Pupil premium strategy statement – Sheringham Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	86 (22%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025- 2026
Date this statement was published	December 2025
Date on which it will be reviewed	End 2026
Statement authorised by	Rachael Carter
Pupil premium lead	Jen Tupper
Governor / Trustee lead	Alec Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133, 360
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£133,360.00

Part A: Pupil premium strategy plan

Statement of intent

At Sheringham Community Primary School and Nursery, we endeavour to provide positive inclusive experiences for all our pupils and in doing so provide a school that offers stability, safety, and individual care and attention.

It is our aim through our CARES curriculum that all pupils will make progress, work to their potential and feel proud of their achievements, irrespective of the challenges they may face in learning. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

The primary focus with this strategy plan will support our pupils with their challenges to learning and provide a range of opportunities for them to achieve their potential. At the heart of our approach is High-quality teaching and targeted support. The aim is to have an impact on raising the attainment of the disadvantaged group and as a result closing the gap with their non- disadvantaged peers. Whilst proven to impact outcomes for PP pupils at the same time there will be benefit for the non-disadvantaged pupils in our school.

As a result of our understanding of children's individual needs and robust AFL, objectives are set to provide a range of support for all children. Our approach will be responsive to the identified challenges of individuals and groups.

We aim:

- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.
- To raise attainment of disadvantaged pupils to bring it more in line with the attainment of non-disadvantaged peers.
- For all disadvantaged pupils in school to aim to make or exceed nationally expected progress rates.

- To raise the attendance rates of PP children across the school, which in turn will have a positive effect on their learning outcomes
- To support our children's health and emotional wellbeing to enable them to access learning
- To provide a rich and varied curriculum encompassing a wide range of experiences and opportunities for all children.

Challenges

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

Challenge number	Detail of challenge
1	In school assessments have shown that PP attainment and progress are not at expected rate, in RWM, in line with Non-PPG based on KS1 and KS2 results.
2	Social and emotional Health barriers of identified PP children with SEND. PP children with identified SEMH and SEND needs are 34/51 - 66% of the PP group. (SEND is 51/86 - 59%) Resilience and learning behaviours of this group are identified in observations, discussions, and assessments.
3	Attendance statistics of PP children is lower compared to non-PP children in most year groups. Current data: **93.3 FSM%** **95.75 Non-FSM%** **95.24 National all** The gap in attendance will impact on the progress of disadvantaged pupils and may widen the attainment gap with attending non pp pupils.
4	Standards of writing across the school at both the expected and greater depth need to increase.
5	PPG children may not have access to some of the wider cultural capital experiences of the non- PPG children – aim to provide opportunities for access to clubs, trips, experiences in school etc.

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
Raise attainment and progress to close the gap and PP children to achieve ARE, National Average and expected progress in line	• PP children aim to close the gap and achieve outcomes matched to those of non-PP peers in school and compared to national level. • Identified academic gaps, for disadvantaged pupils compared to non-disadvantaged pupils need additional support through identified timely adaptations and interventions.

with non PP groups Reading, Writing and Maths.	• Teachers and pupils have high expectations of abilities and outcomes. • Continued CDP for all staff ensures HQFT of SCPS curriculum for all pupils.
PP children identified to have SEMH needs linked to the SEND register are to receive support through school-based nurture team.	• Approaches used are to have a positive impact on the SEMH needs of the individuals. This is to be evidenced through qualitative data from teacher observations of soft outcomes evidenced in RAG rating on actions grids (both PP and SEND). • Progress measured on entry and exit observations made by teachers and the nurture team. • Regular monitoring discussions around SEMH pupils by nurture team, SENDCo and PP lead triangulates the provision and support given
Attendance of PPG to improve across the school.	• The aim is to create a culture where attendance is a priority for all families. • Increase in PP attendance monthly. Reduce persistent absentees. Attendance support to be given to families. (PSA) • Attainment of PP children to be increased across the curriculum as a result of improved attendance. • Use EEF school attendance planning tool to build an approach to improving attendance
PP pupils to raise attainment in writing to close the gap with non PP pupils and work towards attaining national standard.	• Identified gaps for disadvantaged pupils in their writing to be addressed through additional support, timely adaptations and interventions. • Encourage reading for pleasure within homework to support vocabulary knowledge to support writing. • Teachers and support staff work specifically with PP pupils in lessons to support writing and reading gaps Inc. comprehensions interventions • Teacher CPD to support HQFT in writing strategies, Inc. use of: modelling, year groups 'Year of statements', rubrics for assessment, handwriting transcription • Emile spelling platform will be used to support pupils progress in spelling • Enhance children's experiences through activities, trips, visitors and high-quality texts and use these to increase engagement leading to 1st hand experiential writing.
Increased access and participation in extra-curricular activities enhances social skills, confidence and knowledge and skills of pupils.	• Support PP children with educational experiences: including access to all trips and an increase in support for residential trips. • Wider opportunities to be made available to children across the school to match previous year's club provision of at least 20 clubs being made available at different times throughout the school day.

