

Pupil premium strategy statement

This statement details our school's use of pupil 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	Castle Hill Primary School
Number of pupils in school	655
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024/25 – 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	John Martin, Head Teacher
Pupil premium lead	Trish Lund/Nic Harding, Assistant Headteacher
Governor / Trustee lead	Christine Bagan

Funding overview

Detail	Amount
Total budget for this academic year	£202,645 (financial year)

Part A: Pupil premium strategy plan

Statement of intent

At Castle Hill Primary School, our intention, underpinned by our core value of 'Aiming for Excellence', is to create an environment which gives our pupils the opportunity, irrespective of their background or the challenges they face, to achieve their full potential in all areas of the curriculum. We aim for our pupils to thrive academically and socially and to be ready for life after school by recognising and building on their own strengths as a learner. We believe that our school is a community where 'Manners Matter' and support our pupils to feel that they belong and are valued in the class and the wider school community.

In line with the Education Endowment Foundation's model, our strategy is directed at three key areas:

- High Quality Inclusive Teaching (HQIT) – all teaching staff are trained to deliver a cohesive, engaging curriculum that ensures all pupils feel academic success with high expectations from the adults.
- Targeted academic support – all pupils needing extra support receive small group teaching and interventions both in and outside the classroom
- Wider strategies - that promote emotional well-being, good attendance and readiness to learn.

Building on our strategy over previous years, we will continue to focus on high quality teaching as we know that research proves that strong teaching has the most positive impact on pupil success. Through continued professional development of staff, the school relentlessly strives for a higher percentage of disadvantaged pupils working at ARE (Age Related Expectations) across the curriculum, but particularly in writing. To ensure that our strategy is effective, we will:

- Identify the challenges and set targets that the whole school understands and work towards
- Ensure disadvantaged pupils are both challenged and supported to achieve their best both academically and emotionally
- Act early to intervene when a need is identified.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils find the fundamentals of writing difficult and achieve less well than their peers.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Data analysis (KS2 SATs results; EOY data; Pupil Progress Meetings) • Classroom observations • Pupil conferencing • Work samples
2	<p>Disadvantaged pupils do not understand themselves as learners as well as their peers and are more likely to be dependent on adult support and show less resilience.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Classroom observations • Assessments/Pupil progress meetings – discussions with teachers • Pupil conferencing • Work samples
3	<p>Staff confidence in delivering HQIT and the impact this has on workload, with decreasing additional staff to support the increasing pupil need.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Staff wellbeing survey & feedback survey • SEND Clinic discussions • Classroom observations
4	<p>Staff are not always confident in how to make adaptations to support pupil's speech and language difficulties.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Pupil Conferencing • Classroom conferencing • Teacher staff feedback in SEND Clinics, pupil progress meetings and performance management.
5	<p>Attendance of our disadvantaged pupils (92.7%) is lower than our non-disadvantaged pupils (97%) and is behind national averages. A small number of our disadvantaged pupils are also regularly late into school and so missing core learning.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Attendance Data

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
For disadvantaged pupils to achieve ARE in writing in KS2 SATs in line with our non-disadvantaged pupils.	<ul style="list-style-type: none"> - Y6 EOY Data shows a gap of 8% or less to non-disadvantaged pupils (2025 Gap = 9%). - Internal moderation in all year groups show that % of disadvantaged pupils working at ARE is closing the gap by 1-2% to non-disadvantaged. - Internal assessments show that disadvantaged pupils are making at least expected progress from their baseline.
For staff to be delivering HQIT for all so that disadvantaged pupils experience the same level of support in all classrooms.	<p>Staff will:</p> <ul style="list-style-type: none"> - Ensure ordinarily available provision (as outlined in HIAS guidance) is readily available in their classroom - Ensure targeted provision is implemented to support disadvantaged pupils - Be able to articulate a clear, shared definition of HQIT <p>In lessons, pupils will experience:</p> <ul style="list-style-type: none"> - Tasks that are adapted and/or scaffolded to enable them to achieve well - Tasks that are designed to challenge their learning - Flexible working groups that support their participation - Resources that support their independence
Pupils develop personal executive function skills that enable them to understand what makes them a good learner.	<p>Pupils will:</p> <ul style="list-style-type: none"> - Be able to talk about themselves as a learner (referring to the school's 4Cs – Compassion, Collaboration, Confidence, Creativity) - Be less reliant on adult support and show greater independence.
Pupils with S&L difficulties understand what is being asked of them and are able to engage with the task independently.	<p>In class:</p> <ul style="list-style-type: none"> - Pupils will participate throughout the lesson including completing their task. - Pupils will be able to say what they are learning and why - Adults will adapt their language when talking and will design tasks that pupils know how to do. - Pupils will be able to explain tasks to others.
Disadvantaged pupils will be in school on time and have improved overall attendance.	<p>Improved attendance will be seen by:</p> <ul style="list-style-type: none"> - Overall attendance of disadvantaged pupils will be better than national (target 95%) to close the gap to non-disadvantaged. - % of lateness of disadvantaged pupils will decrease.

