

# Pupil premium strategy statement – Henley Green Primary School

This statement details our school's use of pupil premium (and recovery 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	
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rebecca Bond Headteacher
Pupil premium lead	Carolyn Hadley
Governor / Trustee lead	Gemma Sumner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 343,510
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions regarding Pupil Premium funding, it is important to consider the context of Henley Green Primary School and the challenges that are faced. Henley Green is situated in an area of high socioeconomic deprivation which has only been made worse by COVID-19. We serve a diverse and disadvantaged community with high levels of generational unemployment. Most of our families live in a mix of either social housing or private landlord accommodation. There are also a significant number of our children in temporary accommodation. Due to the deprivation our families face, many experience serious domestic issues, such as: debt, domestic violence, single parent families, mental health issues, homelessness and drug and alcohol misuse.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. At Henley Green, our aim is twofold: firstly, to ensure the safeguarding and wellbeing needs of our pupils are met and secondly to narrow the academic attainment gap with the national levels. We do this through a rich curriculum that enables our children to access wider opportunities they may not otherwise experience and embedding our school's core values.

Through support from our Leadership Team, teachers receive high quality teaching and learning support to enable pupils to make accelerated progress and close the attainment gaps. Emphasis is placed on identifying the gaps in pupils' learning through robust assessment and ensuring that planning allows for these learning objectives to be taught. Thorough data analysis is undertaken and targeted pupils are identified for further support in each year group. Where needed, early intervention will take place using evidence-based strategies.

### Key Principles:

- Pupils' social, emotional and mental health needs are met.
- Pupils access quality first teaching in a safe environment.
- The attainment gap is closed against the national levels.
- Pupils access wider curriculum experiences.
- School core values are embedded so pupils are ready to move to the next stage of their education.

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the COVID-19 pandemic and to a greater extent than for other pupils. These findings are supported by national studies.</i></p> <p><i>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</i></p>
2	<p><i>Assessments, observations and discussions with families indicate that children have a significantly low level of attainment in all areas on entry to the EYFS and increasing levels of SEND.</i></p>
3	<p><i>External assessments indicate that attainment in Reading is below that of the national average. Writing is below and maths is slightly below the national average.</i></p>
4	<p><i>Our assessments from observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils. These are due to a range of reasons, which include the impact of COVID-19, socio-economic difficulties and the mental health of their parents and carers.</i></p> <p><i>Referrals for support remain high and currently there are many pupils who require additional support with social and emotional needs including support from external agencies.</i></p>
5	<p><i>Our attendance data over the last year indicates that attendance has improved significantly- however we need to ensure that disadvantaged pupils are not persistently absent compared to their peers.</i></p>

## 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
Improved reading attainment for all pupils, particularly our disadvantaged pupils	<p>KS2 reading outcomes show pupils meet the expected standard where they are on track and all children have made progress from their starting points.</p> <p>The majority of Year 1 children pass Phonics Screening Check in 2025/26</p> <p>The majority of Year 2 children who did not pass the Phonics Screening Check in Year 1, will pass it in 2025/26.</p> <p>Key data points during the year show that children are on track and remain on track from starting points and over their time at school.</p> <p>Monitoring including learning walks, triangulation (books, pupil voice and lesson monitoring), flipchart planning, pupil</p>

