

Pupil premium strategy statement – Newtown 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	211
Proportion (%) of pupil premium eligible pupils	42%
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	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Richard Clayton
Pupil premium lead	James Bushell
Governor / Trustee lead	Paul Ramage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,120
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£139,120

Part A: Pupil premium strategy plan

Statement of intent

The effective use of the Pupil Premium Grant is at the heart of our school's vision and values. We are committed to providing a tailored education for every pupil, regardless of their background or ability. Driven by our belief in the transformative power of education, we aim to eliminate barriers to learning and ensure all pupils can achieve their full potential. A central goal of our Pupil Premium Grant strategy is to narrow attainment gaps and promote fair and equitable outcomes for all learners.

Newtown Primary Schools serves a vibrant and diverse area. As a school community we aim for all children to make the best progress they are capable of across the curriculum; ultimately, we want our Pupil Premium children to leave us with excellent skills in English and Maths and achieve at the end of Key Stage 2 in line with non- Pupil Premium pupils nationally. We also want our Pupil Premium children to leave us with a wide body of knowledge that supports excellent achievements in all curriculum areas. Therefore, based on multiple sources of evidence, we know that the core skills in English and maths underpin all aspects of learning. With this secure knowledge, pupils will be able to unlock the whole curriculum and will have the necessary skills to become lifelong learners.

At Newtown Primary School, we have high expectations for all pupils in our school. We aim to provide the highest possible quality of teaching and learning through a curriculum that is stimulating, challenging and memorable. As an inclusive school we are committed to educate and develop all our pupils and give them equal access to a broad and balanced curriculum. At Newtown Primary School we have designed our curriculum to meet the specific needs of our pupils and our community. Our curriculum will tackle the 'Matthew Effect' (Hirst) of those pupils with more prior knowledge learning more than those with limited prior knowledge. We aim to develop specific subject knowledge for every pupil premium pupil so that this gap closes by implementing a knowledge rich curriculum that looks to embed communal knowledge for all pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (e.g. vocabulary acquisition). 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. However, this is in itself not always enough.

We also want our Pupil Premium children to leave us with a wide body of knowledge that supports excellent achievement in all curriculum areas and also have the opportunity to benefit from cultural enrichment. Excellent curriculum delivery through consistently good teaching is the basis of our Pupil Premium strategy. Strong teaching in all curriculum areas ensures that children have the specific subject knowledge that enables new knowledge to be retained, helping them commit the new information to long term memory.

As a result, targeted academic support is used, when and where appropriate, based on the diagnosed needs of each individual child. The key principles underpinning the strategy plan are:

- Staff to have high expectations of all children.
- All pupils receive quality first teaching each lesson.
- Addressing non-academic barriers to attainment such as attendance, well-being and cultural capital
- To provide effective social and emotional support so they are safe, happy and attend every day.
- Access to our full curriculum
- Providing targeted academic support for those not making expected progress
- Approaches adopted are selected on the basis of strong educational evidence
- Ensure Pupil Premium pupils have priority access to high quality intervention

Challenges

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

Challenge number	Detail of challenge
1 Language development	Many children entering reception class have lower levels of speech and language than previous cohorts. There is also a trend that, social skills are less developed than in previous cohorts. Children's exposure to tier 2 and 3 vocabulary outside of the school setting is limited. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
2 Essential knowledge acquisition	Our assessments and observations suggest that Pupil Premium pupils' experiences outside of school may be more limited and as a result they may start some curriculum areas with less knowledge than peers. Ongoing assessments and observations in school show that some Pupil Premium pupils have a less developed and extensive vocabulary as a result. This lack of language and knowledge impacts on all curriculum areas but also limits comprehension in reading.
3 Master of Number/Fluency in Maths	Fundamental arithmetic and number skills - including the ability to subitize and efficiently select the most appropriate method - are less well developed for Pupil Premium children than other pupils and impacts on pupils reaching expected levels at EYFS, KS1 and KS2.
4 Attendance/ Persistent Absence	The average attendance percentage and recorded lateness of pupil premium/disadvantaged pupils is below that of their peers. The overall attendance gap to non-disadvantaged pupils is 2.3%.