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: £47,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
HIAS TED Network meetings (3 per year) – for TL & NH to remain up-to-date with latest good practice.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3, 4, 5
SEND Conference 2025-6 – for PP Lead to remain up-to-date with latest research and developments that informs the strategy.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3, 4, 5
Designated Teacher Conference – for DTs to remain up-to-date regarding LAC and PLAC research and developments that informs the strategy.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3, 5
Every member of staff to be offered a "Care Day". At the discretion of the Headteacher, staff are able to request an extra day's additional leave. The initiative is in response to SLT's recognition that staff wellbeing is vital in order to support retention and to enable good staff attendance.	The impact of teacher wellbeing on teacher-student relationships and student academic achievement is highlighted in a growing number of research studies. The World Economic Forum post-pandemic report (2022) into teacher wellbeing states that 'for better learning outcomes, we must prioritize teacher wellbeing'. https://www.weforum.org/agenda/2022/10/te	3

	achers-well-being-and-empowerment-learning-recovery-acceleration/	
Half-termly staff meetings & INSET time by the SENDCo to deliver CPD (including HIAS Transforming SEND modules) and focusing on in-class universal, and targeted provision; out-of class interventions; how to support broad areas of need. Half-termly SEND clinics for staff to seek advice.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1,2,3,4
Regular staff training by English Lead & Maths Lead to improve writing & maths outcomes for all pupils, with a focus on disadvantaged pupils.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3,
CPD for English leads and Maths lead to improvement standards in core subjects.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3
CPD – Embedding OAP within HQIT	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3
CPD – Tools for understanding EBSA	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3
Supscription to “Spelling Shed” – a new approach to	Research has found that spelling, reading, writing and comprehension skills are all	1, 2, 3,

spelling to improve spelling throughout the school.	<p>closely linked. A research study by L C Ehri for the Scientific Study of Reading (Ehri, 2005) found that spelling instruction improves reading ability, as it builds a learner's knowledge of the alphabetic system as it is used in reading.</p> <p>https://www.prim-ed.co.uk/blog/post/why-it-s-important-to-teach-spelling/</p>	
<p>Subscription to "Smartgrade", new whole school diagnostic assessments.</p> <p>Training of staff to ensure assessments are interpreted and administered correctly through staff meetings & 1:1 work with teachers</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support through interventions or teacher instruction.</p> <p>Standardised tests assessing and monitoring pupil progress education endowment foundation EEF</p>	1, 2, 3, 4
Language Link	<p>The <i>Education Endowment Foundation (EEF)</i> Toolkit identifies oral language approaches as having a high impact, with an average effect of +6 months' additional progress for pupils compared to typical instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	1,2,3
Neli	<p>NELI has been rigorously evaluated through large-scale randomised controlled trials (RCTs) funded by the Education Endowment Foundation (EEF). Findings show that pupils who received NELI made additional progress in oral language, equivalent to approximately +3 to +4 months compared to peers who did not receive the intervention.</p> <p>EEF evaluations found that NELI was particularly effective for pupils from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	1, 2, 3
Phonics subscriptions	<p>The Education Endowment Foundation (EEF) identifies phonics as a high-impact approach, delivering an average of +4 months' additional progress, particularly when delivered systematically and with fidelity. This impact is strongest for pupils in the early stages of reading, including disadvantaged learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	1, 2, 3
<p>Teachmate AI</p> <p>(£830)</p>	<p>High-quality teaching and timely, targeted feedback have a strong impact on pupil progress. Disadvantaged pupils benefit most when teachers are able to plan precisely, respond quickly to gaps in learning and</p>	1,2,3,4

	<p>provide adaptive support. Teachermate AI supports these priorities by improving teacher efficiency, consistency and responsiveness.</p> <p>The Education Endowment Foundation (EEF) identifies feedback as a high-impact strategy for improving attainment, particularly when it is timely and specific.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	
Clicker Subscription	<p>Many disadvantaged pupils experience barriers to writing, including limited vocabulary, weak sentence structure, spelling difficulties and reduced confidence. Assistive and scaffolded writing tools can help remove these barriers, enabling pupils to demonstrate their understanding and make progress across the curriculum. Clicker supports this by providing structured, accessible writing support for pupils who need additional help.</p> <p>The Education Endowment Foundation (EEF) identifies scaffolding and explicit support as effective strategies for improving learning outcomes, particularly for pupils who struggle.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	1,2,3,4
Twinkl Subscription	<p>High-quality, well-sequenced teaching resources support effective classroom practice and targeted intervention. Disadvantaged pupils benefit most when teaching is consistent, well-scaffolded and responsive to identified gaps. A Twinkl subscription supports this by enabling teachers to deliver high-quality, accessible learning efficiently.</p> <p>The Education Endowment Foundation (EEF) identifies high-quality teaching as having the greatest impact on pupil outcomes, particularly for disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	1,2,3,4
Ongoing subscription of Widgit – whole-school communication tool.	<p>Research shows that a co-ordinated approach across school benefits all pupils. Widgit symbols support teaching and learning throughout the primary curriculum to ensure that children can access and understand texts within lessons.</p>	1, 2, 3, 4
Thrive subscription – to embed the Thrive approach throughout the school to	<p>EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress).</p>	1,2,3,4,5

<p>support pupils in becoming better learners.</p> <p>£2,200</p> <p>Thrive practitioner training to support pupils still at the early stages of emotional development.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Attachment Theory – well supported by research evidence. (Bath Spa University, 2015) Impacts of ATAS include significant improvements in reading, English and maths achievement; improvement in behaviour and decrease in sanctions; 90%+ professionals reported improvements in professional practice and increased confidence at discussing pupil's emotional wellbeing through Emotion Coaching.</p> <p>https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf</p> <p>The Thrive Approach – growing case study evidence of its positive impact in schools on behaviour, attendance and attainment.</p> <p>In school, several children have been identified as having complex social and emotional needs and whose attendance, behaviour and academic progress is of concern. These children need a targeted approach that supports their emotional development.</p>	<p>1,2,4,5</p>
<p>Maths subscriptions:</p>	<p>Secure recall of multiplication facts is a key foundation for success in mathematics. Disadvantaged pupils are more likely to experience gaps in mathematical fluency, which can limit progress in calculation, problem-solving and wider curriculum access. Targeted practice builds automaticity. The Education Endowment Foundation (EEF) highlights that regular, structured practice and retrieval of key facts are effective strategies for improving mathematical performance, particularly for pupils who need additional reinforcement. Secure recall reduces cognitive load, allowing pupils to focus on reasoning and problem-solving.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	<p>1,2, 3</p>
<p>TALA Conference and supervisions – 3 x LSAs</p>	<p>Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors</p>	<p>1, 2, 4, 5</p>

	have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).	
ELSA Conference and supervisions – 3 x LSAs	The positive impact of ELSA is well established in educational research. EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4, 5
SENDCo Supervision	Disadvantaged pupils are disproportionately represented on the SEND register and often present with multiple, complex barriers to learning. High-quality SEND leadership is therefore critical to ensuring that Pupil Premium funding is targeted effectively, interventions are appropriate, and provision leads to improved outcomes. The Education Endowment Foundation (EEF) identifies effective leadership and professional development as key enablers of improved teaching quality and pupil outcomes. Supervision supports SENDCo leadership by strengthening decision-making, prioritisation and strategic use of resources, including Pupil Premium funding. https://educationendowmentfoundation.org.uk/education-evidence/primary	1,2,3,4
HLTA Apprenticeship training. CPD for an LSA who will lead on specialised academic support throughout the school and mentor less experienced LSAs.	Research shows that maximising the impact of teaching assistants improves TA deployment and practice and has a positive impact on pupil engagement and independence. https://www.maximisingtas.co.uk/impact	1, 2, 3, 4
HLTAs (non-classed based LSAs) who work alongside staff to make adaptations to support disadvantaged pupils make better progress. HLTAs act as mentors to support staff under direction of the SENDCo.	Research shows that maximising the impact of teaching assistants improves TA deployment and practice and has a positive impact on pupil engagement and independence. https://www.maximisingtas.co.uk/impact	1, 2, 3, 4

School trips funded - £40 per child, to ensure access to a rich and varied curriculum.	Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting' (York Consulting). It is well documented that school trips provide valuable learning and enrichment opportunities and contribute to cultural capital.	1, 2
--	---	------

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

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled SEND practitioners (class-based LSAs) to support named disadvantaged pupils with writing, reading and maths.	EEF Teaching and Learning Toolkit: Phonics – high impact (+5 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Small group tuition – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant Interventions – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
Members of SLT to deliver booster groups in Y6	Small group intervention + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
NELI intervention running in Early years.	Oral language intervention + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 4
Intervention rooms - resources to enable small-group teaching and 1:1 interventions that require a dedicated space (eg S&L programmes)	Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant Interventions – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4

