

Pupil Premium Strategy Statement

NEWBOLD VERDON PRIMARY SCHOOL

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2025/26 academic year) 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 |
|---|-------------------------------------|
| Number of pupils in school | 226 + 35 in pre school |
| Proportion (%) of pupil premium eligible pupils | (56) 25% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025/26 2026/27 2027/28 |
| Date this statement was published | April 2026 |
| Date on which it will be reviewed | Dec 2026 |
| Statement authorised by | Sam Lane (Chair of Governors) |
| Pupil premium leads | Lucy Collins Nicola Dewis |
| Governor lead | Sam Lane (PP/Inclusion Governor) |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation 2025/26 financial year | £93045 |
| Covid Recovery Funding | NA |
| Additional funds available from National Tutoring Programme (for covid recovery) | NA |
| Total in school budget for this academic year | £93045 |

Part A: Pupil premium strategy plan

Statement of intent

At Newbold Verdon Primary School we ultimately want all pupils to achieve their full potential.

We aim to ensure that socio-economic status does not present any barriers to achievement and that all disadvantaged pupils who have the potential to meet, or exceed, national expectations do so.

We aim to ensure that the significant proportion of disadvantaged pupils who also have identified special educational needs (54% incl. Unit 41% without Unit) are well-supported throughout each phase of their primary education to make good progress and achieve to the best of their ability.

This current plan (2025/26 to 2027/28) works towards achieving these objectives by:

- Using PP funding to address academic gaps, social/emotional well-being issues, pupil attendance and parent support
- Implementing high quality, targeted teaching to narrow the gap in learning outcomes.
- Ensuring teaching is designed to help pupils remember long term the content they have been taught and how to integrate new knowledge into larger ideas.
- Assessing and addressing language deficits to enable children to access a full and rich Literacy curriculum
- Securing foundations in basic skills
- Recruiting and training additional staff to provide pastoral and academic support across all phases.
- Training new and existing staff in being able to accurately assess, support and challenge pupils to make the best possible progress in reading, writing and maths – whatever their starting points.
- Building cultural capital and ensuring equity in accessing good nutrition, school uniform, wider opportunities and key resources (school trips, revision materials etc).
- Ensuring pupils who are entitled to PP funding and also have special educational needs (SEN) receive academic and wellbeing support tailored to their individual needs.

The key principles of Newbold Verdon's Strategy Plan are:

- To provide academic support for Key Stage 1 and 2 pupils in order to help them make accelerated progress and achieve to the best of their individual ability in reading, writing and maths.
- To ensure all pupils across EYFS and Key Stage 1 access high quality early literacy and language support, to provide them with the best possible start.
- To ensure staff are well-trained and skilled in assessing individual needs and providing a range of academic, SEN and holistic support for pupils who have been adversely affected by the pandemic – language training, language assessments, LSA time for language and communication

