

Pupil Premium Strategy Statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------------------|
| School name | Bersted Green Primary School |
| Number of pupils in school | 273 |
| Proportion (%) of pupil premium eligible pupils | 39% September 2025 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-27 |
| Date this statement was published | July 2026 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by headteacher | Mr McGinley |
| Pupil premium lead | Mrs Middleton |
| Governor | Sarah Holland and Jenny Jarymn |

Funding overview

| Detail | Amount |
|---|--------------------------------|
| Pupil premium funding allocation this academic year | £137459.17 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £7033.27 |
| Total budget for this academic year (to date) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £144,492.44 September to March |
| *Schools are funded Financial year April to March; School year is September to August. | |

Part A: Pupil premium strategy plan

Statement of intent

Bersted Green Primary School is located in an area of high deprivation (8th most deprived ward in England and in the indices of multiple deprivation this area of Arun is in the 10% most deprived neighbourhoods in the country). Ultimately, we want every pupil to succeed and have the best life chances, including our disadvantaged pupils.

Our pupil premium strategy works towards achieving this ambition.

The key principles of our strategy are:

- we know our children well
- we will challenge, support and interest all children to develop into well-rounded, resilient and happy learners who are proud of their successes.

Bersted Green Primary School works relentlessly to ensure educational outcomes for disadvantaged pupils, including academic achievement and social/emotional development, impact on the life chances for these children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our most vulnerable children are PP and SEND combined -here, the need for differentiation/adapting learning and additional learning resource is very substantial with an impact on thorough planning (this makes sure that children learn from their starting point and gain confidence plus gain the skills to move on and make progress). |
| 2 | Arriving at school with gaps in learning (knowledge and skills) There is a very high level of pupil mobility caused by a range of factors, including saturated housing, eviction and an increase in admission of children from other countries, including displaced children from war-torn countries. During 2024-25 19 children joined the school as in year admissions. 11 of these were PP. Many of them arrived with significant gaps in their learning, poor vocabulary, limited English language and low independence. 7 of these PP children were also identified as having special educational needs. |

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| 3 | <p>Below age related expectations (ARE) in the basic skills of reading and writing and maths</p> <p>The impact of Covid-19 was greatest for our disadvantaged pupils, many of whom did not engage with remote learning. Some children arrive at our school in KS2 having never attended school before. There is also a significant overlap between PP, EAL and SEND (a minority of pupils are both PP and EAL; 23% of pupils are both PP and SEND).</p> <p>N.B. EAL children can be classed as SEND based on their level of English even if they have not been to school and are age 10. Assessments in YR and for reading and writing must be in English. Maths in Y6 can be translated.</p> <p>Children need to be able to read at ARE to access the curriculum. Often, children are not heard to read at home which hinders their progress in learning to read. Some parents can't read or are not fluent in English. Children can write but cannot achieve ARE without all the necessary reading skills, understanding of left to right, words with two meanings, letter formation, phonics, ability to speak a sentence, vocabulary, grammar, punctuation, spelling, creative ideas, experiences and understanding of genres such as diaries, a range of poems, formal letters, persuasive writing, newspaper reports. This is the most significant challenge for our school.</p> <p>The impact of this is that a high proportion of children are not working at age related expectations.</p> <p>In the current Y2, of the 43 pupils, 15 are PP. This is 35% of the cohort. 60% of disadvantaged pupils are not working at age related expectations in reading, 73% in writing and 73% in maths. This is a gap of 38% in reading, 44% in writing and 51% in maths compared with pupils who are not disadvantaged.</p> <p>In the current Y6, 50% of the 42 children are PP. 6 of these 21 PP children also have significant SEN.</p> |
| 4 | <p>Low starting points due to less stimulation and access to experiences of young pre-school children</p> <p>Data reported nationally shows that speech and language of the 2 year old children in the local ward is ranked in the 8th lowest band in England.</p> <p>Of the 27 children in year R, 33% are disadvantaged and half of this group are not working at ARE in the basic skills of reading, writing and maths due to a lack of learning experiences and also school readiness. This pattern was reflected in the 2024/25 outcomes where only 54% of children achieved GLD or a Good Level of Development.</p> |
| 5 | <p>Events beyond the school day - Some children arrive at school not ready to learn following events which have taken place at home or outside school. These may be</p> |

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| | evidenced, for example, by police reports coming to school following their visits to homes. Many disadvantaged pupils also have limited experiences beyond their home life and immediate community. |
| 6 | Parental engagement and aspiration as well as parents' own experiences of school/education. Many of our disadvantaged pupils lack the aspirations of their non-disadvantaged peers. This can impact their attitude towards school and result in lower attendance . |

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 | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------|----------|-------|----------|---------|-----|-----|-----|---------|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Pupils make good progress and achieve Age Related Expectations (ARE) in the basic skills of reading, writing and maths. The gap between disadvantaged and non-disadvantaged learners is reduced. | <p>PP children achieve in line with national expectations for reading, writing and maths.</p> <p>Disadvantaged children make good progress and 'catch up'. More children will achieve ARE/GD in RWM. Gaps in learning are filled ensuring children are ready for their next stage.</p> <p>In 2025, there were disadvantaged children in Y6</p> <table border="1"> <thead> <tr> <th>ARE</th> <th>National</th> <th>BG Y6</th> <th>BG Y6 PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>80%</td> <td>46%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>68%</td> <td>46%</td> </tr> <tr> <td>Maths</td> <td>73%</td> <td>70%</td> <td>46%</td> </tr> <tr> <td>GPS</td> <td>72%</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>RWM</td> <td>61%</td> <td>61%</td> <td>35%</td> </tr> </tbody> </table> <p>The current Y6 cohort has 21 disadvantaged pupils. They will continue to make accelerated progress which will have a positive impact on their SATs results.</p> | ARE | National | BG Y6 | BG Y6 PP | Reading | 75% | 80% | 46% | Writing | 71% | 68% | 46% | Maths | 73% | 70% | 46% | GPS | 72% | 60% | 40% | RWM | 61% | 61% | 35% |
| ARE | National | BG Y6 | BG Y6 PP | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 75% | 80% | 46% | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 71% | 68% | 46% | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 73% | 70% | 46% | | | | | | | | | | | | | | | | | | | | | | |
| GPS | 72% | 60% | 40% | | | | | | | | | | | | | | | | | | | | | | |
| RWM | 61% | 61% | 35% | | | | | | | | | | | | | | | | | | | | | | |
| Pupils arrive in class ready to learn | <p>Learning of other children is not disturbed. Pupils settle quickly to learning. Children have the support they need, the uniform they need and are not hungry. Links have been made, where possible, with prior providers.</p> <p>The Breakfast Club will support identified pupils at the start of the day so that they settle straight away and can focus on their learning.</p> <p>Qualitative data from staff and pupil voice shows that pupils demonstrate improved resilience and self-regulation. Behaviour incidents are reduced as a result.</p> <p>Attendance improves for disadvantaged pupils.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>School attendance 2024-5 was 93.5% and for PP group was 91.2%. The ambition is to bring the PP group in line with school attendance - target 95%.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------|----------|-------|----------|---------|-----|-----|-----|---------|-----|----|----|-------|-----|-----|----|-----|-----|----|----|-----|----|----|----|
| <p>Children access the support they need, when they need it</p> | <p>Gaps in learning and misconceptions are identified rapidly Children receive the support they need as soon as they arrive at the school. Vocabulary is supported/pre-taught to ensure understanding and engagement. First language assessments are undertaken promptly so that appropriate support for pupils can be provided without delay. Gaps close as a child moves through the school leading to accelerated progress and improved outcomes.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Progress of high attaining pupils is sustained so that they achieve Greater Depth (GDS)</p> | <p>Y6 data will show accelerated progress with a higher number of PP pupils achieving greater depth. In 2025, there were 23 disadvantaged children in Y6</p> <table border="1" data-bbox="632 790 1453 1142"> <thead> <tr> <th>GDS</th> <th>National</th> <th>BG Y6</th> <th>BG Y6 PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>26%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>24%</td> <td>11%</td> <td>6%</td> </tr> <tr> <td>GPS</td> <td>30%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>RWM</td> <td>8%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>The current Y6 cohort has 23 disadvantaged pupils. The progress of higher attaining pupils will be sustained or accelerated so that a greater number of pupils achieve GDS.</p> | GDS | National | BG Y6 | BG Y6 PP | Reading | 29% | 26% | 29% | Writing | 13% | 4% | 0% | Maths | 24% | 11% | 6% | GPS | 30% | 8% | 0% | RWM | 8% | 0% | 0% |
| GDS | National | BG Y6 | BG Y6 PP | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 29% | 26% | 29% | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 13% | 4% | 0% | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 24% | 11% | 6% | | | | | | | | | | | | | | | | | | | | | | |
| GPS | 30% | 8% | 0% | | | | | | | | | | | | | | | | | | | | | | |
| RWM | 8% | 0% | 0% | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading and completing homework in loco parentis</p> | <p>Reading confidently impacts positively on access to the curriculum. Completing and then marking homework in class with peers impacts on teamwork and progress. Use of Accelerated Reading (AR) supports children's development in reading and quizzes are used to check understanding. In September 2025 across years 3 and 4 50% of the children are not reading at their chronological age. The aim is to increase this towards the national Y6 figure of 73%. Trained volunteers will listen to children read every week with a focus on disadvantaged pupils. This will impact on progress in reading and children's enjoyment of reading. All children are supported to complete homework. Where it is not completed children are supported during the school day and disadvantaged children are also encouraged to attend homework club to support completion of homework. This will ensure all homework is completed and pupils keep up with their peers.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Pupils access learning beyond the school day and enrichment opportunities so that they can build cultural capital</p> | <p>Pupils have full access to a broad and balanced curriculum. Opportunities and experiences are accessed beyond school. Children talk about potential career paths, including qualifications and university.</p> <p>All children attend trips, visits and sessions with visitors. An increase in participation in clubs will impact on engagement, teamwork, responsibility, self-esteem and confidence.</p> <p>Over 2024-25 28% of PP children attended a club over the year. In Autumn term 2024 25% of children attending clubs (35 out of 141 children) were PP. The school work hard with the group of children and with families for them to choose clubs and then to attend. (Informal lunchtime groups are well attended by PP children as families do not have to collect).</p> <p>Pupil voice and anecdotal evidence from teachers in class shows improved aspirations and ability to articulate wishes for their futures.</p> |
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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: £125,779.21

