

# **Whitmore Park Primary School Pupil Premium strategy statement 2021-24**

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

| Detail  | Data  |
|---|---|
| School name   | Whitmore Park Primary                               |
| Number of pupils in school  | 669   |
| Proportion (%) of Pupil Premium eligible pupils   | 2023-24 = 21%<br>2022-2023 = 25%<br>2021-2022 = 20% |
| Academic year/years that our current Pupil Premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021-22<br>2022-23<br>2023-24                       |
| Date this statement was published   | 4 <sup>th</sup> October 2021                        |
| Date on which it will be reviewed   | October 2023  |
| Statement authorised by   | Jacqueline McGibney                                 |
| Pupil Premium lead  | Sue Squires   |
| Governor / Trustee lead   | Rosella Brennan                                     |

## Funding overview

| Detail  | Amount   |
|---|--|
| Pupil Premium funding allocation this academic year       | 2023-2024 - £205,045<br>2022-2023 - £215,260<br>2021-2022 - £167,745 |
| Recovery premium funding allocation this academic year    | 2023-2024 - £19,685<br>2022-2023 - £22,040<br>2021-2022 - £17,429    |
| Pupil Premium funding carried forward from previous years | £0   |
| <b>Total budget for this academic year</b>                | 2023-24 - £224,730   |

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

2022-2023 - £237,300  
2021–2022 - £185,174  
N/A

# Part A: Pupil Premium strategy plan

## Statement of intent

*We aim for our Pupil Premium Pupils to attain and make the same amount of progress as our non-Pupil Premium Pupils. Currently, there are gaps between Pupil Premium and non-Pupil Premium pupils in all core subjects across the school. Our short-term aim is to diminish the difference between Pupil Premium and non-Pupil Premium pupils in English and Maths. Our aim for our higher attainers is for them to continue to make good progress.*

*We aim for our Pupil Premium Pupils to have good attendance in line with their non-Pupil Premium peers at school and in line with national attendance.*

*We aim for our Pupil Premium Pupils to have good levels of well-being, positive attitudes to learning, aspirations and access to extra-curricular curriculum and enrichment opportunities within the wider curriculum. We will consider the challenges faced by other vulnerable pupils such as pupils who have a safeguarding plan or are young carers.*

*Our Pupil Premium approach will identify and diagnose the pupils' needs and the Pupil Premium approaches we adopt will complement each other to help pupils excel.*

### *Current Pupil Premium Strategy*

#### *Tier 1 – Quality of teaching for all*

- Providing high quality teaching for **all pupils** with a **focus on Pupil Premium** pupils within lessons and ensure that teachers are ambitious for what pupils can achieve.*
- Provide high quality CPD for teaching staff based on up to date research including coaching.*
- Provide high quality resources such as access to NCETM materials and high-quality texts for reading.*
- Use assessment effectively in lessons, diagnostic assessment to identify gaps in learning and summative assessment to identify entry and exit points to plan next steps and early intervention.*
- Provide coaching and support for middle leaders (subject/year group) to support the development of teaching in their subjects.*
- Whole school focus on vocabulary from Nursery to Year 6, alongside providing quality texts and reading for pleasure.*

### *Tier 2 – targeted intervention*

- *Identify pupils for intervention during progress meetings for English and Maths with a high proportion of Pupil Premium pupils included.*
- *Provide good quality interventions (research based) led by highly skilled teaching assistants targeted at the pupils identified in the progress meetings.*
- *Provide high quality CPD for teaching assistants to deliver high quality interventions and good communication between class teacher and teaching assistants.*
- *Utilise the National Tutoring Programme for targeted interventions.*
- *Provide SEND interventions for pupils with PLPs, Dyslexia, EHCPs etc.*
- *Provide Thrive small group/1:1 social and emotional intervention for pupils identified from Thrive screening.*
- *Provide CBT approach interventions for identified pupils.*
- *Provide buddying and mentoring for identified pupils.*
- *Attendance 1:1 intervention for identified pupils and support for families.*