	<p>Our experience and observations suggest that some parents from Pupil Premium families have had negative experiences of school and as a result lack confidence to engage with school and are unsure as to how to support their child learn. From our work with families, we know that attendance is an area that many parents value support with.</p> <p>At Newtown, we aspire to have our whole school attendance to as close to national as possible and our Pupil Premium students to be broadly in line with national and in line with their peers.</p>
5 SEMH	<p>An increasing number of pupils enter reception and KS1 with non-academic barriers to attainment such as emotional well-being, social and behavioural needs which impact the pupil's attainment and readiness to learn.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.</p>
6 Life experiences/enrichment/ talents and interests.	<p>In schools where children face socioeconomic disadvantages, fostering positive life experiences is not just about creating memorable moments; it's about cultivating cultural capital. Cultural capital encompasses the knowledge, skills, and experiences that individuals acquire through their socialisation and interactions within society. This report explores the significance of positive life experiences in the development of cultural capital, supported by research findings.</p> <p>Positive life experiences play a crucial role in shaping a child's cultural capital. These experiences broaden their horizons, enhance social skills, and instil confidence, all of which are essential components of cultural capital. Research indicates that exposure to diverse experiences, such as visiting museums, attending cultural events, and engaging in extracurricular activities, significantly contributes to children's cognitive and socioemotional development (Arnett, 2015; Sullivan & Long, 2016).</p> <p>In a school context, providing opportunities for positive life experiences can bridge the gap between disadvantaged students and their more advantaged peers. By offering enriching activities both within and outside the classroom, schools can empower students to explore new interests, develop critical thinking skills, and build social networks, thus fostering their cultural capital (Reay, 2004; Blanden et al., 2006).</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
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<p>To improve oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Wellcomm impact data shows improved communication and language skills for children in EYFS and KS1. Our broad, balanced, challenging, and enriched curriculum exposes children to new (tier 2 and tier 3) vocabulary.</p> <p>Forensic teaching in lessons to ensure individual needs of all PP pupils are being met. Live marking will be used effectively in lessons and verbal feedback given to PP pupils.</p> <p>Quality first teaching strategies are used for all children by their teachers and TAs. Intervention is used successfully to close the attainment gap. Pupil Premium pupils achieve broadly in line with national averages at the end of Key Stage 2</p>
<p>To improve reading attainment among disadvantaged pupils</p>	<p>Phonics Screening Check scores for disadvantaged children is broadly in line with their peers. KS2 reading outcomes demonstrate improved outcomes for disadvantaged pupils.</p> <p>All Pupil Premium pupils make good progress in reading from their starting points. Forensic teaching in lessons and from assessments to ensure individual needs of all PP pupils are being met.</p> <p>Live marking will be used effectively in lessons and verbal feedback given to PP pupils.</p> <p>Intervention is used successfully to close the attainment gap. This will be monitored by leaders.</p> <p>All Pupil Premium children read regularly at home with fluency and enjoyment.</p> <p>Pupil Premium pupils achieve broadly in line with national averages at the end of Key Stage 2</p>
<p>To improve retrieval of essential knowledge in the broader curriculum among disadvantaged pupils</p>	<p>Our assessments and observations suggest that Pupil Premium pupils may have more limited experiences outside of school and as a result they may start some curriculum areas with less knowledge than peers.</p>

	<p>Ongoing assessments and observations in school show that some Pupil Premium pupils have a less developed and extensive vocabulary and prior knowledge as a result. This lack of language and knowledge impacts on all curriculum areas.</p> <p>Therefore, Pupil Premium pupils achieve well in all curriculum areas. Leaders in school know the gaps of Pupil Premium pupils in their subject and are working with staff to catch pupils up in all areas.</p> <p>The vocabulary of Pupil Premium pupils is developed so that they use technical vocabulary effectively in context.</p> <p>Pupil Premium pupils use reading to develop their own understanding. They have access to a range of quality texts to support learning in all curriculum areas.</p> <p>All Pupil Premium pupils can show how they are working to acquire, retain and retrieve knowledge. The effective subject knowledge of staff ensures that retrieval tasks embed central knowledge and match the abilities of individual pupils.</p> <p>SEND Pupil Premium pupils make good progress in all curriculum areas.</p> <p>Pupil Premium pupils achieve at least in line with national averages for all pupils.</p>
<p>To improve outcomes for disadvantaged pupils in Early Maths, which in the longer term will impact on KS1 outcomes and KS2 outcomes.</p>	<p>Assessments indicate that maths attainment among disadvantaged pupils is improving and closer to that of non-disadvantaged pupils.</p>
<p>To improve the outcomes for disadvantaged children by understanding their barriers to learning and ensuring they are ready to learn.</p>	<p>Teachers have a greater understanding of their pupils' needs to ensure they are met. Pupils have access to high quality teaching and targeted interventions (tier 1- and 5-minute box), where needed, to support them making progress.</p> <p>High quality CPD for all staff so they are able to identify and support vulnerable pupils.</p> <p>Children with SEMH needs are identified early to provide appropriate and timely support.</p> <p>Adapted pastoral systems meet the needs of all children.</p> <p>The impact of support of children on behaviour support can clearly be seen – behaviour incidents reduce.</p>

