

Pupil premium strategy statement

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.

Pupil Premium - **£73,035** (based on Oct 25 Census of 43 eligible children)

School overview

Detail	Data
School name	Holtspur School and Pre - School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	(43 pupils) 22%
Pupils eligible for PP and have SEND	(27 pupils) 62%
Pupils eligible for PP who have an EHCP	(8 pupils) 18%
Pupils eligible for PP who are K SEND	(19 pupils) 44%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lea McKellar
Pupil premium lead	Roseanna Orsi
Governor / Trustee lead	Gill Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,035 from April
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£73,035

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Holtspur school and Pre- School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers. Carefully planned intervention and focus groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our ultimate objective for our disadvantaged pupils is to improve their outcomes so they know more and remember more.

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

High-quality teaching is at the heart of our approach, with a focus on areas identified in our need's analysis, in which disadvantaged pupils require the most support. 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. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure an inspirational, highly-effective teacher is in every class. We 'promise' all our children will build strong, safe trusting relationships with staff so that the climate for learning is always one that is; calm, positive and purposeful
- Ensure disadvantaged pupils are challenged in the work that they're set, likewise that effective use of scaffolding and adaptive teaching strategies are used
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Through targeted teaching strategies, we aim to support pupils in developing both their working and long-term memory. This includes the use of evidence-based approaches such as spaced repetition, retrieval practice, dual coding, and structured cognitive scaffolding. By embedding these strategies into daily teaching, we intend

to help pupils consolidate knowledge, make connections across topics, and apply their learning independently.

- Continued professional development for all staff
- Children getting access to a wide range of enrichment experiences
- Leaders will monitor the effectiveness of this strategy to ensure the robust systems in place support the objectives we set out.

What does the research say about effective use of the pupil premium?

Student centred leadership, Robinson (2011):

- Leading teacher learning and development has the greatest impact on children's attainment

[The attainment gap report](#), Education Endowment Foundation (2018):

- Early years' education has huge promise in preventing the attainment gap from becoming entrenched.
- What happens in the classroom makes the biggest difference.
- Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.
- Transitions between phases are a risk point for vulnerable children.
- TAs can be deployed more effectively.
- Implementation is as important as content.
- Catch up is difficult – we should aim to get it right the first-time round through quality first teaching.
- Sharing best practice between schools and building capacity is essential to closing the gap.

Working with parents to improve children's learning, Education Endowment Foundation, 2021

- Critically review how you work with parents
- Provide practical strategies to support learning at home
- Tailor school communication to encourage positive dialogue about learning
- Offer more sustained and intensive support where needed [The EEF guide to the pupil premium](#), Education Endowment Foundation, 2022:
- The report recommends school take a tiered approach to Pupil Premium spending.
- Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.
- Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as wider strategies that relate

to non-academic factors, including improving attendance, behaviour and social and emotional support.

EEF's Cognitive Science Evidence Review

The EEF published a major evidence review on cognitive science approaches in the classroom. This report summarises the best available research on how cognitive science principles — including memory, recall and learning — apply to teaching and learning. It specifically examines strategies such as retrieval practice, spaced learning, interleaving and managing cognitive load, all of which relate to developing long-term memory and recall. While the evidence highlights limitations in how easily these principles are translated into everyday practice, it nonetheless provides a valuable research foundation for using evidence-informed teaching strategies to improve learning outcomes.

[EEF \(2021\) “Cognitive Science Approaches in the Classroom: A Review of the Evidence” — this is the key systematic review summarising research on memory and learning, including retrieval practice and spaced learning.](#)

EEF on Retrieval Practice

The EEF highlights retrieval practice — the active recall of previously taught material from memory — as a widely recognised technique rooted in cognitive science with strong research support (including research outside EEF itself). It points out that:

- Retrieval practice has strong support from decades of research and is one of the techniques rated as “high utility” in psychology research reviews.
- There is a growing body of evidence showing its positive impacts in classroom settings, even though much research was originally from lab studies.
- Retrieval practice helps make prior knowledge more accessible and supports pupils’ working memory by reducing cognitive load when learning new information.

EEF on Working Memory Interventions

EEF has funded specific research into working memory interventions:

- A trial of the “Improving Working Memory” intervention showed that it resulted in on average 3 months of additional progress in maths for pupils receiving the intervention compared to control groups. This intervention involved training pupils in strategies to support working memory and provided structured practice

Challenges

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

Challenge number	Detail of challenge
1	Specific difficulty in reading, writing or maths We know from our summative assessment and teacher assessment that disadvantaged pupils commonly have a specific difficulty in reading (including phonics), writing and/or maths. Phonics screening check 24/25 – 92% passed 2/8 disadvantaged pupils did not pass the PSC -25% 6/8 disadvantaged pupils passed the PSC- 75% Year 2 retake 6/6 were disadvantaged children -100% passed
2	Attendance and punctuality issues The attendance of pupils in receipt of pupil premium is below that of peers
3	Cognition and learning (narrow vocabulary, poor memory, limited recall) We know from diagnostic assessment by our class teachers that the most common barrier disadvantaged pupils have is their cognition and learning.
4	Mental Health and wellbeing SEMH We know from our teacher assessment that disadvantaged pupils commonly have low self-esteem and need additional support with their emotional and mental health.
5	SEND Our assessments and observations over time show that SEND pupils have a greater number of barriers to learning that require a greater level of support.
6	Enhancing cultural capital experiences We know from research and our teacher assessment that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not have the same life experiences outside of school.
7	Lack of readiness for transitions in school Observations of children coming into Reception show that many are entering school with lower speech and language skills and their knowledge of basic maths and reading skills appear weaker on arrival to school than

	in previous years. More children in Reception are being identified with Special Educational Needs and as potentially requiring Education, Health and Care Plans (EHCPs). When moving between phases in school, transitions can be challenging for many children. Children can be quite emotionally immature and there is often a lot of anxiety about new relationships as classes change.
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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
Reducing the gap between disadvantaged pupils and their peers in reading, writing and maths. Increase number of disadvantaged pupils achieving above the expected in reading, writing and maths.	Using the school internal data system (O Track) to show PP children are making progress inline with peers and national. Statutory and school assessment data shows an increase in attainment across all three subjects
Pupils remember and can use a wider range of vocabulary from across the curriculum. Building specific, meaningful vocabulary together	Reading assessments, discussions with Pupils and staff and work in books shows pupils are using a wider vocabulary in the correct context. New approach to teaching vocabulary explicitly is embedded and time to recall previous learning is implemented.
Pupils regularly experience success	Work in books and discussions with teachers and pupils shows that pupils are experiencing success and have high self-confidence. Ensuring feedback is productive and positive in books. Monitoring green cards and celebrating achievements in assembly and with the school community.
Improved attendance.	To reduce the attendance gap between disadvantaged pupils and their peers. Currently disadvantaged pupils attendance is 94% and non-disadvantaged pupils is 96.2%
Exceptionally high-quality pastoral care (including supporting good attendance).	Children receive Emotional literacy (ELSA), Nurture and support when

Many pupils face multiple challenges before they even arrive at school.	needed. The impact of these session are measured and monitored
Ensuring that pupils are able to participate in extracurricular opportunities, enrichment, residential and wider opportunities to build social stories – the joyful, emotional memories of school life that everyone should experience.	All pupils eligible for PP take part in out of-school experiences and are included at all times, reducing financial barriers
Pupils are articulate and confident speakers in a range of spaces.	Professional conversations with teachers show that Pupils are able to speak in class in a range of contexts as well in the wider school community.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

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

Budgeted cost: 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Memory training Supporting cognitive function and enabling children to commit concepts to their long term memory .	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: Oral language interventions Teaching and Learning Toolkit EEF	1,3,5,6
Continue to develop the culture of speech, language and communication through the	20 Most Effective Pupil Premium Strategies For Primary Schools' states that oral language interventions can impact in early years (+7 months) and primary schools (+6 months) On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers	

development of oracy skills.	These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties. Diagnostic assessment EEF	
CPD for teaching staff focusing on curriculum knowledge and implementation across all subjects. This will cover topics such as formative assessment strategies, science of learning, long-term memory and scaffolding.	The teaching and learning toolkit, Education Endowment Foundation Highest impact strategies: • Feedback • Metacognition and self-regulation • Reading comprehension strategies • Mastery learning • Collaborative learning Incorporate metacognitive strategies into lessons, teaching pupils to think about their own learning processes, which can help them become more independent learners (EEF, High Quality Teaching).	3,1,4
Step On training – positive behaviour management	Provide training for staff on understanding and addressing the social and emotional needs of disadvantaged pupils, fostering a supportive school environment that promotes well-being (Unity Research School, Disadvantaged Learners).	2,4,5,6
Staff and TA half termly meetings to update on PP within school Through pupil progress meetings and impact of intervention meetings	All staff to be aware of who their Pupil Premium children are in their class as well as across the school. Where possible, Pupil Premium children to be offered extra opportunities (roles within school, representing the school at sporting fixtures). Mentoring sessions offered, finding out information to help to understand what is going on in pupils' lives and adapt teaching methods or expectations accordingly. Incorporate regular assessments to monitor pupils' reading progress and adapt teaching methods accordingly. This ensures that all pupils, especially those eligible for Pupil Premium, receive the support they need to succeed (Education Endowment Foundation) EEF.	1,2,3,4,5,6,7
Robust ECT induction using the	The EEF guide to the pupil premium, Education Endowment Foundation, 2018 - Teaching should	1,2,3

Early Career Framework (Provider for this is Astra)	be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Pairing new teachers with experienced staff to provide guidance and support, fostering a collaborative environment. This approach has been shown to improve teacher retention and effectiveness (Education Endowment Foundation, Effective Professional Development)	
Training for all TAs with continuous support in class by the senior leadership and SEND team. This will focus on topics such as learning strategies, behaviour and scaffolding	The EEF guide to the pupil premium, Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for support staff Staff who feel skilled and confident leading an intervention will see better progress from the children LSAs as a result will become more confident with monitoring and evaluating the interventions that take place. This will enable them to evaluate which strategies lead to good progress and how this is measured. Ensuring as a school we are constantly monitoring and evaluating at all stages to ensure progression is made. Utilise scaffolding strategies to support pupils in gradually taking on more complex tasks, ensuring they build confidence and competence in their learning (EEF, High Quality Teaching). Adaptive teaching methods: Train staff on implementing strategies that allow for differentiated instruction, ensuring all pupils, including those with SEND, can access the curriculum effectively.	1,2,3,4,5,7
Recruit and retain teaching & support staff with quality CPD, coaching and managing workload. Encourage a culture of continuous professional development	Staff who feel skilled and confident will see better progress from the children. for new teachers, pairing them with experienced staff to provide guidance and support, fostering a collaborative environment. This approach has been shown to improve teacher retention and effectiveness (Education Endowment Foundation, Effective Professional Development). By providing regular training sessions focused on the latest educational research and teaching strategies, ensuring that staff feel valued and equipped to meet the diverse needs of our pupils (Education Endowment Foundation,	4,5,1,3

	Characteristics of Effective Teacher Professional Development). Create a supportive work environment that promotes teacher well-being and reduces workload through the use of technology and streamlined administrative processes, allowing teachers to focus more on teaching (GOV.UK, Reducing school workload).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half termly Pupil progress meetings with teachers, SENCO and Deputy head	Time for ongoing professional dialogues regarding further support for these children will help keep priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are and any strategies needed to meet their educational and emotional needs. Regularly assess and monitor the progress of targeted pupils to ensure that interventions are effective and adjust strategies as necessary to meet their evolving needs (GOV.UK, Approaches to supporting disadvantaged pupils).	1,2,4,5
Providing closely targeted and measured interventions across the school in collaboration with the SEND coordinator and SLT	Evidence from rigorously tracked interventions show that children make good progress against set targets in reading, writing and maths. This will ensure that PP children are tracked even more rigorously and interventions put in place where necessary. Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf For pupil premium pupils, focusing on literacy and numeracy skills, to help close the attainment gap. Regular assessments can help identify specific areas where support is needed (Education Endowment Foundation, Small Group Tuition).	1,2,3,5

