

Langshott Primary School Pupil Premium Strategy Statement 2025-2027



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Langshott Primary School
Number of pupils in school	413 as at 29/9/25
Proportion (%) of pupil premium eligible pupils	33 (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Sarah Mackintosh
Pupil premium lead	Hiral Mehta
Governor / Trustee lead	Steve Jones

Funding overview

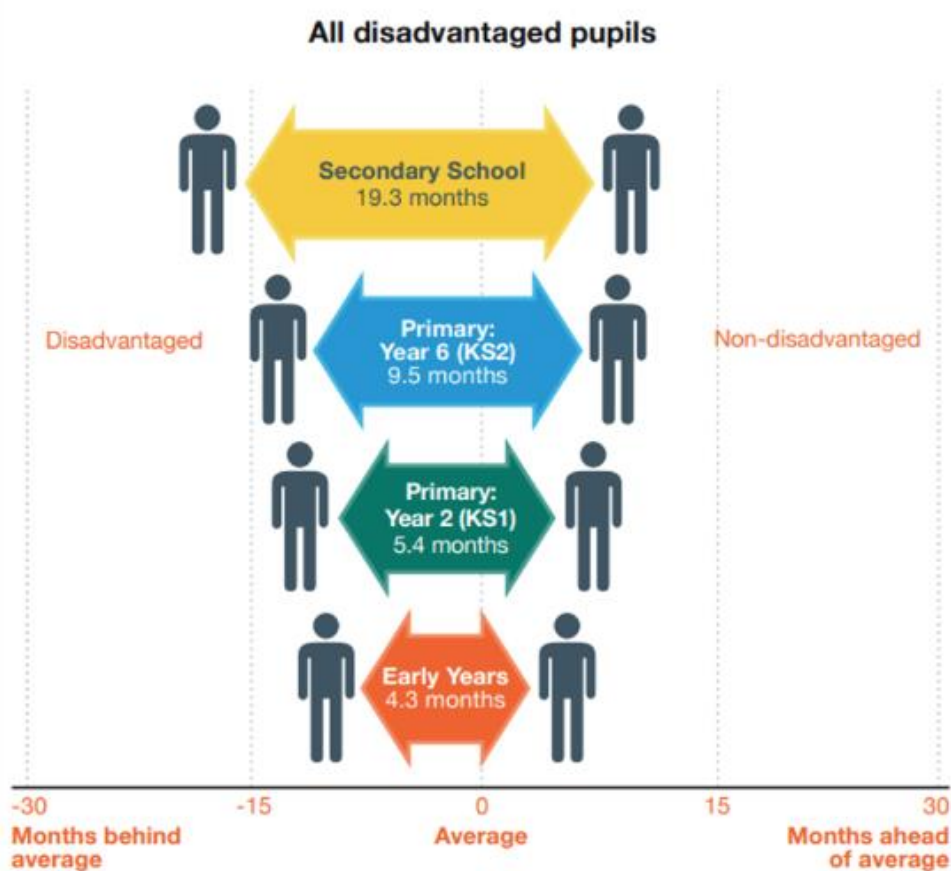
Detail	Amount
Pupil premium funding allocation this financial year; £1455.00 per pupil; .	£52625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery budget	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52625

Part A: Pupil Premium Strategy Plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

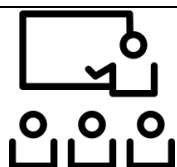
At Langshott School, our Quality First Teaching (QFT) emphasises the importance of relationships between all school staff and pupils and encourages high expectations for all. Through the use of manipulatives and scaffolding, we expect all pupils to succeed in their educational achievements regardless of their starting points and barriers. Our amended curriculum is personalised and tailored to children's individual needs. We have a huge focus on adaptive teaching and using Rosenshine's 10 principles.



Good teaching is the most important lever schools have to improve outcomes for all pupils, including those who are disadvantaged. At Langshott Primary School, we adopt a three-tier approach to improving teaching and learning.

