

# Pupil premium strategy statement – Upton Westlea Primary and Nursery School

This statement details our school's use of pupil premium (and recovery 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	160
Proportion (%) of pupil premium eligible pupils (%) of service children (Ever 5)	73 pupils 46% (including 19 pupils 12%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Pupil premium lead	Kath Carruthers / Cassie Jones
Governor / Trustee lead	Marjorie Sargent

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,640
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£75,640

# Part A: Pupil premium strategy plan

## Statement of intent

At Upton Westlea Primary and Nursery School we are committed to meet the needs of all children eligible for the PP grant to support their academic needs as well as their social / emotional needs.

Objectives:

- To provide high quality learning experiences across the curriculum for all learners.
- To provide additional support and intervention to ensure PP children achieve their potential.
- To provide personalised social and emotional support to PP children to maximise their well-being.
- To support parents support their children overcome barriers to learning that affect their well-being and academic achievements.
- To provide both curricular and extra-curricular enrichment activities to support social and emotional development and academic progress and attainment.

We (SLT including Safeguarding Lead, SENCO) will regularly evaluate the impact of our approaches on the children's needs. We will continue to liaise with schools within our EiP, sharing good practice, comparing approaches and improving our own.

## Challenges

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

Challenge number	Detail of challenge
1	Weaker oracy and communication skills than their peers (gap evidenced in speaking, understanding and listening and attention assessments on entry to Nursery / Reception – WELLCOMM).

	<p>Many have general language difficulties (delayed language development). Some children with social communication difficulties also have speech/language difficulties.</p> <p>Lower starting points – weaker basic skills on entry to Nursery / Reception (gap evidenced in on-entry baseline in Reading, Writing and Maths).</p> <p>EAL children have limited language on-entry.</p>
2	<p>External data for Year 6 end of key stage SATs shows</p> <p>2024 - 72% PP children reached the expected standard or above in Reading, 56% Writing, 72% Maths</p> <p>2025 – 63% PP children reached the expected standard or above in Reading, 38% Writing, 63% Maths</p> <p>Internal data shows the gap between PP and non-PP children is not closing although progress is good.</p>
3	Effects of early childhood trauma, movement of service children, attachment needs and emotional needs on overall attainment and progress of our PP children.
4	Social, mental health and emotional needs – some difficulties with regulating behaviour, social skills and peer relationships, some weaker parental engagement and lower attendance of pupils, increased proportion of families experiencing difficulties (and increasing Safeguarding needs).
5	Less opportunities to develop life experiences to make links / lack of stimulus to use within their learning – reading and writing.
6	Attendance and punctuality for disadvantaged pupils is not yet in line with national standards

## 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
PP children in EYFS achieve age related expectations	PP children to achieve age related expectations by the end of EYFS.
Pupils are taught by staff who have had access to high quality CPD and moderation/assessment opportunities which enable them to ensure that quality first teaching of Maths & English is embedded in their everyday practice	All staff receive/access CPD for best practice/high quality teaching of English and Mathematics
PP pupils will make at least expected progress across their time in school and achieve their true potential.	<p>Reading:</p> <p>For at least 60% of PP children in Y6 to achieve the expected standard and 10% to achieve above the expected standard.</p> <p>For at least 60% of PP children in Y1 to Y5 to reach age related expectations or above.</p>

	<p>Writing:</p> <p>For at least 40% of PP children in Y6 to achieve the expected standard and 10% to achieve above the expected standard.</p> <p>For at least 40% of PP children in Y1 to Y5 to reach age related expectations or above.</p> <p>Maths:</p> <p>For at least 60% of PP children in Y6 to achieve the expected standard and 10% to achieve above the expected standard.</p> <p>For at least 60% of PP children in Y1 to Y5 to reach age related expectations or above.</p>
Improved behaviour of disadvantaged pupils who struggle to follow the school rules, show lack of engagement or low level disruptive behaviour.	<p>Reduction in behaviour incidents in and out of class, with children taking responsibility and reflecting on their behaviour choices positively.</p> <p>Disruption during learning is minimised resulting in high levels of engagement and higher rates of progress and achievement.</p>
Children will have regular contact with a family support worker and/or ELSA. Family support and parental engagement, high attendance for all PP children. Emotional and Social support.	Parents and children feel fully supported. Behaviour incidents decrease and attendance improves for all PP children.
Children will receive an enriched curriculum including residential trips, educational visits, visitors, after school / lunchtime clubs, forest school as well as access to high quality literature and models for reading and writing.	Increased number of PP taking part in enrichment activities and clubs. Improve the cultural capital of our PP children. Improve self-esteem and confidence for PP children.
Achieve and sustain improved attendance and punctuality, particularly for those identified as disadvantaged inc Service children	<p>Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows</p> <p>Improved attendance for those identified will be noted and evaluated using or including</p> <ul style="list-style-type: none"> <li>- CPOMs records</li> <li>- Attendance letters</li> <li>- Attendance reports (weekly)</li> <li>- Attendance action plans</li> </ul> <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 1%</li> <li>• the percentage of all pupils (including disadvantaged) who are persistently absent being below 12%</li> </ul>

## 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: £26,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality CPD to improve practice in EYFS.</b></p> <p>Implement a structured Continuous Professional Development (CPD) programme focused on early years pedagogy.</p> <p>Develop a parental engagement programme that supports learning at home.</p>	<p>Research from the EEF indicates that high-quality CPD can lead to improved teaching practices and better outcomes for pupils, particularly in early years settings. <b>Impact:</b> Improved teaching quality, leading to enhanced pupil engagement and attainment.</p> <p>EEF research shows that parental involvement can positively impact children's learning, especially in the early years. <b>Impact:</b> Improved parental involvement leading to enhanced student engagement and achievement.</p>	1, 2, 3, 4
<p><b>Outdoor provision in EYFS</b></p> <p>Develop a structured outdoor learning curriculum that integrates play-based learning with specific learning objectives.</p> <p>Develop a comprehensive outdoor curriculum that aligns</p>	<p>Research by the EEF indicates that outdoor learning can improve engagement and motivation, leading to better outcomes in early years education. <b>Impact:</b> Increased engagement and improved social, emotional, and cognitive skills among disadvantaged pupils.</p> <p>The EEF supports the idea that a well-structured curriculum can lead to better educational outcomes for disadvantaged pupils. <b>Impact:</b> Holistic development of pupils, addressing cognitive, social, and emotional needs. Increased parental engagement and support for children's learning.</p>	1, 2, 4

with the EYFS framework, focusing on holistic development.		
<p><b>Writing</b></p> <p>Implement the “Talk for Writing” approach to enhance writing skills through storytelling and oral rehearsal.</p> <p>Embed vocabulary instruction within the writing curriculum, focusing on tiered vocabulary.</p>	<p>Research by the EEF indicates that oral language interventions can have a significant impact on writing outcomes, particularly for disadvantaged pupils. Research indicates that explicit instruction and modelling can significantly improve writing skills (EEF, 2017). The gradual release model allows for scaffolding, which is effective for learners needing additional support.</p> <p><b>Impact:</b> Improved writing skills, increased confidence in writing, and enhanced engagement in writing tasks.</p> <p>Research by the EEF indicates that explicit vocabulary instruction can significantly improve reading comprehension and writing skills, particularly for disadvantaged pupils. <b>Impact:</b> Improved vocabulary knowledge leading to enhanced writing quality and comprehension skills.</p>	1, 2, 4, 5
<p><b>Writing</b></p> <p>Implement a professional development programme focused on the gradual release of responsibility model in writing instruction.</p> <p>Pathways to write scheme of work</p> <p>Lesson studies and blinks (a school approach to coaching and monitoring) strengthen the teaching and assessment of writing.</p> <p>Funding release time for subject leader and teachers.</p>	<p>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.</p> <p>Research from the EEF highlights that effective professional development can lead to improved teaching quality and student outcomes, particularly in mathematics (EEF, 2018).</p> <p>The EEF guidance has been produced based on a range of the best available evidence:</p> <p><a href="#">Improving Literacy in KS2</a>  <a href="#">Improving Literacy in KS1</a>  <a href="#">EEF High Quality Teaching</a></p> <p>The EEF guidance has been produced based on a range of the best available evidence. Research by the Education Endowment Foundation (EEF) indicates that effective professional development, including peer coaching, can lead to improved teaching practices and student outcomes (EEF, Professional Development).</p> <p><a href="#">High Quality Teaching</a>  <a href="#">Effective Professional Development</a>  <a href="#">National College Training</a></p>	2, 3, 5

<b>Handwriting</b> <p>Implement a structured handwriting programme using Letter Join / Little Wandle Handwriting resources.</p> <p>Implement Dough Disco sessions to enhance fine motor skills necessary for handwriting.</p>	<p>Research indicates that explicit instruction in handwriting can improve writing fluency and quality (EEF). <b>Impact:</b> Expected improvement in handwriting legibility and speed across the cohort.</p> <p>Activities that develop fine motor skills can lead to improvements in handwriting (EEF). <b>Impact:</b> Enhanced fine motor skills leading to improved handwriting quality.</p>	1,2
<b>Reading</b> <p>Implement a structured phonics programme, such as Little Wandle, to enhance reading fluency.</p> <p>Recruit and train reading volunteers to provide additional reading support to disadvantaged pupils.</p> <p>Utilise Star Assessments to determine students' Zone of Proximal Development (ZPD) for personalised reading practice.</p> <p>Provide access to a range of Little Wandle books that align with the phonics programme.</p> <p>Implement National Test Service (NTS) assessments to identify gaps in knowledge and skills.</p>	<p>The EEF states that systematic phonics instruction can lead to significant improvements in reading outcomes for disadvantaged pupils. <b>Impact:</b> Improved reading fluency and comprehension, leading to better overall literacy skills.</p> <p>Research indicates that one-on-one reading support can significantly improve reading skills, particularly for struggling readers (EEF, One-to-One Tuition). <b>Impact:</b> Increased reading confidence and skills among disadvantaged pupils.</p> <p>Personalised learning approaches can lead to better engagement and outcomes for disadvantaged pupils (EEF, Feedback). <b>Impact:</b> Tailored reading experiences that meet individual needs, improving engagement and fluency.</p> <p>Access to appropriate reading materials supports phonics learning and improves reading fluency (EEF, Reading Comprehension Strategies). <b>Impact:</b> Enhanced reading engagement and fluency through appropriate and enjoyable texts.</p> <p>Regular assessment can inform teaching and help target support effectively (EEF, Assessment). <b>Impact:</b> Better identification of learning needs leading to targeted interventions.</p>	1, 2, 4, 5
<b>Phonics /Spelling</b> <p>Little Wandle /Mop Ups</p>	<p><b>Phonics</b> High impact for very low cost based on very extensive evidence</p> <div data-bbox="968 1330 1462 1413"> <div style="display: flex; justify-content: space-around; font-size: small;"> <span>Implementation cost ⓘ</span> <span>Evidence strength ⓘ</span> <span>Impact (months) ⓘ</span> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span>£ ⓘ ⓘ ⓘ ⓘ ⓘ</span> <span> ⓘ ⓘ ⓘ ⓘ ⓘ</span> <span>+5 months</span> </div> </div>	1, 2, 5