- To support parents.
- To ensure equity of opportunity and experience.
- To build self-efficacy, confidence and responsibility.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | High number of pupils (41% April 2026 inc unit, 54% not incl unit) in receipt of Pupil Premium funding who also have identified special educational needs (SEN). High number of PP pupils who have EHCP's 22% inc Unit and 6.5% not inc Unit) |
| 2 | Significant number of pupils who have language and communication needs on entry to the pre-school (57% Dec 2023 not incl unit) and EYFS (84% of NVPre school had a delay on entry to preschool, 3% of children from other placements had a delay Nov 2024, not incl unit) |
| 3 | Higher than usual number of pupils and parents currently requiring emotional wellbeing, behaviour, mental health or other-agency support (60% incl unit, 56% without unit April 2026). Significantly high numbers of PP pupils have complex individual histories, family histories, outside agency involvement or significant SEN. Parental capacity to support pupils academically is a challenge particularly with SEND and parental mental health. This is exacerbated for those who are lone parenting or managing split families (approx. 60%+). |
| 4 | Significant disruption to learning since March 2020 and challenges with home schooling and outside agency support such as paediatrician involvement, delays in EHCP's and health visitors have exacerbated gaps in learning across Key Stage 2 in reading, maths and especially writing and exacerbated anxiety and behaviours. |
| 5 | EYFS & KS1 – a high proportion of disadvantaged pupils enter school 'below typical' against the development matters bands. Disrupted learning since March 2020 has compounded these issues, with pupils across EYFS and KS1 missing their full entitlement to consistent education and/or early year provision. |
| 6 | An increased number of families have experienced financial difficulty as a result of the cost of living crisis and therefore accessing good nutrition, school uniform, key resources (books, revision guides) and funding for school trips and wider curriculum activities has become a greater priority since 2020 (approx. 30% of pupils require this support, up from around 10% pre-2020). |
| 7 | Cohort variance re PP picture across the school shows some cohorts have much higher %'s of PP and or greater levels of complexity. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| <p>EYFS & KS1 Pupils who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.</p> | <ul style="list-style-type: none"> • Non-SEN Pupils achieve GLD by end of EYFS. • Pupils who enter EYFS 'below typical' and who do not achieve GLD by the end of EYFS are supported to achieve national expectations by the end of KS1. • SEN pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into KS1 |
| <p>Y1 EARLY READING All pupils achieve the required standards in early reading by the end of Y1*.</p> | <ul style="list-style-type: none"> • Non-SEN Pupils achieve 32+ in phonics check. • Non-SEN Pupils are on orange level + reading books and show solid fluency and understanding for their age. |
| | <ul style="list-style-type: none"> • SEN pupils make good or better progress from their on-entry starting points and receive targeted support to achieve the phonics check standard and expected reading levels by end of Y2. |
| <p>Y4 MATHS All pupils achieve the required standard in the multiplication check by the end of Y4*.</p> | <ul style="list-style-type: none"> • Non-SEN Pupils achieve standard. • SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6. |
| <p>MORE ABLE PUPILS Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.</p> | <ul style="list-style-type: none"> • Early identification of GDS potential pupils by end of KS1. • Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2. |
| <p>ACHIEVEMENT BY END OF KS2 Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.</p> | <ul style="list-style-type: none"> • All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. • KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area). • Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2. |
| <p>SEN SEN PP pupils are well-supported and make good personal progress from their own starting points.</p> | <ul style="list-style-type: none"> • Individual needs are swiftly assessed and targeted with timely & appropriate support. • High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances. |
| <p>ATTENDANCE Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</p> | <ul style="list-style-type: none"> • Attendance of disadvantaged pupil group is 95%+. • Regular monitoring and swift intervention take place to monitor attendance of all pupils. • Good communication between school and home identifies and addresses any barriers to school attendance. • Family support worker / other-agency support promptly sought where required. |
| <p>HOLISTIC & WELLBEING SUPPORT Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in:</p> <ul style="list-style-type: none"> - improved mental health & well-being; | <ul style="list-style-type: none"> • Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. • Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework. Pupils continue to access good nutrition, quiet spaces to complete homework, wider reading opportunities and opportunities to play with children in other classes & |
| <ul style="list-style-type: none"> - good levels of activity and nutrition; - responsibility for own learning and improved self-efficacy - increased confidence and access to 'cultural capital' development opportunities. | <p>year groups through a range of funded & subsidised opportunities including After School Club; Breakfast Club; 'Holiday Activity clubs'; Homework Club,(Y6);</p> <p>Disadvantaged pupils across the school access free PE skills, dance & sports clubs to support healthier lifestyles and experience of new activities (<i>currently funded via PE/Sport Premium</i>)</p> <p>Disadvantaged pupils are supported to pursue wider interests that families may not otherwise afford (e.g. music lessons, brownies, scouts).</p> <ul style="list-style-type: none"> • Residential, swimming and school trips subsidised/funded so that all pupils can access. <p>Widened Emotional Literacy Support Assistant (ELSA) offer to ensure that children in all phases can access emotional & wellbeing support as required.</p> <ul style="list-style-type: none"> • Support for emotional well-being and trauma provided through a play therapist or through in school Nurture provision |

*For all PP pupils who do not have special educational needs which prevent them making the same progress as 'Others' nationally