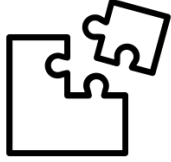
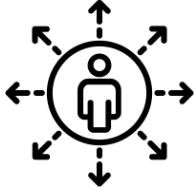
High Quality Teaching (Quality of Education)

1. To design and develop an ambitious, engaging and comprehensive curriculum which improves the educational outcomes for all disadvantaged pupils. (Teaching)



Teaching

Ensuring that 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. Through our QFT provision, we aim to deliver excellence in every classroom, in every lesson and in every experience.

Targeted Academic Intervention	
2. To embed effective, distributive leadership across the school to enable all disadvantaged pupils to access a holistic approach to learning. (Targeted academic Support)	
 Interventions	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. We aim to use a range of interventions, technology and creativity to enable all pupils to be successful.
Wider Strategies and Opportunities	
3. To enhance our environment and premises in order that staff and pupils are able to thrive. (Wider Opportunities)	
 Wider Opportunities	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. By addressing these barriers, we believe children's academic performance will improve.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our Pupil Premium strategy is interwoven with our SDP and the outcomes reflect what we want all pupils (including those who may be disadvantaged) to achieve.

Our current SDP outcomes are:

Objective 1	Implement a coaching and peer observation model to strengthen teaching and learning across the school, fostering greater pupil engagement, enjoyment and higher attainment.
Objective 2	Foster pupils' resilience and adaptability, empowering them to embrace challenges, develop positive learning behaviours and grow into responsible, active citizens.
Objective 3	Embed Rosenshine's principles, adaptive teaching, and inclusive practice in every classroom to ensure all learners – including those with SEND, at expected standard, and working at greater depth – thrive and achieve their full potential.
Objective 4	Enhance the effective use of data to drive planning, targeted interventions and next steps.

The impact of our strategy will be through:

High quality Teaching

- Langshott school offers a rich, varied and creative curriculum. With lessons and topics that are well sequenced.
- Attitudes to learning will improve. Children will feel more confident to challenge themselves in all lessons.
- Robust assessment systems ensure that all children make progress.
- Children will achieve well, in line with age-appropriate expectations. End of Key Stage achievement will be in line with Surrey data.
- Strong staff subject knowledge will be evident in all lessons.

- ④ Targeted CPD opportunities will have a positive impact on children’s learning and outcomes.
- ④ Learning (knowledge and skills) will be clear and accessible to all pupils and they will be able to talk about their own progress.
- ④ Lessons will build on prior learning.
- ④ All subjects demonstrate clear outcomes and progression of knowledge and skills.
- ④ Teachers will build retrieval opportunities into lessons to ensure that previous learning is consolidated.
- ④ Cross-curricular and real-life links will make learning more meaningful. Pupils will be able to articulate links between topics and subjects, including prior learning.
- ④ Children’s learning demonstrates high standards.
- ④ Pupils will be ready for their next stage of education.

Targeted Academic Intervention. To develop a holistic approach to learning to enable all pupils to thrive (Leadership and Management including safeguarding)

- ④ Children will achieve well, in line with age-appropriate expectations. End of Key Stage achievement will be in line with Surrey data.
- ④ Increased staff subject knowledge and a strong CPD programme will support pedagogy.
- ④ Children will benefit from coherence and consistency towards teaching and learning. (staffing action plan T&L policy)
- ④ Effective appraisal systems will hold staff to account and ensure high quality provision for all pupils across all areas of the curriculum.
- ④ Staff are happy. They can articulate ways in which leadership support their wellbeing.
- ④ Governors ensure clarity of vision, ethos and strategic direction. They hold leaders to account and ensure that school provides value for money.
- ④ Leaders enable disadvantaged pupils to thrive. The Pupil Premium Grant is well spent and pupils’ outcomes are improved.
- ④ Learning is tailored to individual needs – SEND/EAL
- ④ The whole school community promotes an effective safeguarding culture.
- ④ Positive parental engagement has a good impact on pupil outcomes.