	<p>progress meetings, enable all children to succeed.</p> <p>Whole school data analysis informs planning for key groups.</p> <p>Staff CPD informs planning and teaching, addressing gaps to improve outcomes.</p> <p>Targeted intervention from AFL is tailored in all classes.</p> <p>Pupil progress meetings and regular data points contribute to intervention.</p> <p>Ongoing RWI assessments – subscription to the RWI Hub for ongoing CPD and support.</p> <p>Salford Reading Tests completed at key points during the year.</p> <p>Ongoing teacher assessments and moderation.</p> <p>Ongoing 3 monthly Wellcomm assessments for EYFS children.</p> <p>Evidence-based interventions e.g. Fresh Start, Walk Thrus and Voice21</p>
<p>Improved writing attainment for all pupils, particularly among disadvantaged pupils</p>	<p>KS2 writing outcomes show that on track pupils meet the expected standard and all children make progress from their starting points.</p> <p>Baseline assessment and key data points during the year ensure children are tracked and intervention is in place.</p> <p>Monitoring including learning walks, triangulation (books, pupil voice and lesson monitoring), flipchart planning, pupil progress meetings enable all children to succeed.</p> <p>Staff CPD leads to planning and teaching which addresses gaps to improve outcomes.</p> <p>Children follow “The Write Stuff.’</p> <p>Targeted intervention and AFL tailored in all classes.</p> <p>Ongoing teacher assessments and moderation.</p>
<p>Improved maths attainment for all pupils, particularly among disadvantaged pupils</p>	<p>KS2 maths outcomes show that the majority of pupils meet the expected standard and some children exceed this.</p> <p>Baseline assessment and key data points during the year ensure children are tracked and intervention is in place.</p> <p>Monitoring including learning walks, triangulation (books, pupil voice and lesson monitoring), flipchart planning, pupil</p>

	<p>progress meetings enable all children to succeed.</p> <p>Staff CPD leads to planning and teaching which addresses gaps to improve outcomes.</p> <p>Maths Mastery is embedded and the maths lead is part of the maths mastery specialist programme</p> <p>Journalling is embedded</p> <p>Children follow 'Mastery in Number.' Maths Fluency sessions take place daily.</p> <p>Maths Skills are used to focus on automaticity and are monitored to identify and children who are not making progress.</p> <p>Targeted intervention and AFL is tailored in all classes.</p> <p>Ongoing teacher assessments</p> <p>Evidence-based interventions e.g. Numberstacks/Power of One/two</p> <p>Non class-based Maths lead supports all staff as part of SLT</p> <p>Maths Lead is a Primary Mastery Specialist</p>
<p>EYFS pupils make good or better progress across all areas.</p>	<p>Children on track will achieve GLD at the end of Reception</p> <p>WellComm assessments are used to ensure intervention is tailored and timely.</p> <p>Use of DOJO (across school) to incorporate parents into children's learning</p> <p>Quality daily interactions with the children</p> <p>Parental involvement</p> <p>Professional involvement with linked health visitor, school nurse, Early Years SEN support team</p> <p>All staff using the Development Matters checkpoints.</p> <p>Support from the Early Years LA team.</p> <p>Development of the outside learning areas.</p> <p>Enhanced staffing across the Early Years and bespoke learning groups.</p> <p>LA EY project for 2025-2026 – Building Strong Foundations</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, parent surveys and teacher observations</li> <li>- A significant increase in participation in extra-curricular activities, particularly amongst disadvantaged pupils.</li> </ul> <p>Opportunities for extra-curricular activities signposted eg Forest School, Young Carers group.</p> <p>Expansion of the Learning Mentor team.</p>

	<p>CPD for staff from Outside agencies and workshops for children e.g The PINS Project  Trauma Informed School training for all staff.  Trauma Project training for SENDco for inclusion and belonging work.  Regular counselling for identified children - Relate.  Parenting training and support delivered in-house  A variety of clubs – voluntary and by invitation.  Skilled learning mentors offering bespoke intervention – drawing and talking/lego therapy  Family support team deliver direct work to children  Mental Health in Schools Team work closely with school to support identified children.  Trips and visits are funded for disadvantaged children.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance is consistently in line with national figures – and this is sustained over the year.</p> <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> <li>• Robust attendance policy in place to include guidance from ESNAAP (Extended School Non Attendance Advisory panel).</li> <li>• Attendance team (including attendance Champion) monitors attendance and parents are informed and supported where attendance is flagged.</li> <li>• Attendance team meet regularly to monitor and celebrate attendance with families. The team works closely with the Family Support Team to identify and break down barriers to attendance.</li> <li>• School works closely with the LAAO to support families at risk of PA.</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: £103,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Walk Thrus project – encompassing training and resources.</p>	<p>Supporting children to become independent learners who are engaged in their learning. Children are expected to think and become part of the learning – facilitated by teachers. Teachers understand Cognitive overload and metacognition within an inclusive teaching environment.</p> <p><a href="#">Updated resource: Supporting independence through questioning –...   EEF</a></p>	<p>1, 2, 3</p>
<p>English lead – non class based for 3 days each week.</p> <p>Able to provide ongoing support with planning and delivery of phonics using RWInc.</p> <p>Ongoing support with planning and delivery of Reading and Writing across the school.</p> <p>Provide CPD and training for all staff to improve delivery of high quality teaching.</p> <p>Ongoing monitoring and evaluation.</p> <p>Phonics lead appointed to work alongside the English Lead.</p>	<p>Most children entering Reception are at a level significantly below the National average in Communication and Language and English.</p> <p>The number of children working at ARE in reading and writing across Years 1-6 are below the national average. Strategic support from non-class based English Lead will allow CPD and targeted support to improve attainment.</p> <p><a href="#">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 2, 3</p>