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: £38760.75 + Unit £27230 =£65998.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Training & resource purchase for staff for staff in key areas:</p> <ul style="list-style-type: none"> - Pre-school, EYFS and KS1 Wellcomm training and resourcing - Paul Dix parental training and whole school strategy project - RWI phonics and support - Reading for Pleasure (English Hub) <p>Support from the Roade English Hub around reading and phonics.</p> <ul style="list-style-type: none"> - ELSA supervision training and top up for new staff - Nurture training and Forest School Training for additional staff - Numicon training for leads and subsequently teachers – use of the Maths Hub to keep practice current and research based. Focus on Foundational Knowledge to ensure secure understanding that can form the building blocks of further learning. - Oracy/Voice 21 development of Oracy training. Embedding of strategies that promote high quality speaking, listening and language capabilities. | <p>ELSA, Nurture and Paul Dix training are all research based interventions and programmes that support the well-being of children. They have begun to have all had a significant impact on outcomes for pupils at Newbold Verdon over recent years and therefore widening & updating this training was known to be sound investment.</p> <p>RWI phonics, Tales Toolkit and Reading for Pleasure were thoroughly researched by SLT for cost vs impact on teaching & learning. Each is highly recommended by Literacy Specialists working with Newbold Verdon, and the local area English Hub.</p> <p>Numicon uses an approach which staggers learning from the concrete to pictorial to abstract. This enables all children to participate and engage in learning at their level of access supported with appropriate resourcing. This is now supported with basic skills fluency work to ensure all children are fluent in their basic number facts and can therefore apply this to their in class work confidently. The EEF recommends the use of manipulatives used purposefully to scaffold and removed once independence is achieved. Teachers should be aware of the need to develop a secure grasp of early mathematical ideas and how this takes time.</p> <p>Oracy/Voice 21 has been introduced and is a key aspect of embedding learning and improving memory and recall. The EEF recognise that language provides the foundation of thinking and learning and should be prioritised.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Recruitment of 1 temporary pastoral LSA's and RWI tuition TA to build capacity in staffing for supporting disadvantaged pupils Allocation of specific LSA support to facilitate small group intervention for unit children.</p> | <p>Progress of PP pupils across the school has been interrupted by ongoing, higher than usual levels of staff absence in recent years. Attendance and behaviour of pupils has raised challenges which have required greater levels of support which subsequently impact on other interventions taking place. Additional staff who are skilled and trained in managing these needs help to boost the frequency of the additional support offer available across the school to PP pupils.</p> | <p>1, 2, 3, 4, 5</p> |

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

Budgeted cost: £14573.68

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Year 5/6 interventions. Small group & one-to-one tuition, homework support & individual feedback from teachers in:</p> <ul style="list-style-type: none"> - reading, writing & maths - building confidence and self-efficacy | <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Feedback: very high impact for very low cost (+6 months). • Homework: high impact for very low cost (+5 months). • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Metacognition and self-regulation: very high impact for low cost (+7 months). <p>Jean Gross re importance of developing self-efficacy: <i>“When a disadvantaged child is underachieving, we often simply need to ask ourselves what we can do to make them feel more powerful in their own lives?”</i> [<i>Reaching the Unseen Children: Practical strategies for closing stubborn gaps in disadvantaged groups</i>].</p> | 1, 2, 4, 5 |
| <p>Y3/4 interventions. Carried out by teachers and LSA's (small group & one-to-one) including:</p> <ul style="list-style-type: none"> - phonics; - speech & language; - reading fluency & comprehension; - spelling & handwriting; - maths pre-teach/reteach/Catch-Up. - Precision teaching | <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months) <p>High level analysis and assessment to promote meaningful feedback and planning matched to need.</p> | 1, 2, 4, 5 |
| <p>Y2/1/R interventions. Small group & one-to-one including:</p> <ul style="list-style-type: none"> - Wellcomm; - Nelly; - phonics; - reading fluency & comprehension; ; - handwriting/fine motor skills. | <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Early numeracy approaches: very high impact for very low cost (+6 months). <p>EEF 'Preparing for Literacy' report recommendation: <i>“Monitor the product and process of children’s handwriting and provide additional support as necessary”.</i></p> | 1,2,4,5 |