Enhance our cultural capital experiences and outdoor opportunities to develop strong mental health and well-being

- ④ Children have the skills and knowledge to enable them to be safe and responsible online (both in and out of school).
- ④ Children are actively engaged in their learning and are able to learn independently.
- ④ Children develop cultural capital through the experiences available in all subjects and the wider school experiences.
- ④ The school environment and premises reflect our curriculum and high standards.
- ④ The use of technology will enhance the learning experience and create new opportunities for all pupils. Staff will have the technology to enable them to create engaging lessons using photos, videos and digital apps.
- ④ Staff will identify opportunities for outdoor learning to enhance the curriculum and experiences for all pupils across the school. Children’s well-being will improve due to being outdoors during the school day.
- ④ Children with social and emotional needs will be supported by the school’s Senior Mental Health Lead, HSLW and the PSHE curriculum.
- ④ Children will be given the tools needed to thrive.
- ④ Mental health, resilience, resourcefulness, reciprocity and reflectiveness skills will improve for all pupils through the forest school/outdoor learning provision.
- ④ The PSHE and RSE curriculum is embedded in the school, equipping children with the knowledge they need to help them live a safe, healthy lifestyle.
- ④ Children’s leadership opportunities will enable them to develop as responsible, respectful and active citizens.
- ④ Cognitive science approaches will enable the children to be successful learners.
- ④ Teaching children to be adaptable, resilient and grow into active junior citizens.
- ④ Using Rosenshine’s 10 principles and embedding these into practice.
- ④ Developing children’s ability to ‘remember more and retrieval practice’ through Flashback Friday activities.
- ④ Children’s physical health will improve due to the opportunities provided through the school’s PE curriculum and extra-curricular activities.

What are the key principles of your strategy plan?

- ④ High quality and effective teachers teaching whole class reading and phonics.
- ④ Pupils will know what they are learning and will be able to access the lessons. Learning will be clear and accessible to all pupils.
- ④ Cross-curricular links will make learning more meaningful.
- ④ Children will be inspired and supported to challenge themselves and achieve highly.
- ④ All classes to have access to a learning mentor to support with QFT and interventions.
- ④ Pre-teach and post-teach used to support reading progression.
- ④ Interventions to support pupils to read at an age-appropriate level.
- ④ Parents will be supported and encouraged to engage with school to support their child’s development.
- ④ Pupils are invited to a range of clubs, trips and visits to support their wider development.
- ④ Home school link worker continues to support our vulnerable families and to foster strong relationships.
- ④ Community Lead ensures there is support for disadvantaged at whole school events.

Challenges

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

Challenge number	Detail of the challenge
1	Children have not secured their phonics knowledge and reading skills required to meet the expected standard.
2	Disadvantaged children do not achieve the combined expected standard in reading, writing and maths at the end of KS2. Disadvantaged pupils do not achieve the greater depth standard (GDS) in RWM.
3	Attendance among disadvantaged pupils is lower than all pupils. Home/school links are not as strong as they could be. Our disadvantaged children are less able to show resilience and pride in their work. Children are not able to show resilience and pride.
4	Disadvantaged pupils lack cultural capital, experiences and outdoor opportunities. Their mental health and well-being are not always as strong as they could be. The children are not always as resilient and adaptable as they could be.

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
Challenge 1: Children have not secured their phonic knowledge and reading skills required to meet the expected standard.	