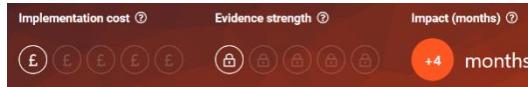
<p>Little Wandle spelling Pathways to Spell Spelling Cards Sentence Doctors Homework Spelling tests</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>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.</p> <p>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).</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p>							
<p>Ensure PP pupils are challenged appropriately in <b>Maths</b> through the curriculum and receive high quality teaching and learning through the roll out and resourcing mastery programmes.</p> <p>Maths No Problem Mastering Number Sandwell Assessments TTRS Morning Maths Streaming</p>	<p><b>Mastery learning</b></p> <p>High impact for very low cost based on limited evidence</p> <table border="1" data-bbox="808 790 1347 873"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£</td> <td>E E E E</td> <td>🔒 🔒 🔒 🔒 🔒 +5 months</td> </tr> </table> <p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Maths No Problem. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed above and individual resources as required by specific learners as identified by staff who work with them.</p>	Implementation cost	Evidence strength	Impact (months)	£	E E E E	🔒 🔒 🔒 🔒 🔒 +5 months	1, 2, 5
Implementation cost	Evidence strength	Impact (months)						
£	E E E E	🔒 🔒 🔒 🔒 🔒 +5 months						
<p>Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PP pupils achieving the expected standard or higher</p>	<p><b>Feedback</b></p> <p>Very high impact for very low cost based on extensive evidence</p> <table border="1" data-bbox="808 1251 1347 1333"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£</td> <td>E E E E</td> <td>🔒 🔒 🔒 🔒 🔒 +6 months</td> </tr> </table> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	Implementation cost	Evidence strength	Impact (months)	£	E E E E	🔒 🔒 🔒 🔒 🔒 +6 months	1, 2, 5
Implementation cost	Evidence strength	Impact (months)						
£	E E E E	🔒 🔒 🔒 🔒 🔒 +6 months						

<p>based in their prior achievement.</p> <p>Live marking</p> <p>Feedback &amp; marking book</p> <p>Mop ups</p>	<p>Feedback can be effective during, immediately after and sometime after learning.</p> <p>Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p> <p>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. The EEF has trialled <a href="#">'Embedding Formative Assessment'</a> in English schools and found a positive impact, on average.</p> <div data-bbox="503 600 1484 647" style="background-color: #f0f0f0; padding: 5px;"> <p>Oral feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and is usually given either during, or at the end of, a task or activity.</p> </div> <div data-bbox="503 663 1484 727" style="background-color: #f0f0f0; padding: 5px;"> <p>The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months. Whilst recognising the potential benefits of oral feedback, this finding should not supplant the necessity to consider the principles that underpin our teacher feedback to improve pupil learning guidance report.</p> </div> <div data-bbox="503 743 1450 790" style="background-color: #f0f0f0; padding: 5px;"> <p>While oral feedback has a slightly higher positive effect on average, most schools will want to use a range of methods for providing feedback and it is important to focus on quality within each medium.</p> </div> <div data-bbox="503 806 1450 852" style="background-color: #f0f0f0; padding: 5px;"> <p>Written feedback typically involves both marks or grades and comments. It is typically given to pupils after they have completed the task and is usually intended for them to read on their own.</p> </div> <div data-bbox="503 868 1282 895" style="background-color: #f0f0f0; padding: 5px;"> <p>The impact of written feedback is typically a little lower than the overall impact. The average months progress is 5 months.</p> </div> <div data-bbox="503 911 1484 959" style="background-color: #f0f0f0; padding: 5px;"> <p>This impact includes all forms of written feedback. The evidence for specific approaches such as "triple marking" is much more limited. It is especially important that schools monitor the workload for teachers when using written feedback. Given, it is not clear when feedback provided can be most effective, feedback policies should not over specify the timing of feedback.</p> </div>	

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

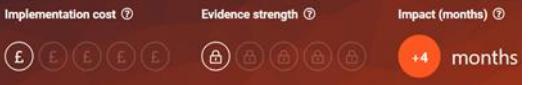
Budgeted cost: £35,433

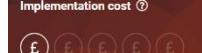
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop speech and language skills for PP pupils (WELLCOMM) and EAL pupils (EALIP).</p>	<p><b>Oral language interventions</b></p> <p>Very high impact for very low cost based on extensive evidence</p> <div data-bbox="826 1356 1365 1435" style="background-color: #f0f0f0; padding: 5px; display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Implementation cost</p>  </div> <div style="text-align: center;"> <p>Evidence strength</p>  </div> <div style="text-align: center;"> <p>Impact (months)</p>  </div> </div>	<p>1, 2</p>

	<p>Impact in early years (+7 months) and primary schools (+6 months) tends to be higher than that secondary schools (+5 months.)</p> <p>By far the majority of studies have looked at the impact on reading. Where studies have investigated other subjects such as mathematics and science the effects are substantially lower (+1 month), though the number of studies is very small.</p> <p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.</p>	
<p>Implement a bespoke model of behaviour, social and emotional interventions. (Learning Mentor)</p> <p>Volcano in my tummy</p> <p>ELSA</p> <p>Bereavement</p>	<p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence</p>  <p>Many of our disadvantaged children require additional support from the learning mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p>	3, 4, 5
<p>Further develop bespoke interventions.</p> <p>TA interventions:</p> <ul style="list-style-type: none"> <li>- Reading Fluency &amp; Comprehension</li> <li>- Phonics – Blending and Rapid Catch Ups</li> <li>- Maths – Mastering Number</li> <li>- Handwriting</li> </ul>	<p><b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence</p>  <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Phonics, Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Identified disadvantaged pupils regularly supported to review and apply their phonics, reading and spelling skills.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £15,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a positive, mental well-being culture in which our pupils build resilience, self-esteem and character. (SCARF)	<p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence</p>  <p>SCARF's whole-school approach supports Upton Westlea in promoting positive behaviour, mental health, wellbeing, resilience and achievement.</p>	3, 4, 5
Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma	<p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence</p>  <p>Teaching and teaching assistant staff are the first and most regular point of contact for pupils. It is important that they develop a deep understanding of the needs that are specific to our children who are adopted from care, in special guardianship arrangements or are under the care of the local authority. This will enable them to meet each pupil's needs on a daily basis as effectively as possible. Whilst this may not show immediate and dramatic acceleration in progress this academic year, based on research relating to the needs of this particular group of pupils, we are confident this approach will accelerate progress increasingly over the 3-year period of this plan.</p>	3, 4, 5
<p>Quality CPD - Implement Zones of Regulation Team Teach Training</p> <p>SLT and Learning Mentor to work closely with staff supporting children displaying ongoing challenging behaviour.</p>	<p><b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence</p>  <p>The average impact of months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p>	3, 4

