



Pupil premium strategy statement

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	620
Proportion (%) of pupil premium eligible pupils	122 pupils - 20% (including 4 Nursery, 1 CLA and 1 Post LAC) + 2 CLA and 4 Post CLA
Academic year/years that our current pupil premium strategy plan covers	Sept 2024-Sept 2027: Year 2 of 3
Date this statement was published	Initially - Sept 2024 Revised -Sept 2025
Date on which it will be reviewed	First review - Sept 2025 Full review -Sept 2027
Statement authorised by	Downsview Governing Body
Pupil premium lead	Emma Ricketts
Governor lead	Yvette Beckford Dawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,195
Pupil Premium +	£13,150
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>	---
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>	£191,345

Part A: Pupil premium strategy plan

Statement of intent

At Downsview Primary and Nursery School, our aim is that all pupils, regardless of background, reach their full potential throughout their educational journey with us, achieving excellent outcomes and becoming effective citizens who make a positive contribution to their community. We want them to value their education and drive their desire to learn and do well, regardless of their background. Our staff support children as individuals, by identifying their learning needs and putting in place the relevant support and targeted interventions to ensure the children make the best possible progress from their starting points, in all areas of the curriculum. All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Our school's six core values, of love, diversity, resilience, cooperation, responsibility and trust effectively underpin this learning. We also promote the concept of a strong tri-partnership between school staff, parents and the pupils and strive to engage families in education and support them in having high aspirations for their children.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals. Our approach is responsive to both 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 grow, develop and succeed.

Over the next three years, we shall continue to:

- narrow the attainment gap between disadvantaged children and their peers, ensuring that the progress of these children to match the progress of their peers.
- ensure that the children experience learning opportunities that enhance their academic, physical and emotional development, encouraging them to be creative, to explore, to question and to challenge themselves; solve problems and construct their own knowledge.
- develop our children's ability to work through challenges by establishing strategies to enhance their perseverance and self-belief.
- Support our children to recognise and regulate their own emotions and behaviours.

Challenges

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

Challenge number	Detail of challenge
1	WELL-BEING: Low self-esteem and lack of resilience due to social and emotional needs.
2	ATTENDANCE: Poor attendance and punctuality, which impacts negatively on both progress in learning and self-esteem/confidence. During the last academic year (2023-2024) the attendance data indicated that attendance among pupils in receipt of the Pupil Premium grant is 2% lower than for pupils who don't receive it. Of the 97 pupils who met the persistent absence threshold, 37 were Pupil Premium.
3	LEARNING BEHAVIOURS: Lower levels of confidence and resilience which hinders accelerated progress.

4	<p style="text-align: center;">SCHOOL READINESS: COMMUNICATION SKILLS:</p> <p>Children entering the school in EYFS and other children who are also new to the school with communication and language skills below age related expectation. A significant number of new arrivals to school have no English and there are also a significant number of pupils who have English as a second language. This can impact on all aspects of learning.</p>
5	<p style="text-align: center;">ACHIEVEMENT- progress and attainment:</p> <p>Generally, children have lower starting points which affects their overall attainment. Year on year, it is the expectation that these children need to make more than expected progress for them to reach at least the same level of attainment as their peers, by the end of Key Stage 2. However, they often struggle to make the accelerated progress needed.</p> <p>Children targeted for Greater Depth do not always meet that attainment and progress can be slower for children in receipt of PPG than their peers.</p>
6	<p style="text-align: center;">BEYOND THE CURRICULUM:</p> <p>Potential narrower range of experiences and enrichment activities, which affects cultural and social confidence and aspiration. This can also directly impact on learning. An example of this would be in writing, particularly in terms of composition and effect, due to reduced access to a wide range of opportunities and experiences outside their immediate area to draw on for ideas and inspiration.</p>
7	<p style="text-align: center;">HOME CIRCUMSTANCES and PARENTAL ENGAGEMENT:</p> <p>Hard to reach parents / careers, including negative perceptions or experience of education. Lack of support can hamper children with the completion of home learning and parents accessing learning materials. A significant number of our children are experiencing or have had experience of trauma and adverse childhood experiences.</p>
8	<p style="text-align: center;">SEND FOR COGNITION AND LEARNING:</p> <p>Approximately 1/3 of the children on the SEND register are in receipt of Pupil Premium. SEND needs can be a barrier to making good progress.</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
A consistently high standard of teaching and learning.	<ul style="list-style-type: none"> ● Monitoring, evaluation and review cycle indicate vast majority of our teaching is of a high quality. ● Targets broadly met ● Books demonstrate at least good progress from starting points.
Gaps closing between disadvantaged children and the rest of their peers.	<ul style="list-style-type: none"> ● Targets broadly met and individuals making accelerated progress from starting points. ● Data showing closing of the gap in Reading, Writing and Maths at both expected and greater depth levels.