<ul style="list-style-type: none"> • Attitudes to and achievement of reading will be improved. • All children will be able to read age-appropriate books. • The new phonics programme will be embedded and lead to improved phonics • Children will achieve well. • Excellence in learning will be reflected in national end of key stage assessments. 	<ul style="list-style-type: none"> - All staff to feel confident in delivering phonics and whole school reading approach - All children across the school will benefit from reading accessible books. - The lowest 20% will read books that are appropriate to their reading level. - Gaps will close in reading for PP and non-PP children - Further reading opportunities created for PP children - Increase in reading ages as assessed using YARC reading assessments - Develop a culture of 'reading for pleasure' and children begin to create a personal library of books. - More children will pass the phonics screening test. Last data showed a significant increase in our Year 1 PSC data.
<p>Intended outcome</p> <p>Challenge 2: Disadvantaged children do not achieve the combined expected standard in reading, writing and maths at the end of KS2. Disadvantaged pupils do not achieve the greater depth standard (GDS) in RWM.</p>	<p>Success criteria</p>
<ul style="list-style-type: none"> • Children achieve the expected standard in RWM combined. • Lessons will build on prior learning and progress will be accelerated. There will be more opportunity for retrieval practise across all lessons. • Pupils have high expectations and believe they can achieve. • More disadvantaged pupils will achieve GDS in RWM. 	<ul style="list-style-type: none"> - Further opportunities for PP children to accelerate in all areas of the curriculum. - Personalised intervention programme to meet the needs of all pupils. - Low-stakes quizzes (Kahoot!) to be used as a tool to support retrieval practise. - Identify and target specific group of children to enable them to achieve going deeper. - Children feel proud of having their own personal copy of books and resources. - Children can speak confidently about their achievements. - Wider opportunities/ links with other HLP schools- prioritise disadvantaged children (E.g. spelling bee, Maths workshops, in school workshops)
<p>Intended outcome</p> <p>Challenge 3: Attendance among disadvantaged pupils in lower than all pupils. Home/school links are not as strong as they could be.</p>	<p>Success criteria</p>
<ul style="list-style-type: none"> • All pupils attend school and are able to learn. • Parents/carers feel more part of the school community and play an active role in supporting their child's education. • Attitudes towards learning and achievement 	<ul style="list-style-type: none"> - Encourage attendance and positive attitudes towards school. - Resilience Toolkit sessions for children to develop self-esteem and resilience - Forest school after school club

<p>are improved.</p> <ul style="list-style-type: none"> ● Pupils have the skills they need to learn effectively. Children are resilient and do not give up easily. Children are able to articulate their achievements. 	<ul style="list-style-type: none"> - All staff show a 'can-do' attitude and use a range of ideas and strategies to support children's resilience. - Children become more independent in their learning. - Children understand the link between attendance, learning and achievement. - Parents are able to seek help to ensure their child attends school. - Families feel part of the school community. - Home School Link Worker role to support this. - Community led events
<p>Intended outcome</p> <p>Challenge 4: Disadvantaged pupils lack cultural capital experiences and outdoor opportunities. Their mental health and well-being is not always as strong as it could be.</p>	<p>Success criteria</p>
<ul style="list-style-type: none"> ● The cultural capital lead will identify opportunities across the school for pupils to develop their cultural capital opportunities in all aspects of the curriculum. ● Staff will identify opportunities for outdoor learning to enhance the curriculum and experiences for all pupils across the school. Pupils' wellbeing will improve due to being outdoors during the school day. ● Pupils with social and emotional needs will be supported by PSHE interventions and will be given the tools needed to thrive. ● Mental health, resilience, resourcefulness, reciprocity and reflectiveness skills will improve for all pupils through the forest school/outdoor learning provision. 	<ul style="list-style-type: none"> - PSHE sessions will have a positive impact on all, including raising children's attainment and progress. - Forest school opportunities for all - PE and sports extra-curricular opportunities - School clubs and external clubs - Families will report less stress/ anxiety in their family lives - Pastoral support through YMCA teams and new HSLW. - The environment is more mindful and supports positive mental health and well-being - Assemblies offer a sense of wellbeing and celebrate achievements of individuals and teams including (house point teams). - Pupils develop a sense of pride for being part of the school. - All children have the opportunity to develop leadership skills.

Activity 2025-2027

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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>EEF- Metacognition (+7)</p> <ul style="list-style-type: none"> • Ensure all teachers are trained in metacognitive strategies and Cognitive Science Approaches including Rosenshine’s Principles. • Purchase of training resources to support CPD- Teaching Walkthrus and Rosenshine’s Principles in Action • Introduction of Flashback Friday • Adaptive teaching approaches 	1 2
High quality and effective teaching of phonics.	<p>EEF – Phonics (+5)</p> <ul style="list-style-type: none"> • Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively and to include new phonic books to send home/ share in class. • Teaching of phonics in KS2. • Training to support TAs delivering phonics. • Twinkl phonics scheme and relevant interventions 	1 2 3
Whole class reading for all. Reading comprehension intervention	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <ul style="list-style-type: none"> • Staff training on whole class reading strategies • Implementation of Langshott approach to reading (fluency, vocabulary, retrieval, inference) • Reading champions • HLTA support for disadvantaged pupils • External opportunities for disadvantaged pupils • Development of the library and introduction of new books and a wider variety of authors. 	1 2
Pupil premium focus in all subjects through subject leader monitoring. Inc. 4Rs	<p>From the EEF guidance report- PP at the heart of the school effort.</p> <ul style="list-style-type: none"> • All staff to support the development of vulnerable pupils through their leadership of the different curriculum areas. 	1 2 3 4