<p>Extended opportunities to attend after school clubs and activities for children eligible for FSM.</p>	<p><b>Arts participation</b> Moderate impact for very low cost based on moderate evidence</p> <p><b>Physical activity</b> Low impact for very low cost based on moderate evidence</p> <p><b>Extending school time</b> Moderate impact for moderate cost based on limited evidence</p>    <p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately three months' additional progress.</p>    <p>After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life. Many of these opportunities are provided by staff at no additional cost to the budget. Most opportunities have either an Arts or Physical aspect to them, both of which are evidenced to impact positively.</p> <p>School has managed to 'source' some 'free' places within our Holiday Club for FSM children (this is supported by the Local Authority HAF fund)</p>	<p>4, 5</p>															
<p>Residential Trips / Outdoor Learning including day trips</p>	<p>Residential trips are proven to support growth mindsets, increase confidence and teach team building activities. Children learn vital life skills of resilience and perseverance and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the learning environment. Residential trips increase inclusion, cultural capital and raises self-esteem.</p>	<p>4, 5</p>															
<p>Improve PP attendance through early identification, targeted support and removal of barriers.</p> <ul style="list-style-type: none"> <li>• Daily monitoring of PP attendance</li> <li>• Early intervention for pupils below 90%</li> <li>• Key adult support, home visits, meet &amp; greet and regular parental meetings</li> <li>• PP-funded support for uniform, breakfast club and practical barriers</li> <li>• Positive reinforcement for improved attendance – weekly tracking, certificates</li> </ul>	<p>'Working Together to Improve School Attendance' identifies that 'improving attendance is everyone's business'. Good attendance improves progress and attainment. Children who attend school regularly are more likely to develop social skills and confidence by making friends and socialising. They are more likely to get better results which will improve his/her chances in life. Poor attendance can lead to behaviour issues.</p> <table border="1" data-bbox="440 938 1832 1383"> <thead> <tr> <th data-bbox="440 938 676 970">Advantage</th><th data-bbox="676 938 1192 970">Why This Matters at Primary Age</th><th data-bbox="1192 938 1832 970">Evidence Base</th></tr> </thead> <tbody> <tr> <td data-bbox="440 970 676 1081"><b>Improved academic attainment</b></td><td data-bbox="676 970 1192 1081">Regular attendance ensures consistent access to high-quality teaching, enabling pupils to secure early reading, writing and maths skills and avoid gaps in learning.</td><td data-bbox="1192 970 1832 1081">DfE analysis shows pupils with attendance above 95% are significantly more likely to meet expected standards at KS2 than those below 90%. DfE: <i>Working together to improve school attendance</i>.</td></tr> <tr> <td data-bbox="440 1081 676 1192"><b>Stronger foundations for learning</b></td><td data-bbox="676 1081 1192 1192">Primary learning is cumulative; absence leads to missed phonics, number fluency and core knowledge that is difficult to recover later.</td><td data-bbox="1192 1081 1832 1192">EEF highlights that lost learning time has a disproportionate impact on disadvantaged pupils due to fewer opportunities to catch up outside school. EEF: <i>Teaching and Learning Toolkit</i>.</td></tr> <tr> <td data-bbox="440 1192 676 1287"><b>Better social and emotional development</b></td><td data-bbox="676 1192 1192 1287">Regular attendance supports friendship formation, social communication, emotional regulation and positive behaviour.</td><td data-bbox="1192 1192 1832 1287">DfE evidence links attendance to improved wellbeing, behaviour and engagement in learning. DfE: <i>Education, schooling and health</i>.</td></tr> <tr> <td data-bbox="440 1287 676 1383"><b>Improved engagement and school belonging</b></td><td data-bbox="676 1287 1192 1383">Consistent attendance builds routines, positive relationships with staff and a sense of belonging, increasing motivation to attend.</td><td data-bbox="1192 1287 1832 1383">EEF research shows pupil engagement and positive relationships are key factors in sustained attendance and learning success.</td></tr> </tbody> </table>	Advantage	Why This Matters at Primary Age	Evidence Base	<b>Improved academic attainment</b>	Regular attendance ensures consistent access to high-quality teaching, enabling pupils to secure early reading, writing and maths skills and avoid gaps in learning.	DfE analysis shows pupils with attendance above 95% are significantly more likely to meet expected standards at KS2 than those below 90%. DfE: <i>Working together to improve school attendance</i> .	<b>Stronger foundations for learning</b>	Primary learning is cumulative; absence leads to missed phonics, number fluency and core knowledge that is difficult to recover later.	EEF highlights that lost learning time has a disproportionate impact on disadvantaged pupils due to fewer opportunities to catch up outside school. EEF: <i>Teaching and Learning Toolkit</i> .	<b>Better social and emotional development</b>	Regular attendance supports friendship formation, social communication, emotional regulation and positive behaviour.	DfE evidence links attendance to improved wellbeing, behaviour and engagement in learning. DfE: <i>Education, schooling and health</i> .	<b>Improved engagement and school belonging</b>	Consistent attendance builds routines, positive relationships with staff and a sense of belonging, increasing motivation to attend.	EEF research shows pupil engagement and positive relationships are key factors in sustained attendance and learning success.	<p>4, 6</p>
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	<p><b>Reduced attainment gap for disadvantaged pupils</b></p> <p>Absence is a key driver of underachievement for disadvantaged pupils; improving attendance increases equity of access to learning.</p>	DfE data shows disadvantaged pupils are more likely to be persistently absent, contributing directly to the attainment gap.	
	<p><b>Better behaviour and attitudes to learning</b></p> <p>Regular attendance reinforces routines, expectations and positive learning behaviours from an early age.</p>	DfE behaviour and attendance guidance identifies strong links between attendance, behaviour and learning habits.	
	<p><b>Improved long-term outcomes</b></p> <p>Attendance patterns formed in primary school strongly influence later attendance, achievement and life chances.</p>	Longitudinal studies referenced by the DfE show early attendance habits predict later academic and social outcomes.	
Targeted attendance monitoring and personalised pastoral support for Pupil Premium pupils with persistent absence, including individual attendance plans, family engagement and SEMH support.	<p>The EEF states that “there is a strong relationship between attendance and attainment” and that “pupils from disadvantaged backgrounds are more likely to be persistently absent.”</p> <p>Reducing persistent absence enables Pupil Premium pupils to access high-quality teaching and benefit from wider interventions.</p> <p>Disadvantaged pupils are more likely to experience persistent absence, which compounds existing barriers to learning. The EEF highlights that - <b>“Pupils from disadvantaged backgrounds are more likely to be persistently absent than their peers.”</b></p> <p>Persistent absence significantly reduces learning time and limits progress. As the EEF explains - <b>“Missing school reduces the amount of teaching pupils receive, which can have a negative impact on their attainment.”</b></p>		4, 6
Providing Emotional Support through ELSA, Passion for Learning and Storyhouse.	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p>  <p>attitude to learning, show resilience and perseverance.</p> <p>ELSA in particular supports:</p> <ol style="list-style-type: none"> <li>1. Children learn better and are happier when their emotional needs are addressed.</li> <li>2. They develop coping strategies and learn to talk about difficulties.</li> <li>3. ELSA helps them interact more successfully with others.</li> <li>4. It promotes self-awareness and better management of school.</li> <li>5. Pupils feel better about themselves.</li> <li>6. Well-planned ELSA sessions lead to smoother learning experiences, focused Objectives and clear next steps.</li> </ol>	<p>It is proven that those children who have accessed ELSA, Passion for Learning and Storyhouse activities have a more engaging</p>	3, 4, 5
Increase Parental involvement and engagement through Family Member to School events, EYFS ‘Stay and Play’, Themed week events, Curriculum events e.g. Reading, Phonics information sessions.	<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence</p>  <p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. It is crucial for school to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p>		3, 4

	<p>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) than secondary schools (+2 months).</p> <p>Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months).</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	
Provide ELSA training for Learning Mentor (+ additional TA) to maximise their impact upon children.	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p>  <p>Implementation cost ⑦</p>  <p>Evidence strength ⑦</p>  <p>Impact (months) ⑦</p> <p>+4 months</p> <p>A number of our disadvantaged children need support with emotional needs and behaviours, with this being the biggest barrier to them accessing to and progression within their learning. By training our learning support mentor in ELSA, we will be meeting such needs on an individual basis and being able to target other resources for where they are most needed. In addition to this, the ELSA trained staff can deliver this to other staff in school to build self-improvement within this area in our staff. See rationale for this approach above.</p>	3, 4, 5, 6

**Total budgeted cost: £77,790**

## Part B: Review of the previous academic year 2024-2025

### Outcomes for disadvantaged pupils

#### Quality of Teaching for All

TEACHING (e.g. CPD, Recruitment and Retention)		
Action / Activity	Observations and Impact	Next Step
Implement a bespoke model of behaviour, social and emotional interventions. (Learning Mentor)	<p>ELSA sessions started on the 14<sup>th</sup> Nov with 5 children (3 x Y3, 2 x Y2) – children who have attachment difficulties, who find it hard to leave parents in the morning or struggle with friendships. Work with DG once a week for 40 minutes. These children have continued their sessions with DG (completed Feb half term) – Following the intervention with our ELSA it is hoped the children will be able to recognise their emotions and manage them in a healthy way, they will have developed some tools to support different ways that they are feeling. The children will also build confidence and self -esteem and encourage additional / new friendships. Understanding other people's feelings has also been looked at.</p> <p>Specific children continue to work with DG on a regular basis.</p> <p>Healthbox have provided a MARVIN programme for 11 children from Reception to Year 4 in Spring 2. Sessions include:</p> <ul style="list-style-type: none"><li>- Understanding Emotions</li><li>- Building Resilience</li><li>- Anxiety – Calm and Control</li><li>- Growth Mindset and Positive Affirmations</li><li>- Mindfulness and Relaxation</li></ul> <p>All the Year 6 children took part in a 'Skills to go BIG' programme to support their transition into high school. Children enjoyed the sessions and the feedback from the class teacher was very positive..</p> <p><i>'Each session was really good with a clear focus and with a range of activities across the four weeks. We looked at growth mindset and this was useful thinking about the things children find hard. The last session was useful talking about anxieties about high school.'</i></p> <p><i>Really enjoyed each session and would recommend and would definitely want to do with next year's cohort. Thanks'</i></p> <p>Elsie Ever After 1 to 1 session with Year 2 child – 1 x 45 mins per week – sessions will continue into the next academic year.</p>	Continue 2025-26

<p>Provide ELSA training for Learning Mentor (+ additional TA) to maximise their impact upon children.</p>	<p>Learning Mentor attended ELSA supervision on 16<sup>th</sup> Sept – 6 trained ELSAs, sharing resources, discussing cases with each other and an EP. Recommendations given on specific children discussed. Share updated information re. new resources.</p> <p>2<sup>nd</sup> Dec – 2<sup>nd</sup> ELSA supervision attended – children discussed and resources shared.</p> <p>5 children (2 from Y3 and 3 from Y5) are working with DW once a week for 25 mins. The sessions will improve the well-being of the children alongside their emotional literacy. Issues highlighted by class teacher will also be tackled.</p> <p>ELSA supervision attended – March 2025</p> <p>5 children (2 from Y3 and 3 from Y4) are working with DW once a week for 25 mins – see EDUKEY for detailed review.</p> <p>ELSA Supervision attended June 2025</p>	<p>Continue 2025-26</p>
<p>Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma (Donna Davies Training)</p>	<p>KC &amp; DG attended 'Understanding Children's Mental Health and Distress Behaviours' with Donna Davies on the 27th Feb 2025.</p>	<p>Continue 2025-26</p>
<p>Quality CPD - Implement Zones of Regulation Team Teach Training</p> <p>SLT and Learning Mentor to work closely with staff supporting children displaying ongoing challenging behaviour.</p>	<p>SLT Meeting 16<sup>th</sup> Sept with Dan Ramage (Archers Brook) to discuss the implementation of 'Zones of Regulation' (see minutes of meeting)</p> <p>SLT Meeting 23<sup>rd</sup> Sept – Formulated an action plan around implementing Zones of Regulation.</p> <p>DG and KC attended the first of 6 Attachment Friendly and Trauma Aware schools meetings to discuss the implementation of ZoR.</p> <p>Staff Meeting on Zones of Regulation – 2<sup>nd</sup> October 2024</p> <p>3 members of the ASC staff attended 'Team Teach' training on the 7<sup>th</sup> / 14<sup>th</sup> October</p> <p>25<sup>th</sup> Oct – All staff attended an INSET training day on Zones of Regulation.</p> <p>CJ completed Zones of Regulation Basic Training on 5<sup>th</sup> Nov 2024</p> <p>DG &amp; CH started Comprehensive Training on the 2<sup>nd</sup> Dec 2024</p> <p>CJ and Y3 have established a Regulation Station and have discussed resources that will help in the different zones.</p> <p>KC &amp; DG have attended a Virtual Schools meeting to feedback on ZoR.</p> <p>KC &amp; DG attended the Virtual Schools meeting in March and fed back re. introduction of Zones of Regulation. CJ shared her introduction of ZoR to all the staff during the staff meeting on the 2<sup>nd</sup> April.</p> <p>School achieved their Trauma Informed Award following the implementation of Zones of Regulation. This will continue to be a focus next year.</p>	<p>Continue 2025-26</p> <p>FMc will be taking the lead role from Sept 2025</p>
<p>Quality CPD to improve practice in EYFS.</p>	<p>BD, EC, CH attended an EYFS Maths workshop led by Ruth Swailes on 17<sup>th</sup> Sept</p> <p><b>BD – 'Ruth Swailes workshop was supportive. Lots of relevant, up to date research and data to support play and enquiry approach to learning. Lots of practical ideas and ways of using language with the children to think about and try to use in class.</b></p> <p><b>"I wonder if... how..." opens opportunities for those children who are afraid to make mistakes and doesn't close it off with a right or wrong outcome.</b></p> <p><b>Encouraged adults to 'talk' through what they are doing, seeing, making as they play alongside the children.</b></p> <p><b>Importance of pattern and the space, shape and measure aspects of learning especially as this is now omitted from the early learning goals/curriculum. Given further links to resources and further reading.'</b></p> <p><b>CH –'It was very good. A bit short though, she had lots of good slides which we didn't see.</b></p> <p><b>Schemes can be only a scaffold and not a straight jacket!</b></p>	<p>Continue to develop EYFS next year particularly around the fact N/R are together.</p> <p>BD attending the PIA Project</p>

