been 'persistently absent' compared to less than 10% of their non PP peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language, fine and gross motor skills among many disadvantaged pupils on entry to EYFS which effects children's attainment and progress in EYFS to KS1.

5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
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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 make at least expected progress from their individual starting points in all areas of the curriculum and with a particular focus on Writing. The gap is narrowed in the progress and attainment of PP and non-PP children.	Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. Pupils at risk of not making progress receive additional weekly opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling, handwriting and fluency. Support staff and class teachers are aware of those PP pupils at risk of falling behind and learning is targeted effectively and quickly identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.
All parents have aspirations for their children and support them to achieve. All pupils are exposed to a breadth of experiences that enable them to contextualise their learning both in school and at home. Pupils love learning and have access to an engaging, broad and varied curriculum. All pupils have support to develop their wellbeing and emotional regulation. All children have access to appropriate technology at home.	The curriculum offer provides children with an exciting, ambitious and varied curriculum. Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and to make it memorable. All parents will be offered support to develop their children's skills and enable them to achieve more. Parents will have more opportunities to work with staff to develop their own confidence with key skills to inspire their children. Parents and children will access the home learning matrix to support the link between home and school to further enrich the children's learning experiences. We value all learning and not just that which involves academia – big emphasis on personal development. Children and parents will take ownership of their learning and will develop and consolidate their learning further at home. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. It will involve links to our wider communities including our Dovestone Learning Partnerships (DLP) schools and the Linking Project (Roundthorn). Children will have access to appropriate wellbeing support such as a school counsellor, pastoral support and support with emotional regulation.

All disadvantaged pupils will meet national expectations for attendance and persistent absence.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (our whole school aim is 96%). Monitoring of attendance by the Headteacher and Learning Mentor (attendance lead) brings about an increase in PP pupils' attendance and a decrease in persistent absence and late marks. Staff are aware of attendance and punctuality difficulties that may impact PP learners and have plans in place to support these. Our Learning Mentor works very closely with our families and support is offered in a variety of guises to overcome barriers involving attendance and punctuality. We are a very pro-active school and pride ourselves on knowing our families very well.
The language deficit for pupils in receipt of pupil premium funding is diminished. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. Pupils in the Early Years and Key Stage 1, particularly those eligible for Pupil Premium, will develop improved fine and gross motor skills to support greater independence, co-ordination, and readiness for learning across the curriculum. Pupils will further develop early letter formation and thus increase quality of writing throughout their development.	All pupils are exposed to 3-tiered and high-quality vocabulary throughout the curriculum (Word Aware programme). This is a whole-school initiative. Targeted pupils receive additional speech and language therapy and intervention. Outside agencies are involved and recommendations and programmes are implemented as advised as well as additional interventions. Parents are engaged in the development of their child's speech and language. Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. Each class visits our local Lees library weekly to further enhance our provision/offer. Consistent implementation of excellent practice and high expectations across the school for reading. The bottom 20% of pupils are targeted (some of which are PP children, but not all) with additional interventions/opportunities in place. These children are tracked termly by class teachers and then further analysed by our English and Early Reading Subject Leaders, as well as the Head, to explore if there are further interventions/support that can be offered. Increased % of PP pupils are working at ARE or above across the school in phonics, reading and writing. Children demonstrate improved hand-eye coordination, strength, and control in physical activities and early writing tasks. Increased participation and confidence in PE, outdoor play, and structured movement sessions. Observations and assessments (e.g. EYFS Physical Development goals, Dough Disco, or fine motor tracking) show measurable progress in motor skill development. Pupils show improved engagement and stamina in writing, mark-making, and self-care tasks (e.g. dressing, using cutlery). Ongoing assessment demonstrates improved outcomes for writing for all children throughout each key stage.
All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. They will have good attitudes to learning and be motivated to achieve. They will have high aspirations for themselves and their future.	Children know and understand the meaning of our 'Always Expectations' (positive behaviour management system). We encourage everyone in our school community to be 'Ready, Respectful and Safe'. All staff teach and model positive behaviours and follow our whole-school system/practices. Children demonstrate positive behaviours throughout the school day and in their lives outside of school. Monitoring tasks, such as learning