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

Projected spending

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Reading interventions Wellcomm Language Screening, staff training and staff resource time in EYFS Elklan	EEF – Phonics (+5) EEF – Oral language interventions (+6) Improving literacy guidance reports. <ul style="list-style-type: none"> • Phonics interventions from years R – KS2 where appropriate. Delivered by teachers and TAs. • 1:1 PT phonics and sight word recognition. • Literacy for all, high-quality teaching for all. • Specific phonics and literacy-based intervention • ELKLAN interventions. 2 members are trained in this • There is strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading 	1
KS2 Boosters	EEF – extending school time (+3) Small group tuition (+4) Mastery learning (+5) <ul style="list-style-type: none"> • Pupils are invited to attend before and/or after school sessions to focus on end of KS2 outcomes. • Pupils are encouraged to aim highly and some will achieve GDS. 	2
Pre and post-teach/ same day/ specific skill based intervention.	EEF –Teaching assistant interventions (+4) EEF – Feedback (+6) <ul style="list-style-type: none"> • Establish small group interventions for disadvantaged pupils falling behind age-related expectations- • Increased LM support 	2
Learning mentor and HSLW to run specialist intervention targeting the disadvantaged children	EEF – Oral language interventions (+6) EEF – Mentoring (+2) EEF – Metacognition (+7) <ul style="list-style-type: none"> • Target and establish SALT, Zones of Regulation, and support for disadvantaged pupils. • Resilience toolkit delivered by HSLW 	2 4
Forest School interventions.	EEF- physical activity (+1) EEF – Metacognition (+7) EEF- collaborative learning approaches (+5) <ul style="list-style-type: none"> • Forest School training and wider opportunities • PE wellbeing and opportunities • Langshott Lap 	3 4

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families	<p>EEF - Parental Engagement (+4) EEF guidance report - Parent Surveys</p> <ul style="list-style-type: none"> • Open door policy • opportunities to visit the classroom • one-page profiles to be discussed with families • Marvellous Me celebration and communication • Home visits. • Home School Link Worker builds strong relationships with parents to promote engagement and good attendance. • Coffee mornings for all parents • Book looks 	4
Identified disadvantaged pupils offered weekly PSHE sessions and PSHE intervention to support wellbeing needs.	<p>EEF- Social and emotional learning (+4)</p> <ul style="list-style-type: none"> • 1:1 or small group resilience sessions to develop self-confidence and self-esteem to enable pupils to self-regulate. • Opportunities for all pupils to develop social skills through structured lunchtime opportunities. 	3 4
Improving attendance and readiness to learn for the most disadvantaged pupils-include purchasing of key texts to support class-based learning.	<p>EEF – guidance report: working with parents Monitoring of attendance and good relationships with parents are most effective at ensuring good pupil attendance.</p> <ul style="list-style-type: none"> • Key focus on parent workshops • Support for the disadvantaged through CGP guides, resources and uniform. • Encourage parents to come into the classroom with their child for informal opportunities. 	3
Forest School	<p>EEF- physical activity (+1) EEF – Metacognition (+7) EEF- collaborative learning approaches (+5)</p> <ul style="list-style-type: none"> • Forest School training and wider opportunities • Forest school after club • Team work • Problem solving 	4
Pupils invited to attend clubs, trips and visits.	<p>Poverty related stigma (Marc Rowland)</p> <ul style="list-style-type: none"> • Support for families to access opportunities outside of the classroom. • HSLW support • Access to food banks and referrals • Access to young carer support • Access to Red Oak Family Centre/ YMCA support if needed 	4
Total Budget: £56,000		