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: *£3000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT – Writing Writing strategies - Whole school training to strengthen all year groups' understanding of the writing expectations at the end of KS2 to support accurate assessment and progression planning that enable pupils to flourish. (CAREs – Community, Aspiration, Resilience, Emotions, Skills and knowledge) Improvements in transcription - spelling and handwriting through the implementation of handwriting guidance and Emile spelling scheme.	EEF High Quality Teaching evidence, linked to EEF PP guidance 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' EEF PP Guidance Supporting high quality teaching is pivotal in improving children's outcomes. Research shows that high quality teaching can narrow the disadvantage gap. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Develop pupils' transcription and sentence construction skills through extensive practice. It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition. Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. EEF Improving Literacy Guide	1 and 4
Collaborative Learning and **Oracy opportunities to support writing and pupils speaking skills** Through this ensure that PP children have opportunities for collaboration, which will support writing and attainment outcomes matched to those of non PP peers.	Evidence shows that a collaborative learning approach may benefit pupils by providing opportunities to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. EEF summary of evidence report – Collaborative learning approaches. Collaborative learning approaches | EEF Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. Metacognition and self-regulation | EEF	1,2, 3 and 4
Oracy and vocabulary Staff to have CPD in Oracy and to be able to plan deliberate and strategic opportunities to ensure oracy and vocabulary skills develop. (In school CPD) Pupils are given further opportunities to refine the Four strands of Oracy with particular focus on the '*Social and Emotional Strand.' (listening)*	Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The targeted use of approaches may support some disadvantaged pupils to catch up with peers. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF summary of evidence report – oral language interventions Oral language interventions | EEF	1,2 and 4

The school will create a culture in which pupils feel that their voice is valued, and listened to by all.		
Feedback Ensure that PP pupils receive quality feedback, which identifies strengths and moves learning on and providing strategies for improvement, especially in writing.	Evidence shows that feedback involving self-regulatory approaches may have a greater impact on PP pupils and lower attainers than other pupils. Pupils require clear actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and their areas for improvement, thereby indicating which learning strategies have been effective for them in previously completing work. Feedback | EEF	I, 2, and 4
Mastery Creating a mastery writing curriculum - All year groups to have a 'Year of' statement regarding the writing that the year group should master. Continue maths mastery through 'sustaining mastery' CPD supported by the Maths Hub. Embed sentence stems, deeper thinking tasks and collaborative tasks into all lessons where appropriate. A whole school mastery curriculum approach is developed.	A Mastery approach is used across the school in all areas of the curriculum. This aims to provide learning with deeper thinking, collaborative learning and opportunities to narrow the attainment gap. Deeper thinking Tasks are used in all areas of the curriculum to allow children to go deeper into their learning. EEF summary of evidence report – Mastery learning Mastery learning | EEF	1 and 4
Reading to support writing. Use regular guided reading and establish quality reading comprehension strategies across the school. Through reading support, discussions around the text, and use of a range of vocabulary provide a wider knowledge of audience and purpose, which may be used in writing. Targeted reading intervention research project.	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehension strategies | EEF FFT Tutoring with the Lightning Squad FFT Tutoring with the Lightning Squad - targeted online reading catch-up programme with the aim of improving reading skills for pupils aged 7–9 in Years 3–4 who are below age-expected reading levels. FFT EEF Tutoring with the Lightning Squad research Project	1,2 and 4
Curriculum Knowledge **QFT – Curriculum** Implement and monitor delivery of the school curriculum .Through structured staff CPD to ensure that staff are equipped to deliver QFT of the curriculum. (VNet	EEF High Quality Teaching evidence, linked to EEF PP guidance and metacognition and self-regulation evidence 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key	1,2, and 4

subject specific training, networks etc)	ingredient of a successful school and should rightly be a top priority for pupil premium spending.' EEF PP Guidance EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	
EYFS - To focus on continued and improved outcomes in EYFS including Nursery provision. Writing, Nutrition, PSED, C&L and knowledge and understanding of the world.	EEF Early Year documents https://educationendowmentfoundation.org.uk/early-years Develop pupils' transcription and sentence construction skills through extensive practice. It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition. Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. EEF Improving Literacy Guide On average, children who take part in SEL interventions make around three additional months' progress in early years settings and reception classes. The evidence suggests that SEL strategies can have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum. EEF EYFS Toolkit SEL PSED	