	<p><i>No scheme of work has met your children.</i>  <i>There are sensitive periods to children's development. PSED is a big part of maths. Children need to develop their language skills which develops cognitive flexibility and executive function. Show the children we are thinkers.. Do you remember? I wonder why?</i>  <i>Go into their play/continuous provision so it is meaningful to them. Think aloud beside them? The Environment is the Third teacher.</i>  <i>We looked at patterns in the classroom and made our own. Importance of having good quality resources especially block play.</i>  <i>White Rose is good as it gives us a structure but no point in introducing schemes as children need to understand concepts first.</i>  <i>Teaching children in the continuous provision where ELG is the law and the focus. Use incidental opportunities.</i>  <i>I liked that she said - oh there is 10 children in our class and you say THIS IS MATHS - always identifying making links. Counting and writing numbers is not a measure of a good mathematician. It is solving problems and thinking.</i>  <i>They gave us links to website Early Childhood Maths Group- I already follow this online. I sent Vicky another link to Karen Wilding.'</i>  <b>EC – 'It was really refreshing to listen to an expert in maths who was equally knowledgeable about early years. It was a shame it was only just over an hour.</b>  <i>Ruth talked a lot about child development and the links PSED has to being a successful mathematician. We looked at pattern and how children need to see and discuss patterns around them before they will be able to see pattern in number, strong links to communication and language and maths.</i>  <i>She talked about enabling environments and the importance of play. This was backed up by research and evidence that you will see in the slides from the presentation.</i>  <i>She felt schemes were designed for the typical child and she has yet to meet one! She supported the use of a scheme to show a sequence in mathematical skills but emphasised that these should be introduced through play and real problem-solving situations that are meaningful. There are many situations in the day when children are using maths, it is important to say" I like the way you are using maths to....."</i>  <i>She also emphasised that the teaching of the EYFS framework was our legal requirement. Again, there is a good quote from OFSTED within the presentation to support this.</i>  <i>The impact on my daily routine will be to have a better balance between adult led group/ whole class activities and working with children in their child-initiated play to develop their mathematical knowledge and skills'.</i></p> <p><b>BD</b> attended Autism Service and Early Years Specialism briefing on the 19<sup>th</sup> Sept –  <i>'It was informative and covered many aspects that Cheryl had shown us within her staff meeting. Such as autism being non-linear, considering your environment and OWLing.</i>  <i>There were further things to look into and use for those children who are not neuro-diverse but have speech delay and understanding.</i>  <i>Visual support from using concrete objects for those that need it then into photos etc...</i>  <i>A resource pack is being emailed out with the power point at a later date.'</i></p> <p><b>BD</b> attended the first session of her PEACE (Play enriched approaches to challenge attainment) course on 26<sup>th</sup> Sept. Initial feedback  <i>'PEACE project day one was mainly about introducing ourselves and getting to know the people in our teams. We were given a history of EYFS education including High Scope and EPPES. Team building activities in the car park in the afternoon.</i>  <i>We have been allocated an EY consultant for each team, Who will be visiting 3/4 times between now and the end of the project. I have a gap task to complete before the next meeting on 14th October. I have to prepare a presentation to give at the final day in December.</i>  <i>Our consultant is Becky and she has provisionally booked us in for 23rd October for our visit. She can confirm a time when she comes in on Tuesday as she is also doing the ECERS in reception.</i></p>	<p>provided by CWAC</p> <p>EC attending EYFS Service Children Course.</p> <p>Staff will also be liaising with the EYFS Lead from the Concordia Trust.</p>
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*I need to think about horizontal approach of next steps for the children rather than vertical. This was a task we all did and discussed to be a thought when planning next steps for each child.'*

EC & CH have completed two out of three sessions of the EYFS Best Practice Course – feedback to follow.

All EYFS teacher have completed their training – BD – PEACE Play Project and CH & EC – EYFS Best Practice Course

Impact from EYFS Best Practice Course (CH & EC):

IMPACT- Monitoring children more closely in different areas of their play. Considering the Leuven Scales. More child-initiated time and listening to children's learning. Consider how long they are in adult led tasks like phonics, maths, writing. Some children not developmentally ready for these skills.

Consider stopping their child initiated play and allowing them time to come back to the activity.

How is the room working? Make changes after observations e.g identify where the children spend most of their time? Photographs of before and after. Book corner make changes- EYFS Best Practice.

Conflict Resolution already use principles of this.

EC & BD attended a Ruth Swailes workshop on 'Writing Progression in EYFS'.

BD - The training was good. Detailed with lots to think about, further reading about certain areas and ideas to implement into my own practice. I await the PowerPoint/slides as there was a lot of information in what seemed like a short amount of time (even though it finished at 5.20pm!) and I didn't get to write everything down. I know I will want to reread what she had covered.

It's made me start thinking already about things needed both in and outside areas. LIST incoming!!!

EC - Write from the start; developing early writing in EYFS

"Early literacy sits on a sea of talk"

Ruth was very inspiring to listen to, she said children could not develop the skills to read and write if they could not yet speak fluently. (This made me think of Mikolaj and other EAL children in the setting.)

She said that children need lots of work on their gross motor skills before they gain control of their hands/fine motor. (Something that had been discussed at EYFS meetings with Sarah Lister.)

Nursery children riding bikes is an example of developing early writing.

Good characteristics of effective learning are more of a marker of a child's future success at this age.

She commented that we should slow down and look at the statutory judgements, not trying to add more to the statements.

She emphasised the importance of developing early writing through child-initiated play as the children were more motivated if it was linked to their interest and gave writing a purpose. For example making a sign to leave a model in the block play area.

She suggested several documents that reinforced these ideas;

Ofsted Best start in Life 2024

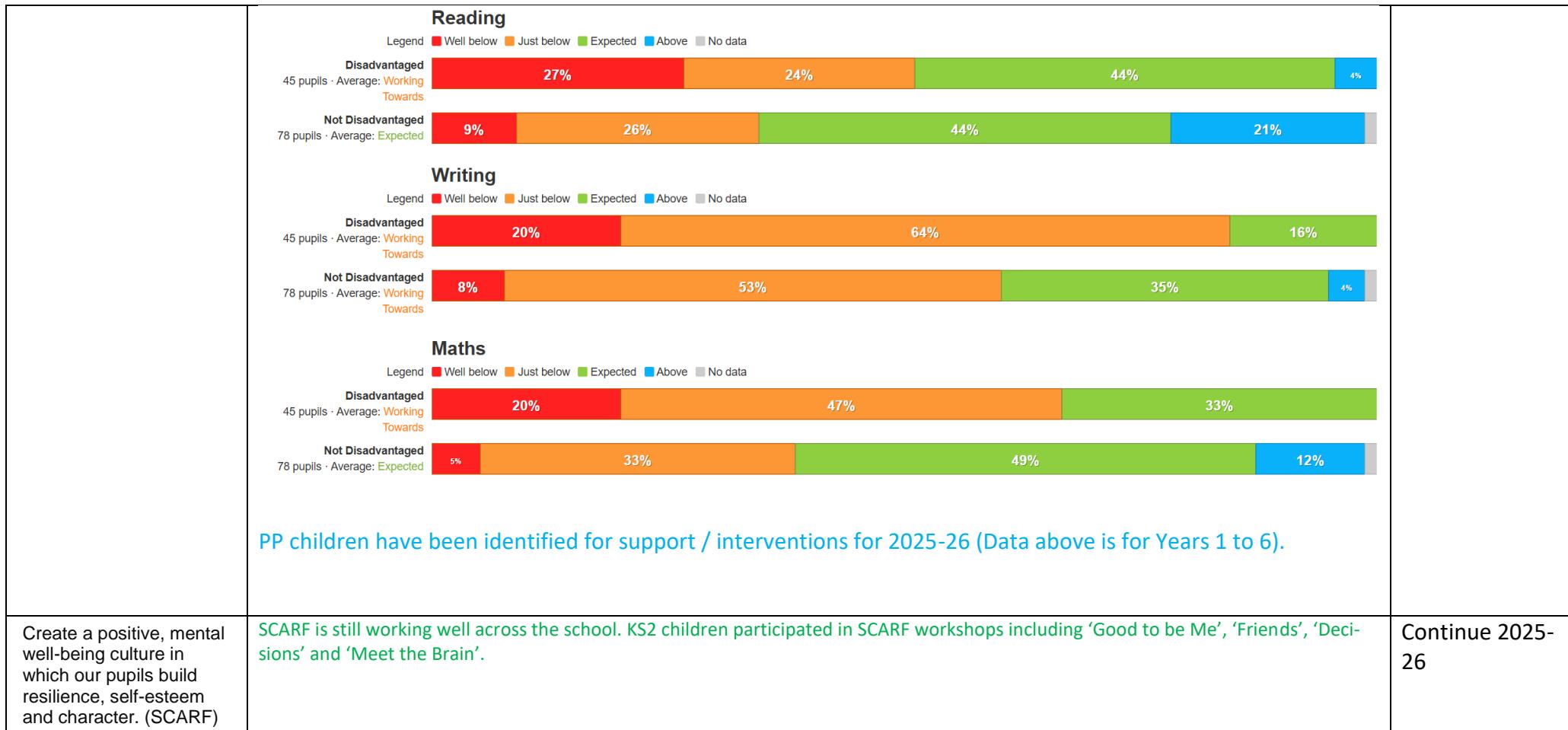
Strong foundations report October 2024

Getting it right in EYFS a review of evidence.