Part B: Review of outcomes 2024-2025

Data:

End of Key Stage 2 SATS- 2025

Achieving expected +				
	reading	writing	maths	EGPS
Langshott Primary School	81.7%	76.7%	83.3%	76.7%
National	79.9%	72.9%	78%	76.8%
Surrey	75.1%	72.2%	74.1%	72.5%
Achieving greater depth (GDS)				
Langshott Primary School	35%	8.3%	21.7%	28.3%
National	33.4%	12.7%	26.3%	29.4%
Surrey	41.1%	14.6%	31.4%	34.6%
Average scaled score				
Langshott Primary School	107.0	n/a	106.1	106.1
National	105.6	n/a	104.7	105.3
Surrey	107.1	n/a	105.8	106.5
Combined expected + (reading, writing and maths)				
	Expected standard		Greater depth	
Langshott Primary School	71.7%		3.3%	
National	64.6%		8.3%	
Surrey	62.1%		10.7%	

Pupil Premium Data 24-25:

Data shows that the gap has narrowed in Maths (except for Year 2 pupils), and in reading (except for Year 4 and 6 pupils). Writing continues to be an area of focus and requires development over several year groups.

Year group	Subject	Diminishing the difference 2024-25			
Year 1	Reading	Difference (change in difference):			
		Pupil Premium	5 (8.5%)	60.0%	80.0%
		Not Pupil Premium	54 (91.5%)	75.9%	79.6%
		Difference (change in difference):		15.9	0.4 (-15.5)
Year 1	Writing	Difference (change in difference):			
		Pupil Premium	5 (8.5%)	20.0%	40.0%
		Not Pupil Premium	54 (91.5%)	72.2%	77.8%
		Difference (change in difference):		52.2	37.8 (-14.4)
Year 1	Maths	Difference (change in difference):			
		Pupil Premium	5 (8.5%)	60.0%	60.0%
		Not Pupil Premium	54 (91.5%)	88.9%	79.6%
		Difference (change in difference):		28.9	19.6 (-9.3)
Year 2	Reading	Difference (change in difference):			
		Pupil Premium	3 (5.0%)	0%	33.3%
		Not Pupil Premium	57 (95.0%)	77.2%	75.4%
		Difference (change in difference):		77.2	42.1 (-35.1)
Year 2	Writing	Difference (change in difference):			
		Pupil Premium	3 (5.0%)	0%	0%
		Not Pupil Premium	57 (95.0%)	70.2%	71.9%
		Difference (change in difference):		70.2	71.9 (1.7)