<p>Non-class based Maths Lead</p> <p>Able to provide ongoing support with planning and delivery of maths mastery.</p> <p>Provide CPD and training for all staff to improve delivery of high quality teaching.</p> <p>Ongoing monitoring and evaluation.</p>	<p>Most children entering Reception are at a level significantly below the National average in Maths.</p> <p>The number of children working at ARE in maths across Years 1-6 is below the national average. Strategic support from non-class based Maths Lead will allow CPD and targeted support to improve attainment.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (publishing.service.gov.uk)</p>	<p>1, 2, 3</p>
<p>Purchase of subscription to RWInc \and Fresh Start materials and ongoing support</p>	<p>This systematic phonics approach comes with support from a specialist and includes regular meetings and feedback with our English Lead and phonics lead, as well as training for staff.</p> <p><a href="https://www.readwriteinc.com/">Read Write Inc. Phonics and Fresh Start   EEF</a> (educationendowmentfoundation.org.uk)</p> <p><a href="https://www.eef.org.uk/evaluation/evaluation-reports/eef-publishes-independent-evaluation-of-read-write-inc...">EEF publishes independent evaluation of Read, Write, Inc....   EEF</a> (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>WellComm programme</p> <p>This is currently funded by the LA – let you decide if you remove or not!</p>	<p>This package enables staff to identify areas for development for each child using diagnostic assessment and provides resources to support with communication development.</p> <p><a href="https://www.eef.org.uk/evaluation/evaluation-reports/oral-language-interventions">Oral language interventions   EEF</a> (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>ELKLAN</p>	<p>Speech and Language programme.</p> <p>Staff member has completed training to become a S&amp;L champion. Staff member delivers S&amp;L support to identified children.</p> <p><a href="https://www.eef.org.uk/evaluation/evaluation-reports/oral-language-interventions">Oral language interventions   EEF</a> (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Widget</p>	<p>Package and ongoing online subscription purchased to support communication for all children and create an immersive communication environment.</p>	<p>1,2</p>
<p>Talk Boost</p>	<p>Early Years and KS1 – catch up programme to support Speech and Language</p>	<p>1,2</p>
<p>Maths Mastery CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	

<p>Teachers are trained as specialist Mastery teachers. Funding provides teacher release time to embed key elements and allow support for colleagues.</p> <p>Identified Teaching Assistants taking part in mastery training to enable effective support.</p> <p>Teaching staff are released to attend Maths Mastery CPD at the Maths Hub.</p>	<p>Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Maths Lead is a Primary Mastery Specialist</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Wellbeing and Mental Health CPD delivered to all staff by Mental Health Specialists.</p>	<p>PINS (Partnerships for Inclusion of Neurodiversity in Schools) has worked with parents and staff and offered ongoing workshops throughout the year.</p> <p>Autism awareness training for all staff</p> <p>Trauma informed training for all staff.</p> <p>Trainer from 'Trauma Informed Practice UK' to deliver training to all staff.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	1 4 5
<p>PRICE training</p>	<p>Key and senior staff trained with PRICE to support children's well being and de-escalation/regulation.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	4
<p>Early Years Lead providing CPD for Early Years staff to improve provision for children.</p> <p>Support from best practice providers</p>	<p><a href="#">NEW: Pandemic adversely affected young children's development...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>SHREC approach to improve the quality of staff interactions</p>	2

to improve Early Years provision.		
Continued Purchase of Insight – data tracking	Insight supports data collection and analysis of particular key groups of children. Interventions are recorded and followed up using the package to monitor effectiveness and impact.	