### *Tier 3 – Wider A approaches*

- *Hold termly Pupil Premium progress meetings with class teachers. Headteacher and Deputy Headteacher to identify barriers and provide intervention/support to remove barriers.*
- *Provide an enrichment programme including extra-curricular clubs and experiences within the wider curriculum including trips, visits and visitors (target Pupil Premium pupils for extra-curricular clubs)*
- *Provide pupils with inspirational opportunities for example: Enterprise Week, inspirational visitors etc.*
- *Provide support for parents through holding Adult Education courses at school, alongside curriculum meetings for parents and parent/teacher meetings.*
- *Provide support for parents through the Welfare Team such as financial advice, housing, food vouchers, warm clothing grant, signposting to other agencies, parenting courses etc.*
- *Supporting families that reach the Early Help Thresholds and working with agencies.*
- *Supporting attendance through the attendance team working with families to support and set up attendance plans.*
- *Support with additional costs eg. subsidising SATS revision books, head lice lotion, visit and trips, transport, subsidising Dol-y-Moch etc.*

### *The key principles of our Pupil Premium Strategy*

- *Pupil Premium Focus (see document) which means focusing on Pupil Premium pupils in lessons for targeted questioning, praise, marking, feedback and interventions.*
- *Knowing the barriers for each individual child and family and doing our best to remove those barriers.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | Internal and external assessments show that Pupil Premium pupils' attainment is lower in core subjects than their non-Pupil Premium peers. Lower and middle achieving pupils at Key Stage One do not sustain their progress in Key Stage Two. This prevents them from achieving age related expectations.               |
| 2                       | Feedback from teachers suggests that pupils' low listening and attention skills, understanding and speaking on entry to school and limited vocabulary throughout the school impacts on their learning.<br>(46% Listening, attention and understanding 46%, speaking 48%)<br>September 2023.                             |
| 3                       | Feedback from teachers suggests that pupils' low self-esteem, lack of confidence, concentration and focus can lead to lack of engagement in lessons.  |
| 4                       | Low attendance and punctuality rates which impacts on pupils' attainment and progress. The Pupil Premium attendance data for 2022-23 was 91.3% compared to whole school 92.9%. Our Pupil Premium persistent absence for 2021-22 was 33.7% compared to whole school 24%.   |
| 5                       | Our internal records show that some of our Pupil Premium Pupils have a lack of support at home with homework and reading. Some of our pupils have limited access to wider life experiences and this impacts on these impact on their aspirations and ability to bring wider knowledge and experience to the curriculum. |
| 6                       | The impact of the pandemic and the Cost-of-Living crisis placed additional pressures placed upon families.  |

## 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>1. The gap has significantly diminished between Pupil Premium and non-Pupil Premium pupils in core subjects.</p>  | <p>At the end of each term the gap begin to diminish in r reading, writing and maths for each year group.</p> <p>The vast majority of Pupil Premium pupils make expected or better progress in reading, writing and maths.</p> <p>End of Key Stage outcomes in reading, writing and maths show that more Pupil Premium pupils met the expected standard.</p> <p>Pupil Premium pupils attain in line with their non-Pupil Premium peers nationally in phonics screening.</p> <p>Pupil Premium pupils attain in line with their non Pupil Premium peers nationally for GLD in Early Years.</p> |
| <p>2. Pupils will develop a good level of vocabulary from Nursery to Year 6 and become fluent readers with a passion for reading by the end of Year 6.</p> | <p>Pupil Premium pupils will achieve in line with their non-Pupil Premium peers in Speaking and Listening at the end of the Reception year.</p> <p>Pupils choose and use appropriate vocabulary in writing across the curriculum.</p> <p>Pupils can articulate clearly using a range of a appropriate vocabulary purposely for a range of audiences.</p> <p>Improved numbers of Pupil Premium pupils achieve age related expectations at the end of Year 6.</p>  |
| <p>3. Pupils develop good self-esteem and resilience and demonstrate high levels of</p>  | <p>The large majority of Pupil Premium pupils display high levels of engagement and will be focused in lessons (evident in observations).</p>  |