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>We refer continually to research through: National updates, EEF, NPQ programmes, teacher training establishments, maths HUB, phonics HUB, locality and WS training/support services and do become involved in relevant pilots and programmes.</p> <p>We support teaching staff to access e.g. NPQ programmes, HUBS and relevant CPD; TA's have a class focus and are also all trained to deliver a specific intervention such as jump ahead, lego therapy, draw and talk, ELSA, memory games/activities, art therapy, time to talk, speech and language, etc ALL deliver phonics associated activities.</p> | | |
| <p>Single year group classes Precision teaching, whole class, pre-teaching focussed planning. 1:1 teaching Small group target TA/EEF groups Differentiated Phonic groups and AR in Y3/4</p> | <p>Single class year groups better enable teachers to provide targeted support. Having a TA in a class for an entire day has greater impact with supporting all children's learning throughout the day and not just the core subjects. Each member of staff's specialities are called upon to enhance planning, teaching, and support.</p> <p>These strategies impact on pupil engagement and progress.</p> | <p>1,2,3,4</p> |

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| <p>TA in each class everyday sometimes two.</p> | <p>The EEF Teaching and Learning Toolkit supports these activities, particularly around individualised instruction, small group tuition, teaching assistant interventions, oral language interventions and phonics.</p> <ul style="list-style-type: none"> • Ofsted's report on how schools are spending the pupil premium funding to maximise achievement (page 11) states 'a strong focus on basic skills meant that pupils were able to gain the important mathematical skills and knowledge that they needed to reach higher levels'. <p>Ordinarily Available Inclusive Practice (OAIP) - West Sussex County Council</p> <ul style="list-style-type: none"> • QFT / Adaptation - 5 a day: Special Educational Needs in Mainstream Schools EEF • High quality questioning Effective Questioning In The Classroom • Oracy Oral language interventions EEF • Environment and resources nasen resource-Supporting-SEN-The-Learning-Environment.pdf | |
| <p>All children can access all areas of the curriculum including extra-curricular such as trips, visits, visitors accessed, reading in loco parentis Opportunity is given for children to join clubs which otherwise would be too expensive to attend.</p> | <p>Inclusive learning Enjoyment Enrichment Inclusion and the benefit of the opportunity on learning is power mount. Giving more opportunities enhances learning experiences. With these experiences, children gain a wide variety of skills in preparation for their future life as an adult. Skills gained could be from communication, fine motor, team building, inspiration to have ambitious goals for the future.</p> <p>Research undertaken by the Education Policy Institute concludes that attending clubs is associated with a range of positive outcomes.</p> | <p>1,2,3,4,5,6</p> |
| <p>Maths club, writing groups, Cathedral groups/sessions, Chichester theatre groups Talented footballers Opportunity to be stretched and work with other like-minded children</p> | <p>Opportunity to be stretched and work with other like-minded children. Children learn from others so having a mix of characters will inspire one another. Role models encourage the children to try harder to gain ambitions. These role models reinforce the theory that you can succeed in life.</p> <p>The EEF Teaching and Learning Toolkit supports these activities, particularly around mentoring, physical activity and arts participation.</p> | <p>3,4</p> |

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

Gaps and misconceptions from time out of school/between schools impacts.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Personalised, timely support accessed</p> <ul style="list-style-type: none"> - Targeted EEF interventions - Recovery interventions and clubs - Pre-teaching vocabulary - EAL vocabulary group and emergency English - EAL pre-teaching groups - 1:1 support - Speech and Language interventions - ELSA | <p>Gaps in learning and misconceptions identified rapidly. Interventions fill gaps identified in a timely way. Vocabulary supported/pre-taught.</p> <p>Gaps and misconceptions -time out of school/between schools impacting on learning. Children are more confident.</p> <p>There is a strong evidence base that suggests oral language interventions can have an impact of 6 months' additional progress.</p> <p>The EEF shows that the use of one to one tuition can impact on progress by 5 months.</p> <p>The NCETM Teaching for Mastery approach shows that the pre-teach strategy helps pupils to 'keep up' rather than 'catch up'.</p> <p>Supporting new pupils with very little English to achieve well and quickly was reported by Ofsted to have an impact on achievement.</p> <p>Improving social and emotional learning is shown to provide learning gains for 4 months over the course of a year.</p> | <p>1,2,3,5,6</p> |
| <ul style="list-style-type: none"> • Hearing children read • 1:1 voluntary reading support • supporting incomplete homework • As well as structured conversations with families • Buying books for Accelerated Reading | <p>Research shows that the use of Accelerated Reader (AR) can have an impact of 3 months.</p> <p>Parental Engagement is reported by the EEF to have an impact of 4 months on pupil progress.</p> | <p>1,2,3,5,6,7</p> |