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

Budgeted cost: 115,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>External agency support including</i></p> <ul style="list-style-type: none"> <li>• EP</li> <li>• SEMH+L</li> <li>• CCT</li> <li>• EMAS</li> </ul>	<p>24% of children are on the SEN register across the school. Due to COVID-10 pandemic many children also have gaps in learning and social and emotional difficulties which need addressing.</p> <p>School uses a variety of external agencies to give specialist advice and support.</p>	1, 2, 3, 4
<p><i>Speech and Language Therapist</i></p>	<p>Initial assessments show that a significant number of children enter school with a level of communication which is below their age level of development.</p> <p>Many of these children do not reach the threshold for the Speech and Language Therapy Service but still require support.</p> <p>School pays for a Speech and Language Therapist to come and give identified children support.</p>	1, 2
<p><i>Identified pupils receive Numberstacks Maths Intervention to strengthen understanding of key maths concepts.</i></p> <p><i>Power of 1 / Power of 2 maths Intervention.</i></p>	<p>Small group intervention for identified groups of children in KS2 who have gaps in learning following COVID-19 pandemic.</p> <p><a href="#">EEF Lit Review NeuroscienceAndEducation.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
<p><i>Reading Gladiators- Reading intervention to</i></p>	<p>More able readers across are supported in an intervention to extend their learning in reading as they require further support to develop higher level reading skills.</p>	1, 3

<i>support reading comprehension and develop a love of reading for more able readers.</i>	Evidence based research from the EEF: <a href="#">EEF Lit Review NeuroscienceAndEducation.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
<i>Times Tables Rock Stars and Numbots - Online maths activities designed to develop fluency in times tables.</i>	Children across Years 1-6 have their own access to the online platform at both home and school to target improvements in their number skills and there is home engagement. Years 3-6 use this as an intervention programme for those children who require more support to improve their times tables knowledge after falling behind through the lockdown period. Evidence based research from the EEF: <a href="#">EEF Lit Review NeuroscienceAndEducation.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 3
<i>RWI / Fresh Start</i>	This systematic phonics approach comes with support from a specialist and includes regular meetings and feedback with our English Lead and phonics lead, as well as training for staff. <a href="#">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">EEF publishes independent evaluation of Read, Write, Inc....   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
<i>Nessy</i>	Reading and Spelling intervention – KS2.	1, 2

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

Budgeted cost: £114,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
4 Learning Mentors	Providing support to identified pupils who require support with their wellbeing or to remove barriers to learning. This may be in class support, group or 1:1 sessions. These may include relaxation group, Lego therapy, art therapy or cookery club. Learning mentors also meet and greet children to support with transitioning into school and the classroom. <a href="#">Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4
Family Support Team – three full time members of staff to support	Offering support and advice for families and children that require help, including Child Protection, Children in Need and Early Help Plans. Delivery of interventions (such as Wishes and Feelings, or Pants Programme) to support children across the school with	4. 5