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|---|---|
| <p>engagement in lessons.</p>   | <p>Impact data from Thrive interventions will demonstrate that pupils have improved levels of self-esteem and resilience.</p> <p>Improving levels of incidents of poor behaviour will be evident through behaviour records.</p>   |
| <p>4. The attendance and punctuality of Pupil Premium pupils will improve to be in line with their non- PUPIL PREMIUM peers and in line with national</p> | <p>The rates of attendance for Pupil Premium pupils will improve from 91.3% to 93.3% by the end of the year.</p> <p>The percentage of all pupils who are persistently absent will be below 19%. The percentage of Pupil Premium pupils who are persistently absent will be no more than 5% higher than their peers.</p> <p>The large majority of Pupil Premium pupils are punctual.</p> |
| <p>5a .Improved parental engagement with parent/teacher meetings and improved support at home with homework and reading</p>                               | <p>The vast majority of Pupil Premium pupils' parents attend Parents' Evenings and are supportive of their child's education.</p> <p>The vast majority of Pupil Premium pupils read 5 times a week and complete homework regularly and to a good standard.</p>  |
| <p>5b. Pupils have access to a wide range of experiences at school which enhances their knowledge and understanding of the world.</p>                     | <p>Each year pupils experience a range of trips, visits and visitors which builds upon their knowledge and provides access to experiences outside the scope of their current situation.</p>   |
| <p>6. The impact of the pandemic is minimised and pupils will achieve academically and have an improved sense of well-being.</p>                          | <p>Pupils show high levels of wellbeing demonstrated:</p> <ul style="list-style-type: none"> <li>• Qualitative data from Pupil Survey and Pupil Voice, Parent Survey and teacher observations.</li> <li>• Increased participation in enrichment activities particularly amongst Pupil Premium pupils.</li> </ul>  |



## Activity in this academic year

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

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

Budgeted cost: £110,000

| Activity   | Evidence that supports approach  | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Quality CPD for teaching staff</p> <ul style="list-style-type: none"> <li>• External consultants during teacher days + staff meeting</li> <li>• Subject leaders release time and TLRs</li> <li>• Internal coaching from Subject Leaders and Year Leaders</li> <li>• External coaching with Teaching and Learning coach.</li> <li>• Release time for participation in NCETM 3 year sustaining phase</li> <li>• Purchase National College webinar subscription for staff training.</li> <li>• Gateway Alliance subscription</li> <li>• Teachers' research and reading time</li> <li>• Teachers participate in Network training and working groups</li> <li>• Access to NPQ qualifications and release time for leaders</li> <li>• Release time for teachers to attend training.</li> <li>• ECT programme (UCL) and release time for mentors and training</li> </ul> | <p>EEF quality teaching has the most impact on learning +8<br/>           NFER 2015 Quality First teaching and high aspirations for all are common factors of schools' success with pupils.</p> <p>NCETM</p> <p>Mathematics guidance: key stage 1 and 2.</p> | <p>1</p>                      |
| <p>Whole school focus on oracy, vocabulary and reading.</p> <ul style="list-style-type: none"> <li>• Purchase additional matched books to phonics.</li> <li>• Using the DFE reading framework to support pupils' reading development.</li> <li>• Subject leader training for reading leaders from English Consultant.</li> </ul>   | <p>DFE Reading Framework 2023</p> <p>EEF reading comprehension strategies high impact low cost</p>   | <p>1,2</p>                    |