It's a shame it was only 90 mins as there was so much more to explore.

EC & BD attended the EYFS Conference with Alastair Bryce – Clegg.

	<p>The key points we took away were....</p> <ul style="list-style-type: none"> <li>- Engagement versus compliance, are they truly engaged or just doing what you expect.</li> <li>- Every activity does not need an objective</li> <li>- Rich in print; rich in meaning not amount</li> <li>- Puzzles important pre reading skill, make your own with photos and add markings (link to mark making)</li> <li>- Small world should be linked to their world eg Peppa pig/ home/shopping /school</li> <li>- Room should not be too busy or colourful a neutral room enables children to focus.</li> <li>- No hanging hoops and ivy!! Who's it for?</li> <li>- Areas, he feels you do not need, as it should be everywhere; writing area/ maths area/ reading corner.</li> </ul> <p>That the gist of the main points. It was very good and really reinforced the importance of play in EYFS.</p>	
<p>To develop speech and language skills for PP pupils (WELLCOMM) and EAL pupils.</p>	<p>Children in Nursery and Reception have been WELLCOMM assessed – on entry and again just before Xmas. Recommendations have been implemented. Some children have been subsequently referred to SALT.</p> <p>SALT intervention provided for two children in Reception 1 x 15 mins per week – Sept-July</p> <p>From Jan – June 'Sliding In' with a Selective Mute child in Y3 (PP) – 1 x 20mins per week 1 to 1 with GH – Child O has gained confidence when working with adults in his class. He now answers questions from adults in his class relating to his work and lunch etc. He will also answer questions from his TA at 'drop off' in front of Mum ☺</p> <p>HP attended an EAL Course in Summer 1.</p>	<p>Continue 2025-26</p>
<p>Improvement of Phonics, Reading and Spelling</p>	<p>INSET day – LD updated staff on any changes related to Little Wandle (Phonics Scheme) Throughout Autumn 1 staff completed the relevant BIG INSET Little Wandle sessions.</p> <p>6<sup>th</sup> Nov – all staff completed the up-dated Little Wandle Phonics training.</p> <p>LD has met with all staff that teach Phonics.</p> <p>An Early Reading and Phonics review has been carried out by the English Hub (Jan 2025)</p> <p>LD continues to monitor Phonics on a weekly basis.</p> <p>76% Y1 children achieved the Phonics Screening.</p> <p>LD attended 'Reading Ambition for ALL' sessions led by the English Hub – will feed back Sept 2025.</p>	<p>Continue 2025-26</p>
<p>Ensure PP pupils are challenged appropriately through the curriculum and receive high quality teaching and learning through the roll out and resourcing mastery programmes.</p>	<p>PP children are discussed in PPM's. Some PP children have been identified for interventions and boosters for the Spring Term.</p> <p>PP children are discussed in PPM's. Some PP children have been identified for interventions and boosters for the Summer Term.</p>	<p>Continue 2025-26</p>



Create a positive, mental well-being culture in which our pupils build resilience, self-esteem and character. (SCARF)

Continue 2025-26

## Targeted Support

### TARGETED ACADEMIC SUPPORT (e.g. tutoring, one to one support, structured interventions)

Action / Activity	Observations and Impact	Next Steps
Further develop bespoke interventions.	<a href="#">Autumn Term 2024</a> Y2 Sentence Structure (4) SB 1 x 10 mins per week	Continue 2025 - 26

(TA interventions)	<p>3/4 children are now able to construct and write a simple sentence.</p> <p>Y2 Phase 3 blending (1) HP Sept – Oct 3 x 10mins per week</p> <p>Still struggling with some sounds but is gaining in confidence.</p> <p>LKS2 Phase 2 blending (3) HP Sept – Oct 3 x 10 mins per week</p> <p>3/3 PP children (1 child has now left) – Excellent progress made – recognising all flashcards and confidently blending.</p> <p>Y2 Additional reading (11) Reading volunteer 1 x 15 mins per child per week</p> <p>Children are all getting the opportunity to read on a 1 to 1 basis – PP &amp; EAL children who don't read at home are prioritised.</p> <p>Y4 Additional reading (9) Reading volunteer 1 x10mins per child per week</p> <p>Children are all getting the opportunity to read on a 1 to 1 basis – PP &amp; EAL children who don't read at home are prioritised.</p> <p>KS2 Fluency Reading intervention (13) AH On-going from Sept 3 x 20mins per week</p> <p>Effective progress (see EDUKEY for more detailed information).</p> <p>Y1 Blending intervention (4) DE On-going from Sept 5 x 10mins per child per week</p> <p>Some progress made – mainly EAL children.</p> <p>KS2 Guided Practice (8) AH On-going from Sept 4 x 20 mins per week</p> <p>8/8 PP children – 5/8 children have made excellent progress. Applying decoding and prosody skills. Comprehension is effective. 3/8 lack basic skills, finds blending and 'chunking up' of words difficult.</p> <p>Y5 Small Group Writing intervention (6) JG 1hr per week</p> <p>5/6 PP children – working on sentence structure and basics including punctuation and handwriting.</p> <p>UKS2 Spelling Intervention (7) DW Sept – Dec 4 x 20mins per week</p> <p>All children have improved – Spelling ages have gone up by at least 2 months, one child has moved from S.A. 8yrs 7mths to 9yrs 4mths ☺</p> <p>KS2 Phase 5 Reading Practice Intervention (4) AH Sept-Dec 3 x 20mins per week</p> <p>Slow improvements, all children have grown in confidence when reading with expression. Able to recall questions well in comprehension sessions. DU – issues with fluency and isn't always confident replying to questions – tends to 'bounce' off others.</p> <p>Y1 Additional reading – Reading volunteer 2 x 15mins per child per week</p> <p>Children are all getting the opportunity to read on a 1 to 1 basis – PP &amp; EAL children who don't read at home are prioritised.</p> <p>EAL English group (4) PH/AH Sept-Oct 5 x 45 mins per week</p> <p>Intervention has had a positive impact and has now ended due to progress made ☺</p> <p>Y1 Maths Intervention (Pre-teach) (5 – 4 x Emerging, 1 x GLD) VF Sept-Oct 3 x 20mins per week</p>
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Some progress but group not occurring as consistently as school would have liked due to timing and staffing issues. Children working within Y1 but all WTS. Difficulties with the 'worded' questions – EAL difficulty.

Y2 Maths Intervention (Pre-teach) (5 – all at the Expected Y1 level) VF Sept-Oct 3 x 20mins per week All children have made progress. All working within Y2 at the WTS level.

Reception GPC Keep up (5) Nov-Dec 4 x 10mins per week (DE)

4/5 PP children – All children have made progress. EA 85% to 100%, RR 55% to 90%, ER 65% to 90%, AQ 35% to 90%, PSB 80% to 100%

Reception GPC Keep up (4) Group 2 Nov-Dec 4 x 10mins per week (DE)

Children are struggling with sessions. Progress has been slowed due to poor attendance from some children. 2/4 have been identified for additional interventions.

Year 1 Phase 3 Blending (3) Nov – Dec 4 x 10mins per week (DE)

3/3 PP children. All children have made progress. NB 33% to 60%, YM 0% to 47%, FR 47% to 80%

Year 1 Phase 4 Blending (4) Nov-Dec 4 x 10mins per week (DE)

¾ PP children All children have made progress but it is small steps.

Year 1 Phase 4 Blending (3) Group 2 Nov-Dec 4 x 10mins per week

2/3 PP children. All children engaged and progress has been made.

#### Spring Term 2025

##### Y1-6 Additional reading – Reading volunteers

Additional reading volunteers have consistently read with children on a weekly basis – PP are prioritised and those children who do not read at home.

##### Aut 2 Reception Phase 2 Blending – Grp 2 Jan – March – 3 children all PP 4 x 10mins per week (DE)

ER - E has not been engaged during sessions and has refused to join in with most sessions. E has also been absent for a small number of sessions. E's decodable words reassessment score did not improve between December and February.

ES - E has been engaged during sessions but often rushes the repeating the adult led blended words. When rushing, E struggles to segment the last two graphemes and therefore struggles to hear all of the sounds she needs to blend. E has gained more confidence during our sessions and was willing to join in and try harder towards the end of the half term.

PW - P has been very engaged during sessions and has improved massively with his blending skills. P's reassessment score has increased from 10% in December for the decodable words section, to 60%.

##### Spring 1 KS2 Phonics (Y1 Aut 2 Phase 5) Jan-March – 10 children all PP 4 x 10mins per week (AH) - sessions completed at Feb half term due to AH leaving. Group reduced to 9 due to PK leaving.