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: £80,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring quality first teaching in all year groups and across the curriculum.</p> <p>Release staff so that they can observe models of outstanding practice in school and receive planning support.</p>	<p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	1,2,3,4
<p>CPD and ongoing training to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1,2,3,4
<p>CPD and ongoing training to further develop the implementation of Little Wandle systematic, synthetic phonics programme.</p> <p>Fund teacher release time to embed key elements of guidance within school and to access English Hub resources and CPD.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Disadvantaged pupils benefit more from phonics interventions and approaches.</p>	1,2,4

<p>Maths Mastery specialist (NCETM Central Maths Hub) support teaching staff at Newtown.</p>	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows Mastery learning approaches address gaps in children's learning by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills</p>	<p>2,3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resource and CPD (including Teaching for Mastery training, Mastering Number EYFS, Y1, Y2)</p>	<p>Working alongside Maths Mastery specialist from Central Maths Hub.</p> <p>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:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Mentoring and coaching to develop teachers new to leadership roles.</p> <p>Fund teacher release time to work alongside mentors.</p>	<p>NIOT mentoring and coaching - Key Takeaways.pdf</p> <p>Best available evidence indicates that schools that prioritise mentoring are more likely to lead to successful mentoring outcomes.</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £54,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contracting a Speech and Language Therapist for targeted support in order to remove listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions can have a positive on pupils' language skills. Approaching that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	1,4
Additional Little Wandle phonics session targeted at disadvantaged pupils who require further phonics support in KS1 and those in LKS2.	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics intervention have been shown to be more effective when delivered as regular sessions.</p>	1,2,4
Targeted '5 Minute Box' intervention, Individual sessions with a HLTA or teaching assistant, in addition to standard lessons.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	1,2,3,4
Teachers/LSAs to focus on ensuring that disadvantaged pupils are heard read regularly by an adult. Those needing additional support receive	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>These strategies have been shown to be effective when they reflect those of classroom practice. Strategies are</p>	1,2,3,4

group 'Fluency/ Comprehension' interventions.	first taught to a class and then practiced in pairs or small groups.	
Provide small group tuition across the curriculum looking to provide modelling and supported practice against identified areas for development (tier 1 and tier 2).	https://educationendowmentfoundation.org.uk/education There is an extensive evidence base that this works, especially when there is accurate diagnosis of capabilities to match pupils to appropriate interventions.	1,2,3,4,6

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

Budgeted cost: £19,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support and Attendance Office to work alongside vulnerable families/ disadvantaged pupils to improve school attendance.</p> <p>Half termly attendance check meetings with parents.</p> <p>Liaison with external services.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,2,3,4,5
Employment of an Attendance Officer to work with parents to re-establish	<p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-</p>	5,6

<p>good routines around attendance whilst at the same time acknowledging the challenges of COVID.</p> <p>Training for all staff around attendance.</p>	<p>schools-andlocal-authorities https://www.gov.uk/government/publications/school-attendance/framework-forsecuring-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement https://explore-education-statistics.service.gov.uk/find-statistics/the-link-betweenabsence-and-attainment-at-ks2-and-ks4</p> <p>EEF toolkit– Parental engagement – A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	
<p>Dedicated member of staff employed to focus on SEL interventions.</p> <p>Offering bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions.</p> <p>Training to revisit our behaviour strategy for all staff.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Evidence shows improved SEL skills are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which subsequently increase academic attainment.</p>	6
<p>Outdoor playground equipment and Forest School provision</p>	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor provision might provide opportunities for disadvantaged pupils to participate in activities that they might otherwise not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor provision can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p>	1,6

	School staff have been funded to complete their Forest School Qualifications. Therefore, are offering interventions during school time and After School Clubs. Through the offering of After School Clubs, there was 64% of Pupil Premium participants.	
Training and ongoing CPD for staff to deliver Social and Emotional Learning	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning The implementation of Active Bodies for Focused Minds to work with targeted students during a lunch time setting.	
Curriculum Enrichment- school trips, visits and visitors to school enable pupils access to high quality curriculum enhancements which enrich learning and give exposure to a variety of real-world activities/environments.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	

Total budgeted cost: £153,743

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1 – Language Development Word Aware CPD was delivered to all staff. A whole-school approach to teaching vocabulary has been adopted and consistency of language development has improved. Children continue to enter EYFS with lower levels of speech and language. The use of speech and language intervention in EYFS has been positive with Wellcomm data showing that in Autumn 1 16 children were working below age related in Reception, by Summer 2 this had reduced to 6. Appointing a specialist in Speech and Language once weekly has also meant that children who are in KS1 and KS2 receive support.

According to Ofsted (2024), "Staff promptly identify any gaps in children's development and implement targeted, effective support programs to enhance their language, personal, and social skills."