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| <ul style="list-style-type: none"> <li>• Training for English leaders with an external Teaching and Learning consultant.</li> <li>• Continue to build on the access to reading materials across the school.</li> <li>• Evaluating and refining the English strategy</li> <li>• Purchase assessments NFER, fluency, reading age tests.</li> <li>• Release time for teachers to attend English training.</li> <li>• Create vocabulary spines in each subject across the school.</li> <li>• Focus on vocabulary in EYFs following the new framework.</li> <li>• Purchase eBooks and tablets.</li> <li>• Oracy training with consultant.</li> <li>• Create a lead role for Oracy (TLR and release time).</li> <li>• Release time to support pupils attending network writing events.</li> <li>• Training from subject leads (release time).</li> <li>• Purchase materials to enhance reading corners.</li> <li>• NPQLL for English leader</li> <li>• Purchase GL reading assessments.</li> </ul> | <p>DFE reading for pleasure DFE 2021</p>                                      |          |
| <p>Developing the maths curriculum</p> <ul style="list-style-type: none"> <li>• Continue to participate in the NCETM Mastery project to support leaders to implement the Mastery approach.</li> <li>• Release time for teachers to attend maths training.</li> <li>• Purchase Rising Starts NTS test materials.</li> <li>• Purchase manipulatives to support the CPA approach to maths.</li> <li>• Release time for maths leaders to provide CPD and coaching.</li> <li>• Create an additional TLR post for maths with a focus on EYFS and KS1.</li> </ul>   | <p>EEF Mastery approach +5 months progress low cost</p> <p>NCETM research</p> | <p>1</p> |

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| <ul style="list-style-type: none"> <li>Purchase additional resources to support challenges in maths. (Classroom Secrets, Twinkl)</li> </ul>  |  |     |
| <p>Target raised attainment through enhanced staffing levels.</p> <ul style="list-style-type: none"> <li>Additional HLTA in Year 6 (0.8)</li> </ul>  | EEF  | 1   |
| <p>Improve the quality of social and emotional learning.</p> <ul style="list-style-type: none"> <li>Release time for leaders to access training.</li> <li>CPD for staff</li> <li>Staff training to support the implementation of EAL and metacognition.</li> </ul> | <p>Evidence</p> <p>EEF: Improving Social and Emotional learning in primary schools</p> <p>EEF: Metacognition and self-regulated learning</p> | 3,5 |

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

Budgeted cost: £79,400

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Targeted interventions</i></p> <ul style="list-style-type: none"> <li>Additional 1:1 reading for the lowest 20% across the school</li> <li>Additional 1:1 reading for WTS+ pupils</li> <li>1:2/3 tutoring for Maths in Y5 (Action Tutoring). (10 pupils)</li> <li>1:2/3 tutoring for Reading in Y5 (Action Tutoring) (10 pupils)</li> <li>Lexia reading programme for pupils with SEND in school.</li> </ul> | <p>One to One tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and</p> | 1,2,3                         |

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| <ul style="list-style-type: none"> <li>• SEND, PLP interventions for identified pupils.</li> <li>• Thrive interventions with Thrive practitioners for identified pupils.</li> <li>• Buddying and mentors for identified pupils.</li> <li>• LA SEML+ package to support pupils with significant needs</li> <li>• Boosters for Year 6 pupils in the Spring Term for Maths and reading.</li> <li>• Provide speech and language intervention for pupils across the school and Blast interventions for Nursery pupils.</li> <li>• Additional phonics sessions across the school for pupils who didn't pass the phonics screening test including Year 5 and 6 RWI Freshstart</li> </ul> | <p>Learning Toolkit EEF</p> |  |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £35,330

| <b>Activity</b>  | <b>Evidence that support this approach</b>  | <b>Challenge number(s) addressed</b>                             |
|--|---|--|
| <p>Identified a Senior Leader to lead the Inclusion Team to support the Attendance Leader and work closely with the Attendance Team. (release time)</p> <p>External speaker to provide training on Behaviour for all staff. Review of policy and budget for rewards linked to Behaviour Policy.</p> <p>Purchased 'Picture News' to support Personal Development and awareness of current affairs and British Values,</p> <p>Additional capacity in the attendance team to support analysing data, increased communication and home visits to pupils and families</p> <p>Termly Pupil Premium progress meetings with class teachers and HT/DH</p> | <p>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for Pupil Premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> | <p>All pupils in school<br/>604 pupils<br/>134 Pupil Premium</p> |