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

Budgeted cost: £83,948.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Speech and Language Intervention (oral language skills) at EYFS and Year 1 – EYFS Learning champion to deliver sessions to Year R children. PP and non-PP children to be identified and supported.	Evidence suggests that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The targeted use of approaches may support some disadvantaged pupils to catch up with peers. EEF summary of evidence report – oral language interventions Oral language interventions | EEF	1, 2, and 4

RWInc tutoring intervention – Read Write Inc LC (Learning Champions) and TAs to support and deliver intervention in reading and phonics where gaps are identified through regular AFL and RWINc monitoring. EYFS – EYFS Learning champion to deliver sessions to Year R children. RWInc and S&L	Evidence suggests that some disadvantaged children may not develop phonological awareness at the same rate as their peers, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF summary of evidence report – Phonics Phonics | EEF	1 and 4
KS2 learning Champion Maths – in class, 1:1 and small group support for targeted, identified pupil groups to close learning gaps and support class based learning. PP children and LAP to gain attainment outcomes matched to peers.	See above EEF summary of evidence report – small group tuition and individualised instruction. Small group tuition | EEF	1 and 4
Personalised Learning Use of PiXL and AFL to inform gaps in learning, interventions, scoop and personalised teaching sessions to be delivered by teacher or TA support. Teaching assistants to deliver 'scoop' catch up sessions and/or targeted interventions informed by diagnostic assessments.	See above EEF summary of evidence report – small group tuition and individualised instruction. Small group tuition | EEF Evidence has shown that teaching assistants who provide one to one or small group targeted interventions can show a positive benefit. There is also evidence that teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale. EEF summary of evidence report – Teaching assistants Teaching Assistant Interventions | EEF FFT Tutoring with the Lightning Squad FFT Tutoring with the Lightning Squad - targeted online reading catch-up programme with the aim of improving reading skills for pupils aged 7–9 in Years 3–4 who are below age-expected reading levels. FFT EEF Tutoring with the Lightning Squad research Project	1, 2 and 4
Homework Club Provision of a Homework club to provide a place for support with homework activities in school.	Pupils eligible for free school meals typically receive additional benefits from homework. Homework clubs can help to overcome these barriers. EEF Summary evidence report- homework Homework | EEF	1,2,4 and 5

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

Budgeted cost: £ *45,965.52*

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Inclusion index covers range of support to be delivered across the school which includes: • Nurture class • Horticulture • Forest school • Desty • Anxiety support Group • Lego • ELSA • Drawing and Talking • Therapeutic play • Diverse Family Dynamics group Provision to provide for groups and individuals to express their concerns and worries in a safe environment, learn coping strategies, and to have opportunities to engage in healthy relationships with peers and adults away from the classroom.	'SEMH interventions in education are shown to improve SEMH skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.' Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. Social and emotional learning | EEF Outdoor Adventure Learning (OAL) provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning | EEF	Area 2 and 5
Parental Engagement Increase Parental engagement PPG learning through: PSA support for families with attendance, FSP and safeguarding processes Learning cafes	See above Social and emotional learning | EEF Evidence suggests that 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. Parental engagement | EEF	2 and 3 and 5
Attendance Attendance of disadvantaged children increased through continuing to embed principles of good	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Research has found that poor attendance at school is linked to poor academic attainment across all stages as well as	1, 2 and 3

practice set out in the DfE's improving School Attendance advice. This process is supported through the employment of PSA, regular attendance awards, letters and family support. PP lead and inclusion lead work together to support pupils with low attendance.	anti-social characteristics, delinquent activity and negative behavioural outcomes. Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes EEF Attendance Interventions EEF School attendance reflection planning tool.	
Widen the experiences of those children who may not access other opportunities through: • Clubs - before, during and after school • Educational trips and external visitors • Contingency for essentials • Reading dog • Visiting authors • Wrap around care Link to SIDP: *Enhance children's experiences through activities, trips, visitors and high quality texts to use these to increase engagement leading to 1st hand experiential writing*	EEF summary and evidence report – aspiration, outdoor adventure learning, physical activity. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Physical activity | EEF Evidence shows that Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Outdoor adventure learning | EEF Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions | EEF Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehension strategies | EEF	2,4 and 5
Current costs so far: £ 132,914.11		

Total budgeted cost: £ 132,914.11

Part B: Review of the previous academic year 2024/5

Outcomes for disadvantaged pupils

Challenge 1 - In school assessments have shown that PP attainment and progress are not at expected rate, in RWM, in line with Non-PPG based on KS1 and KS2 results.

