Pupil premium strategy statement – Goat Lees 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	205
Proportion (%) of pupil premium eligible pupils	40%
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)**	2024 - 2027
Date this statement was published	10/10/2025
Date on which it will be reviewed	10/10/2026
Statement authorised by	Teresa Adams
Pupil premium lead	Andrea de Roeck
Governor / Trustee lead	Nicola Bellman & Jane Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 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*	£131,805

Part A: Pupil premium strategy plan

Statement of intent

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. As a school with above national levels of children from disadvantaged backgrounds, we understand the need to provide a stimulating and exciting learning experience that engages all children in their learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Goat Lees Primary School, we strive to provide good quality teaching experiences for all our pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Objectives of the Pupil Premium Strategy for all our pupils at Goat Lees Primary School are:

*To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure all pupils make good progress
*To enhance oral language skills and develop children's wider vocabulary
*To offer increased reading opportunities as a mastery of reading unlocks the door to so much more
*To support, or to raise, aspirations and challenge preconceived ideas about what children can achieve, irrespective of their needs or background
*To encourage pupils to engage in all aspects of school life

The range of provision we would consider making for this group include and would not be inclusive of:

- High quality teaching and learning opportunities that meet the needs of all pupils
- Ensure all teachers are aware of the disadvantaged children in their classrooms and are clear on any targeted support for those children, acting early to intervene at the point need is identified
- Curriculum enhancement and a wide range of educational experiences, including support payment for activities, music tuition, educational visits and a residential visit
- Support for home school liaison and a full time Family Liaison Officer (FLO)
- Enhanced provision for disadvantaged children who also have SEND needs
- Ensure that disadvantaged children are ready to learn we will ensure that their social, mental health and wellbeing needs are met.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1
Attendance</td><td>
<table>
<tr><th></th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late</th></tr>
<tr><td>All</td><td>93.3%</td><td>5.7%</td><td>1%</td><td>47%</td></tr>
<tr><td>FSM</td><td>91%</td><td>7%</td><td>2%</td><td>60%</td></tr>
</table>
Our attendance is just below national standards.
Our data, indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence for this group is also higher. 38 children in the school of whom 25 qualify for PP funding.
We are striving to improve attendance for vulnerable children in order to close the attendance gap.
</td></tr>
<tr><td>2
Data in line with peers</td><td>Data analysis at the end of KS1 and KS2 and across school indicate FSM are below peers in attainment although progress is in line in reading and slightly below in Maths. Further tracking this year to identify and analyse the attainment and progress of children who may be in multiple vulnerable groups.

EYFS: % GLD = All 71%, FSM = 60%
% EXP standards in Literacy = All = 75%, FSM = 60%
% EXP standards in Maths = All = 83%, FSM = 60%
Phonics: All = 81%, FSM = 62% Year 2 retakes All = 83%, FSM = 75%
KS2 Reading: All = 70%, FSM = 58%
Average scaled score – All = 105, FSM = 105
KS2 Writing: All = 73%, FSM =67%
KS2 Maths: All = 70%, FSM = 58%
Average scaled score – All = 102, FSM = 100</td></tr>
<tr><td>3
Reading for pleasure</td><td>We are keen to develop reading for pleasure across the school further.
Research indicates that this has a significant impact on standards, particularly writing, across the curriculum. There is also research to suggest that reading for pleasure impacts positively on pupil wellbeing.</td></tr>
<tr><td>4
SEND</td><td>Some children who qualify for Pupil Premium funding have specific SEND needs so tracking needs to take this into account.</td></tr>
<tr><td>5
Financial difficulties</td><td>Some of our children from disadvantaged backgrounds may have financial difficulties:
● With purchasing school uniforms.
● With affording to take children on wider experiences that families from non-disadvantaged backgrounds can afford.
● With affording healthy, nutrient rich food.</td></tr>
<tr><td>6
Wider experiences</td><td>Our school is located in an area of high social deprivation and this often results in a lack of wider experiences for our children. We are committed to providing these valuable opportunities.</td></tr>
</table>

7 **Oracy and vocabulary development**	Some of our children enter Reception with a significant speech and language difficulties. Children subsequently enter KS1 and KS2 with below national average skills. In general, these are more prevalent among our disadvantaged pupils than their peers. Vocabulary development is key to ensuring that children are able to understand and acquire the knowledge and skills needed to meet curriculum demands and future learning.