children and families and reduce barriers to learning.	<p>a variety of safeguarding, wellbeing and social and emotional needs.</p> <p>Delivery of interventions to support families, such as PPP.</p> <p>Monitoring attendance and supporting families to improve this.</p> <p>Stay and Play family sessions.</p> <p>Lunch clubs via referral from teachers</p> <p>Supporting families to ensure children attend every day and communicate with school regarding absences.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Social_and_Emotional_Learning_Evidence_Review.pdf">Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
CPOMS – safeguarding package	<p>Computing package that allows key information about children and families to be stored safely. This includes safeguarding information, attendance, injury forms, pupil progress and concerns. This package brings together key information about each child and feeds into Early Help/support meetings/attendance meetings.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Improving_Behaviour_in_Schools_Evidence_Review.pdf">Improving Behaviour in Schools Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1, 2, 3, 4, 5
Forest School	<p>Many children have little access to outdoor space at home and due to the COVID-19 lockdowns this has had an impact upon the social and emotional wellbeing of pupils and their ability to work cooperatively.</p> <p>School has three members of staff who are trained to lead Forest School Sessions. These are available to identified children from across the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/outdoor-adventure-learning-eeef">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 4
Relate	<p>Many children have suffered adverse childhood experiences which impact on their wellbeing. School has a Relate counsellor who works with identified children.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Social_and_Emotional_Learning_Evidence_Review.pdf">Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	4
Magic Breakfast	<p>Due to family circumstances, many children often come to school having had no breakfast or one that is not nutritional. School provides breakfast for all pupils every day to support with a healthy start and attendance.</p>	4
Music tuition	<p>School employs music specialists to ensure that all children across the school have access to high quality music tuition. All Year 3 children get the opportunity to learn a musical instrument.</p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation-eeef">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Dance	<p>School employs a dance teacher to give all children the opportunity to develop different talents. All children from Reception up to Year 6 get the opportunity to take part in dance lessons and to perform to an audience.</p>	4

	<a href="http://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	
Young carers Group	Weekly activities such as cooking and gardening for Young carers plus events over the year. Two Young Carers Leads – KS1 and KS2 <a href="https://d2tic4wvo1iusb.cloudfront.net/Social_and_Emotional_Learning_Evidence_Review.pdf">Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4

**Total budgeted cost: £ 343,510**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Early Years and KS2 performance data, phonics check results and our own internal assessments. COVID-19 has had a significant impact on the education system and this disruption has affected schools and pupils differently over a period of time.

Pupils who are disadvantaged have lower attainment than non-disadvantaged however they have made very good progress from their starting points. Data from tests and assessments suggest that, despite some strong individual performances, attainment of the school's disadvantaged pupils remains below the national average.

The impact of COVID-19 pandemic on pupils has been a challenge with many children working well below the expected standard and arriving in Reception with significant needs. Our children require high levels of support for Speech, Language and communication and SEMH, particularly emotional regulation.

There is still more work needed to ensure that more children are reaching the expected standard in Reading, Writing and Maths, particularly for our disadvantaged pupils. This area continues to be a focus. The use of RWInc and Maths Mastery to improve progress and attainment of all children, has been particularly effective. Using The Write Stuff is having an impact on children's understanding of writing structure and independent writing.

The number of children with significant behaviour and SEMH needs has increased over the year therefore we have been reactive to this and employed a team of Learning Mentors alongside the Family Support Team. There are many children who require social, emotional and wellbeing support and this will remain a focus for the school.

The attendance of pupils has increased significantly over the previous year. The attendance team will continue to employ the successful strategies put in place over 2024/2025.

Barriers to learning due to family circumstance continues to be a significant issue. The pandemic and cost of living has exacerbated these difficulties and they are likely to continue. This will continue to be a focus for all staff but particularly the Learning mentor and family support team in the coming year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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
PAL Maths Y3 and Y6 - Maths key skills	ABBC
TTRS/Numbots	Maths Circle
Numberstacks – Maths intervention	Numberstacks
Read Write Inc.	Oxford University Press
WellComm – speech and language tool	GL Assessment
Time For You counselling	Relate
Maths Mastery	Maths Hub
Early Talk Boost	Speech and Language UK
Nessy	Nessy Learning
Positive Behaviour Training	PRICE

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. That includes:

- Use of our [DfE grant to train a senior mental health lead](#). The training has developed a sustainable whole school plan to improve the mental health outcomes for all members of the school community.
- embedding more effective practice around metacognition through WalkThrus. The EEF demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. [Metacognition and self-regulation review.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)
- Mental Health in Schools Team – training and support for all staff.