<p>Attendance and punctuality to be very good and gap closing between disadvantaged children and the rest of their peers.</p>	<ul style="list-style-type: none"> ● Attendance data for children in receipt of PPG to continue to be above national attendance for PPG. ● Attendance data showing gap in attendance between PPG and rest of cohort has closed from that in 2023/4. ● Data indicates a drop in lateness.
<p>Parents to be fully engaged and able to support their child's learning at home.</p>	<ul style="list-style-type: none"> ● Parental surveys show an increased percentage of parents feel able to support their children. ● Increase in attendance of parents at events such as parent consultations, Bring Your Parent to School Days and workshops. ● Children are completing home learning tasks on a regular basis.
<p>Children have greater access to all learning opportunities and are not held back by social and emotional concerns. Improvement in the emotional resilience and mental well-being of pupils who have experienced significant trauma to support a rise in Reading, Writing and Maths outcomes.</p>	<ul style="list-style-type: none"> ● Narrowing of attainment gap ● Monitoring, evaluation and review cycle indicates excellent and effective 'behaviour for learning'. ● Pupil voice (including pupil survey) ● Decrease in 'lost' learning time for identified pupils due to improved emotional resilience and use of self-regulation strategies ● Children identify that they have 'trusted' and 'skilled' adults who they can talk to and go to for support. ● Decrease in 'significant' behavior incidents
<p>All children to have experienced a wide range of enrichment activities.</p>	<ul style="list-style-type: none"> ● Pupil voice (including pupil survey) ● All children have undertaken all of their 'Year Group Downsvie Promise Experiences' as a minimum.
<p>All children to be able to communicate clearly with others.</p>	<ul style="list-style-type: none"> ● Assessments indicate that children new to English have made accelerated progress from their starting points in terms of their acquisition of spoken English. ● 'On entry' and 'Exit data' indicate that children undertaking speech and language programs have made at least good progress from their starting points. ● EYFS targets around Communication and language are met. ● Monitoring, evaluation and review cycle (including from outside agencies) to indicate that children with complex communicate needs are successfully using a range of alternative methods (e.g symbols, Makaton etc...)
<p>Effective use of assessment for learning (summative and formative assessment) to accelerate progress</p>	<ul style="list-style-type: none"> ● Accurate identification and assessment of children's needs and next steps. ● Targeted and differentiated teaching and interventions tailored to meet individual needs. ● Evidence of accelerated progress - measured through monitoring and recorded assessment / intervention data. ● Gaps analysis of assessments being used to inform Year group and subject planning and content.

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

Budgeted cost: £ 65,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify staff needing support in specific areas of the curriculum, based around the school SIP priorities, and providing high quality CPD to meet these identified needs.</p> <ul style="list-style-type: none"> ➤ Tailored CPD programmes - including Train the trainer adaptive teaching. ➤ Whole school training programme around intertwined School Development priorities of Achievement for All, STEM and SMSC ➤ Accredited coach courses for members of the Leadership team ➤ Leadership training days focused on expectations and the use of coaching and mentoring to further develop practice / performance of staff 	<p>Centre for Excellence and Outcomes in Children and Young People's Services report – 'The quality of teaching makes the biggest difference to learning outcomes.</p> <p>'Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty.'</p> <p>EEF states: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p>	<p>3, 4,5,8</p>
<p>Retention of experienced teachers</p> <ul style="list-style-type: none"> ➤ Tailored CPD ➤ Leadership opportunities 		
<p>Robust program of support for ECTs</p> <p>Led by the Senior Assistant Head and tailored to individual needs. It is a mixture of in-school support (including coaching, mentoring, team teaching, peer observations etc.), observations of external good practice and training courses.</p>		
<p>Continued focus on developing key skills focus in English and Maths</p> <ul style="list-style-type: none"> ➤ Inset on 'Big Maths' over the course of the year, which a focus on embedding reasoning and ensuring adaptations meet all needs. ➤ New spelling scheme – launched during inset, being followed ➤ Continual 'Talk for Writing' training- including short burst writing to both consolidate and extend teaching practice. ➤ Further embedding of Phonics scheme, including training and support for new staff implemented ➤ Helicopter stories approach in Nursery ➤ Continuation of online home learning platforms: Mathletics, Big Cat Collins, Spelling Shed and Timetable Rock Stars ➤ Support, as required, to ensure that marking and feedback happens consistently and in line with school policy so that it moves children's learning on. 		
<p>Development of oracy skills across all curriculum areas</p> <ul style="list-style-type: none"> ➤ PDMs and training for staff ➤ Programme to develop children's oracy and confidence to use these in debating situations. 		

