

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our 3 Year 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   | Wentworth Primary School |
| Number of pupils in school  | 651                      |
| Proportion (%) of pupil premium eligible pupils   | 15%                      |
| Academic year/years that our current pupil premium strategy plan covers. (3 year plans are recommended) | 2021/2022 to 2024/2025   |
| Date this statement was published   | December 2021            |
| Date on which it will be reviewed   | December 2022            |
| Statement authorised by   | P. Langridge             |
| Pupil premium lead  | J.Baker                  |
| Governor / Trustee lead   | G.Swan                   |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £119,635 |
| Recovery premium funding allocation this academic year  | £ 12,035 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0.00   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £131,670 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Wentworth we have high aspirations for all of our pupils, to ensure that they are challenged effectively in order to reach their full potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-based tuition grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will use an evidence based approach to forensically research the challenges and barriers faced by our vulnerable pupils, seeking to understand and remove them. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other and follow a tiered approach to help pupils excel. The activity we have outlined in this statement is intended to support the needs of all pupils within our school, regardless of whether they are disadvantaged or not.

To ensure our strategy is successful, we will adopt a whole school approach in which all stakeholders in our school community take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We consider how overlapping groups (SEND, young carers, EAL) may pose additional challenges to disadvantaged learners.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap by allowing disadvantaged pupils to make accelerated progress. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Quality first teaching approaches will be supported by high quality, targeted academic support. A wide range of diagnostic assessment tools will be used and results analysed regularly in order to ensure appropriate intervention is delivered at the point needs are identified and that these interventions impact on pupil attainment in a positive and sustained way.

A key component of our strategy is to champion 'whole child' development to ensure our pupils are 'Achieving Happily'. We aim to deliver a broad and balanced curriculum to celebrate our pupils' varying talents, complemented by the offer of a wide range of extra-curricular activities to which our disadvantaged pupils are signposted. We also strive to offer a robust and extensive programme of pastoral support for our vulnerable pupils and their families to ensure we support the Wentworth community as a whole.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Observations and discussions with pupils and staff suggest that many of our pupils have poor metacognitive/self-regulatory skills which can lead to low attainment. Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these skills.</p> <p><a href="#">Metacognition / Self Regulation - EEF Toolkit</a></p>   |
| 2                | <p>Assessment data (internal and external), observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Our KS1 reading assessment data in particular, also indicates that our disadvantaged pupils have been impacted by school closures to a significantly greater extent than for other pupils. These findings are supported by national studies.</p> <p><a href="#">Effects of Covid 19 on attainment - EEF</a></p>                |
| 3                | <p>Assessments (internal and external), observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. This is particularly evident in the Foundation Stage and in Key Stage 1 but also (to a lesser extent) in KS2. These barriers are more prevalent among our disadvantaged pupils than their peers. These findings are supported by EEF evidence.</p> <p><a href="#">EEF Toolkit - Oral Language interventions</a></p>   |
| 4                | <p>Internal and external assessments indicate that attainment in maths among our disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly at the end of Key Stage 1. School closures have impacted on levels of attainment in maths for disadvantaged pupils to a greater extent than for their non-disadvantaged peers. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations. These findings are supported by National studies. <a href="#">Effects of Covid 19 on attainment - EEF</a></p> |
| 5                | <p>Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils, notably due to social isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment. Referrals for emotional support for pupils and parents have markedly increased since the pandemic began. Increased financial hardship now creates a greater challenge for some of our families.</p>                               |
| 6                | <p>Many of our disadvantaged pupils have limited life experiences beyond their home life and immediate community. This issue has been exacerbated by school closures and Covid 19 restrictions.</p>   |
| 7                | <p>Good progress has been made with attendance over the last 3 years in general and in narrowing the attendance gap between disadvantaged and non-disadvantaged pupils. However, increased absences due to Covid self-isolation periods means that more detailed monitoring and intervention systems for attendance are required to minimise any negative impact on progress .</p>  |

|   |   |
|---|---|
| 8 | Data collected by the school on parental engagement (parents' evenings / parental workshops / homework support etc.) suggests that despite strong systems in place to monitor, encourage and support engagement for the families of disadvantaged pupils, levels still fall behind engagement by parents of non-disadvantaged pupils.   |
| 9 | 18% of our disadvantaged pupils are EAL learners. Pupil mobility is greater for our EAL learners than for other groups. We currently lack robust EAL assessment tools to accurately assess levels of language proficiency from which to set tailored learning targets. Without these tools, pupils are unable to achieve academic linguistic proficiency to fully access the curriculum and make good progress. <a href="#">EAL - Bell Foundation</a> |

## 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><i>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage. (reading, writing and maths.)</i></p> <p><i>Any pupils who fall below the expected standard, make accelerated progress to 'catch up' or exceed prior attainment .</i></p> <p><i>Any pupils who fall below the expected standard, receive early, targeted high-quality intervention which is based on 'whole child' awareness and is regularly monitored and reviewed.</i></p> | <p>Improved reading, writing, maths attainment for disadvantaged pupils.</p> <p>Reduced attainment gap in reading, writing, maths between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Intervention data indicates positive, sustained impact on learning, helping to accelerate progress for disadvantaged learners.</p>   |
| <p><i>To begin implementation of a whole school approach to teaching metacognition and self regulation to raise attainment and improve learning behaviour.</i></p> <p><i>To work towards gaining a 'Thinking School' accreditation.</i></p>   | <p>Teachers have a secure understanding of what Meta-cognitive strategies are and how they can benefit all learners but particularly disadvantaged learners.</p> <p>Teachers are beginning to enhance metacognitive learning by modelling their own thought processes.</p> <p>Metacognitive strategies used by pupils to enable them to set goals and monitor and evaluate their own academic development in order to improve attainment. Pupils rely on these skills and effectively self-regulate.</p> <p>Meta-cognitive strategies are used effectively and consistently across the school.</p> <p>Improved reading, writing, maths attainment for disadvantaged pupils.</p> |

|  |  |
|--|--|
| <p><i>To begin implementation of a Zones of Regulation curriculum to teach pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.</i></p>  | <p>Pupils are better able to manage their own behaviour and motivation towards learning, using Zones of Regulation.</p>  |
| <p><i>To begin to implement a whole-school Nurture culture within routine educational practices to improve the quality of social and emotional (SEL) learning.</i></p> <p><i>(Nurturing Kent Programme - NurtureUk).</i></p> <p><i>Improved and sustained wellbeing for disadvantaged pupils in our school.</i></p>  | <p>Teachers have a secure understanding of what Nurture strategies are and how they can benefit all learners but particularly disadvantaged pupils.</p> <p>SEL approaches introduced into routine educational practices and supported by professional development and training for staff.</p> <p>Improved levels of wellbeing demonstrated by qualitative data from pupil voice, teacher observations and pupil, teacher and parent surveys.</p> |
| <p><i>Pupils have appropriate oral language skills to succeed and can understand and use a wide range of vocabulary.</i></p> <p><i>When oral language needs are identified, early language intervention is set up.</i></p> <p><i>Attainment gap in reading, writing and maths between disadvantaged pupils and their non-disadvantaged peers reduced .</i></p> | <p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils.</p> <p>Oral language intervention is effective.</p> <p>Improved reading, writing and maths attainment for disadvantaged pupils.</p>   |
| <p><i>Pupils have secure phonological awareness and can apply this effectively to reading and writing.</i></p> <p><i>Early intervention addresses gaps in phonological awareness.</i></p> <p><i>A reduced attainment gap in reading and writing between disadvantaged pupils and their non-disadvantaged peers .</i></p>                                       | <p>Improved phonological awareness among disadvantaged pupils.</p> <p>Improved reading, writing and phonics attainment for disadvantaged pupils, including in the Y1 phonics screening.</p>  |
| <p><i>Pupils acquire a deep, long-term, secure and adaptable understanding of maths by using a mastery approach.</i></p> <p><i>Pupils have a secure knowledge of the multiplication tables.</i></p>  | <p>Improved maths attainment for disadvantaged pupils.</p> <p>Improved attainment for disadvantaged pupils in the Y4 Multiplication Tables check.</p>  |

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|---|--|
| <p><i>Pupils receive a broad and balanced curriculum enriched with memorable experiences and opportunities.</i></p>   | <p>Pupils access all subjects of the curriculum and have the opportunity to practice skills and remember key knowledge.</p> <p>Curriculum-linked visits, trips and enrichment activities are planned across the school and are accessed by all pupils.</p>   |
| <p><i>The school fully understands the home life of our children, providing appropriate support for families, to ensure each child will be ready to learn each day.</i></p> <p><i>Pupils and families with identified social, emotional or health needs are well supported by school staff so that these factors are removed or alleviated.</i></p> | <p>Pupil and parent questionnaires show that parents and children feel valued and supported by the school community.</p>   |
| <p><i>To sustain improved attendance for all pupils.</i></p> <p><i>To build upon the good progress we've made in reducing the attendance gap between disadvantaged and non-disadvantaged pupils.</i></p> <p><i>To reduce the level of persistent absence for disadvantaged pupils.</i></p>  | <p>Sustained high attendance demonstrated by a reduction in the overall absence rate for all pupils and the reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Reduction in persistent absenteeism.</p>  |
| <p><i>To sustain improved levels of parental engagement with a particular focus upon parents of disadvantaged pupils.</i></p> <p><i>To improve attainment for disadvantaged pupils through increased parental engagement.</i></p>   | <p>Sustained high levels of engagement with the school by parents of disadvantaged learners.</p> <p>Increased attendance at parents' evenings and learning workshops by parents of disadvantaged pupils.</p> <p>Reduced gap between levels of attendance by the parents of disadvantaged and non-disadvantaged pupils.</p> |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 59,830**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Funding for an experienced teacher to work as an Enrichment Advocate. EA to scrutinise school data and make evidence-informed decisions to prioritise what to implement to overcome learning barriers for disadvantaged pupils. Effective implementation of strategies to ensure positive change is sustained.</i></p> | <p>Evidence highlights the importance of fully understanding the barriers our disadvantaged pupils face in order to provide support to overcome them. <a href="#">EEF guide to Pupil Premium</a></p> <p>Effective implementation is vital for making positive and sustained change. <a href="#">Implementation - EEF</a></p>  | <p>1,2,4,5,6,7,8,9</p>        |
| <p><i>Funding of consultancy / training services provided by Thinking Matters to implement a whole school approach to teaching metacognition and self regulation. (Zones of Regulation.)</i></p> <p><i>Work towards gaining a 'Thinking School' accreditation. (3-year plan)</i></p>   | <p>Observations and discussions with pupils and staff suggest that many of our pupils have poor metacognitive /self-regulatory skills which can lead to low attainment.</p> <p>Disadvantaged pupils appear to benefit in particular from the explicit teaching of strategies to improve metacognition and self regulation skills.</p> <p><a href="#">Meta-cognition and self-regulation - EEF</a></p> | <p>1</p>                      |

|  |   |             |
|--|---|-------------|
| <p><i>To introduce a Zones of Regulation curriculum to teach pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.</i></p> <p><i>(3 Year plan)</i></p>  | <p>Observations and discussions with pupils and staff suggest that many of our pupils have self-regulatory skills which can lead to low attainment and poor behaviour.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf</a><br/><a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>  | <p>1, 5</p> |
| <p><i>To participate in the National Nurturing Schools Programme (NNSP) (18 months)</i></p> <p><i>To begin to embed a whole-school nurture culture within school to promote healthy outcomes for our disadvantaged pupils, focusing on social and emotional needs and development alongside academic learning.</i></p> <p><i>To begin to introduce the mental health assessment tool, the <a href="#">Boxall Profile®</a> <a href="#">Online</a></i></p> | <p>Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils during school closure. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment. Referrals for emotional support for pupils and parents have markedly increased since the pandemic began.</p> <p>"There is significant research to show that a nurture approach to education has a significantly positive impact on improving social emotional skills, wellbeing, attendance, and the behaviour of children and young people who did not experience this good start." (The Catie Report)</p> | <p>5</p>    |
| <p><i>Funding of consultancy/ training services provided by an EAL Advisory teacher - The Education People.</i></p> <p><i>This includes:</i></p> <p><i>Provision of EAL staff training.</i></p> <p><i>Training in using the Kent Steps and Bell Foundation assessment tools.</i></p> <p><i>Support to create a database of EAL pupils to track targets and progress.</i></p>   | <p>18% of our disadvantaged pupils are EAL learners. Pupil mobility is also greater for our EAL learners than for other groups. We currently lack robust EAL assessment tools to accurately assess levels of language proficiency from which to set tailored learning targets. Without these tools, pupils are unable to achieve academic linguistic proficiency to fully access the curriculum and make good progress.</p> <p><a href="#">EAL - Bell Foundation</a></p>  | <p>9</p>    |



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

**Budgeted cost: £56,605**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Funding of a teacher to provide targeted language enrichment.</i></p> <p><i>Funding of an HLTA to provide targeted Speech and Language support.</i></p>  | <p>Evidence shows that targeted support in developing early language and speech skills may support disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="#">Oral Language interventions - EEF</a></p>   | <p>3</p>                      |
| <p><i>Funding to buy 70 licences for the Nessy Reading and Spelling programme.</i></p> <p><i>Funding for TA support to provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p> | <p>Following whole school data analysis, knowledge gaps in phonological awareness were identified in Year 3/4 pupils. 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>2</p>                      |
| <p><i>Funding of a TA to deliver the NELI (Nuffield Early Language Intervention).</i></p>  | <p>Evidence shows that targeted support in developing early language and speech skills may support disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills.</p> <p><a href="#">Oral Language interventions - EEF</a></p>  | <p>3</p>                      |
| <p><i>Funding for Pixl Maths. Therapies delivered by teachers / HLTAs on targeted content from the curriculum. Knowledge gaps identified from analysis of children's assessments.</i></p>  | <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support disadvantaged pupils to overcome barriers to learning and</p>  | <p>4</p>                      |

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| <p><i>PiXL partnership data allows staff to benchmark pupils and tailor the curriculum to meet pupils' needs.</i></p> | <p>increase their access to the curriculum.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="#">Small Group Tuition - EEF Toolkit</a></p> |  |
|---|---|--|

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

**Budgeted cost: £8500**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Funding of a Family Liaison Officer.</i></p> <p><i>Funding of a pupil Counsellor.</i></p> <p><i>Funding of a Midday supervisor to provide a lunchtime 'Sanctuary'.</i></p> <p><i>Funding of a Welfare assistant.</i></p> | <p>Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils, notably due to social isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment. Referrals for emotional support for pupils and parents have markedly increased since the pandemic began. The wellbeing of our disadvantaged pupils and their families therefore continue to be a priority.</p> | <p>5,6,7,8</p>                |
| <p><i>Introduction of a whole school mentoring programme to support the emotional wellbeing of our vulnerable pupils by boosting confidence /self esteem.</i></p>  | <p>Evidence shows that mentoring programmes with a clear structure and expectations may be beneficial for disadvantaged pupils, as the development of trusting relationships with an adult can provide a valuable source of support.</p> <p><a href="#">Mentoring - EEF</a></p>  | <p>5</p>                      |
| <p><i>Partial funding of a specialist teacher to assess EAL pupils and provide practical learning support for EAL pupils and their teachers.</i></p>   | <p>18% of our disadvantaged pupils are EAL learners. Pupil mobility is also greater for our EAL learners than for other groups.</p> <p>Targeted EAL support will enable pupils to develop linguistic proficiency in order to fully access the curriculum leading to raised attainment.</p>   | <p>9</p>                      |

|  |  |          |
|--|--|----------|
| <p><i>Creation of a programme of low cost enrichment opportunities.</i></p> <p><i>Funding to enable all pupils to access enrichment opportunities.</i></p>   | <p>Many of our disadvantaged pupils have limited life experiences beyond their home life and immediate community. This issue has been exacerbated by school closures and Covid 19 restrictions.</p> <p>Increased financial hardship now creates a greater challenge for some of our families.</p>  | <p>6</p> |
| <p><i>Provision of places at breakfast and after school clubs to provide wraparound care.</i></p> <p><i>Provision of school uniform / cost of school meals.</i></p>  | <p>Increased financial hardship now creates a greater challenge for some of our families.</p>  | <p>5</p> |
| <p><i>Learning Curve courses organised by our FLO to target hard to reach parents - often those of disadvantaged children.</i></p> <p><i>These courses enable parents to gain basic qualifications and understand the value of education, thereby supporting their own children.</i></p> | <p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>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> <p><a href="#">Parental Engagement - EEF Toolkit</a></p> | <p>8</p> |

**Total budgeted cost: £ 124,935**

## 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 2020 to 2021 academic year.

*Analysis of attainment data from 2020/2021 suggests that, across the school, the performance of disadvantaged pupils was lower in comparison to their peers.*

*With a lack of National Standardised Assessment Tests last year, our own in-house assessment was used, at the end of KS1 and KS2, to support teacher judgements. Data showed that fewer disadvantaged pupils reached the expected level than non-disadvantaged pupils. This was most obvious in writing data for KS2 and for reading and maths for KS1.*

|        | Whole cohort at end of KS2 |    |    |
|--------|----------------------------|----|----|
|        | R                          | W  | M  |
| % EXS+ | 79                         | 78 | 76 |
| % GDS  | 32                         | 21 | 29 |

  

|        | Disadvantaged at end of KS2 |    |    |
|--------|-----------------------------|----|----|
|        | R                           | W  | M  |
| % EXS+ | 78                          | 67 | 67 |
| % GDS  | 22                          | 11 | 11 |

*Considering the impact of Covid-19, the need to support these pupils is more evident than ever. Our future strategy has been designed to address the difference in levels of attainment between disadvantaged and non-disadvantaged pupils.*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted learning within all of our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our use of SeeSaw as a remote learning system.*

*At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers as was persistent absence.*

### *Overall attendance - Whole School*

*2018 /2019 - 96.19%*

*2019/2020 - 92.46%*

*2020/2021 - 96.19%*

### *Pupil Premium*

*2020/2021 - 93.49%*

*These gaps are larger than in previous years, which is why attendance is a focus of our current plan.*

*Pupil behaviour has remained consistently strong, however there has been additional demand for counselling following the full return to school following educational and social disruption. The wellbeing of pupils has clearly been affected by Covid 19, and this has been considered when developing our current strategy.*

## **Externally provided programmes**

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

| <b>Programme</b>                         | <b>Provider</b> |
|--|-----------------|
| PiXL therapies delivered by school staff | PiXL            |
| Small group tutoring (1:3)               | Fleet Tutors    |
| Lightning Squad                          | FFT tutoring    |

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    | N/A            |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A            |

## Further information (optional)

### **Whole School Strategies that will benefit our disadvantaged pupils but are funded within other school budgets.**

1. Purchase of a [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils. Whole school CPD to ensure high quality, consistent phonics teaching across the school.
2. Resourcing of a progressive phonic reading scheme for KS2 to support phonic intervention.
3. Continuing to embed dialogic activities across the school curriculum supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.  
[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](#)
4. Continuing to embed the use of Mighty Writer across KS1 and Year 3 to support sentence creation by providing a visual and interactive approach.
5. Continuing to embed a mastery approach to maths learning. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. To access Maths Hub resources and CPD (including Teaching for Mastery training). The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths guidance KS 1 and 2.pdf](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk)). The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](#)