HLTAs to develop, run and monitor outdoor learning provision that enables development early language and social interaction skills.	<p>Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Collaborative learning approaches +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,4,5
---	--	---------

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

Budgeted cost: £99,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Pastoral Team (3 x HLTAs) – support for vulnerable families. Key responsibilities:</p> <ul style="list-style-type: none"> - Parental liaison to promote engagement - Attendance - 1:1 pupil emotional support (Thrive/ELSA/TALA) - 1:1 behavioural support and advice for staff - Inc ELSA/TALA 	<p>Parental engagement – +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The impact of poor attendance on academic attainment is widely reported, e.g: 'Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education today (24 March 2016).'</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	1, 2, 4,5
2 x ELSAs	<p>The positive impact of ELSA is well established in educational research. EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, ,4, 5
1 x TALA	<p>Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).</p>	1, 2, 4, 5

Breakfast Club at both sites	EEF (reviewed 2019) “improved attendance and behaviour and ensure that no child has to learn when they’re hungry”. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1,2, 5
Bursary Funding for clubs	Internal anecdotal evidence – children who attend after school clubs show an increase in confidence and resilience. Children who participate in organised sports and physical activities had better social, emotional and behavioural skills than those who did not (NatCen Social Research Institute, Newcastle University and ASK Research). https://www.natcen.ac.uk/news-media/press-releases/2016/april/out-of-school-activities-improve-children%E2%80%99s-educational-attainment,-study-reveals/	1, 2, 5

Total budgeted cost: £183,630

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.

Academic Outcomes 2025

EARLY YEARS (7 Pupils)

% of FSM pupils achieving GLD (Good Level of Development)	
Castle Hill Primary	42.9%
National	50.4%
Hampshire	51.4%

Y1 Phonics Screening (11 Pupils)

% of FSM pupils passing phonics screening	
Castle Hill Primary	27.3%
National	66.6%
Hampshire	63.2%

KS2 SATs 2025 (25 Pupils)

% of FSM pupils achieving ARE (expected standard)	Reading	Writing	Maths	R/W/M combined
Castle Hill Primary	80%	64%	72%	56%
National	63.1%	59.4%	60.5%	47.4%
Hampshire	60.2%	53.7%	56.5%	40.9%

Review of our 2024 – 25 strategy:

Intended Outcome	Key Actions	Outcome	Impact
For disadvantaged pupils to achieve ARE in writing in KS2 SATS in line with national attainment.	Internal/External moderation. Targeted teaching. Booster groups. CPD by English leads throughout the year. Core Provision – HIAS support. Focused internal monitoring. English leads targeted/supported year groups in planning writing opportunities.	Staff confidence grew in planning purposeful writing opportunities. Staff more accurate in judgements following moderation. Staff felt supported to plan successful writing journeys. Pupil engagement in writing lessons improved.	Disadvantaged pupils outperformed national levels (see table above). Focus for 2025-26 is to close the gap between attainment of non-disadvantaged and disadvantaged pupils.

For staff to be confident in delivering HQIT for all so that disadvantaged pupils experience the same level of support in all classrooms.	Staff Meeting to introduced OAP materials (including new HIAS guidance). Non-negotiables document shared with staff. Monitoring to see that OAP was visible in classrooms.	Staff have a better understanding of what is considered to be OAP and are using the term more widely. Some evidence that key provisions are available in classrooms.	Ongoing – priority focus
Pupils develop personal executive function skills that enable them to say what makes them a good learner.	Whole school assemblies relate to the 4Cs (compassion, collaboration, confidence, creativity). Half termly rewards recognise the 4Cs. Weekly Thrive lessons incorporate the 4Cs.	Pupils are beginning to explain what the 4Cs are and how they relate to their learning.	Ongoing.
Pupils with S&L difficulties understand what is being asked of them and settle quickly to learning.	Staff training on the importance of adapting language – both verbally and written.	Some adults are beginning to rephrase tasks so that pupils have a better understanding. Some pupils are using tools (such as task planners and now/next boards) to begin a task.	Ongoing. Next step, to embed approaches as part of Ordinarily Available Provision.
Disadvantaged pupils will be in school on time and have improved overall attendance.	Dedicated attendance team that identify key target families. Regular check-ins with families and bespoke support in place. EBSA training for staff and approaches applied. Advice sought on a case-by-case basis from the LA.	Families feel supported and not judged. Engagement with identified staff is much more positive and key pupils are attending school more regularly. Overall school attendance is better than national.	FSM = 92.3% Ongoing – to reduce gap to non-FSM pupils.

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