MA -Aut 1 - overall score 91%

	<p>Aut 2 - Overall score 91%</p> <p>IA - Aut 1 - overall score 100%</p> <p>Aut 2 - overall score 95%</p> <p>RB - Aut 1 - overall score 93%</p> <p>Aut 2 - Overall score 85%</p> <p>HK - Aut 1 - Overall score 96%</p> <p>Aut 2 - Overall score - 91%</p> <p>MLS - Aut 1 - overall score 89%</p> <p>Aut 2 - Overall score 58%</p> <p>JJP - Aut 1 - overall score 96%</p> <p>Aut 2 - Overall score 91%</p> <p>OR - O only joined the class during Autumn 2 Week 2 of our phase 5 phonics.</p> <p>Aut 1 - overall score 87%</p> <p>RR - R only joined the class during Autumn 2 Week 2 of our phase 5 phonics.</p> <p>Aut 1 - overall score 83%</p> <p>Aut 2 - Overall score 68%</p> <p>HS - Aut 1 - overall score 100%</p> <p>Aut 2 - Overall score 94%</p> <p><b>Aut 2 Reception Phase 2 Blending – Group 1 – Jan-March – 4 children all PP 4 x 10 mins per week (DE)</b></p> <p>MR - M's overall assessment score has increased from 56% to 58%. M is still struggling with oral blending but is getting better at it, and is still struggling with decodable words. M can often be distracted and find it hard to concentrate during our sessions.</p> <p>ER - E's overall score has improved from 56% to 63%. E is very confident with oral blending, however does struggle with decodable words. E finds it very difficult to focus and concentrate during our sessions and is often distracted.</p> <p>ES - E's overall score has improved from 35% to 44%. E is able to confidently oral blend. E's score for decodable words has improved from 0% to 10%. Although E is struggling to read decodable words, she has improved a lot during our sessions and is now able to blend with support.</p> <p>HT - H's overall score has improved from 35% to 51%. H is able to confidently oral blend. H's decodable words section of the assessment remained at 0% however during our sessions, he is engaged and is able to now blend with support.</p> <p><b>Phase 3 Blending Jan – March 4 children, all PP 4 x 10 mins per week (DE)</b></p>	
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HA - H has been very engaged, joined in well and has been eager to learn during our blending sessions. Her recent reassessment of phase 3 has improved from 56% overall, to 87% with her decodable words section improving from 33% to 73%.

SAY - Shas been very engaged, joined in well and has been eager to learn during our blending sessions. S has completed the Rapid Catch Up ph4 sessions as well as our blending intervention. She scored 83% on her most recent assessment.

BB - B has been very engaged, joined in well and has been eager to learn during our blending sessions. Her recent reassessment of phase 3 has improved from 53% overall, to 89% with her decodable words section improving from 33% to 80%.

LLH - L has been very engaged, joined in well and has been eager to learn during our blending sessions. Her recent reassessment of phase 3 has improved from 56% overall, to 84% with her decodable words section improving from 20% to 73%.

**KS2 Guided Reading Practice (Phase 4) – Jan-March 10 children all PP 4 x 20 mins (AH) – sessions completed at Feb half term due to AH leaving. Group reduced to 9 due to PK leaving.**

MA - M is confident when she reads using the skills taught in each lesson, but still segments and blends almost every word so is not fluent yet. Although, she can transfer the phonics knowledge into her reading.

IA - I is a confident reader and uses the skills taught in each lesson when he reads. He can transfer the phonics knowledge into his reading.

RB - R is a confident reader and uses the skills taught in each lesson when he reads. He can transfer the phonics knowledge into his reading.

HK - H is a confident reader and uses the skills taught in each lesson when he reads. He can transfer the phonics knowledge into his reading.

MLS - Due to the assessment M had completed in phonics, Phase 4 reading is too advanced for the level of reading she is capable of. (Application for Top Up funding has now been submitted)

JJP - J is confident when he reads but doesn't always use the skills taught in each lesson, but still segments and blends almost every word so is not fluent yet. Although, he can transfer the phonics knowledge into his reading.

OR – O joined our lessons half way through Spring 1 but has shown his understanding of the skills taught and using them efficiently with his reading. He still segments and blends most words but does this correctly. He can transfer the phonics knowledge into his reading.

RR - R joined our lessons half way through Spring 1 but has shown her understanding of the skills taught and using them efficiently with her reading. She still segments and blends most words but does this correctly. She can transfer the phonics knowledge into her reading.

HS - H reads fluently and confidently and also can transfer her phonics knowledge into her reading.

Tricky Words Keep Up – Jan-March – 4 children 3/4 PP 4 x 10 mins (DE)  
Progress has been made by all PP children.

Longer Words Keep Up – Jan-March – 4 children 2/4 PP 4 x 10mins (DE)  
Progress has been made by all PP children.

Spring 1 KS2 Fluency Intervention Jan – March 9 children 5/9 PP 3 x 30mins (AH) - sessions completed at Feb half term due to AH leaving.

MA -Fluency 2

- Number of words read/attempted (does not include missed words): 107
- Number of words missed/skipped: 2 (so, in)
- Number of words read correctly: 103
- Accuracy: 96%

TN - Fluency 2

- Number of words read/attempted (does not include missed words): 107 (Whole text)
- Number of words missed/skipped: 0
- Number of words read correctly: 107
- Accuracy: 100%

MR - Fluency 2

- Number of words read/attempted (does not include missed words): 94
- Number of words missed/skipped: 2 (and Lily)
- Number of words read correctly: 90
- Accuracy: 96%

DS - Fluency 2

- Number of words read/attempted (does not include missed words): 85
- Number of words missed/skipped: 0
- Number of words read correctly: 84
- Accuracy: 99%

IS - Fluency 2

- Number of words read/attempted (does not include missed words): 107 (Whole text)
- Number of words missed/skipped: 2 (be, so)
- Number of words read correctly: 104
- Accuracy: 97%

Spring 1 KS2 Phase 5 Guided Reading Jan-March 4 children 2/4 PP 3 x 20mins (AH) – sessions completed at Feb half term due to AH leaving.

OS - O is confident when he reads but doesn't always use the skills taught in each lesson, but still segments and blends some words so is not fluent yet. Although, he can transfer the phonics knowledge into his reading.

DU - D is confident when she reads using the skills taught in each lesson, but still segments and blends some words so is not fluent yet. Although, she can transfer the phonics knowledge into her reading.

Y3/4 Talking Pictures Jan-March 5 children 4/5 PP 4 x 1hour (SB/AH) – reduced to 4 children as PK left (3/4 PP)

SAY - S can form a simple sentence independently but struggles to apply phonic knowledge when spelling.

RB - R can form a sentence applying phonic knowledge to spelling. R is often distracted and struggles to stay on task. He can spend the first 10 minutes of his lesson regulating himself before he is able to complete the task.

TN - T can construct a simple sentence, adding in determiners. T often races a head and doesn't listen to the full instruction, so misses out adjectives.

Additional interventions were added Spring 2 – reviews can be found on EDUKEY.

#### Additional Reading Volunteers R-Y6

Reception – Prioritised children are those who are identified as not reading at home. Pre-reading with a volunteer has improved the children's confidence in shared practice. Also helped to identify children with specific difficulties.



1 PP (MK) who is well below has been identified for interventions in Year 1.

KS2 children have developed confidence, developed their decoding and fluency skills as well as their retrieval skills.



#### Year 1



#### Year 2

	<p>Legend <span style="color:red">■</span> Well below <span style="color:orange">■</span> Just below <span style="color:green">■</span> Expected <span style="color:blue">■</span> Above <span style="color:grey">■</span> No data</p> <p>Reading 14 pupils · Average: <span style="color:green">Expected</span> <span style="color:red">7%</span> <span style="color:orange">29%</span> <span style="color:green">36%</span> <span style="color:blue">29%</span></p> <p>The support from our Reading volunteers has been invaluable – all volunteers have said they would like to continue next year 😊</p> <p>Y4 English Intervention 1 hr per week with Jan Greer – 5 children (3/5 PP) – Children are working on sentence structure using the Y4 objectives.</p> <p>All children benefitted from the group as they were able to consolidate the learning from their Y4 English lessons in a small group.</p> <p>KS2 Reading Practice 5 x 20mins per week DJ – 6 children all PP</p> <p>Phase 5 Phonics 5 x 20 mins per week DJ – 7 children all PP</p> <p>Summer 1 &amp; 2 KS2 Phonics Phase 5 5 x 20 mins per day GH – 7 children (4 PP)</p> <p>Summer 1 &amp; 2 KS2 Phase 5 Set 3 5 x 20 mins per day GH – 7 children (4 PP)</p> <p>All reviews on EDUKEY – all children have made progress.</p>	
Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PP pupils achieving the expected standard or higher based in their prior achievement.	<p>Year 5/6 Maths group daily VF (?? Children) Sept – April After Easter Y6 children back into class, Y5 children working with JG)</p> <p>Year 3/4 Maths group daily VF (?? Children) Sept – April After Easter Y3/4 group being taken by GH.</p> <p>Mixed Maths Group (6) 5 x 1hr per week (PH)</p> <p>Working through the Mastering Number programme. Focusing on number recognition and subitising. LLH – attendance has hindered progress – missed more than 10 sessions.</p> <p>Spring 2 Maths Skills Jan-March 3 children all PP 2 x 20mins (PH/GH)</p> <p>OCM - Spring 1: if a number is bigger than 5 on daily 10, O finds it difficult to add as she uses her fingers.</p> <p>Spring 2 - Attendance in school has been an issue during this term. Olivia has missed multiple sessions.</p> <p>O can use a number line to add and subtract one digit numbers e.g. 9-3. She needs support when the questions cross the ten barrier. She is reliant on the number line and finds trying it mentally difficult.</p> <p>LLH - Spring 1: Doing well with daily 10 and addition focus. Uses her fingers to count and add under 10. Has started to 'count on' and keep a number in her head.</p> <p>Spring 2 - After focused number line work, L was able to use this method to solve one-digit subtraction questions. Lottie has made some progress in her number knowledge but does still use a number line to find the answer she wants to</p>	Continue 2025 -26

	<p>write. She knows her doubles up to 10. The group progressed onto counting in tens to learn the numbers 10-100. L worked hard at this but this is still a key area of development.</p> <p>JKM - Spring 1: found daily 10 challenging as 20 seconds is not long enough so went back to 1:1 work. Counting on fingers does not always match vocal counting e.g. he says 5 when he has 3 fingers.</p> <p>Spring 2 - Initially, we focused on 1:1 correspondence when counting objects. J still rushes through his counting at times. J has improved with his use of a number line to add and subtract and has worked on this in morning maths too. This seems to be his preferred method. He is confident with the numicon when adding and subtracting.</p> <p><b>Y3 &amp; Y4 Maths Intervention (in Y2) – Jan-March 2 children, both PP 5 x 1 hour</b></p> <p>SAY - S lacks confidence in the maths sessions and requires constant support in the lesson. Workbook tasks are often adapted and she still needs adult support to complete them.</p> <p>TN - T joins in the sessions, shares her ideas and answers and completed the workbook with some support.</p> <p><b>Y1 Maths Pattern and Number – Jan-March 2 children, both PP – 1 x 10mins (FMc / GH)</b></p> <p>RR - Able to copy basic patterns of up to 3 colours. Unable to carry on a pattern. Improvised when missing a counter by finding a different counter of same colour.</p> <p>FR – no review</p> <p><b>Y1 Maths Addition – Jan-March 2 children, both PP – 1 x 10mins (FMc / GH)</b></p> <p>BB - Daily 10 (not timed), addition to 10. Was able to count on by keeping the biggest number in her head.</p> <p>PW - Daily 10 (not timed), addition to 10. More confident when counting within 10. Has started to count on with little error. "I keep 6 in my head".</p> <p><b>Year 2 Extra Maths Prep – 4 children (3/4 children PP) 1 x 20mins per week (GH)</b></p> <p>All 2/3 PP children achieved the Expected level at the end of the year.</p>	
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## Other Approaches