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
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. SLT and FLO lead to track and engage with pupils and families where there is persistent absence.	Close the gap between whole school attendance and pupils in receipt of PP funding through the implementation of effective systems and processes, ensure that all non-attendance is challenged and support offered. Reduce proportion of pupils in receipt of PP funding classed as persistent absentees (July 2023: 25 children)
To improve oral language skills and vocabulary among disadvantaged pupils.	Ensure the tier 3 vocabulary on the curriculum plans are used. The impact of this will be that the children will be more confident and competent in using, understanding and applying key vocabulary. Opportunities for oracy developed across the school. Additional speech and language support commissioned.
To improve reading attainment among disadvantaged pupils (not SEND).	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we raise the attainment of our disadvantaged (not SEND) pupils.
To improve maths attainment for disadvantaged pupils (not SEND).	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we raise the attainment of our disadvantaged (not SEND) pupils.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points for them.	Tracking and monitoring of disadvantaged and those who fall into additional groups e.g. disadvantaged and SENd.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading will continue to be a key priority to embed the work from the School Improvement plan Whole Class Reading approach to be embedded across KS2 to enable effective delivery of high-quality whole class shared reading sessions and feedback to improve learning. Particular focus on small group children in receipt of pupil premium funding not making progress in reading – **Use of Salford Reading Tests** Embedding Little Wandle fluency program for Year 2. Purchasing of additional books from Big Cat for the scheme Yr R-1	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 3 4 7
To embed the writing curriculum and methodology for teaching English across school. Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases. Use of writing framework from Yr R to Year 6. Develop a whole school approach in order to impact on writing standards at EYFS and KS1.	See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches	2 3 4 7

Review current Maths curriculum and develop to suit the needs of the learners in line with DfE and EEF guidance. Renew subscription to White Rose maths planning resources.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 The EEF guidance is based on a range of the best available evidence:	2 4
Whole school focus on high quality teaching and learning. The intended impact is to raise standards in all areas of the curriculum. *Key focus on Rosenshine Principles	All teaching staff are confident in the delivery and planning of their curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2 4
Developing teacher pedagogical knowledge to ensure that teaching and learning styles meet the needs of all learners, particularly vulnerable and disadvantaged. *SEND approaches INSET – CARE Trust *SEND writing project – English leads (AdeR/KP), SENCo (AC) and Yr 1 teacher (JC)	Improving the quality of teaching and learning through the use of 'best bets' in educational research. EEF guidance 'Cognitive Science approaches in the classroom' https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	2 4
Subject leadership curriculum, monitoring – team working and staff meeting. Thus providing an opportunity to moderate standards.	All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school. Ensuring parity across the key stages, high expectations and opportunities to coach and mentor. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2

Use of NfER assessments for reading and maths. Enable staff to identify gaps at an individual, class or cohort level.	Drive standards through the use of regular assessments. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	2
English Hub – Work on achieving the Reading charter which will build on our previous work on Reading for Pleasure and the project undertaking by KP and KG last year.	Increase the number of children reading for pleasure. **Chris Paterson, co-CEO at the EEF,** *We know that reading is one of the most important building blocks for young people to achieve their potential across many subjects in school, building their vocabulary, grammar and overall general knowledge. This goes beyond school achievement though. Good literacy levels are vital to building a successful career and engaging with the wider world.* https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time	3
Early Language Development in the classroom Training – EYFS Lead to attend throughout the year.	https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches See above	7 2 4

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

Budgeted cost: *£49,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop writing in year 4, smaller groups for targeted writing support. This class has high numbers of children in receipt of PP funding.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2 4 7
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Deputy Head Teacher and Phonics Lead Pupil progress meetings Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2

Little Wandle 'Keep up, Catch up groups to be monitored closely by Phonics lead Separate tracking of Pupils in more than one vulnerable group.	https://educationendowmentfounda-tion.org.uk/news/phonics-mastering-the-basics-of-reading	
Effective deployment of staff, Teaching Assistants to sup-port key children and year groups. Teaching Assistants timeta-ble to deliver pastoral groups, positive play at playtimes, in-tervention groups, settling child into school in the morn-ing for some children.	EEF research guidance: https://educationendowmentfoundation.org.uk/educa-tion-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can im-pact negatively on pupils' learning outcomes.	1 6