	<i>Maths</i>	<table border="1"> <tr> <td>Pupil Premium</td> <td>3 (5.0%)</td> <td>33.3%</td> <td>33.3%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>57 (95.0%)</td> <td>75.4%</td> <td>80.7%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td>42.1</td> <td>47.4 (5.3)</td> </tr> </table>	Pupil Premium	3 (5.0%)	33.3%	33.3%	Not Pupil Premium	57 (95.0%)	75.4%	80.7%	Difference (change in difference):		42.1	47.4 (5.3)			
Pupil Premium	3 (5.0%)	33.3%	33.3%														
Not Pupil Premium	57 (95.0%)	75.4%	80.7%														
Difference (change in difference):		42.1	47.4 (5.3)														
Year 3	<i>Reading</i>	<table border="1"> <tr> <td>Pupil Premium</td> <td>8 (13.6%)</td> <td>1 (12.5%)</td> <td>71.4%</td> <td>71.4%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>51 (86.4%)</td> <td>1 (2.0%)</td> <td>78.0%</td> <td>78.0%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>6.6</td> <td>6.6 (0.0)</td> </tr> </table>	Pupil Premium	8 (13.6%)	1 (12.5%)	71.4%	71.4%	Not Pupil Premium	51 (86.4%)	1 (2.0%)	78.0%	78.0%	Difference (change in difference):			6.6	6.6 (0.0)
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Difference (change in difference):			11.7	7.7 (-4.0)													
Year 4	<i>Reading</i>	<table border="1"> <tr> <td>Pupil Premium</td> <td>4 (6.7%)</td> <td>0 (0%)</td> <td>25.0%</td> <td>25.0%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>56 (93.3%)</td> <td>1 (1.8%)</td> <td>70.9%</td> <td>81.8%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>45.9</td> <td>56.8 (10.9)</td> </tr> </table>	Pupil Premium	4 (6.7%)	0 (0%)	25.0%	25.0%	Not Pupil Premium	56 (93.3%)	1 (1.8%)	70.9%	81.8%	Difference (change in difference):			45.9	56.8 (10.9)
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<i>Maths</i>	<table border="1"> <tr> <td>Pupil Premium</td> <td>4 (6.7%)</td> <td>0 (0%)</td> <td>50.0%</td> <td>50.0%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>56 (93.3%)</td> <td>1 (1.8%)</td> <td>85.5%</td> <td>70.9%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>35.5</td> <td>20.9 (-14.6)</td> </tr> </table>	Pupil Premium	4 (6.7%)	0 (0%)	50.0%	50.0%	Not Pupil Premium	56 (93.3%)	1 (1.8%)	85.5%	70.9%	Difference (change in difference):			35.5	20.9 (-14.6)	
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Year 5	<i>Reading</i>	<table border="1"> <tr> <td>Pupil Premium</td> <td>5 (8.3%)</td> <td>0 (0%)</td> <td>80.0%</td> <td>80.0%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>55 (91.7%)</td> <td>3 (5.5%)</td> <td>69.2%</td> <td>80.8%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>10.8</td> <td>0.8 (-10.0)</td> </tr> </table>	Pupil Premium	5 (8.3%)	0 (0%)	80.0%	80.0%	Not Pupil Premium	55 (91.7%)	3 (5.5%)	69.2%	80.8%	Difference (change in difference):			10.8	0.8 (-10.0)
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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

Programme	Provider
Widgit online	Widgit Software
Wellcomm	GL Education
Clicker	

This is an evaluation of the main aims of our strategy 24-25. We have also included costings of some of the areas.

Aim	Outcome
To design and develop an ambitious, engaging and comprehensive curriculum which improves the educational outcomes for all disadvantaged pupils. (Teaching)	<p><u>We achieved:</u></p> <p>Same day interventions target gaps in learning from previous lessons-linked to basic skills in literacy and numeracy.</p> <p>Pre teaching interventions provide opportunities to rehearse skills in advance.</p> <p>Whole school interventions delivered</p> <p>Effective gap tasks and next steps are reviewed.</p> <p>Pupil progress meetings</p>
To embed effective, distributive leadership across the school to enable all disadvantaged pupils to access a holistic approach to learning. (Targeted academic Support)	<p><u>We achieved:</u></p> <p>Learning walks and observations</p> <p>Pupil progress meetings</p> <p>CPD opportunities</p> <p>Evidence scrutiny in books and working with children</p> <p>Tracking of children's needs and support amended.</p> <p>Children are offered specialist Music and PE sessions.</p> <p>Use of low stake quizzes (Kahoot) helped children to engage in learning activities and consolidate what they had learnt.</p>
To enhance our environment and premises in order that staff and pupils are able to thrive. (Wider Opportunities)	<p><u>We achieved:</u></p> <p>Learning walks</p> <p>Pupil observations</p> <p>Curriculum reviews with faculty leaders</p> <p>PP pupils invited to join a range of in-school clubs/ before/after school clubs.</p> <p>Additional copies of texts purchased to support pre teaching or home learning for PP children.</p> <p>Copies of other learning materials were purchased to support learning in school.</p>

	<p>Shows, trips and exclusive events are offered with subsidiaries (For the 2024-2025 academic year, £1219.5 was spent on shows, trips, and exclusive events for PP children, including the pantomime, residential trips, and one-day trips)</p> <p>Uniform and CPD resources (including CGP guides). (£49 for CGP guides and Uniform).</p>
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