	Provide additional support for SEND pupils through tailored learning plans that include specific goals and strategies, ensuring that their unique needs are met effectively (Education Endowment Foundation, Special Educational Needs in Mainstream Schools).	
Daily interventions being carried out by teachers and TAs in the afternoon. Reading, writing and maths focussed	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Evidence shows that targeted academic support can significantly improve outcomes for disadvantaged pupils (Education Endowment Foundation). EEF states that both targeted interventions and universal approaches have positive overall effects (+ 4 months). It advises that schools should look for programmes that have been evaluated and shown to have a positive impact	1,2,3,5
HLTA tutoring for 45 minutes X3 a week	If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. The attainment gap report, Education Endowment Foundation (2018) - Small group / 1:1 interventions have the potential for the largest immediate impact on attainment	1,2,4,5
Phonics: RWI phonics training (online portal) for	Implement a systematic phonics programme that includes daily, explicit instruction in phonics, ensuring that all teachers are trained in effective	1,3,5,7

those staff new to school/new to phase Increase the duration of phonics session from 25 minutes to 40 minutes Monday – Friday Phonics leader to evaluate effectiveness of phonics teaching in each class Pre - school-Y2 Daily coaching to be facilitated by Phonics lead to enhance provision, progress, CPD and consistency in teaching approaches Phonics resources sent home RWI training and support from external professionals via the Ruth Miskin programme	phonics teaching methods. This aligns with the principles outlined in the Department for Education's guidance on phonics. Implement daily phonics lessons for all pupils, ensuring that they are tailored to meet the needs of individual learners, particularly those who are falling behind. This approach has been shown to improve reading skills significantly (National Literacy Trust) National Literacy Trust. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
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1:1 tutoring of phonics in year R and 1. Identify children's gaps using the online assessment analysis. 1:1 tutoring for children in year 2 that did not pass the PCS	Establish a structured 1:1 tutoring programme for pupils in Year 2 who did not pass the Phonics Screening Check (PSC), focusing on personalised phonics instruction to address their specific gaps in knowledge. Evidence shows that targeted academic support can significantly improve outcomes for disadvantaged pupils (Education Endowment Foundation). EEF states that both targeted interventions and universal approaches have positive overall effects (+ 4 months). It advises that schools should look for programmes that have been evaluated and shown to have a positive impact	1,3,4,5,7
Continue to establish Accelerated Reader	Continue to establish AR , this will strengthen our assessment of reading and will enable a more motivating reading culture within the school. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF https://p.widencdn.net/ipvvlr/R58148 Ensure all pupils reading ages are accessed and this informs teachers and leaders next steps for the teaching of reading Organise workshops for parents to educate them on supporting their children's reading at home, including strategies for phonics and the importance of reading for pleasure. Develop partnerships with local libraries and community organisations to promote reading outside of school, providing access to a wider range of books and literacy activities that can engage families and encourage reading at home.	1,3,4,5,7

Supporting EYFS transitions and readiness for school	Implement a language-rich environment, creating spaces filled with stories, rhymes, and songs to promote language development. Engaging in playful activities can enhance children's vocabulary and communication skills. Leading PSED sessions that focus on emotional literacy and well-being to help pupils navigate transitions between classes and phases, reducing anxiety and fostering positive relationships Deputy Head, class teacher or EYP carrying out home visits and setting visits to new reception and Pre- School children to gain better insight into children's lived experiences, build relationships with child and carer and enhance transition. Train staff on effective communication, provide training for staff on how to engage with parents and guardians during home visits, focusing on building trust and understanding the family's perspective on education. This can enhance the quality of interactions and the information gathered. Utilise home visits to inform teaching strategies, use insights gained from home visits to adapt teaching methods and resources to better meet the needs of disadvantaged pupils, ensuring that lessons are relevant and engaging.	1,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging trip and visits will be planned to enhance the curriculum including residential for Year 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want them to experience these.	2,3,4,5

Instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.	3,4,5
Wide range of extra-curricular clubs offered	A full range of lunch and after schools have been made available to all children the vast majority of PP children now attend at least 1 club. These lunch time clubs are run internally and are free for al pupils to access.	3,4,5
Reading Café	Reading cafes set up across the school to invite parents into school to spend time reading with children encouraging a reading for pleasure ethos across the school	1,2,5
Early morning readers	Our Early Morning Readers initiative supports children with their early reading development and fluency, and it is proving to be highly effective. In addition to improving reading skills, this strategy also positively impacts punctuality and attendance for our disadvantaged pupils, encouraging them to arrive at school on time and engage with learning from the start of the day. Feedback from both parents and teachers has been overwhelmingly positive, highlighting the benefits for children's confidence, engagement, and overall progress in reading.	1,2,5
ELSA	Small group interventions led by ELSA practitioners. Targeted sessions for pupils who may struggle with emotional regulation, helping them to develop coping strategies and improve their engagement in learning. Social and emotional learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	2,5
Parent Meetings / information mornings/evenings	Engaging parents with Phonics, reading, writing and Maths meetings led in the evening with subject leads	1,2,3

	Research shows that parental support is the most important factor in children making good progress and being successful. Where parent and school relationships are good, parents feel more positive about school and enabled to engage with their child's learning. Provide parents with resources and training on how to support their children's reading at home. This can empower families to engage in their children's literacy development and reinforce skills learned at school (National Literacy Trust) National Literacy Trust.	
Pastoral Support Lead to support children who have having difficulty accessing learning through behavioural or wellbeing issues	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Social and emotional learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. Provide small group interventions focused on social skills development for pupils who may struggle with peer interactions. These sessions can be facilitated by trained staff or external professionals to ensure effective delivery. Education Endowment Foundation Engage with families to understand their needs and barriers, creating a holistic support system that encourages parental involvement in their children's education (Gov.uk, Approaches to Supporting Disadvantaged Pupils).	2,3,4,5,7
'Nurture' style lunchtime club to continue offering a quiet space	Provide training for staff on emotional literacy: Ensure that all staff members understand the importance of emotional literacy and are equipped with strategies to support pupils' emotional needs effectively.	2,3,4,5,7

ELSA (Emotional literacy support assistant)	Establish small nurture groups during lunchtime where pupils can engage in structured activities that promote social skills and emotional well-being, providing a safe space for those who may feel overwhelmed in larger settings. Active Sport	
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Total budgeted cost: £ 73,035

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 2024 to 2025 academic year.

Half termly staff meetings and TA meetings were held by the Pupil Premium lead / Headteacher to keep all staff informed of children's needs and support across the school. These meeting enabled all members of staff who work with children to be aware of their need and also support the PP lead in targeting support that has been identified for specific needs.

Pupil Progress Meetings (PPM) have been held regularly and provide a regular timetabled forum for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning. They require teachers to share evidence drawn from their day to day and termly assessments. The meetings provided a forum to answer questions posed by the data within pupil tracking and enabled us to move tracking off the page into actions for learning. They also provide an opportunity to demonstrate and celebrate success.

Regular nurture sessions provided by the Pastoral Lead were used to support pupils with SEMH concerns. Time to talk was offered to all pupils to support the SEMH needs. A space has been provided as a nurture room, Flourish– this provides a safe space for the pupils that is open every break and lunch time as well as used for nurture sessions throughout the day.

A broad range of extra-curricular clubs are now offered across the school ensuring that all PP have the opportunity to attend at least one lunch or after school club (cooking club, football and dodge ball has been subsisted for some disadvantaged pupils) . Supporting pupil's access to extra-curricular clubs enables them to develop their own personalities, reduce emotional stress and enhance social and academic skills.

Oracy has started to become established across the school and all staff have attended training. The Oracy lead and champions have held Oracy days within school and there is clear evidence of Oracy skills being taught and used in all lessons. Both teachers and children are seeing the benefits.

The RWI portal is supporting in raising standards throughout the whole school. It enables members of staff to receive targeted training and it also supports children in receiving an additional RWI speed sound booster session in the afternoon.

All staff members attended the STEPs behaviour training and then the school worked with the PRU for a term to embed it in all classrooms and write it into our behaviour policy.

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
Kapow	SoBold
RWI phonics	Ruth Miskin
Power of Reading	CLPE
TT Rockstars	Maths Circle Ltd.
White Rose Mathematics	Trinity MAT
Jigsaw PSHE	Jan Lever
Spelling Shed	Ed Shed
Purple Mash	2 Simple
Widget	Widget
Tapestry	Tapestry Care
Chruga Music	Create music