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

Budgeted cost: £60,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance for all pupils but in particular the attendance of pupils who are persistently absent through targeted strategies and support. FLO/SLT/Office admin to have a daily focus and monitor with vigour.	Attendance demonstrates that there is a reduction in persistent absence for targetter groups. FLO and PP lead foster links with parents. Two members of staff deployed daily to monitor registers and make phone calls to chase up absences. Follow up phone calls with parents to establish any un-derlying issues that are impacting on attendance- these are then monitored with other key staff to ensure pupils are in school and attending daily. Regular meetings with EWO to discuss and implement strategies for persistent absentees. Liaison with parents at parent meetings, start/end of the day, via phone, e-mail or in person. PP lead to monitor attendance daily and respond with a range of measures to reduce absences within the chil-dren in receipt of PP funding.	1

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Embed and enhance the school ethos around behaviour and attitudes. Senior leader to have non-contact time to monitor consistency of policy implementation e.g. through the use of Arbor.	Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them	1 2
Use of outdoor learning to support key groups of pupils Staff Training to increase access for all pupils to outdoor learning opportunities.	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: **Confidence:** children had the freedom, time and space to learn and demonstrate independence **Social skills:** children gained in-creased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play **Communication:** language develop-ment was prompted by the children's sensory experiences **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment	1 4 6
To ensure equality and inclusion for all pupils to all school activities including breakfast club, music tuition, uniform and school	All pupils are able to access residential trips and school visits. Breakfast clubs are available to help support the attendance of pupils who are persistently absent.	1 3 5 6

visits.	All pupils have equal access to a wide range of extra-curricular experiences and enrichment opportunities. An extensive programme of clubs (free to all but TA are paid over time to run them) and activities during and after the school day. Staff will organise a range of visits and visitors to enrich and enhance curricular provision. The daily experience of a PP child in school will be enhanced through the provision of free school uniform if needed. Access to quality books through our school library and books provided for book swap. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	
Support for children's well-being and mental health. Mr Archer on site one day per week.	To support vulnerable children with emotional needs. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2

Total budgeted cost: £117,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year group	Subject	All	Disadvantaged	Non Disadvantaged
	Reception – 30 pupils FSM 11 / SENd & FSM - 2 / Non FSM 19			
R	Literacy	21 = 70%	8 = 73%	12 = 63%
	Maths	23 = 77%	8 = 73%	15 = 79%
	Yr 1 – 27 pupils FSM 10/ SENd & FSM - 1 / Non FSM 17			
1	Reading	16 = 59%	5 = 50%	11 = 65%
	Writing	16 = 59%	5 = 50%	11 = 65%
	Maths	17 = 63%	5 = 50%	12 = 71%
	Yr 2 – 31 pupils FSM 16/ SENd & FSM - 5 / Non FSM 15			
2	Reading	12 = 39%	3 = 18%	9 = 60%
	Writing	14 = 45%	2 = 12%	12 = 39%
	Maths	14 = 45%	1 = 6%	13 = 87%
	Yr 3 – 29 pupils FSM 18 / SENd & FSM - 3 / Non FSM - 11			
3	Reading	15 = 52%	7 = 39%	8 = 73%
	Writing	12 = 41%	5 = 28%	7 = 64%
	Maths	18 = 62%	12 = 66%	6 = 55%
	Yr 4 – 29 pupils FSM 9 / SENd & FSM - 2 / Non FSM 20			
4	Reading	20 = 69%	4 = 44%	16 = 80%
	Writing	16 = 55%	4 = 44%	12 = 60%
	Maths	25 = 86%	8 = 89%	17 = 85%
	Yr 5 – 30 pupils FSM 14/ SENd & FSM - 8 / Non FSM 16			
5	Reading	16 = 53%	2 = 14%	14 = 88%
	Writing	17 = 57%	2 = 14%	15 = 94%
	Maths	18 = 60%	5 = 36%	13 = 81%
	Yr 6 – 30 pupils FSM - 14/ SENd & FSM - 5 / Non FSM - 16			
6	Reading	14 = 47%	6 = 43%	8 = 50%
	Writing	21 = 70%	8 = 57%	13 = 81%
	Maths	17 = 57%	6 = 43%	11 = 69%

Review against intended outcomes:

Intended outcome	Success criteria
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. SLT and FLO lead to track and engage with pupils and families where there is persistent absence.	Close the gap between whole school attendance and pupils in receipt of PP funding through the implementation of effective systems and processes, ensure that all non-attendance is challenged and support offered. Reduce proportion of pupils in receipt of PP funding classed as persistent absentees (July 2023: 25 children)
Review:	

	Overall present:	Authorised absence:	Unauthorised absence:	Physical late:
Not PP eligible	96.1%	3.5%	0.38%	0.54%
PP eligible	92.4%	6.5%	1.1%	1.7%

	Top absence reasons				
	Illness	Absent with leave for exceptional circumstances	Pupil on Part-Time Timetable	Late:	Medical/ Dental:
Not PP eligible	44.54%	14.82%	12.81%	11.43%	7.47%
PP eligible	50.64%	15.37%	8.26%	7.07%	6.58%

Persistent Absentees (below 90%)

Pupil Premium students below 90% attendance: 15 out of 74 (20.3%). This has improved on last year.