<p>Further embed rigorous monitoring, evaluation and assessment cycle so that it feeds directly into planning and support implemented at both Year Group, class and individual levels. This will facilitate teaching which will stretch and challenge the most able to ensure that they produce work which builds on their prior knowledge and enables them to fulfil their potential.</p> <ul style="list-style-type: none"> ➤ Standardised summative assessments take place on a termly basis and gaps analysis used to inform planning and interventions. Purchase of new assessments and training of staff to ensure maximum use made of the gaps analysis. ➤ Suite of diagnostic assessments to be used to identify and put support in place for individual needs ➤ Timetable of regular Year group and Subject Learning focus weeks. Feedback given and adaptations, where needed, made. ➤ Ongoing, daily year group discussions – adapting planning as the week progresses. ➤ Regular pupil progress and pupil premium meetings where 'gaps' and next steps identified and put into place. ➤ SLT members supporting planning, as needed. ➤ Heads of Year to lead, monitor, evaluate and review the progress in their year group. ➤ Leadership and professional development meetings particularly focused on the needs and progress of those pupils in receipt of Pupil Premium. 	<p>Assessment – both formative and summative -allows</p> <p>Black and Wiliam's 1998 review of the English-language literature on formative assessment, concluded that:</p> <p>"... formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions.'</p> <p>EEF guidance: https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	<p>5, 8</p>
<p>Continue to embed Learning to Learn –Building Learning Powers (BLP) Metacognition, Self-regulation and Growth Mind-set</p> <ul style="list-style-type: none"> ➤ Ongoing staff CPD - PDMs and Insets as well as tailored support to individual teaching staff. ➤ Ongoing strategies – 'drip fed' during the year. ➤ Weekly direct lessons as well as the associated vocabulary and concepts being integrated into school practice. ➤ Feedback linked to Metacognition and self-regulation. 	<p>EEF research indicates that the potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress)</p> <p>Evidence suggests that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	<p>1, 3, 5, 8</p>
<p>Collaboration focus</p> <ul style="list-style-type: none"> ➤ Further embedding of Kagan: INSET and implemented across all curriculum areas. ➤ Work on developing peer feedback. ➤ Coaching - identified staff to receive training and a coaching programme to be implemented. 	<p>EEF research shows collaborative learning approaches have a positive impact, on average (approximately 5 months), and may be a cost-effective approach for raising attainment</p>	<p>1, 3, 5</p>