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|--|--|------------------|
| <p>Unit interventions</p> <ul style="list-style-type: none"> - Phonics - PECs - Bounce programme - Therapy dog - Language work - Reading comprehension | <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months) | <p>1, 2, 4,5</p> |
| <p>Extended school day (after school/lunch time) intervention programmes provide academic support & intervention for pupils in key areas across the school. Ensuring strong attendance and support for homework.</p> | <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months) • Extending school time: moderate impact for moderate cost (+3 months). | <p>1,2, 4, 5</p> |

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

Budgeted cost: £12473

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|--|-------------------|
| <p>Family support work carried out by a range of senior leaders, teachers and support staff across the school, including:</p> <ul style="list-style-type: none"> - pastoral support; - attendance & lateness; - parental support; - behaviour support; - ELSA support; - LAC support; - other-agency referrals & liaison. - Identification of need for those at risk of exclusion - Mums and tots school run by school staff to development of parenting skills around Oracy, reading, number | <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions: moderate impact for low cost (+4 months). • Parental engagement: moderate impact for very low cost (+4 months). • Social & emotional learning: moderate impact for very low cost (+4 months). <p><i>“Amongst the most commonly mentioned barriers were family life and low attendance, but amongst the most commonly identified initiatives were literacy and numeracy support, showing that the strategies are not always targeting support where it is most needed. The report recommends that governing boards take a more holistic approach to their pupil premium spending to better address ‘specific barriers to learning that hold back pupil premium students.’”</i></p> <p>[https://www.nga.org.uk/News/NGA-News/July-2018-Sept-2018/Characteristics-of-the-most-effective-pupil-premiu.aspx]</p> | <p>1, 3, 4, 6</p> |
| <p>Support with cost of school trips, uniform, purchase of key resources, milk and free Breakfast Club and After School Club provision (where pupils can access food & reading/homework support).</p> | <p><i>“Breakfast consumption in children has been found to:</i></p> <ul style="list-style-type: none"> • <i>Improve cognitive function, particularly memory, attention, and executive function</i> • <i>Improve academic performance, including school grades and achievement test scores</i> • <i>Increase on-task behaviour in the class”</i> <p>[https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-ofbreakfast-on-learning-in-children/]</p> <p><i>“Parents worry about the impact poverty has on their children, particularly that they may be bullied. Children living in poverty frequently report feeling excluded and embarrassed, citing it as a ‘key source of unhappiness’, and worry about their parents in turn.”</i></p> <p>[https://cpag.org.uk/child-poverty/effects-poverty]</p> <p><i>“Childcare and housing are two of the costs that take the biggest toll on families’ budgets.”</i></p> <p>[https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures]</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Homework: high impact for very low cost (+5 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). | <p>3, 6</p> |
| <p>Parent & pupil feedback (PP pupil interviews & parent questionnaires) linked to following areas:</p> <ul style="list-style-type: none"> - attendance, oracy, homework, parental support and engagement | <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Parental engagement: moderate impact for very low cost (+4 months). • Social & emotional learning: moderate impact for very low cost (+4 months). | <p>1, 3, 4, 6</p> |
| <ul style="list-style-type: none"> - impact of PP spending - suggestions for further development. | <p><i>“Parents are the key to narrowing the gap. Parents’ engagement in their child’s learning has a greater impact than the quality of the school. But this potential is yet to be unlocked”</i> [Parental Engagement - Learning with Parents]</p> | |

| | | |
|---|--|-------------------|
| <p>Boosting reading for pleasure:</p> <ul style="list-style-type: none"> - Book Fair purchase for PP children (whole school) - additional, targeted reading book purchase for reading comprehension/reading spine - diversity books purchased as part of whole class and individual reading - Wider reading strategies | <p>'Research Evidence on reading for pleasure' DfE report May 2012:</p> <ul style="list-style-type: none"> - Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). - Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). - There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). - Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). - International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). - Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). - Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). | <p>1, 3, 4, 6</p> |
| <p>'Building cultural capital' spending:</p> <ul style="list-style-type: none"> - Increase range of trips & enrichment activities across the school incl RE trips and events, Charity Days, Career Days and trips, Art/DT trips - Diversity books and reading for pleasure books - enrichment activities - Yr 3 residential - Y6 residential - Access to extra-curricular opportunities for PP pupils who do not require academic intervention & support. | <p>Report by Carl Cullinane 'Culture Club – Parent Power and how cultural capital can make a difference to a child's education:</p> <p><i>"Parents from all backgrounds want the best for their children, but many are limited by financial resources, cultural capital and their own upbringing in trying to do so.</i></p> <p><i>With such inequalities at home, society needs to work harder to make sure all children have the chance of a good start in life. Schools are not a cure-all for the ills of an unequal society, but they have a powerful potential to spread opportunity, and we need to do more to harness that potential."</i> [Culture club - Sutton Trust]</p> | <p>4, 5, 6</p> |