Intended Outcome 2 – Fluency in Maths All KS1 staff received training to deliver the NCETM Mastering Number programme. This has led to a significant improvement in children's Mathematical fluency – particularly the ability to subitise efficiently. As a result, KS1 Maths outcomes improved with 63% working at or above. Similarly, in EYFS 86.7% of children were at expected for Number. CPD provided through NCETM and Teaching for Mastery has improved the overall quality of teaching in Mathematics. Furthermore, Maths data at the end of KS2, Pupil Premium children worked higher than national at 71%. Furthermore, fundamental arithmetic and number skills are well developed for Pupil Premium children, and this has reduced the difference in data for Pupil Premium and Non-Pupil Premium.

Moreover, Pupil Premium students made good progress in reading last year; as a school, Pupil Premium students at the end of KS2 scored in line with their peers and above the expectations for the LA (+4.8%). This was done by leaders ensuring Pupil Premium students were making good progress in their learning, live marking was effectively used in lessons and verbal feedback was given to PP students, quality first teaching strategies were used by teachers and TA's to diminish any gaps between non-PP and PP. Furthermore, the use of interventions to track the progress of Pupil Premium and ensuring that all Pupil Premium children were read regularly with fluency and enjoyment.

Intended Outcome 3- Essential Knowledge, according to Ofsted (2024) Teachers use assessment skilfully, checking pupils' understanding and addressing any misconceptions. They routinely help pupils recall what they already know, so they can make connections with new learning. This results in most pupils developing a deep understanding of the concepts taught.

Therefore, our curriculum clearly maps out the essential knowledge needed to increase children's understanding. This had led to an increase of pupils' retention of the 'sticky knowledge' and key vocabulary. This has been evidenced in books and pupil voice.

Additionally, the use of pre-topic assessment points allows leaders and teachers to acknowledge the gaps allowing the children to progress well in all curriculum areas. As a result, the vocabulary of Pupil Premium pupils is developed so that they use technical vocabulary effectively in context. Pupil Premium pupils use reading to develop their own understanding.

They have access to a range of quality texts to support learning in all curriculum areas. All Pupil Premium pupils can show how they are working to acquire, retain and retrieve knowledge. The effective subject knowledge of staff ensures that retrieval tasks embed central knowledge and match the abilities of individual pupils.

Intended Outcome 4 – SEND Children working below their expected age now receive individualised interventions daily with support staff. These interventions target a particular gap in the child’s learning and focus on either Writing/Mathematics. As a result, basic skills in writing have increased, gaps in Mathematical understanding are being addressed and the gap to expected is closing. Additionally, children who have not passed the Phonics Screening check continue to receive Phonics until they have done at which point, they move into a Fluency intervention to bridge the gap from Phonics. This continues to be a key area for development.

Intended Outcome 5 – Attendance and Persistent Absence rates moves closer to national Attendance data for Pupil Premium children was 93.3% an increase of 1.2% from the previous academic year and only 1.3% lower than non-Pupil Premium. This continues to be an area of focus with an increased emphasis on Pupil Premium children who are persistently absent. On the other hand, Persistently Absent decreased by 1.7%.

From the academic year 23/24 the school’s attendance increased by 1.2%; moreover, PP attendance was just below non-PP students with a difference of 2.3%. Pupil Premium had an attendance of 93.3% which was an improvement from the academic year of 1.2%.

At Newtown, we believe attendance is everyone’s responsibility in our school. Our Head Teacher, DHT, SENCO, MLT and pastoral team all work relentlessly on improving attendance as we recognise there is a strong correlation between good attendance and high achievement. We believe that good attendance levels maximise opportunities for each pupil to realise their full potential. The team identified families that needed to overcome barriers to non-regular attendance and poor punctuality and supported parents and mentored pupils. Various strategies were deployed over the academic year including incentives, rewards, home visits and well-being meetings, to name just a few, all were undertaken in order to improve attendance and make it the best it can possibly be.

Intended Outcome 6– Children with SEMH needs are identified and supported effectively to access the curriculum SENDCo provided support for staff in understanding SEMH needs and the barriers to learning this may cause. As a result, more children with SEMH needs were identified earlier (in EYFS). Children with SEMH needs were identified and support put in place from a designated member of staff (family support worker). Including 1:1 Therapeutic Mentoring, a tailor-made programme around the need of the child; Lego Therapy, to develop social skills, team building and 12 develop identity and confidence.

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
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Lunch Time Provision	Active Bodies for Focused Minds
Breakfast Club/ Whole School Breakfast	Magic Breakfast
Reading Intervention	Lexia
Maths	Mathletics
Music	Rock Steady

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.