

## Pupil Premium Allocations 2025/2026

Pupil Premium Grant: £9,090

Reading Intervention and daily reading (1:1 and small group sessions)	£1,580
Daily Phonics	£1,300
Small group phonics and spelling interventions	£560
Handwriting interventions	£750
Targeted small group writing intervention - gap filling	£1,500
Targeted small group maths intervention - gap filling	£1,000
Professional Development of Staff - <i>Sensory Needs, DV, Team Teach</i>	£369
ELSA - Emotional Literacy (1:1 sessions)	£535
Time to talk (1:1 sessions)	£900
Draw and Talk sessions (1:1 sessions)	£266
Staff CPD - ELSA	£100
Staff CPD - Decider Skills	£80
Resources	£150
<b>Total</b>	<b>£9,090</b>

### In 2024/2025

- Most eligible children in KS2 were making good and better than expected progress in reading and maths (more than 6 steps of progress)
- Most eligible children in KS2 did not meet end of Key Stage age related expectations in reading, writing and maths
- Eligible children in KS1 did not all meet end of Key Stage age related expectations - additional support with **gap filling intervention** needs to be implemented to ensure that these gaps are met
- Some eligible children in KS1 were not making expected progress in their phonics knowledge which was impacting on their reading and writing skills - **smaller phonics group sessions to continue alongside class SPAG sessions and continue with same day phonics interventions**
- Most eligible children in KS1 were not making expected levels of progress and reaching standard in core areas

- Most pupil premium children in KS1 and were behind their peers and were working towards end of year expected levels across the core areas of their learning
- Each year group has a volunteer who comes into school to read each week - PP children are marked as priority readers and are read with by volunteers, support staff and class teachers. **This ensures that children are being read with, especially those who do not read frequently at home**
- Use of spelling shed programme has been introduced to support with SPAG across Key Stage 2. **The impact of this programme is still being monitored and reviewed**
- Increased need for SEMH has been evident throughout the year and as a result, an additional member of staff has been trained in ELSA to help meet school demand

**Evaluation of our daily practice and on-going assessments demonstrated that we should:**

- Continue to provide additional support through increased TA support and additional interventions to enable eligible children to access the curriculum alongside their peers
- Shorter, targeted interventions prove to be the most affective which take place more frequently. **Daily and 3x weekly check ins are working well currently**
- Continue to target eligible pupils with additional support to develop and consolidate phonic knowledge, targeting EYFS, KS1 and lower KS2
- Spelling focus for children in lower KS2 who did not pass phonics screening check in yr1 and the resit in yr2 - **use of spelling and handwriting interventions**
- Continue to provide 1:1 interventions in Reading, phonics and spelling and Maths, giving priority to children in receipt of Pupil Premium - **smaller group phonics and SPAG sessions to continue**
- Use of maths mastery approach in KS1 and lower KS2 - daily sessions and use of intervention package - **NCEM resources to be used as morning tasks, interventions and independent classroom tasks**

- Review progress half termly and analyse impact of intervention programmes to ensure they meet the needs and expectations of the current curriculum (SLT to monitor)
- Continue with small reading interventions and daily guided reading across whole school - **all children to be reading priority and add to support staff/class teacher reading list responsibilities**. Reading lead to also monitor class reading lists half termly
- Continue with **same day interventions** as these are more relevant rather than following set schemes. TA to spend full sessions in a class to focus on misconceptions within core subjects which can be addressed in afternoon interventions
- Use of interventions in afternoon sessions to focus on gaps in learning from previous year group/objectives - **gap filling interventions supported by SENCo in half termly progress meetings with class teachers**
- Continue with a focus on SMSC including well-being to provide children with the necessary skills to verbalise their emotions rather than use actions and un-kind words - **continue with the implementation of ELSA, Draw and Talk session and 'time to talk' sessions**
- Continue to use Jigsaw PSHE scheme to provide additional support for emotional needs
- Have a focus on our creative curriculum and linking reading, writing to topic and science work - **staff to continue to provide writing opportunities in all areas of the curriculum**
- Continue to further staffs' knowledge and skill set through regular CPD - trauma and effective use of intervention/support staff, TEAM Teach, Domestic Violence, Sensory Needs, ASD, Early Years Identification

The progress of all our children, including our pupil premium children is monitored regularly by the Headteacher and Deputy Headteacher/SENCo, subject leaders and class teachers. Formal monitoring happens on a half termly basis and necessary actions are agreed to prevent any child falling behind and to ensure all children have their individual needs met. Intervention programmes and whole school strategies are evaluated closely and impact is measured. This information is used to decide future actions and is shared with governors.