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| <p>Additional capacity in the Thrive/Welfare team (attendance, Thrive practitioners, CBT trained member of staff)</p> <p>Purchase of SLA for SEML, LA inclusion team and CCT</p> <p>Work with Family Education to host learning sessions for parents</p> <p>Purchase SATs books, Head Lice lotion, uniform.</p> <p>Organise Enterprise and STEAM weeks to raise aspirations (speakers)</p> <p>Provide a wider range of subsidised extra-curricular opportunities targeted Pupil Premium pupils.</p> <p>Provide additional capacity within the PE team to support attendance at competitions, network events and after school training sessions.</p> <p>Provide internal transport costs to support attendance at sporting and other network events/competitions.</p> <p>Subsidise Dol-y-Moch and Conkers and other school trips.</p> <p>Identified a member of staff to complete the Senior Leader Mental Health training (extra capacity in the Inclusion Team) and audit, action plan our Mental Health Strategy.</p> <p>Budget for aspirational workshop and resources to support STEM week.</p> |  |  |
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**Total budgeted cost: £224,730**

## 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 2022 to 2023 academic year.

| Intended outcome  | Success criteria  | What has been achieved  |
|---|---|---|
| <p>1. The gap has significantly diminished between Pupil Premium and non-Pupil Premium pupils</p> | <p>The large majority of Y2 and Y6 pupils attain in line with their non-Pupil Premium peers nationally in English and Maths.</p> <p>At the end of term, the gaps diminishes in English and Maths progress and attainment data for each year group.</p> <p>The vast majority of Pupil Premium pupils make 3+ steps of progress in a year in English and Maths.</p> <p>Pupil Premium pupils attain in line with their non-Pupil Premium peers nationally in phonics screening.</p> <p>Pupil Premium pupils attain in line with their non-Pupil Premium peers nationally for GLD in Early Years.</p> | <p>In Year 6, the minority of Pupil Premium pupils achieved the Expected standard or above in Reading (41%) and Maths (41%). The majority of Pupil Premium pupils achieved the Expected standard or above in Writing (55%) and SPAG (52%).</p> <p>The majority of Non-Pupil Premium pupils in Y6 achieved the Expected standard or above in Reading (63%). Whereas the large majority of Non-Pupil Premium pupils achieved the Expected standard or above in Writing (73%) Maths (70%) and SPAG (79%).</p> <p>In Year 6, the large majority of Pupil Premium pupils made at least expected progress in reading (78%). The large majority of Pupil Premium pupils made at least expected progress in maths (83%) SPAG (90%) and Writing (83%).</p> <p>Whereas in Year 6, the large majority of Non-Pupil Premium made at least expected progress in reading (77%). The</p> |

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|  |  | <p>large majority of Non-Pupil Premium pupils made at least expected progress in maths (90%) SPAG (95%) and Writing (87%).</p> <p>The context of Y6 is that there are significant needs within the cohort including neurodiversity, mental health, and safeguarding. There was significant disruption to provision in Year 5 and Y6 due to staffing in Y5 and Y6 including long term absence and leadership restructure.</p> <p>In Year 2, the majority of Pupil Premium pupils achieved the Expected standard or above in Reading (54%) Writing (54%) and SPAG (54%). The large majority of Pupil Premium pupils achieved the Expected standard or above in Maths (77%).</p> <p>The majority of Non-Pupil Premium pupils in Year 2 achieved the Expected standard or above in SPAG (59%). Whereas the large majority of Non-Pupil Premium pupils achieved the Expected standard or above in Writing (64%) and Reading (75%). And the very large majority of Non-Pupil Premium pupils achieved the Expected standard or above in Maths (84%).</p> <p>The majority of Pupil Premium pupils achieved the Early Learning Goals for writing and word reading compared to the</p> |
|--|--|--|