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

Budgeted cost: £1741.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Morning Club Reading time Homework support Communication games Emotional support Team building games Breakfast</p> | <p>A substantial number of children are trying to manage /experiencing anxiety, coping with bereavement, family separation/challenges, incidents at home</p> <p>These activities ensure pupils arrive in class ready to learn and do not disrupt the learning of others.</p> <p>EEF research shows that behaviour interventions can add 4 months' worth of progress.</p> <p>Given a breakfast helps wake up the brain and fuel the children ready to learn. This is supported by research undertaken by Magic Breakfast.</p> <p>Providing after school study facilities was reported by Ofsted to have an impact on achievement.</p> | <p>5,6</p> |
| <p>Children have the uniform they need</p> | <p>Children feel included, have a sense of belonging and arrive at school feeling part of the school's family.</p> <p>As a result, they are happy and have improved self-esteem. Emotionally they are ready to learn.</p> <p>The Education Hub reports that school uniform reduces peer pressure and helps children feel settled and prepared for school.</p> | <p>5, 6</p> |
| <p>Pupils accessing learning beyond the school day as well as curriculum enrichment, Residential, Counsellor, Forest schools.</p> | <p>Raising aspirations and broadening experiences was reported by Ofsted to have an impact on achievement.</p> <p>Teamwork, resilience, self-confidence improve with impact on engagement and basic skills</p> | <p>2,4</p> |

Total budgeted cost: £ 127,520.21

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The priorities for 2024-25 are shown below together with the outcomes achieved:

1. Pupils making good progress and achieve Age Related Expectations (ARE) in reading and writing and maths

- Year 2 results show that 4 out of 11 PP children who were in the school for the entire year made accelerated progress in reading, writing and maths with 5 PP children achieving ARE in R+W+M (in line with non PP). 2 additional children joined later in the year one with serious special needs.
- Year 6 results showed 13 PP pupils made accelerated progress in reading and writing. In maths, all children made expected progress with 7 making accelerated progress. There was a total of 23 pupils, however 6 joined towards the end of Year 6 so did not have the continuity of accessing the curriculum. Of the 23 pupils in Year 6 eligible for pupil premium, only 12 started at Bersted Green in Reception. Of those 12, there were 5 with inconsistent attendance.
- The SATs result for the 2024-5 Y6 cohort were:

| ARE | National | BG Y6 | Diff | National PP | BG Y6 PP | Diff |
|---------|----------|-------|------|-------------|----------|------|
| Reading | % | 65% | % | % | 45% | % |
| Writing | % | 50% | % | % | 45% | % |
| Maths | % | 66% | % | % | 50% | % |
| GPS | % | 47% | % | % | % | % |
| RWM | % | 50% | % | % | % | % |

2. Pupils arriving in class ready to learn

- Many of our disadvantaged families live in overcrowded conditions and have low incomes. We have supported families returning to work by providing a morning club for 40 children each day to impact on school readiness.
- As a result of the Early Morning Club, children who were experiencing anxiety, coping with bereavement or family separation are now ready to learn at the start of the school day.
- We subscribe to 'Fairshare' so children can always have breakfast and cook with healthy ingredients and make a hot snack. Hampers can help a families need, and basics are provided in the 'pop up shop';
- Well-being was supported in a range of ways including:
 - ELSA - emotional literacy support;

- We are a Beach school and have time in outside classroom;
- Counselling with a primary age approach, inc draw and talk
- Well-being and stay and play clubs and groups;
- Time to talk activities;
- 2 therapy dogs to chat to, play with and hear reading

3. Children access the support they need, when they need it - e.g. as they arrive at a new school

- During 2023-24, a total of 67 children joined the school. 36 were PP; 17 were also SEND and 7 were non-English speaking. These children had up to a year to learn the English language to access the curriculum. Those children around the age of seven years + had never been to school. With that in mind, those children were given lots of opportunity to overcome this disadvantage through intervention, reading/phonic schemes, and sheer commitment of the teaching team.
- Children joined the school with huge gaps due to having had periods out of school due to family moves.
- When children joined the school in YR there was a significant gap between PP and non-PP (particularly evidenced in the EYFS baseline assessment). Trends have shown that initial assessments of reception children showed that the performance of disadvantage children were 80% behind in key areas of the curriculum. Recent Y6 SATs revealed that this had reduced to 30% in reading, 40% in writing and 50% in maths. This clearly confirms that the gap is closing despite a high level of pupil mobility.
- The focus on the use of the practical equipment for all pupils, re-visiting 'basics' and planning for misconceptions e.g. checking work, X10, place value etc. as well as explaining the real-life contexts work;
- Children talking, explaining, giving/receiving instructions, describing and are given the first-hand experiences to achieve this including visits, cooking, Lego therapy etc.;
- Children learning concepts practically and the real-life context/purpose explained;
- Running targeted intervention groups including maths, writing intervention groups/clubs, and providing some individual reading support; we will continue to oversee and support our team of reading volunteers; we will also work to develop memory etc. Read, Write Inc will continue to be monitored for impact;
- Personalising learning according to the interests of pupils to support engagement;
- Children practice and know their number facts including number bonds, times tables etc;
- Individual and small group support and interventions for our youngest PP children including the NELI language programme in YR;
- Bilingual Teaching - pupils arriving at the school with English as an Additional Language are supported to develop their vocabulary and confidence. We will continue to support our Polish speaking parents and bilingual speaking staff
- Children joined the school with huge gaps due to having had periods out of school due to family moves.

4. Challenge and High Attaining children have opportunity to be stretched and work with other like-minded children

- There has been a positive impact from single year groups and personalising learning for PP pupils. New pupils joining the school have been assessed and supported inc. working with parents/carers to listen to reading, support homework and work together with the school - have settled in quickly. Accelerated reading, times table rock stars and my maths support

home learning electronically too;

5. Reading and completing homework in loco parentis

- The early morning club ensures the children who need to are fed, clothed, listened to, heard to read/homework and ready to learn as school begins;

6. Pupils accessing learning beyond the school day as well as curriculum enrichment to impact on engagement, teamwork, responsibility, self-esteem and confidence

- We have ensured eligible pupils access the full extended curriculum we offer;
- Some of the pupil premium funding was used towards important roles within school. These roles are focused on interventions towards increasing attainment, supporting children's emotional and behavioural needs to enable them to access the curriculum more effectively and increasing the extended services we can offer to support our pupil premium children. For children moving between temporary housing, we will support travel for continuity and stability as well as continued schooling for a brief time;

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 |
|--------------------------------|---------------------------|
| Arun Leisure Centre Swimming | Benevolent Funded |
| Times Tables Rockstars | Maths Circle limited |
| My Maths | Oxford University Press |
| Accelerated Reading | Renaissance Learning |
| Phonics and Freshstart reading | Read, Write inc |
| Emergency English | WSCC MTAS team (modelled) |
| Philosophy for children | SAPRE |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your 2 service pupil premium allocation last academic year? | ELSA and school trips |
| What was the impact of that spending on service pupil premium eligible pupils? | To engage the 2 children with learning, team building and friendships/relationships to cope with dad being away from home. |

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| | The ELSA supported the emotional needs of our 2 service children and their families. |
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Further information (optional)

We know our children very well and support them individually;

Children benefit from talking about issues that concern them so that they are better able to focus on their work when in class and their commitment to learning is positive; Small groups of children develop their social and play skills as well as English language vocabulary through adult support and modelling at clubs such as Construction Club, Lego therapy, Gardening Club and various sports clubs;

Children with theatrical, leadership or team building talents or challenges will be supported beyond the school where this is seen to have an impact on their education;

Children are included in trips and visits, including the residential in Y6. This is a two-day full programme of adventurous activities with an overnight stay. It provides children with new experiences that they would not normally encounter and expands their horizons.

New joiners to the school and children with more complex needs are able to access the curriculum at appropriate levels and this adaptation ensures they can work in a way that is of benefit to them;

We assess older children in their first language and provide appropriate support to enable them to integrate into a new school and new culture rapidly;

We provide children with regular opportunities to practice their reading with trained reading volunteers;

Children in EYFS are able to develop their attention as well as their speaking and listening skills and basic cognitive skills in a small group so that they can then transfer these skills. We also run the NELI language programme.

We continue with the established links and support the developments in Little Acorns Pre-school. The impact from story bags and school readiness phonics slots is evident. The investment in this provision has shown impact on the children's language skills;

We run targeted intervention groups, including maths and writing intervention groups and 'catch up' clubs to provide some individual reading support. We oversee and support our team of reading volunteers who hear reading every week; Read, Write Inc continues to be monitored for impact.