Wider Strategies (e.g. related to attendance, behaviour and well-being)		
Action / Activity	Observations and Impact	Next Steps
Extended opportunities to attend after school clubs and activities for children eligible for FSM.	<p><b>Autumn 1 – KS2 Art (13), Computing (8), Board Games (6), Y5/6 Football (13), Gardening (10), Y1-3 Film (13), Y2-4 Football (13), Choir (16), Netball (8), Well-being (6), KS1 Craft (7)</b></p> <p>16 children from Years 5 and 6 attended a Sports Festival with Passion for Learning on the 24<sup>th</sup> Sept. All thought it was amazing as they were able to try out different sports...</p> <p>KE – <i>'The Sports Festival was great, there were so many sports to try'</i></p> <p>VG – <i>'It was the best thing ever – you could add swimming practice next time!'</i></p> <p>AC – <i>'I thought it was amazing and the people who ran the stalls were epic and were very kind and respectful. The games were loads of fun and exciting. It was just the best'</i></p> <p>BF – <i>'It was amazing and I wouldn't change a thing'</i></p> <p>JMc – <i>'My day was brilliant – I loved the handball and basketball. The people were brilliant – I liked the man on the basketball. I wasn't good at every sport but I gave it a go. I loved meeting the Chester City footballers and meeting Amy Treasdale (Paralympian). Every sport was fab and I hope to do it again soon'.</i></p> <p>JR- <i>'I enjoyed the Karate and I think it will be awesome for the kids next year'</i></p> <p>Children from Years 2 to 6 had the opportunity to watch 'The Tempest' by the Storyhouse actors...</p> <p><i>'It was inspiring for those who want to be actors in the future'</i></p> <p><i>'We should do it again in a few months'</i></p> <p><i>'It was better than having to read all the chapters in a big book – it was a fun way to know the story'</i></p> <p><i>'It was funny and a good way to learn Shakespeare'</i></p> <p><i>'I think it was amazing because 4 actors did all the roles'</i></p> <p><i>'It was very funny'</i></p> <p><i>'I liked the question session at the end because I want to act'</i></p> <p><i>'I liked how we could take part – it was really fun'</i></p> <p><b>Autumn 2 – KS1 Art (9), Computing (8), Board Games (6), Y5/6 Football (13), Gardening (10), Y4-6 Film (9), Y2-4 Football (13), Choir (16), Netball (8), Well-being (6), KS2 Craft (7)</b></p>	Continue 2025 - 26

**Spring 1 – Gardening (10), Art (7), Well-Being (3), Film (12), Choir (18), Recorder (13), Reading (7), Football x 2 (27), Board Games (7), Netball (9), Yoga (7)**

**Spring 2 – Gardening (10), Choir (18), Recorder (13), Reading (7), Football x 2 (27), Art (7), Board Games (7), Netball (9)**

**Summer 1 – Art (14), Gardening (13), Chester Zoo Wildlife (10), Striking and Fielding (7), Netball (13), Football (13), Well-being (5), Choir (8), Film (12)**

**Summer 2 - Art (14), Gardening (13), Chester Zoo Wildlife (10), Striking and Fielding (7), Netball (13), Football (13), Well-being (5), Choir (8), Film (12), Cooking (6)**

**Y5 attended a Sports Festival organised by the Pupil Forum and Chester City FC..**

'I think it was amazing. Football was my favourite but I liked everything. It was fun to learn volleyball because I've never tried it. I also had other friends from Hoole because I played football with them. It was a great day'

'I loved it all SO much'

'I loved this event because there were so many new sports that I was good at. I made some new friends from Hoole. My favourite was RAGE and I'm going to consider joining it'

'I had an amazing day because we got to do all sorts of things and even played volleyball'

'Thanks for everything - it was all amazing. The best part was making new friends and being in teams'

'I loved it - it was really fun. Everyone was kind to me, it was amazing. Some bits were hard but everyone cheered me on'

'The trip was really, really good but it was just too HOT'

'Today was really good fun. I made a new friend with a girl called Evelan. Volleyball 8/10 - quite hard but good fun, Football 7/10 - it was fine! Hydro 7/10 - very tiring but fun, Keep Fit 10/10 - so fun I got 92! Volleyball 9/10 - super fun, my teammates were kind'

Residential Trips / Outdoor Learning including day trips	<p><b>Forest School – Year 2</b></p> <p><i>I liked roasting the marshmallows because it reminded me of camping outside.</i></p> <p><i>I liked hunting for bugs in forest school and making a pictogram in science about what we had found.</i></p> <p><i>I liked all the games we played.</i></p> <p><i>It helped me learn about food chain and habitats.</i></p> <p><i>I liked everything because it is all about nature and being outside.</i></p> <p><b>Y6 Visit to the Military Museum, Chester:</b></p> <p>ZVS – <i>'I liked going in the Morrison shelter'.</i></p> <p>OF – <i>'It was good fun doing the bomb disposal but we used a potato instead of a real incendiary bomb!'</i></p> <p>OJ – <i>'I liked seeing all the sculptures of the soldiers'</i></p> <p><b>Y2 Visit to the Grosvenor Estate:</b></p> <p>AJ – <i>'I liked digging and finding worms in the wildlife area'</i></p> <p>EJ – <i>'I liked the pond dipping – I found water boatmen and sea snails'</i></p> <p>ER – <i>'I liked worm digging and I found LOTS of worms'</i></p> <p>OCM – <i>'I liked the swans on the pond'</i></p> <p>HE – <i>'I loved it all but I liked the biscuits, I had 3!!'</i></p> <p>Miss Dalton said it was one of the best trips ever. The staff were really accommodating and answered all the children's questions. They had the opportunity to drive around the Grosvenor estate where they saw massive houses and deer. The day will really support and re-inforce the Science topic they are doing this term.</p> <p><b>Eden – Horseriding</b></p> <p>EGEH - I like it because I get to ride horses and I don't usually get the chance to do this. I like to see the teachers there and they teach me lots of skills like how to trot. My favourite bit is when we go outside for a walk because it nice to have the leaves in my face and be around nature.</p> <p>BD - I love it because it's just so exciting. Every time I get to do it, I get to ride on the horse like a cowboy. I've never done it before and I love that I do it each week. I like going with my Mum and Dad now too and I've got special boots.</p> <p>DC - I like it because it's very fun and I get to ride horses. My favourite bit is when we trot as we go fast and it's exciting.</p> <p>Mrs Wright - The children thoroughly enjoy horse riding and gain a great deal from the weekly sessions. Each session acts as a form of therapy for the children, encouraging core stability, focus and attention. The children have to engage with adults and get the opportunity to develop their social interaction skills. The children have developed many skills and can all now trot and know how to get the horse to move and stop. EGEH can now trot using one hand to hold the reigns and can do this independently. DC rides with</p>	Continue with Forest School next year and try and organise more trips (although cost does hinder what can be offered).
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a really straight back, showing real core stability development. More recently, BD has been asked to join to the special Olympics group and now attends sessions with parents each Tuesday evening.

### **Y3 Visit to Pizza Express**

MR- *I really liked it because you could make our own pizzas and it turned out really nice.*

OC - *It's a really nice shop.*

KA - *the teacher was really good.*

TN - *thank you for taking us to the pizza*

BD- *thank you for letting us make pizza there*

IA - *the best part was eating the pizza*

HK- *the pizza was nice*

LC - *thank you for cooking the pizza.*

### **Y2 Residential to Delamere**

LR - *I loved going through the steep hills and the wellie eaters*

EJ- *wellie eaters and going through the rivers were the best*

ARM- *I liked going through the wellie eaters, building dens and the food!*

JW - *I liked walking with Stella and through the wellie eaters.*

OCM - *I enjoyed the film night and walking through the mud!*

AJ - *I liked playing in the snow and having a snowball fight.*

LLH - *the best bit was building the snowman!*

### **Reception trip to the Storyhouse to see 'Jack Frost'**

Mrs Clements - "A magical interactive experience, the children were captivated by the story telling."

Miss Shepherd – 'A magical storytelling experience, engaging every child'

RHG – 'Jack Frost made me feel cold and happy'

MR – 'Can we go again?'

PS – 'It was super, nice, crazy – Jack Frost was icy'

### **Forest School – Year 3**

OC - I liked making the stew and when we played where we were in a river with crocodiles and we had to work as a team to make it to the other side with hoops.

TN - I liked making crowns and making the camp fire.

PHG - I liked it when we made the dens and when we played noughts and crosses with the crosses.

LC - we played noughts and crosses and the hot chocolate was nice.

JJ - the marshmallows were nice when they got burnt.

DS - I liked the skeleton hunt.

RT - we played 123 where are you.

SS - I liked when we played in the snow.

GAR - I liked eating the cookies and when Mr Ellinson said that we could climb the branches. I also liked it when he said we had to look after the wildlife.

#### Forest School – Year 4

"The activities were amazing and we had so much fun." - MN

"I liked it when we made catapults." - LM

"I loved learning about the Romans" - EJ

"I loved making dens and roasting marshmallows." – HF

All children said it helped with their learning about the Romans in history.

#### Forest School – Year 5

'It's so amazing!'

'I love that we get to go outdoor and learn'

'I loved doing the digging and the weeding in the flower beds'.

'The mini beasts were so fun.'

'I enjoyed making the dens.'

'It's good cause we get a little snack and we learn things we don't normally learn about in the classroom'.

'It's nice when the weather is good'.

'I enjoy working in teams and with my friends'.

'I loved making the marshmallows and having hot chocolate'.

'It's interesting getting to see the outdoors and how we can help'

#### Forest School – Year 1

'I enjoyed the scavenger hunt to find and name the different plants and trees'.

'I enjoyed all of it'.

'I enjoyed the campfire and eating the marshmallow'.

'I enjoyed free time to build the den'.

'We planted sunflowers'.

'I enjoyed learning about plants and climbing the trees'.

#### Forest School – Year 6

'Loved Forest School – it was really good to do after our SATs – we really enjoyed it'

'The water pistol fight was great – I liked that the teachers joined in and I got Miss Key'

Y6 Residential to Min-Y-Don.

<p>Attendance – Improve the attendance of PP pupils and reduce persistent absences of PP pupils.</p>	<p>DG and KC attended the Attendance Forum on 16<sup>th</sup> Sept – shared new procedures and good practice. PP children were discussed during the Register Inspection and Targeted Support Meeting. All procedures put in place were deemed effective. 1 x PP child is currently on a part-time timetable and being monitored on a regular basis.</p> <p>Attendance of disadvantaged children is 94.5% compared to non-disadvantaged 95.5% 1 child has attendance below 50% (currently on a part-time timetable due to medical needs) 4 children who are deemed persistently absent are PP</p> <p>Attendance of disadvantaged children is 94.7% compared to non-disadvantaged 95.1% 1 child has attendance below 50% (currently on a part-time timetable due to medical needs) 8/49 children who are deemed persistently absent are PP</p> <p>Attendance of disadvantaged children is 94.8% compared to non-disadvantaged 94.5% 1 child has attendance below 50% (currently on a part-time timetable due to medical needs) 6/49 (12.2%) children who are deemed persistently absent are PP</p> <p>Attendance of disadvantaged children is 94.6% compared to non-disadvantaged 94.4% 1 child has attendance below 50% (currently on a part-time timetable due to medical needs) 6/50 (12.0%) children who are deemed persistently absent are PP</p>	<p>Continue to monitor attendance 2025-26 (Will be a main priority on the SSIP)</p>
<p>Providing Emotional Support through ELSA, Passion for Learning and Storyhouse.</p>	<p>Year 4 worked with Storyhouse on 'Chester':</p> <p><i>"It was a fun way to learn about Chester because we didn't have to do lots of writing"</i>  <i>"I liked learning about places near to where I live."</i>  <i>"My favourite part was making our own versions of Chester Suspension Bridge."</i>  <i>"It was fun learning about Chester with Jess."</i>  <i>"I liked doing all the drama because it's a fun way to learn."</i></p> <p>14 children are participating in the Passion for Learning After School Enrichment Club – this will continue for the whole year.</p> <p>13 children receive 1 to 1 support from Passion for Learning volunteers – this will continue for the whole year.</p> <p>KS2 ELSA group (4) DW Sept-Dec 1 x 15mins per week  KS1 ELSA group (4) GH Sept-Dec 1 x 15mins per week</p> <p>3 children are engaging with Platform for Life. This continued into Autumn 2 but then funding was withdrawn.</p> <p>Passion for Learning Enrichment group went to Crabwell Hall Care home as part of the 'Share a Smile' project. They read stories, did crafts, played games, chatted and listened to all the residents.</p> <p>Year 1 worked with Storyhouse on their topic of 'Space':</p>	<p>Continue to work with Passion for Learning and the Storyhouse in 2025-26</p>

'I liked that we got to play games when we had our first session. We learn about Neil Armstrong and that he flew to the moon 1969.'

'We learnt about space and who flew to the moon first. It was Neil Armstrong, one small step for man on giant leap for mankind. I liked it because she knew all about it.'

'I liked it when we drew our rockets. Because we were learning about Niel Armstrong. He was an astronaut because he was the first man on the moon so she was famous. I also liked the dance we showed to the school.'

Year 5 worked with Storyhouse on their topic of 'Vikings':

'I loved it I think we should do it more often.'

'I think it was nice because we got to play some games.'

'I liked the part where we played splategies.'

'I think it was fun and I would give it a 7 out of 10.'

'I really liked the activities which we did. Especially the book marks!'

I liked it because it was different and we get to be out of the classroom.

'We didn't have to do much writing which I really liked

'I liked how we learned and played at the same time.

I loved Elenka and she was so kind! She's the BEST

Elenka is a great role model.

It helped us be more creative.

We learned about the Vikings and also the Saxons.

Year 2 worked with the Storyhouse on the topic of 'The Great Fire of London':

AS- I liked when we had to find the diary entries outside.

JW- I liked hunting for the letters from Samuel Pepys.

EJ- I liked when we learnt about Samuel Pepys.

ER - I liked that we played in the hall.

OCM- I liked acting out the events of the fire.

GBT - I liked making the houses and writing the diary entry,

AM - I liked drawing the houses and labelling them.

Year 3 worked with the Storyhouse on the topic of 'Iron Age':

I liked it when we were making our own hillforts.

We did lots of physical theatre.

We were doing actions to our key words. It helped me remember what it was.

I liked it when we did the warm up and asked about our favourite things.

I liked the games and acting.

	<p>I liked it when we did true and false quizzes at the end of the lesson.  I liked it when we played the games.  I liked all of it!  I liked it when Jess shouted ROUNDHOUSES and we had to get into groups to make it.</p> <p>15 children from Year 5 participated in a Careers Carnival with Passion for Learning – they children got to experience a variety of different careers at the Cheshire View event.</p> <p>Year 6 worked with the Storyhouse on the topic of 'Mayans' in Summer 2.</p> <p>All the children report that they 'love' the Storyhouse sessions and like the fact they are active – some even comment that they remember things more when 'doing' rather than writing.</p>	
Increase Parental involvement and engagement.	<p>Parent meetings took place at the beginning of the year for all Year 1 to 6 parents. Eden parents also met for a coffee afternoon. (Nursery and Reception parents met at the end of the Summer term).</p> <p>Family Members to School took place on the 30<sup>th</sup> Sept, 2<sup>nd</sup> and 3<sup>rd</sup> October – over 87 family members attended...</p> <p>'Great session – was lovely to see how well my daughter is doing in class'  'Fantastic tasks today, a great way to learn – very interactive'  'Loved spending time with my child and being creative together – very well run and prepared session'  'Loved spending time with my child in the school environment, looking at how the class interacts together and with the teacher'  'All the events were really good and enjoyable'  'It was great getting to spend time with my child in the school setting. Getting a glimpse into what tasks / activities they do during the day'  'Lovely to see my child in the school environment with her teachers and peers. Nice to see the link with what they are learning to the activities'  'Loved watching the assembly'  'Fantastic event – I always enjoy these days'  'I enjoyed it all and I can't believe how much you teach in a day'  'It was fun and entertaining – I really enjoyed it'</p> <p>Stay and Play sessions for Nursery and Reception took place on the 8<sup>th</sup> October – 9 Family Members took part (engagement from Nursery parents was low on this occasion):  <i>'I loved everything, the Dough Disco was great'</i>  <i>'It was nice to see story time and the children engaging'</i></p> <p>Playdough workshop offered to N, R and Y1 parents (and EYFS and Y1 parents from Eden)</p> <p>Stay and Play sessions for Nursery and Reception took place on the 5<sup>th</sup> Dec – parents had the opportunity to play alongside their children on a variety of activities.</p>	Continue to provide opportunities for Parents to come into school. Potentially include some assemblies next year.

	<p>Reception staff offered a Reading meeting to parents on the 10<sup>th</sup> December but only one parent turned up.</p> <p>Stay and Play sessions for Nursery and Reception took place on the 29<sup>th</sup> Jan – parents had the opportunity to play alongside their children on a variety of activities.</p> <p>Family Members to School took place on the afternoons of the 10<sup>th</sup> and 12<sup>th</sup> March 2025. Over 104 family members attended:</p> <p><i>'The classroom displays are fantastic. Miss Costelloe's teaching is great and Mr Jones is a burst of energy'.    'Brilliant teaching – kept the children engaged'    'Warm, welcoming atmosphere – continue the excellent job'    'Congratulations to all the teachers – a good mix of practical and written work'    'Great activities, nice and enjoyable and interactive'    'Very enjoyable and Mrs Jones is a lovely teacher'    'Had lots of fun – thank you'    'It was educational, fun – the teachers do a good job and the children do a good job too'    'Thank you for organising such an interactive stay and play'    'It was lovely to see the children playing with each other'    'I felt like we experienced the afternoon session in school – bonus we even got a playtime'    'Really well organised and thought out. Nice and practical so children were really engaged – Well done!'    'Enjoyed the investigation of the different poo's for a carnivore, omnivore and herbivore'    'Really well thought out, interesting and interactive'    'Great teaching and classroom management'</i></p> <p>Family Members to School was cancelled as Parents were invited into school for a number of events in the Summer Term, including:</p> <ul style="list-style-type: none"> <li>- Sports Day</li> <li>- Watching swimming sessions</li> <li>- Art Exhibition</li> <li>- Y6 presentation</li> </ul> <p>Parents do report that they feel valued and that they enjoy the time they spend in school.</p>	
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AUTUMN 1 REVIEW AUTUMN 2 REVIEW SPRING 1 REVIEW SPRING 2 REVIEW SUMMER 1 REVIEW SUMMER 2 REVIEW

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

### How our service pupil premium allocation was spent last academic year

- Enrichment Clubs
- Organised 1-2-1 sessions with a charity, 'Passion for Learning'
- Drop in sessions for parents to discuss any issues or concerns
- Support of year 6 children to high school, plus admissions to Nursery and Primary
- Team around the Family (TAF) Referrals
- Regular liaisons with army welfare
- Supporting new families coming in

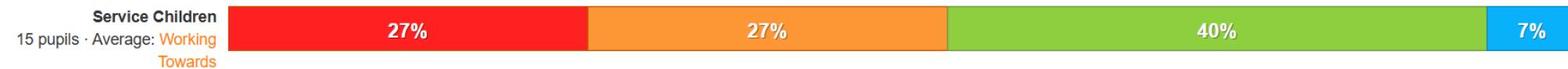
- Supporting access to outside agencies including CAMHS, Play Therapy
- Supporting children to reach their true potential
- Supporting families with deployments and battalion moves.

## The impact of that spending on service pupil premium eligible pupils

### Attainment 2024-25

#### Reading

Legend Well below Just below Expected Above No data



#### Writing

Legend Well below Just below Expected Above No data



#### Maths

Legend Well below Just below Expected Above No data



## Progress 2024-25

### Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



### Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



### Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