Attendance is monitored daily; we track and analyse data to spot patterns and no absence goes unchallenged. We have a daily check-in system and contact parents every time a pupil is absent so that they feel supported and accountable. For persistent absentees and persistent lates, we send letters home and book meetings with parents to understand causes of absence and discuss support strategies to improve attendance. We celebrate little victories and offer certificates not only for great attendance, but also for improved attendance.

During our recent Ofsted (June 2025) the inspector said attendance was our priority and there was nothing else the school could do to improve this.

To improve oral language skills and vocabulary among disadvantaged pupils.	Ensure the tier 3 vocabulary on the curriculum plans are used. The impact of this will be that the children will be more confident and competent in using, understanding and applying key vocabulary. Opportunities for oracy developed across the school. Additional speech and language support commissioned.
Review: This is an ongoing challenge with children entering Yr R with quite significant speech and language challenges. Our CPD will continue to focus on vocabulary development across the curriculum as well us supporting children to develop their answers through the use of sentence stems etc. Our focus on Rosenshine's will also support this. Additional sp&lang support will be given through language link this year through a trained TA. This year, Mrs Corrigan (Early Years teacher is taking part in the Early Language Development in the classroom)	
To improve reading attainment among disadvantaged pupils (not SEND).	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we raise the attainment of our disadvantaged (not SEND) pupils.
Review: We have prioritised reading so all children in Yr R-2 have an adult reading with them following the Little Wandle reading sessions. Keep up, Catch up groups also remain a priority for interventions in the lower school. Employment of an additional teacher to oversee and monitor reading and phonics and strengthen the SLT.	

Reception: In our Reception class there were four children in receipt of PP funding who received Daily Keep Up from term 2 to term 6. This was an ongoing intervention with gaps identified from the latest assessment and those gaps addressed in small groups or via 1:1 support. This was a very targeted and personalised intervention with the children re-assessed every 3 weeks. Any new or remaining gaps then became the focus of the intervention for the cycle to begin again. These children remain in need of catch up as they move into Year 1. *1 child is EAL and 1 child is under SEND monitoring*. **Year 1:** In Year 1 there were five identified children in receipt of PP funding who received targeted support based on identified need. These children received an additional daily phonics session that focussed on blending and word types that needed recapping. Phonics Friends were trained to support with repetition of tricky words. These children received 'Phonics Blast' sessions- short, recap lessons that included the GPCs or word types identified from assessment. These children also received Blending intervention for 10 minutes at least 3 times a week. Repeated practice was well established. 1 child was disapplied for the Phonics Screening Check and 1 was repeatedly absent and so missed the deadline for the check. 1 child passed with the remaining 2 children missing the pass mark by 2 points. *2 children are being monitored for SEND* **Year 2:** In Year 2 there were four children in receipt of PP funding who received support with their reading. They were part of a Rapid Catch up group for both Phase 4 and Phase 5. This gave them support with catching up quickly in the areas that were identified via assessment. Regular re-assessment took place and the content of the sessions adjusted accordingly. These children were also Priority readers and read daily with an adult. In this group, three children failed the Phonics Screening check in Year 1 and re-took the test in Year 2. One child passed and two did not. *1 child has an EHCP, 2 children are being monitored for SEND*.	
To improve maths attainment for disadvantaged pupils (not SEND).	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we raise the attainment of our disadvantaged (not SEND) pupils.
Review: New maths lead in place who is working closely with the CARE group to look at the impact of White Rose and how we could adapt it to suit our learners.	
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points for them.	Tracking and monitoring of disadvantaged and those who fall into additional groups e.g. disadvantaged and SENd.
Review: Employment of additional day for SENCo support for children in receipt of PP funding who tracks PP/SEND children.	

Externally provided programmes

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

Programme	Provider
TT Rock Stars	
Spelling Shed	
Little Wandle	
White Rose	