Results 2025

EYFS	GLD			
PP	25%			
All GLD	69%			
KS1 Teacher assess.	Reading	Writing	Maths	
PP	42%	35%	50%	
Exp. all	60%	49%	70%	
Progress				
KS2	Reading	Writing	Maths	RWM
PP	71% (NA 63%)	43% (NA 59%)	71% (NA 61%)	36% (NA 47%)
Exp. all	82% (NA 75%)	66% (NA 72%)	84% (NA 74 %)	63%
Progress				
Year 4 MTC	Mean AV.	Score 11-19	Score 20-24	Full score 25/25
All (62)	20.85	6 pupils 14.52%	25 pupils 40%	22 pupils 35%
PP (19)	18.53	3 pupils 15.79%	12 pupils 63%	1 pupil 5.26%

Data shows that PP pupils are not achieving in line with their non-PP peers, but there is an increase in PP outcomes in the academic year 2024 in KS1 and 2 writing and maths. PP pupils in SCPS continue to achieve beyond their national peers in reading and maths at KS2. MTC results were not as good as 2024 with many PP pupils missing by 1 or 2 marks, the LC continues to work with Year 4 daily to support the MTC. EYFS is a priority on the SIDP. There is still work to be done in Writing and this is a whole school priority for the academic year 2024/2025. *Raised teacher expectation has had a positive impact on all pupils at KS2.*

Challenge 2 - Social and emotional Health barriers of identified PP children with SEND. PP children with identified SEMH and SEND needs are 30/45 - 66% of the PP group. (SEND is 45/92 - 48%)

Resilience and learning behaviours of this group are identified in observations, discussions, and assessments.

The nurture offer continues to be one of the strengths of the school. PP funding supports 50% of the Nurture provision in school. Plus 50% Forest school staffing Plus 20.5 hours PSA support. Inclusion index covers range of support delivered across the school which includes:

- Nurture class
- Horticulture
- Forest school
- Lego
- ELSA
- Drawing and Talking
- Therapeutic play
- DESTY

- Diverse Family Dynamics group

Provision provides time for groups and individuals to express their concerns and worries in a safe environment, learn coping strategies, and to have opportunities to engage in healthy relationships with peers and adults away from the classroom. This is a vital part of the work completed in supporting the SEMH of the pupils in school.

Nurture provision continues to be a strength within the school with the team providing support to a wide range of PP and non-PP pupils. Throughout the year 52% of all of the pupils have accessed nurture provision at some point and 21% have accessed forest school. Over 10 pupils have received 1:1 nurture support.

There have been 12 referrals to MHST for support of which _11_have been for PP pupil

Challenge 3 - Attendance statistics of PP children is lower compared to non-PP children in most year groups.

Current data: 91.64 FSM% 94.54Non-FSM% 95.4%National all

The gap in attendance will impact on the progress of disadvantaged pupils and may widen the attainment gap with attending non pp pupils.

Percentages show:

At the end of the academic year the overall attendance figures were:

FSM: 92.71% (National 92.6%) All pupils 95% (National 94.9%

FSM persistent abs 25.6% (National 24.4%) All pupils persistent Abs. 13.9% (National 14.3%)

Within the school there are : High expectations and a whole school culture promoting good attendance, home school agreement including attendance statement, regular attendance awards, support offered to families, family check- ins and visits to absentees.

An attendance staff Meeting - Inset day - this was run to raise awareness of this group with all staff. This was followed up with focus on action plans to highlight with all staff the need for support, especially persistent absentees. These actions are supported by the PSA.

The PSA works with families to support them with persistent absences. Regular letters and contact with families has seen an increase in the awareness of the need for positive attendance.

14% of PP pupils have had PSA support in this area.

This area will continue to be a priority as a barrier to learning and be a focus area of all staff, working with PP pupils.

Challenge 4 - Standards of writing across the school at both the expected and greater depth need to increase.

There was a drive to improve writing across the school in the year 2024/25.