	walks, lesson observations and pupil chats evidence that they have appropriately aged self-organisation and are being encouraged to be independent by all staff. Pupils show that they are resilient and able to learn from mistakes. Teachers model these skills and attitudes in all aspects of their teaching. FIT (Fix-It-Time) is used in all classes and children know that this is their opportunity to enhance and edit their learning themselves. Daily 'Remember Remember' focusses on prior learning and is a whole-school initiative to begin the day positively. Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. The Commando Joe programme of study and outdoor learning experiences are used effectively to develop these learning behaviours even further. Our Leesfield Life Skills programme aims to develop the whole child, embedding technical and transferable elements of the hidden curriculum alongside the age-related BB targets. Leesfield Life Skills are our way of supporting and ensuring that our children grow into well-rounded, confident young people who can succeed as individuals and contribute to our community. We aim to empower our children to be school ready and life ready.
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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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead (Learning Mentor) to work with our vulnerable families effectively to promote engagement in learning as well as good attendance and punctuality. To also support children to develop resilience and aspirations. Dealing with outside agencies/support when needed for pupils/families including pastoral care. To work with families who have attendance or wellbeing issues to improve quality of life for children and families. To improve attendance and therefore positively impact on the learning of our PP children. Ongoing training for pastoral lead. Pastoral lead to support parenting sessions and parental engagement via drop-in sessions and engagement with external agencies. £30,000	Evidence from Education Endowment Foundation – Working with parents to support children's learning. Evidence suggests that by engaging parents in their children's learning they will be able to succeed. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. High attendance directly links to achievement and our aim is to support our PP families to improve attendance and punctuality so that there are fewer missed sessions of learning. Attendance = Achievement.	All
SEND / Adaptions training for all staff. Training develops staff skills to embed and ensure high quality teaching and learning from all staff. Staff are able to adapt learning to meet the diverse needs of all learners throughout school. £5000	Evidence from Education Endowment Foundation – Special educational needs in Mainstream schools Evidence suggests that training and understanding of pupils individual needs will create an inclusive school that removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: —promote positive relationships, active engagement, and wellbeing for all pupils; —ensure all pupils can access the best possible teaching; and —adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.	All
Coaching training and support for staff £1000	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Enabling staff to develop their own actions and strategies will ensure that staff are able to tackle issues and problems more systematically and effectively.	All
English Hub support and Phonics training – all staff receive updated training for synthetic phonics and developing early reading.	DFE – Improving Literacy in KS1 and EEF Reading framework. Sutton Trust research suggests: Phonics has a positive impact overall with very extensive evidence and is an important component in the	1,2,4

All staff work with the English Hub to develop phonics teaching and early reading throughout school and reading for pleasure. £2000	development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). As a result, our Systematic, Synthetic Phonics Programme (SSP) is high quality and robust in its purpose. With a clear structured route, it allows all our pupils in meeting or exceeding the expected standard. However, St Thomas' Leesfield school is continually striving to ask the question: what more can we do? Therefore, we are continuing to invest in high quality phonics CPD for staff, to ensure that all our children receive quality first teaching of phonics. We are working in partnership with the English Hub (based out of All Souls' Primary School in Heywood, Rochdale – to provide phonics CPD, as well as additional CPD for our staff, including Supporting Early Language Development and Reading for Pleasure. This year we have invested in the ELS spelling scheme to build a consistent approach and transition for pupils as they progress through the school.	
EEF Research, Maths Hub and White Rose training and support to upskill teachers and improve outcomes for all children in Maths teaching and learning. £1000	Evidence from the EEF states that the focus in schools should concentrate on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. Continuing Professional Development (CPD) is an important component of implementation and is key to raising the quality of teaching and teacher knowledge. Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.	1,5
Subject leader training £1000	EEF – Subject leader and curriculum research and EEF Guide to Pupil Premium spending. Upskilling all teachers in their subject area will ensure that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	All

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 teacher or small group led tuition for targeted children. £40,000	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months One-to-one tuition = +5 months Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months Teaching assistant supervision = +4 Months Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of	All

	learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts of children through Pupil Progress data, we have identified that all of our KS2 cohorts need support to address gaps in writing, as well as any further gaps in learning in phonics, reading, handwriting and spelling. Class teachers will carry out extra tuition before/after school across the academic year 2025/26.	
Teaching assistant support for targeted EYFS intervention £5000	Pupil data demonstrates an exceptionally low on entry baseline data within EYFS – small group support will target key skills including Literacy. Interventions provided include, fine motor skills group, social skills groups, WELCOMM programme to support Early Language development.	All
Phonics one-to-one intervention – 10 TAs delivering 30 minutes per day £15,000	EEF Research shows that - One-to-one tutoring catches children before they fall behind therefore, all children learn to read the first time they are taught. It prevents the need for any later intervention. Although children are placed into homogeneous groups, the 'lowest' attaining groups have the widest variety of needs and are therefore the least homogeneous group of all (bottom 20% per cohort). In order that these children can receive the same carefully targeted phonics teaching as all the other groups of children, some may need one-to-one tutoring for 10 to 20 minutes a day – on top of their group session in the morning. This will enable the children to catch up on any lost learning and to then maintain accelerated progress in phonics. In turn, this will further develop better reading skills. We have analysed data and working with the English hub have identified groups of children in EYFS, Year 1 – 3 who need additional phonics intervention daily to ensure they catch up and continue to make progress and children in Years 4-6 who need additional, bespoke spelling intervention.	All
Additional teacher in Years 4, 5 & 6 (targeted teaching to close the gap for identified children) £10,000	The EEF states: International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 4, 5 & 6 cohorts and have identified that some additional teacher support would allow teachers to increase the amount of attention each child will receive. There will be a greater emphasis on children 'keeping up' and in particular, our lower attaining children.	All

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and daily Pastoral support £3000	NFER 7 Building Blocks 4) Meeting individual needs Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation 1- Developing self-regulating	All

Bespoke counselling £6000 Commando Joe Intervention (funded through Sports premium)	learners Developing children who are resilient, confident learners and have strong attachments. As a school, we know that if our children in the right frame of mind to learn and everything clicks into place, then learning will take place. We have to get this right first to give our children every opportunity for success. Teaching assistants work with our children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotions coaching to the delivery of a range of therapies including therapeutic sand play, Lego therapy. The teaching assistant is a proactive escalation tool used right across the school and support the child in making the right choices in a variety of situations. Additional interventions focus on the ways in which children work with (and alongside) their peers, teachers, family and community. These include: specialised counselling interventions which are tailored to meet children's particular social or emotional needs. KS2 Children receive half-termly Commando Joe RESPECT lessons to improve resilience and team work and encourage readiness to learn. We have also employed a counsellor for 4 hours per week to support children with emotional needs that require more intensive intervention. She also delivers group-focussed sessions on 'Resilience' to all KS2 classes.	
Parent Support Adviser to work with parents to improve attendance, home learning and engagement. Budget already allocated in Learning Mentor/Pastoral role – see above.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. It has been consistently reported that there are wider benefits on attitudes to learning and well-being to the child when accessing the wider curriculum. We develop the relationship between school and parents to ensure effective relationships when working with parents to support their children's learning. Schools and parents have a shared interest in doing the best for their children. We aim to continue to work on our effective relationships with parents, particularly those parents who find it more difficult to engage with school and members of the team. Whilst we recognise that different approaches will be better suited to different age groups and different families, we will strive to ensure effective working relationships. We support families in a range of situations, particularly attendance and home learning completion. Additionally, we support our families in building trusting relationships and links with other providers (outside agencies eg Social Care, Early Help) by facilitating appropriate meetings with someone with whom they already have a good relationship.	All
Enabling children to access all areas of the wider curriculum – providing school uniform, breakfasts, equipment, subsidising trips and ICT where required. £6,000	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A Tiered Approach To Spending. Suggests removing barriers to learning will have an overall impact on attainment and wellbeing. At St Thomas' Leesfield, we ensure every child is confident to come to school and has all their basic needs met, we enable every child to have the same opportunities and aspirations regardless of starting points or background.	All

Total budgeted cost: £120,000

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.

Teaching

Aim: Pastoral lead (Learning Mentor) to work with our vulnerable families effectively to promote engagement in learning as well as good attendance and punctuality. To also support children to develop resilience and aspirations. Dealing with outside agencies/support when needed for pupils/families including pastoral care. To work with families who have attendance or wellbeing issues to improve quality of life for children and families. To improve attendance and therefore positively impact on the learning of our PP children.

Impact: Our pastoral lead has been working in school for over 15 years; this role has developed over the past academic year and enabled all 'hard to reach' families to have access to support. Families are beginning to engage with learning and attendance is showing improvement and has risen from 92.3% to 95%. Attendance of Pupil premium children has risen too. The increase in children taking part in home learning has increased significantly. Parents attend Progress Evenings and are engaging with staff and the pastoral lead during the school day. Persistent absence for pupil premium children is 20.7% (compared to 11.9% non-PP) but this is being targeted using LA, Attendance Hub support and bespoke interventions to support this to improve.

Aim: Coaching training and support for staff to enable staff to have a consistent approach to dealing with challenging families and situations.

Impact: Headteacher is Level 3 trained and is working with other schools within the Dovestone Learning Partnership to coach and support other staff. 4 members of staff are Level 1 trained and 4 members of staff have Level 2 training. This has enabled coaching to be embedded throughout school to ensure that St Thomas' is a coaching school. The benefits of this have meant that all staff tackle issues effectively and staff wellbeing has remained a priority.

Aim: Phonics training – all staff receive updated training for synthetic phonics and developing early reading.

Impact: St Thomas' has invested in ELS (Essential letters and sounds) phonics program. All staff have been trained and the program started in September 2022. The school has also invested in a new scheme for decodable books to ensure all children have the appropriate book to meet their phonics ability. We also have daily shared reading for all pupils throughout school. The phonics results for 2023 were 89% which shows accelerated progress and impact on the children's learning, with a slight dip to 73% in 2024, which was cohort specific and also due to high mobility within the year group. Last year the PSC scores returned to a higher level of 88.5%. St Thomas' is also part of the English Hub and working with an English specialist team, who have supported the implementation of the new phonics scheme and will continue to monitor for the next academic year.

Aim: EEF Research, Maths Hub and White Rose training and support to upskill teachers and improve outcomes for all children in Maths teaching and learning.

Impact: All teaching staff have taken part in bespoke training using the EEF and White Rose Maths to up skills. We are also engaging with the Maths Hub's fluency programme and 'Mastering Number' programme, which involves extensive staff CPD. Outcomes, pupil chat and book scrutiny show improved knowledge and skills for all children. Staff are able to evidence that the curriculum in Maths is more consistent throughout school and subject knowledge is improved. Internal data shows improvements in maths outcomes throughout school.

Aim: EFF – Subject leader and curriculum research and EEF Guide to Pupil Premium spending. Upskilling all teachers in their subject area will ensure that high quality teaching improves pupil outcomes, and effective professional development

offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Subject leaders received bespoke CPD via the Pinnacle Learning Trust.

Impact: All teachers and HLTA's upskilled to ensure high quality teaching and learning in all areas of the curriculum. Curriculum sequencing has improved, enhancing outcomes for all children and creating more opportunities for prior learning to be re-visited and embedded.

Targeted Academic support

See below internal data for academic year 2024 - 2025

July 2025 Internal Data children who achieved National Expectations			
Class	Reading	Writing & SPAG	Maths
Rec – 28 children SEN = 7% PP 25%	Non PP-85% PP – 71%	Non PP – 76% PP – 71%	Non PP –190% PP – 71%
Year 1- 28 children SEN – 18% PP – 32%	Non PP – 73% PP – 88%	Non PP – 73% PP – 66%	Non PP – 71% PP – 88%
Phonics check Yr 1 – 28 children Yr 2 recheck – 8 children	Yr 1 – 89% PP – 88% Yr 2 - 100% PP – 75%		
Year 2 - 31 children SEN – 23% PP – 26%	Non PP – 78% PP – 63%	Non PP – 65% PP – 63%	Non PP – 69% PP – 75%
Year 3 - 31 children SEN – 16% PP – 45%	Non PP – 82% PP – 78%	Non PP – 82% PP – 57%	Non PP – 88% PP – 50%
Year 4 - 30 children SEN - 13 % PP – 40%	Non PP – 83% PP – 75%	Non PP – 66% PP – 75%	Non PP – 55% PP – 75%
Year 5 – 30 children SEN – 16% PP – 43%	Non PP – 58% PP – 76%	Non PP – 47% PP – 76%	Non PP – 64% PP – 61%
Year 6 - 32 children SEN – 13% PP – 50%	Non PP – 87% PP – 62%	Non PP – 81% PP – 62%	Non PP – 75% PP – 62%

Aim: 1:1 teacher or small group led tuition for targeted children.

Impact: All targeted children have received weekly after school booster clubs, daily intense intervention, small group work or targeted teacher intervention for areas of concern in Reading, writing and Maths. All children have made progress – (see internal individual data) from their starting points and this work will continue into the next academic year with a focus on writing attainment.

Aim: Teaching assistant support for targeted EYFS intervention to improve Speech and language outcomes.

Impact: All children were baselined and have received daily 1:1 or group intervention to improve speech outcomes. All children have made progress from their starting points with 76% of children reaching ELG in Communication and Language.

Aim: Phonics one-to-one intervention – 8 teaching assistants delivering 30 minutes phonics intervention per day to improve outcomes for phonics.

Impact: Children have made progress from their starting points and continue to improve, Interventions have ensured accelerated progress and the children continue to receive interventions in line with the new phonics scheme ELS and alongside support from the English Hub to ensure the learning is embedded.

Wider Strategies

Aim: Wellbeing support for vulnerable children

Impact: Children access emotional literacy, social stories, time to talk, messy play and access to counselling. Every child in KS2 has worked with our school counsellor in bespoke small groups to build resilience. 19 children and 5 adults have also accessed the 1:1 counselling service provided by school. This has improved outcomes and emotional stability for these children who are now having decreased lost learning and benefiting from access the curriculum more fully.

Aim: Enabling children to access all areas of the wider curriculum

Impact: Providing school uniform, breakfasts, equipment, subsidised trips and ICT where required – All children have taken part in all educational visits. Children are given opportunities to participate in a range of extra-curricular clubs (transportation provided, where required). 'Good as New' uniform provided to families in need. All children in school are therefore ready to learn and well equipped.