Targeted academic support


Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New to English</p> <ul style="list-style-type: none"> ➤ Expectations set for the provision that will be in place for new arrivals – ‘Certainties and expectations’ document – shared with all staff and closely monitored. ➤ Learning Village programme ➤ Resources for staff - EMAS uk, Twinkl and a range of other resources. EMAS communication to be used when communicating with parents who have English as a second language. 	<p>Research demonstrates that improved language and communication skills will improve reading and writing outcomes</p> <p>WellComm and Speech link both have evidence based results which indicate accelerated progress.</p>	4, 5
<p>Children identified and targeted for regular one to one/ small group speech and language interventions.</p> <ul style="list-style-type: none"> ➤ Reception children and ‘in-year’ admissions screened for speech and language difficulties. Appropriate programs / interventions put in place ➤ Inclusion team – LSA focused on speech and language ➤ ‘Private’ assessments via locality SEND offer ➤ WellComm and Speech link programs ➤ Speech and Language assessments and blocks of therapy where Speech and language is considered to be the main barrier to progress. 		4, 5, 8
<p>Gaps identified for pupils who are either below age-related expectations or who have been targeted at ‘greater depth’ and targeted support / interventions put into place.</p> <ul style="list-style-type: none"> ➤ Year group provision maps established, monitored by the Inclusion team and Heads of Year, regularly reviewed (pre-post intervention data) and adaptations made. ➤ Targeted English and Maths teaching, using LSAs and HLTA. ➤ Otters group – every morning – run by the inclusion team- ‘next steps’ and independence focused. ➤ Trailblazers – four afternoons a week – run by the Inclusion team – small group focused on the wider curriculum, learning skills and developing self-esteem and positive relationships. Practical, hands on approach. 	<p>Meeting individual learning needs – staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in their learning. Intervention chosen are evidence-based – EEF</p> <p>The EEF also emphasises that tailored support, particularly from well-trained staff, can significantly improve outcomes for children facing various barriers to learning.</p>	1, 3, 4, 5, 8

Wider strategies

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous system in place to identify and address poor attendance or frequent lates</p> <ul style="list-style-type: none"> ➤ Attendance officer –operating as part of attendance team. Establish positive working relationships with key families. ➤ Ongoing system in the school office for contacting families where a child has not attended school – improved system for parents to contact school, First day calling from office 	<p>Children who arrive on time for school and have good attendance</p> <p>in general, make better progress. Research data published by the DFE indicates a significant impact of absenteeism on attainment: with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics,</p>	2, 7

<p>etc...</p> <ul style="list-style-type: none"> ➤ EWO – 1 day a fortnight – meeting with identified families and agreeing support plans ➤ Monthly attendance team meetings ➤ ‘Motivation and Reward’ system in place for individuals - bespoke ➤ Medical Care Plans, School nursing team support etc.. ➤ Provision of free breakfast club (time specific for individuals as and when needed). ➤ Key children identified and each child / family allocated to a member of SLT – Monday catch-ups 	<p>or gaining the gold standard English Baccalaureate.</p>  <p>http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf</p> <p>Having a regular bedtime in term-time matters. Those who have a regular bedtime have a score 1.13 point higher than those who do not, and have progress between ages 5 and 11 that is 0.74 points higher.</p>	
<p>Identify those disadvantaged pupils who need emotional / social support and then provide effective support for through targeted programs and interventions</p> <ul style="list-style-type: none"> ➤ Full-time Learning Mentor – children identified by staff and referral system in place. Programs such as zones of regulation used. ➤ Forest schools – Four trained members of staff – In addition to all children attending sessions on a rotational basis, identified children to undertake additional sessions. ➤ Funded extended schools provision places as needed ➤ School Counsellor – 1 day a week ➤ Trained ELSA – referral system ➤ Timely referrals to CAMHS and other well-being services. ➤ External mentoring for identified children ➤ Peer mediator program. 	<p>Providing support for social and emotional needs allows children to achieve as well as their non-disadvantaged peers and ensure positive well-being.</p>	<p>1, 3, 7, 8</p>
<p>Parental Engagement program - ongoing</p> <p>Program of events include:</p> <ul style="list-style-type: none"> ➤ Bring your parent to school ➤ Induction ➤ Dine with me ➤ Workshops – including things such as managing behavior, supporting speech and language etc.. ➤ Activity days ➤ Special events – such as black history extravaganza ➤ Parent consultations ➤ Celebration assemblies <p>A robust communication system is maintained to ensure that families are kept up-to-date kept with school life (e.g texts, Class Dojo stories, weekly newsletters etc...)</p> <p>Attendance of the parents of those children in receipt of PPG monitored and personal invites given if needed. Additional ‘Wow’ events put on for parents who are not regularly attending.</p> <p>Individualised support offered, as and when needed – advice from Counsellor, Early Help referrals.</p>	<p>A University of Winchester article: <i>The impact of parent engagement on learner success A digest of research for teachers and parents</i> highlights that Parent engagement in the educational development of their children improves attainment more than any other single factor.</p> <p>EEF key findings state that: Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>7</p>
<p>Continuing to ensure that there is a wide range of ‘extra- curricular’ activities and that those in receipt of PPG have equal access to these</p> <ul style="list-style-type: none"> ➤ Attendance at extra-curricular clubs tracked with children specifically invited and cost funded by 	<p>Wider opportunities for all children has a positive impact on the learning and attainment of all pupils.</p>	<p>5, 6</p>