Total budgeted cost: £93045

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact our pupil premium activity had on pupils in the 2024/25 academic year:

| Aim | Outcome |
|------------|---|
| EYFS & KS1 | <ul style="list-style-type: none"> • Non-SEN pupils achieved GLD by end of EYFS. |

Pupils who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.

ACHIEVED AS FAR AS POSSIBLE

0% achieved GLD in 2024/25 but they were all SEN. To get a good level of development they have to be expected in Communication and Language and due to their SEN needs they were non.

- Non-SEN pupils who enter EYFS 'below typical' and who do not achieve GLD by the end of EYFS are supported to achieve national expectations by the end of KS1.

All entered below typical but are being supported to meet expected levels

- SEN pupils make good or better progress from their on entry starting points and have targeted support planned to continue into KS1.

All SEN pupils have been swiftly identified and additional services and support has been put into place as quickly as possible.

Y1 EARLY READING

All pupils achieve the required standards in early reading by the end of Y1*.

ACHIEVED AS FAR AS POSSIBLE

- Non-SEN Pupils achieve 32+ in phonics check.

100% passed the check in 2024/25

- Non-SEN Pupils are blue group RWI reading books and show solid fluency and understanding for their age.

33% were blue group RWI by the end of Y1

- SEN pupils make progress from their on entry starting points and receive targeted support to achieve the phonics check standard and expected reading levels by end of Y2.

33% SEN PP are on track to pass the check by the end of Y2 as a result of ongoing support & intervention. 33% are currently on track to be blue group RWI by the end of Y2. All pupils have received significant support and made solid progress in reading since joining the school however.

Y4 MATHS

All pupils achieve the required standard in the multiplication check by the end of Y4*.

ACHIEVED AS FAR AS POSSIBLE

- Non-SEN Pupils achieve standard.

No 'national standard' was given for 2021/22, however NVPS compares favourably to DfE national data release:

| | NATIONAL | NVPS |
|--|----------|------|
| Mean average score for all pupils | 20.2 | 18.5 |
| Mean average score for pupils who receive PP funding | 18.3 | 20 |
| Mean average score for Non SEN PP funded pupils | - | 20 |

- SEN pupils make good or better progress from their onentry starting points and have targeted support planned for Y5/6.

| | | | | | | | | | |
|--|---|---|-----------|--|--|-------------|-------------|---------|-----------|
| <p>MORE ABLE PUPILS (Not SEND) Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.</p> <p>ACHIEVED AS FAR AS POSSIBLE</p> | <ul style="list-style-type: none"> • Early identification of GDS potential pupils by end of KS1. 33% of disadvantaged pupils have been identified and are receiving support towards helping them to achieve GDS. • Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2. Of the disadvantaged pupils in Y3 to Y6 who achieved GDS in one or more areas in Key Stage 1, 100% have maintained GDS or made accelerated progress to achieve this. 60% of the potential GDS children are on track to be GDS | | | | | | | | |
| <p>ACHIEVEMENT BY END OF KS2 All disadvantaged pupils are also SEND.</p> <p>ACHIEVED AS FAR AS POSSIBLE</p> | <ul style="list-style-type: none"> • % of PP/SEND pupils achieved or exceeded the expected standard in reading, writing and maths by the end of Key Stage 2 2023 <table border="1" data-bbox="651 723 1422 853"> <tr> <td colspan="4">Non-SEN Pupils achieving or exceeding expected standard in KS2 SATs 2024/25</td> </tr> <tr> <td>Reading 66%</td> <td>Writing 66%</td> <td>GPS 66%</td> <td>Maths 33%</td> </tr> </table> <p>Pupils who did not achieve the expected standard had significant barriers in their home lives and attendance for another was below expected.</p> <ul style="list-style-type: none"> • KS2 reading, writing and maths progress scores for disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area). Expected progress made above National • Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2. Covid-19 pandemic has affected the various starting points of children entering KS2, however monitoring & evaluation shows evidence of good progress. | Non-SEN Pupils achieving or exceeding expected standard in KS2 SATs 2024/25 | | | | Reading 66% | Writing 66% | GPS 66% | Maths 33% |
| Non-SEN Pupils achieving or exceeding expected standard in KS2 SATs 2024/25 | | | | | | | | | |
| Reading 66% | Writing 66% | GPS 66% | Maths 33% | | | | | | |
| <p>SEN SEN PP pupils are well-supported and make good personal progress from their own starting points.</p> <p>ACHIEVED AS FAR AS POSSIBLE</p> | <ul style="list-style-type: none"> • Individual needs are swiftly assessed and targeted with timely & appropriate support. • High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. • Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances. Delays in local health service appointments & issues with SEN support services in Leicestershire have both created significant barriers duriin the last 3 years. <p>NB:</p> | | | | | | | | |

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| <p>ATTENDANCE <i>Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</i></p> <p>ACHIEVED AS FAR AS POSSIBLE</p> | <ul style="list-style-type: none"> Attendance of disadvantaged pupil group is 95%- 2023/24 43% disadvantaged pupils attended for 95% +. Whole school expectation is 95%. There overall attendance was 91% <ul style="list-style-type: none"> Regular monitoring and swift intervention take place to monitor attendance of all pupils. Good communication between school and home identifies and addresses any barriers to school attendance. Family support worker / other-agency support promptly sought where required. <p>All in place: referrals made and other-agencies engaged. EWO working with all children who have no legitimate reason for low attendance. SS involved with those of significant need and low attendance</p> |
| <p>HOLISTIC & WELLBEING SUPPORT <i>Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in:</i></p> <ul style="list-style-type: none"> – improved mental health & well-being; – good levels of activity and nutrition; – responsibility for own learning and improved self-efficacy – increased confidence and access to ‘cultural capital’ development opportunities. <p>ACHIEVED AS FAR AS POSSIBLE</p> | <ul style="list-style-type: none"> Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework. Pupils continue to access good nutrition, quiet spaces to complete homework, wider reading opportunities and opportunities to play with children in other classes & year groups through a range of funded & subsidised opportunities including After School Club; Breakfast Club; Homework Club; <p>23% of PP pupils are supported through After School and/or Breakfast Club. Pupils who require it are targeted for homework club.</p> <ul style="list-style-type: none"> Disadvantaged pupils across the school access subsidised Multisport skills, dance & sports clubs to support healthier lifestyles and experience of new activities |

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| | <ul style="list-style-type: none"> • Disadvantaged pupils are supported to pursue wider interests that families may not otherwise afford (e.g. music lessons, after school clubs). • Residential, swimming and school trips subsidised/funded so that all pupils can access. • Good uptake of a range of clubs and tutoring opportunities and musical instrument tuition. • Widened Emotional Literacy Support Assistant (ELSA) offer to ensure that children in all phases can access emotional & wellbeing support as required. |
| | <p>Pupil feedback from ELSA support (Summer 2024) has been 100% positive from pupils and parents.</p> |

**For all PP pupils who do not have special educational needs which prevent them making the same progress as 'Others' nationally*

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England:

| Programme | Provider |
|---------------------------------------|-------------------------|
| Paul Dix Behaviour course | Paul Dix |
| Numicon Training | Oxford University Press |
| Wellcomm Oracy Training | Wellcomm |
| Triad work with other local school | LA – Heidi Bastock |
| Oracy programme Voice 21 | Voice 21 |
| Support for Phonics and wider reading | Roade English Hub. |
| The Write Stuff | Jane Considine |
| Everyone's Welcome No Outsiders | Andrew Moffat |