

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Stapleford Community Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Jayne Hore
Pupil premium lead	Jayne Hore
Governor / Trustee lead	Jenny Wye

## Funding overview

Detail	Amount
<b>Pupil premium funding allocation this academic year</b>	<b>£57,035</b>
<b>Recovery premium funding allocation this academic year</b>	<b>£0</b>
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	<b>£0</b>
<b>Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</b>	<b>£57,035</b>

## Statement of intent

At Stapleford Community Primary School, we are passionate about education. We are ambitious for our pupils and want the best for every child. Our staff work hard to ensure the school is a vibrant and innovative place, where pupils demonstrate a thirst for learning, where curiosity is nurtured and excellence is expected in a caring, supportive and stimulating environment. Our school vision 'CARE' encourages learners to be curious, ambitious, resilient and to demonstrate excellence.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and, at Stapleford, we are determined to provide the support and guidance they need to help them overcome these barriers.

Our aim is to use the pupil premium funding to provide additional support to counter disadvantage and to ensure greater equity through:

1. Ensuring and supporting great teaching
2. Providing targeted academic interventions
3. Using a wide range of strategies to overcome barriers to learning

We will prioritise foundational skills development across the school, including oracy, maths fluency, phonics and early reading, and handwriting, to ensure our disadvantaged pupils build solid learning foundations that support academic success.

### **Ensuring and supporting great teaching**

We recognise the importance of ensuring all pupils, whatever their background or circumstances, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond, school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well-planned and adaptive lessons that support, challenge and stretch all pupils. A programme of training support staff to continually expand and develop a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly with timely and appropriate interventions.

This will include:

- extensive gap analysis used to further inform teaching
- 1:1 and small group support within the class
- Teaching Assistant support in class
- the employment of specialist teachers
- Continuing Professional Development (CPD) for staff and collaborative practice, including coaching, team teaching, modelled lessons and best practice visits

We are committed to providing high-quality ordinarily available provision that meets the diverse needs of all pupils, including those with dyslexia and other specific learning difficulties. Our classrooms are designed to be dyslexic-friendly, incorporating strategies and resources that reduce barriers to learning and support pupils' access to the curriculum. This includes:

- Use of clear, dyslexia-friendly fonts and layouts in teaching materials.
- Structured and explicit teaching of phonics and spelling, aligned with our new Sounds and Syllables spelling scheme and existing Little Wandle phonics and reading scheme.
- Visual supports and multisensory teaching approaches to reinforce learning.
- Consistent classroom routines and clear instructions to reduce cognitive load.
- Training for all staff on dyslexia awareness and inclusive teaching strategies.
- Regular formative assessment to identify and respond promptly to pupils' needs.

This approach ensures that all pupils, including those with SEND, benefit from effective teaching and are supported to make strong progress within the classroom environment.

### **Providing targeted academic interventions**

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch-up strategy. Evidence from research shows that such programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 / small groups in English and maths
- additional learning time
- additional phonics
- speech and language support
- Special Educational Needs and Disabilities (SEND) / English as an additional language (EAL) support groups

### **Using a wider range of strategies to overcome barriers to learning**

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement.

At Stapleford we will provide

- positive and supportive learning environments where all pupils feel valued and understood
- a focus on improving attendance
- curriculum enrichment opportunities
- support for wellbeing and mental health
- activities to increase parental engagement to ensure there is equity for all pupils

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low attainment and slow progress in core subjects; gaps in knowledge retention and recall.
2	Limited parental engagement affecting home learning support.
3	Lack of cultural capital and varied experiences impacting vocabulary and knowledge.
4	Underdeveloped oral language and communication skills, especially among disadvantaged pupils.
5	Need for more targeted, structured attendance support for vulnerable pupils and families to improve punctuality and reduce persistent absence.

6	Significant social, emotional, and mental health difficulties including trauma, anxiety, and behavioural issues.
7	High proportion of pupil premium pupils with SEND, including complex needs.
8	Gaps in foundational skills such as maths fluency, spelling, handwriting, and oracy.

## 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
Accelerated progress towards individual or age-related targets demonstrated by assessments.	Assessments demonstrate accelerated progress.
Strong home-school links with vulnerable families supported, evidenced by parental feedback.	Positive parental feedback and engagement evidence.
Increased reinforcement of reading, writing, and maths at home and school, reflected in improved outcomes.	Improved reading ages, maths fluency, and writing outcomes.
Improved access to enrichment and cultural capital experiences, shown in pupil surveys.	Pupil surveys show enjoyment and improved attitudes.
Enhanced oral language and vocabulary skills, evidenced by assessments and observations.	Observations and assessments show significant improvement.
Narrowed attendance gaps through targeted monitoring and support.	Attendance data demonstrates improvement and gap reduction.
Reduced behavioural incidents and improved social-emotional wellbeing.	Behaviour logs show fewer incidents; wellbeing assessments positive.
Effective SEND support ensuring progress in reading, writing, and maths.	SEND pupils meet or exceed individual targets.
Consistent use of high-quality feedback accelerating learning.	Work scrutiny and pupil voice confirm effective feedback use.

## 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: £12,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and implementation of the <b>Sounds and Syllables</b> spelling scheme across KS1 and KS2</p> <p>Scheme and staff attendance cost</p>	<p>Explicit teaching of spelling and structured practice improves literacy outcomes (EEF Literacy KS1 &amp; KS2 guidance).</p>	<p>1, 4, 7, 8</p>
<p>Whole-school focus on <b>Number sense</b> to develop maths fluency through daily whole-class sessions and targeted interventions</p>	<p>Mastery and fluency approaches in maths improve attainment by up to five months progress (EEF Maths KS2 &amp; 3 guidance).</p>	<p>1, 7, 8</p>
<p>Continued development of foundational skills including oracy and handwriting – whole class and small groups</p>	<p>Developing transcription skills and oracy supports writing composition and communication (EEF Literacy KS1 &amp; KS2 guidance).</p>	<p>1, 4, 7, 8</p>
<p>Pupil Progress Meetings - approximately 45mins per class. 3 x a year Cover costs</p>	<p>EEF Report <a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil-Premium-2023.pdf">Pupil-Premium-2023.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>) recommends gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and regular pupil progress meetings to discuss the attainment of this group and what their next steps need to be, form a part of this process.</p>	<p>1, 7, 8</p>
<p>Embedding and monitoring Inclusive Classroom Training and approach</p>	<p>The first recommendation of the EEF report <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>) :</p> <p>Create a positive and supportive environment for all pupils, without exception.</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p>	<p>1, 7</p>
<p>Implementation of a whole-school feedback strategy focused on providing timely, specific, and actionable feedback to pupils to accelerate learning and close gaps. Staff training and monitoring ensure consistent application across all year groups. Feedback targets</p>	<p>The Education Endowment Foundation (EEF) identifies feedback as one of the most effective strategies for improving pupil attainment, with an average impact of +6 months progress. Effective feedback supports pupils in understanding their next steps and enables teachers to adapt instruction to meet individual needs. This approach aligns with EEF recommendations on developing transcription skills and writing fluency in KS2.</p>	<p>1, 4, 7</p>

foundational skills including handwriting, spelling, sentence construction, and writing fluency.		
John Kane: Coaching Package includes: -1-2-1 coaching for leaders -Team coaching -Whole Staff Inset £1700 -Implementation of coaching approach by 6 trained members of staff.	The National Institute of Teaching's Mentoring and Coaching of Teachers research report gives an overview of the research underpinning mentoring and coaching. <a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a>	1
CPD: Improving writing – The Write Stuff Approach  Subject leader release time to prepare resources, complete further training Implementation of this approach via team teaching, coaching and monitoring - SL time	Data and writing evidence shows that children's writing needs additional input. Proven practice method recommended by other schools in the Trust. Recommendations from EEF guidance reports – Improving Literacy KS1 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> KS2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 4, 7
Continued whole school focus on developing vocabulary/oracy Resources to support this English SL monitoring	Research from <b>Oxford University Press</b> on the 'Why Closing the Word Gap Matters: Oxford Language Report' charts a survey of 1300 teachers and their perspectives on vocabulary and language in schools. The research reveals how teachers see vocabulary as a vital issue for their pupils. <a href="http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk">http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</a>	1, 4, 7, 8

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

Budgeted cost: £32,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support allocated to provision to support	Research which focuses on teaching assistants who provide one to one or small group targeted	1, 4, 6, 7, 8

children with particularly high SEND needs. TA support used for working 1-2-1, or delivering interventions	interventions shows a stronger positive benefit of between four and six additional months on average.	
<b>Rockerbox News</b> - Multi-award-winning non-fiction reading platforms have been shaped by extensive school-based research to equip schools, educators, and parents with resources that change lives.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <u><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></u>	1, 2, 4, 7, 8
<b>Little Wandle</b> Phonic keep up/rapid catch up and SEND interventions - Additional phonics sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 7, 8
Pre-teaching of vocabulary – Tier 2. Cross curricular support TA support	Research from <b>Oxford University Press</b> on the ' <b>Why Closing the Word Gap Matters: Oxford Language Report</b> ' charts a survey of 1300 teachers and their perspectives on vocabulary and language in schools. The research reveals how teachers see vocabulary as a vital issue for their pupils. <a href="http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk">http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</a>	1, 4, 7, 8
Daily maths fluency practice (Numbersense) with CT/TA support 10 minutes daily with each child  CT/TA time	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This is particularly evident in maths learning. Fluency is one element of our maths approach. EEF Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> EEF guidance report – Improving mathematics in KS2 & 3, particularly recommendation 4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1, 7, 8
Daily reading 1-2-1 10 minutes daily with each child	Many of our children who receive PP funding do not have books and/or read regularly at home. These EEF guidance reports reflect the importance of regular reading.	1, 7, 8

CT/TA time	<p>EEF guidance report – Preparing for Literacy  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>EEF guidance report – improving literacy in Key Stage 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>EEF guidance report – improving literacy in Key Stage 2  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Implement APDR (Assess, Plan, Do, Review) attendance support plans for targeted pupil premium children/families where attendance/punctuality is a barrier.</p> <p>HT time for meeting with parents</p>	Structured attendance plans with multi-agency support improve attendance and engagement (DfE Improving School Attendance guidance).	5
<p><b>Spirals Intervention</b> – Social Emotional Communication Skills</p> <p>TA delivering intervention</p>	<p>The average impact of successful Social Emotional Learning (SEL) interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4, 7

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

Budgeted cost: £12,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Small Grains' Stapleford Granary Education Pilot	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p>	1, 3, 4

	<a href="#">Arts participation   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
Enhanced SEND leadership capacity to drive APDR cycle £5473.26	The SEND Code of Practice recommends what is referred to as the <b>graduated approach</b> which has four stages of action : Assess; Plan; Do; Review <a href="#">SEND code of practice: 0 to 25 years - GOV.UK</a> <a href="http://www.gov.uk">www.gov.uk</a>	1, 7
Forest School	The recommendations outlined below are based on the two phases of evaluation and the findings of previous evaluations (Massey, 2004; Davis and Waite, 2005). <i>“Forest School benefits many children and should be used on a wider basis as a vital part of children’s outdoor learning experience, and to provide many more children with the opportunity to experience this as part of their overall education.”</i> <a href="#">30357 Pages (forestresearch.gov.uk)</a>	1, 3, 4, 6, 7
ELSA support provided by trained TA	The average impact of successful Social Emotional Learning interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6
Zones of regulation intervention	The average impact of successful Social Emotional Learning interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6
Positive Regard refresher training to staff  Overtime paid for TA team	We have been implementing a highly successful relational approach to behaviour for the last 5 years and wish to continue to build on this success EEF Guidance Report – improving behaviour in schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	6
Rigorous attendance monitoring,	The DfE guidance <a href="#">Improving School Attendance</a> has been informed by engagement with schools	5

support, including attendance support plans	that have significantly reduced levels of absence and persistent absence.	
Extended school hours – breakfast and after school club to enable parents to work and to improve attendance.	The DfE guidance <a href="#">Improving School Attendance</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  We are early adopters of the DFE Universal Breakfast Clubs	2, 5, 6
Cultural capital experiences promoted in the curriculum – one example of this is by participating in educational visits. These visits are reduced in cost for PPF children.	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPF/ disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment Sutton Trust Report – Parent Power <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf</a>	3
Residential trip cost is greatly reduced for PP  Majority of costs applied for from local charities  Cost of transport	DFE guidance of PPF expenditure gives the example of using it to support children to access activities like residential visits. Residential trips offer opportunities for raising children’s cultural capital as well as their self-esteem, fixed mind-sets and aspirations. Discussion of benefits in EEF toolkit – outdoor adventure learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	3, 6
1-2-1 Music lessons – another form of cultural capital	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported EEF Toolkit – <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 3, 6

<p>Review current parental engagement in the parents of pupils in receipt of PPF.</p> <p>Tailor school communications - ensure they are read or communicated verbally for particular parents.</p> <p>Provide more sustained and intensive support if needed.</p> <p>Increased offer of parent workshops about learning.</p>	<p>Despite school staff having developed good relationships with the majority of this group of parents, there is still a significant need to support engagement in their children's learning.</p> <p>EEF toolkit</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF guidance report - parental engagement</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>2</p>
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**Total budgeted cost: £56,893**

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

### Pupil premium strategy outcomes

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

#### End of FS Assessments (GLD) - 2024-2025

	School	PPG
GLD	66%	0%

#### Phonics Screening Check 2025

	School	PPG
Year 1 Achieving	95%	67%
Year 2 Achieving	95.8%	75%

#### End of KS1 Assessments - 2024-2025

	School	PPG
Expected Standard		
Reading	87.5%	50%
Writing	75%	25%
Maths	75%	25%
R, W, M Combined	62%	25%
Greater Depth		
Reading	37.5%	25%
Writing	4.1%	0%
Maths	20.8%	0%
R, W, M Combined	4.1%	0%

## End of KS2 Assessments - 2024-2025

	National	School	PPG
Expected Standard			
Reading	75%	89%	40%
Writing	72%	75%	40%
GPS	72%	83%	40%
Maths	74%	86%	40%
R, W, M Combined	62%	75%	40%
Greater Depth			
Reading	33%	54%	0%
Writing	13%	7%	0%
GPS	31%	53%	20%
Maths	26%	43%	20%
R, W, M Combined	8%	7%	0%

### Analysis of Results

When interpreting the data, it is important to remember that in most classes the Pupil Premium group is very small, sometimes only one or two pupils. This means that percentages can appear disproportionately low and should be considered alongside individual progress and achievements. Despite the gaps evident in statutory assessments, there were notable successes in the summer term of 2025, where several disadvantaged pupils showcased their talents in dancing and singing during the final celebration assembly, and others took on challenging roles in the end-of-year play. These achievements reflect the school's commitment to providing enrichment opportunities and building confidence, which are vital components of long-term success.

The attainment data, however, highlights persistent gaps across all key stages. In EYFS, none of the disadvantaged pupils achieved a Good Level of Development compared to 66% of the cohort, signalling an urgent need for early intervention. Phonics outcomes improved by Year 2 (75% for PPG versus 95.8% overall), but remain below whole-school levels. At KS1, only 25% of disadvantaged pupils met the expected standard in writing and maths, and at KS2, just 40% achieved the combined expected standard in reading, writing, and maths compared to 75% of all pupils. Greater Depth attainment was negligible for this group, suggesting that while foundational gaps need closing, there is also a need to stretch higher-attaining disadvantaged pupils. These trends reinforce the importance of targeted academic support, strong parental engagement, and continued

emphasis on cultural capital and enrichment experiences to ensure equity and raise aspirations.

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
GL Assessments	GL Assessment - A Renaissance Company
Times Table Rockstars	Maths Circle Ltd
Mathletics	3P learning
Little Wandle Letters and Sounds Revised	Little Wandle Trust
Rockerbox News	My Rockerbox Ltd
Number Sense	Number Sense Maths Ltd
The Write Stuff	Jane Considine Education
Sounds and Syllables Spelling Scheme	Jason Wade Education

## Further information

In school, there are additional things all staff do to support the children and their individual needs:

- We champion a relational approach to behaviour, 'caring' is part of our vision, and this is evident throughout the ethos of the school
- A therapy dog visits the school for one day every week and individuals or groups have time with her.
- Adults make themselves available to give their time to talk and listen to the children
- Breakfast and additional snacks and milk are provided when required
- Early arrival at school or slightly early or late pick up is offered at times to support better attendance.
- Clothes/shoes/P.E. kit donated to families
- Clothes washed for children and then children changed into clean clothes when arriving at school
- Self care routines completed at school – hair brushing, teeth brushing, face washing
- Aspiration – believing in each and every child and telling them regularly