<p>school.</p> <ul style="list-style-type: none"> ➤ Downsview experiences promise – list of experiences for each year group drawn up by Junior Governors. Year groups to cover as many as possible when planning enrichment activities. Members of staff to cover others through clubs etc. PPG coordinator to ensure all children receiving PPG undertake these activities and organise additional events / experiences where needed. ➤ Comprehensive program of 'Wow' days and external visits ➤ Internal leadership opportunities – Peer mediators, playground / lunchtime leaders, Eco Champions and Junior Governors. 		
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Total budgeted cost: £191,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. The school is accountable for how the money is being spent, however, we acknowledge that there are important aspects of education where it is not possible to provide statistical data to demonstrate impact.

Intended outcomes	Evaluation and progress towards intended outcomes								
<p>A consistently high standard of teaching and learning.</p>	<p>Ongoing CPD has continued to ensure that strategies such as Kagan, building learning Powers, the use of reasoning in maths and adaptations to meet needs are being embedded in day to day practice. Refining the use of these strategies and developing consistency in the use of these strategies, particularly in light of a number of new staff that joined the school in September 2025 is a key aspect in the 2025/6 Pupil Premium strategy. Generally, our learning walks, including with external professionals, indicated that there was high quality of teaching across the school and that Learning Support Assistants are being used effectively to complement this. All external agencies commented on the extremely high levels of pupil engagement that they witnessed. Areas of development and recommendations were taken on board and implemented in a timely manner. Support from members of the leadership was put into place for Year Groups or individuals as needed. Subsequent learning walks and book looks indicated the positive impact of this targeted support. These judgments were also supported by the progress that was evident in books.</p> <p>As a result, the majority of our children in receipt of PP made good or better progress from their starting points:</p> <table border="1" data-bbox="512 1037 1431 1274"> <thead> <tr> <th data-bbox="512 1037 970 1115">Subject</th> <th data-bbox="970 1037 1431 1115">% of children in receipt who made expected or better progress (Yr 1 to 6)</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 1115 970 1167">Reading</td> <td data-bbox="970 1115 1431 1167">80%</td> </tr> <tr> <td data-bbox="512 1167 970 1218">Writing</td> <td data-bbox="970 1167 1431 1218">80%</td> </tr> <tr> <td data-bbox="512 1218 970 1274">Maths</td> <td data-bbox="970 1218 1431 1274">82%</td> </tr> </tbody> </table>	Subject	% of children in receipt who made expected or better progress (Yr 1 to 6)	Reading	80%	Writing	80%	Maths	82%
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Reading	80%								
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Maths	82%								
<p>Gaps closing between disadvantaged children and the rest of their peers.</p>	<p>Gaps are closing between PP and non-PP children in some core curriculum areas, in some year groups. The focus is now to develop consistency in all core areas across all year groups. Planning and interventions are being adapted on an ongoing basis to adapt gaps in learning and to further accelerate progress.</p>								
<p>Attendance and punctuality to be very good and gap closing between disadvantaged children and the rest of their peers.</p>	<p>The introduction of an Attendance Officer has had a positive impact on attendance and good relationships have been developed with families. The individual support and reward plans have been particularly successful with targeted children. The Senior Leadership team has also worked with identified families to address attendance barriers. The offer of funded breakfast club places positively impacted on those individual's attendance. As a result of the support and interventions, persistent absence for PPG pupils reduced from by 7%, overall attendance increased by 1% and the gap between those in receipt of the PP grant and those who are not also decreased by 1%</p>								
<p>Parents to be fully engaged and able to support their child's learning at home.</p>	<p>92% of the parents of the PP children attended parents consultations and there was an increase in attendance at events such as workshops and Bring Your Parent to school mornings.</p>								
<p>Children have greater access to all learning opportunities and are not held back by social and emotional concerns.</p> <p>Improvement in the emotional resilience and mental well-being of pupils who have experienced</p>	<p>Learning walks indicate that the identified children are engaged in their learning and are demonstrating positive behaviour for learning. Pupil and parent voice shows that they feel well supported and that they find the targeted emotional support extremely beneficial.</p> <p>86% of these children have made expected or better progress from their starting points this year and there has been a significant decrease in behaviour incidents for them.</p>								

<p>significant trauma to support a rise in Reading, Writing and Maths outcomes.</p>																																					
<p>All children to have experienced a wide range of enrichment activities.</p>	<p>All pupils experienced a wider range of enrichment activities during this year. Extra-curricular activities were made accessible to all pupil premium children and these experiences enhanced learning and personal development. 100% of PPG pupils attended at least one trip, and 80% participated in an after-school club, improving engagement and social skills. Parental surveys and pupil voice indicate that these enrichment experiences are valued and appreciated.</p>																																				
<p>All children to be able to communicate clearly with others.</p>	<p>The use of resources such as, Learning Village, and adaptive teaching have had a positive impact on language acquisition for those children who were either new to English or had limited english language skills. This is evidenced by the Learning Village pre-post assessments, internal data and case studies. As well as quickly acquiring functional spoken English, the termly data shows that the children with English as an Additional language close the gap to their peers as they progress through the school.</p> <p>On entry' and 'Exit data' indicates that children undertaking speech and language programs have made at least good progress from their starting points.</p> <p>Examples:</p> <table border="1" data-bbox="512 734 1430 1137"> <thead> <tr> <th colspan="3">Year 1 Speech Link Sept 2024-July 2025</th> </tr> <tr> <th></th> <th>Entry data - Sept 24</th> <th>Exit data - July 25</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>40/61</td> <td>57/61</td> </tr> <tr> <td>Child B</td> <td>34/61</td> <td>51/61</td> </tr> <tr> <td>Child C</td> <td>42/61</td> <td>55/61</td> </tr> <tr> <td>Child D</td> <td>27/61</td> <td>46/61</td> </tr> <tr> <td>Child E</td> <td>40/61</td> <td>57/61</td> </tr> </tbody> </table> <table border="1" data-bbox="512 1178 1430 1473"> <thead> <tr> <th colspan="3">Year 2 Wellcomm Sept 2025 - July 2025</th> </tr> <tr> <th></th> <th>Entry data - Sept 24</th> <th>Exit data - July 25</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>Age 4.5</td> <td>Age 6.5</td> </tr> <tr> <td>Child B</td> <td>Age 4</td> <td>Age 7</td> </tr> <tr> <td>Child C</td> <td>Age 4</td> <td>Age 6.5</td> </tr> </tbody> </table> <p>EYFS communication and Language targets were again exceeded and the data shows that accelerated progress was made. All of the Reception children in receipt of PPG made accelerated progress from their starting points in this curriculum area.</p>	Year 1 Speech Link Sept 2024-July 2025				Entry data - Sept 24	Exit data - July 25	Child A	40/61	57/61	Child B	34/61	51/61	Child C	42/61	55/61	Child D	27/61	46/61	Child E	40/61	57/61	Year 2 Wellcomm Sept 2025 - July 2025				Entry data - Sept 24	Exit data - July 25	Child A	Age 4.5	Age 6.5	Child B	Age 4	Age 7	Child C	Age 4	Age 6.5
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Effective use of assessment for learning (summative and formative assessment) to accelerate progress

As they were last year, gaps analysis of summative assessments continue to be used by Year groups to inform the next units of work and to shape the planning for the following Year group. Formative assessments are now being used to adapt planning on an ongoing daily basis but the focus is now on developing consistency across the Year Groups. The practices in place have enabled targeted PP pupils to make accelerated progress from their starting points this year:

	Reading	Writing	Maths
% of PP children who have made accelerated progress	27%	14%	20%
% of Non-PP children who have made accelerated progress	17%	18%	15%

In reading and maths, a greater percentage of children in receipt of the PP grant are making accelerated progress than those not receiving PP funding.

Based on all the information above, the performance of our disadvantaged pupils generally met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that all of the activities delivered had a positive impact on making progress towards our targeted outcomes in 2026/27.

We have reviewed our strategy plan and made some tweaks to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Not Applicable	