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|---|--|---|
|   |  | <p>large majority of Non-Pupil Premium pupils.</p> <p>In Year 1, The large majority of Pupil Premium (78%) and Non-Pupil Premium (77%) pupils passed the Phonics screening.</p> <p>In Year 2, The large majority of Pupil Premium (79%) and the very large majority of Non-Pupil Premium (88%) pupils passed the Phonics screening.</p> |
| <p>2. Pupils will develop a good level of vocabulary from Nursery to Year 6 and become fluent readers with a passion for reading.</p> | <p>Pupils choose and use a appropriate vocabulary in writing across the curriculum.</p> <p>Pupils can articulate clearly using a range of appropriate vocabulary purposely for a range of audiences.</p>                                 | <p>Learning walks, drop ins and book looks show that pupils are choosing appropriate vocabulary to include in their writing lessons in English. This is beginning to be the case across the foundation subjects as well.</p> <p>Pupil Premium pupils are demonstrating fluency when reading their levelled books.</p>                   |
| <p>3. Pupils develop good self-esteem and resilience and demonstrate high levels of engagement in lessons.</p>                        | <p>The large majority of Pupil Premium pupils display high levels of confidence and will be focused in lessons.</p> <p>The large majority of Pupil Premium pupils will participate fully in lessons leading to accelerated progress.</p> | <p>Learning walks/drop ins show that the large majority of Pupil Premium pupils demonstrate good learning behaviours in lessons.</p> <p>They are engaged and motivated as they feel involved in the lesson through being asked questions, check ins during independent work etc.</p>  |
| <p>4. The attendance and punctuality of Pupil</p>   | <p>At the end of each term, the gap will diminish between Pupil Premium and non-Pupil Premium pupils</p>   | <p><b>Whole school attendance July 2023</b></p> <p>Pupil Premium = 91.9%</p>  |



|   |   |   |
|---|---|---|
| <p>Premium pupils will improve to be in line with their non-PUPIL PREMIUM peers and in line with national</p>                         | <p>The large majority of Pupil Premium pupils are punctual.</p>   | <p>Non-Pupil Premium = 93.1%</p> <p><b>Whole school lates</b></p> <p>Pupil Premium = 1.7%</p> <p>Non-Pupil Premium = 0.91%</p>  |
| <p>5a. Improved parental engagement with parent/teacher meetings and improved support at home with homework and reading</p>           | <p>The vast majority of Pupil Premium pupils' parents attend parents evenings.</p> <p>Pupil Premium pupils read 5 times a week and complete homework regularly and to a good standard.</p>  | <p>Parents' Evening records shows that the large majority of Pupil Premium pupil's parents attended Parents' Evening</p>  |
| <p>5b. Pupils have access to a wide range of experiences at school which enhances their knowledge and understanding of the world.</p> | <p>Each year pupils experience a range of trips, visits and visitors which builds upon their knowledge and provides access to experiences outside the scope of their current situation.</p> | <p>Each year group attended trips/visits outside of the school environment. Visitors also attended school linked to the school curriculum.</p> <p>Year 6 pupils attended Dol-y-Moch for 5 days.</p> <p>Year 5 attended Conkers for one night</p>  |
| <p>6. The impact of the pandemic is minimised, and pupils will achieve academically and have an improved sense of well-being.</p>     | <p>Pupil Premium pupils achieve in line with non-pupil Premium peers.</p> <p>Pupil Premium pupils will be confident, driven, aspirational and have good well-being.</p>                     | <p>Prior to the pandemic we were successful in narrowing the gaps due to our Pupil Premium Strategy. However, during the pandemic the gaps widened. The progress data demonstrates a positive outlook, and we are beginning to diminish the progress gap.</p> <p>The vast majority of Pupil Premium pupils show confidence in lessons and</p> |

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|  |  | demonstrate the drive to succeed in their learning. |
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## 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> |
|------------------|-----------------|
| Lexia Programme  | Lexia UK        |

## Further information (optional)

*Our Pupil Premium Focus Strategy embedded throughout the school:*

- *Know your pupils as individuals. Remembering little details about them and their lives will boost self-confidence.*
- *Ask them about their ambitions in the future. If they don't know then what are their favourite subjects at school or what they like doing at home.*
- *Set high expectations at all times by being firm on behaviour but kind on the child.*
- *Hear their voice in every lesson through targeted questioning, allowing discussion first with talk partners, targeted assessment for learning, targeted praise and live marking as a priority.*
- *Establish a system within your teams so that you are able to identify and ask Pupil Premium pupils questions during lessons (dots on the back of books)*
- *Generate a love of knowledge and reading by ensuring that there is a daily story time. This may be the only chance that many pupils will have an adult to read to them.*