External and internal CPD supported QFT. Staff training this year covered:

- Year of statements' 2.10
- Assessment 23.10 and 11.12
- Spelling 29.1
- Shared writing 5.3 and 30.4
- Embedding and next steps: 9.7

Staff training in the use of modelling as a tool for the teaching of writing has had a positive impact on teaching. Each year group has been given a 'year of' statement as a focus. Children demonstrate knowledge and understanding of their year groups 'year of' focus, being able to articulate why they are mastering that specific skill at that specific time

Writing assessment rubrics have been developed and implemented by the subject leads and allow teachers and leaders to easily see which children have mastered their year group skills in writing.

Teachers report that the year of statements, writing rubrics and training on shared writing have supported their understanding and delivery of a mastery curriculum,

End of year teacher assessments in writing shows that the following % have mastered their year group focus. End of year teacher assessments shown on Pupil Asset show PP results.

ALL pupils.	**PP Pupils**
R - 86%	R - 25%
1 - 68%	1 - 57%
2 - 64%	2- 60%
3 - 42%	3 - 26%
4 - 52%	4 - 47%
5 - 45%	5 - 29%
6 - 64%	6 - 40%

KS2 writing data has increased from 56% - 64% GDS has stayed at 0% however, subject leads are confident that this is moving in the right direction.

The results are promising in the earlier years as this shows that the mastery curriculum is working at the beginning of their education, therefore should create a solid foundation to be built upon as they go through the school.

To engage parents in the writing focus regular writing newsletters have been sent out throughout the year. Over 20 writing-based learning cafes have been run with positive feedback from parents. To further engage the whole school in reading and writing weekly homework tasks based on regular reading and a written response was implemented for the year.

To further build on the foundations established in this area throughout this year this barrier will continue into academic year 2025/26.

Challenge 5 - PPG children may not have access to some of the wider cultural capital experiences of the non- PPG children – aim to provide opportunities for access to clubs, trips, experiences in school etc

Wider experiences

Clubs

Clubs still offer a wide range for PP pupils. This was highlighted as a strength in the inspection by Ofsted.

'Pupils love the wide variety of clubs that cater for many of their interests and their talents.' Ofsted November 2023

Clubs still offer a wide range for PP pupils.

23 clubs were offered across the school in academic year 2024/25 - there was a reduction in clubs in this academic year due to a reduction in staffing but there continues to be a wide offer both during the school day and after school.

41/95 (42%) PP pupils attended at least one club

17/95 (18%) PP pupils attended at least more than one club.

New Wine church outreach Book Club 4PP attending

Term time trips

PP pupils were supported on:

- Year 3 trip to Gressenhall
- Year 3 Trip to Norwich Castle
- Year 6 trip to Gressenhall
- Year 5 Trip to West Stow
- Norwich Theatre Royal trip to Swan Lake
- Royal Norfolk Show
- EYFS Trip to Holkham Hall

In total 29 PP pupils were provided with places on these school trips in academic year 2024/25

Additional:

Book shop visit: to widen experiences PP pupils were given the opportunity to visit the book centre with the aim of promoting reading. Books were purchased for the library. The visit was a new experience for all of the pupils involved.

Reading Dog continues to attend on a regular basis and provide SEMH and reading support for pupils' inc. PP pupils across the school.

Wrap around care; this is provided for families on a need -by -need basis.

Christmas Support

- Street Boss: four families - Christmas meals
- Toys and tins - 9 families - 19 children in total (Primary age)
- Whilst still in place Edenred food vouchers were provided to families with additional Christmas funds. Plus, additional voucher support for struggling family with vouchers.

Learning Cafes

Learning Cafes are a regular feature in the school calendar with each class running cafes throughout the year. In the academic year 2024/25 the school was fortunate to combine learning cafes with a visit from the author Steve Clifford, who ran writing workshops in classes for pupils and families. In addition, classes ran cafes in response to the visit from the poet, Lewis Buxton, who ran sessions in each class and then went on to run a whole school poetry slam.

Regular Letter drops are in place to encourage more PP take up.

Externally provided programmes

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

Programme	Provider
Maths Whizz	Whizz Education
Pixl Interventions and assessments	PiXl Learning
White Rose Maths Premium resources	White Rose Maths

Times Tables Rock Stars	Maths Circle
YARC – reading comprehension	York reading

2025-26 strategy ongoing review

Challenge number	Detail of challenge
1	
	Review: Results
2	
	Review:
3	
	Review:
4	
	Review:
5	
	Review: