



Pupil premium strategy statement – St Nicholas Primary and Infant School Stevenage

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	209
Proportion (%) of pupil premium eligible pupils	45/ 209, 21.5% (Nov 24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lorraine Collins
Pupil premium lead	Ellie Onur
Governor / Trustee lead	Emily Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,020
Recovery premium funding allocation this academic year	£5909
Pupil premium (and recovery 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>	£69,929

Learning, Loving, Living in God’s Family

“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever.

Psalm 52:8



Part A: Pupil premium strategy plan

Statement of intent

St Nicholas School Stevenage is a welcoming and open-hearted school which embraces the diversity of our community. We provide a safe and nurturing environment which enables our children to become confident and ambitious learners. The focus of our Pupil Premium strategy is to fully support our disadvantaged pupils to achieve well and make at least good progress, including those who are already high attainers. In 2023 in Key Stage 2, 34% of Pupil Premium children did not attend our Foundation Stage. 80% of these pupils have an SEND or EAL need. Therefore assessing and meeting the needs of these children are vital.

Our Pupil Premium Strategy is based on the EEF tiered approach to Pupil Premium spending:

1. Teaching and subject leadership

A key priority in our Pupil Premium spending is investing in the professional development of our staff as well as the development of a high-quality curriculum. This will ensure that all children have access to high-quality teaching and learning which supports them to thrive and make at least good progress, irrespective of their backgrounds or starting points. Senior leaders have been working closely with subject leaders to ensure that the curriculum is well sequenced and ambitious. There is a monitoring schedule in place which holds teachers to account and systems in place so that teachers model good practice for each other.

Our aim is to build expertise of all curriculum leaders with a focus to review their subjects through the lens of currently disadvantaged learners. Subject leaders are accountable for ensuring effective implementation, and good impact, of the curriculum. CPD will build and secure teachers' subject leaders knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished. Staff training has focused on the EEF's 5 a day and The Bell Foundation 5 principles, these evidence-informed strategies support learning and improve outcomes for all learners including those with SEND and Pupil Premium.

Since September 2024 our English lead has been working on developing reading for pleasure across the school. This has inspired a whole school ethos, with reading for pleasure time being embedded into the curriculum. Reading areas in the classroom being developed and our school library having a makeover. Staff are now trialling new reading for pleasure strategies including 'book tasting' sessions. DfE research shows that;

- 'Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment'

Learning, Loving, Living in God's Family

*"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.
Psalm 52:8*



- 'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status'
- 'Evidence suggests that reading for pleasure is an activity that has emotional and social consequences'

Meanwhile our computing lead is working with subject leads and class teachers to embed **now>press>play** across our curriculum. It is an award-winning immersive audio resource for primary schools that engages children in the curriculum through sound, story and movement with 90+ Experiences. In a **now>press>play** Experience every child is given a pair of wireless headphones. Immersed in sound, they become the main character in a story, meeting people, discovering places and solving problems on an educational adventure they'll never forget. **now>press>play** can be used as a whole class activity or with smaller groups for intervention work. It is a fun and inclusive way to engage children in the curriculum.

In January and February 2025 our computing lead will be delivering 3 twilight training sessions for staff focussing on Inclusive Computing. This will help to develop how staff support our vulnerable learners using technology across the school.

2. Targeted Academic Support

We maximise the impact of our Pupil Premium spending through targeting the specific and diverse needs of our children here at St Nicholas. We have a wide range of targeted and evidence based interventions which are completed in small groups or 1:1 with our teachers or teaching assistants. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We understand that early intervention is key and language screening in EYFS is fundamental to identifying communication barriers which impede access to the curriculum and individual's engagement with their learning. We use the Wellcomm programme to support children with their language development. In Nursery we are very lucky to be part of a trial for an intervention called 'Talking Time' which is being developed by the DfE/ Oxford University and the EFF. It is a small group intervention designed to promote oral language skills (vocabulary, comprehension and narrative). The offer includes training and mentoring for staff.

Little Wandle Rapid Catch Up intervention is used across the school to ensure that gaps in pupil's phonics knowledge are identified and targeted. We have introduced Spelling Shed across the school to make learning spellings active and engaging. Spelling Shed has carefully selected word lists and engaging activities which provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.

We continue to embed using White Rose Maths and use a mastery approach to math teaching. This is a research-driven teaching and learning method that meets the goals of the National

Learning, Loving, Living in God's Family

*"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.
Psalm 52:8*



Curriculum. Teachers have received support and training, our math lead monitors delivery and assessment across the school. Children who need to consolidate the lessons learning are identified by their class teacher and they are able to then plan small group opportunities to revisit learning. For a small number of pupils who struggle to access the class teaching we also run interventions recommended by the Specific Learning Difficulties Base such as UCAN Maths, The Numicon intervention Programme, or Maths for Life.

Pupil's progress is closely monitored throughout all interventions and as part of termly pupil progress meetings, where a child is making slow progress, we will explore a child's needs carefully and thoroughly as part of our assess, plan, do and review process and seek professional advice where appropriate. Our Inclusion Manager works closely with a wide range of professionals such as Educational Psychologists, Advisory Teachers, Speech and Language Therapists, Occupational Therapists, Physio Therapists, Special School Outreach and others. Advice and support is sought to ensure that all pupils' needs are being met and they are able to make good progress. A significant number of our Pupil Premium children also have additional vulnerabilities such as Special Educational Needs (30.4%) and or English as an additional language (13%). A number of our children who are in year admissions have come from other countries and some of these have little English. Teachers have had training to assess multilingual pupils using the Bell Foundation EAL Proficiency in English Assessment, they can then use the information acquired to develop knowledge about pupils' abilities and needs in English and other curriculum areas. For children in the new to English or early acquisition phase we use the Bell Foundation and Racing to English resources to provide intervention.

3. Wider Strategies

We work closely with our disadvantaged families to identify and support the welfare needs of many pupils, including where punctuality and regular attendance may be challenging. Some of our funding is used to provide external support from a School Family Worker (FSW) when there are domestic and/ or behavioural challenges which may impact upon learning. In 2024-2025 we have increased the allocated time for our school and our FSW will now be working in school all day on a Monday. A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. That is why we have a member of staff trained by the Educational Psychologist team to be an ELSA (Emotional, Literacy, Support, Assistant). ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. ELSAs have regular professional supervision from educational psychologists to help them in their work. We also employ a qualified play therapist through the organisation Safe Space who works one afternoon per week supporting vulnerable pupils. Some of our Pupil Premium students access a music nurture group, which uses music as a means to help young people to connect and feel confident with their peers and other adults; express their ideas, make choices. They try things out, take risks in a nurturing environment and so build their resilience and agency. Our school is also a part of the Mental Health Support Team (MHST) trailblazer project which means that an Education, Mental Health practitioner is based in our

Learning, Loving, Living in God's Family

*"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.
Psalm 52:8*



school one day a week. They support children, parents/carers and staff with small groups, workshops and training.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils have poor attendance or punctuality. In the year 2023-2024 attendance of Pupil Premium pupils was 89.3% compared to non-pupil premium pupil attendance at 94.49%. Our analysis shows that some disadvantaged / vulnerable pupils and their families need additional support to secure and maintain good attendance.
2	Low attainment of eligible/disadvantaged pupils. Our internal assessments for July 2024, show that in Key Stage 2 Non-Pupil Premium children continue to out-perform Pupil Premium children. In reading, 77.91% of Non-Pupil Premium pupils were working at age expected expectations or above, for Pupil Premium pupils this is only 40%.
3	Our assessments and observations suggest that a significant number of Pupil Premium children have additional vulnerabilities such as Special Educational Needs (30.4%) and/or English as an Additional Language (13%) and therefore require additional interventions.
5	A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. Many also lack confidence and self-esteem.
6	Observations, and discussions with pupils and their families suggest that children from disadvantaged backgrounds have less access to books, stories, conversations, games, toys and technology at home and have limited activities or outings.

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.

Learning, Loving, Living in God’s Family

*“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever.
Psalm 52:8*



Intended outcome	Success criteria
To achieve and maintain improved attendance for all pupils, particularly our disadvantaged/vulnerable pupils.	The attendance rate for disadvantaged / vulnerable pupils will be at least 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will narrow.
Improve attainment in reading and mathematics. Narrow and/or close progress gaps in reading, and mathematics.	Teachers are consistently using the EEF's 5 a day strategies in their teaching. Children are able to know and remember more through rehearsal of key knowledge, skills and facts within the curriculum redesign and apply them to future learning in a variety of contexts. All disadvantaged/vulnerable pupils make at least expected progress in reading and mathematics at the end of each academic year.
Continue to provide targeted support to disadvantaged/vulnerable pupils who also have special educational needs and/or disabilities, including support from external agencies.	Impact of interventions show that they have helped to accelerate progress and have had a positive impact on the education of disadvantaged/vulnerable pupils. Pupils have retained and are able to recall prior knowledge to support their learning.
Social, emotional and/or mental health support for disadvantaged/vulnerable pupils who would benefit from this provision. For this provision to be available to all children who would benefit from it.	Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations, positive attitudes to learning, ability to share feelings and regulate emotions. Timely identification and response to wellbeing and family welfare needs, work with agencies to ensure they access help.
To ensure all learners have access to a range of experiences that will support their learning and develop their personal experiences and interests.	Pupils experience wider opportunities and participate in trips and visits. Lack of funding does not impact negatively on a PP child's access to extra-curricular activities. Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non- disadvantaged children.

Learning, Loving, Living in God's Family

*"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.
Psalm 52:8*



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: £ £ 34,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff access Little Wandle Phonics training and resources.</p> <p>Ensure all staff are trained to implement the Herts for learnings reading fluency project.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training</p> <p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2. Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p>	<p>2 and 3</p>
<p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance. Subscription to White</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	<p>2 and 3</p>

Learning, Loving, Living in God’s Family

“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever.

Psalm 52:8



<p>Rose maths planning resources. We will fund teacher release time to embed key elements of guidance in school.</p>	<p>Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Enhance learning experiences for all pupils through the use of Now Press Play (interactive technology)</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.’ EEF Guide to Pupil Premium 2019</p>	<p>2 and 6</p>

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

Budgeted cost: 17482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Teaching assistant deployment and interventions. • Qualified Teacher running booster group for targeted children in Year 5 and 6. <ul style="list-style-type: none"> • One to one and small group intervention • Activity and resources to meet the specific needs of disadvantaged pupils with SEND Targeted intervention / support strategies delivered by the class teacher / teaching assistant (TA) to eligible/vulnerable pupils. 	<p>Small group support/tuition is most likely to be effective if it is targeted at pupils’ specific needs. Ongoing assessment will be used to identify the areas of learning that need to be addressed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Use of the UCAN Maths programme recommended by the Specific Learning Difficulties Base. Previous school data has proved this targeted small group intervention has supported our pupils to make accelerated progress in arithmetic skills in order to be able to access class teaching. Maths vocabulary has also shown great improvements. Children</p>	<p>3</p>

Learning, Loving, Living in God’s Family

*“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever.
 Psalm 52:8*



	develop their confidence and once ready, return to class	
--	--	--

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

Budgeted cost: £ 17482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Lead to track persistent absence and work with pupils and their families in order to improve attendance and close/narrow the attendance gap between eligible pupils and their non-disadvantaged peers.</p> <p>The school’s Attendance Policy will be applied to promote the importance of good attendance. This will include staff following up on absences and sending out letters to parents/carers. Meetings will be held with parents/carers of pupils who are persistently late or absent.</p> <p>Strategies (e.g. access to the Breakfast Club funded through the PPG grant) will be discussed to support these families and attendance will continue to be closely monitored. Currently two families are being supported with the cost of transport to school.</p> <p>MHST and Inclusion lead to support pupils and families where</p>	<p>Inclusion Lead and SLT will check the attendance/punctuality figures of disadvantaged/vulnerable pupils regularly. Staff will also be informed of attendance concerns via the Inclusion Lead who will be tracking attendance. The Attendance Policy will be applied to tackle issues related to attendance. Staff will help to improve attendance where needed by working with families and reporting concerns/patterns to SLT so that further action can be taken (in line with the school’s policy).</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p>	1

Learning, Loving, Living in God’s Family

“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever.

Psalm 52:8



<p>emotion based school avoidance becomes an issue.</p>		
<p>For pupils with social and emotional, mental health needs to have targeted support through;</p> <p>ELSA MHST Music Nurture group PSHE Curriculum Play therapy (with Safe Space/ Nessie/ Butterfly Room)</p> <p>The MHST continue to provide interventions and measure their impact through surveys with parents and pupils.</p> <p>Our ELSA supports targeted children through a referral system, they monitor impact through staff questionnaires and pupil voice.</p> <p>We also access outside professionals to work children in small groups or 1:1 such as play therapy, art therapy and a music nurture group.</p>	<p>ELSA work is supervised by the Educational Psychologist Service and there are baseline assessments completed by teachers to gain an understanding of needs and measure progress towards targets.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 5</p>
<p>Free breakfast club/ after school club places as needed to improve attendance, punctuality and wellbeing of disadvantaged pupils.</p> <p>Covering the cost of transport to school for families where this is a significant issue.</p> <p>Trips, workshops and visits are subsidised so PP children have the same opportunities and</p>	<p>Subsidized breakfast club places to improve attendance and punctuality and ensure children have eaten and are ready to learn. If children are not attending school, they are not getting access to high quality teaching and learning. Providing spaces for children who have low attendance to attend breakfast club ensures children are on time to school and also have been provided with an adequate breakfast to support their concentration</p>	<p>1, 5, 6</p>

Learning, Loving, Living in God's Family

*"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.
Psalm 52:8*



experiences as non-disadvantaged children. Technology is supplied to children who may need access to equipment at home		
---	--	--

Total budgeted cost: £ 69,929

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.

Psalm 52:8



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Reading Attainment KS2 2023-2024

Reading: Key Stage 2 students who are not PP

English > Reading Key Stage 2	Autumn 2023: English > Reading:	Summer Term 2024: English > Reading:
PRE	5.95% (5)	6.98% (6)
WTS	29.76% (25)	15.12% (13)
EXS	55.95% (47)	65.12% (56)
GDS	8.33% (7)	12.79% (11)

Reading: Key Stage 2 students who are PP

English > Reading Key Stage 2	Autumn Term 2024: English > Reading:	Summer Term 2024: English > Reading:
PRE	10.34% (3)	6.67% (2)
WTS	65.52% (19)	53.33% (16)
EXS	24.14% (7)	36.67% (11)
GDS	0%	3.33% (1)

Findings:

- 8 pupils joined the school in 2023/4 in Key stage 2. 6/8 are working WTS or Pre-key stage. 7/8 of the children had emigrated from another county or were refugees.
- Of these 8, 2 were PP children who joined in Y3 summer term, at WTS.
- Non-PP children continue to out-perform PP children, with 77.91% of non-PP pupils working at EXS or above in summer. For PP pupils this is only 40%.
- However there was a 49.45% increase in the number of PP students working at EXS or above during the year, for non-PP children the increase was 17.5%. This shows a narrowing of the gap between PP and non-PP students.
- There was a decrease in the number of PP pupils working at pre-key stage levels.

Actions:

- Leaders to work on what is offered to children joining the school particularly at KS2 where they are new to the country. SLT begin to use the BELL Foundation resources and training for staff.
- It is clear from the increase in the % of PP pupils working at EXS and also from PP tracking that interventions have had a significant impact for most PP pupils. These interventions need to continue to be monitored and reviewed.
- Continued work on fluency and comprehension across KS2. SLT to work on developing a progressive whole school oracy and vocabulary strategy to enhance language acquisition and improve reading and writing standards.
- Computing lead to complete training with staff on using technology as part of the EEF's 5 a day.

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.

Psalm 52:8



Pupil Premium Writing Attainment KS2 2023-2024

Writing: Key Stage 2 students who are not PP

English > Writing Key Stage 2	Autumn Term 2023: English > Writing	Summer Term 2023: English > Writing:
PRE	7.06% (6)	5.81% (5)
WTS	43.53% (37)	25.58% (22)
EXS	48.24% (41)	62.79% (54)
GDS	1.18% (1)	5.81% (5)

Writing: Key Stage 2 students who are PP

English > Writing Key Stage 2	Autumn Term 2023: English > Writing	Summer Term 2023: English > Writing:
PRE	10.43% (3)	5.56% (2)
WTS	79.31% (23)	61.11% (22)
EXS	10.34% (3)	30.56% (5)
GDS	0% (0)	2.78% (1)

Findings:

- There continues to be a large gap in attainment between PP and non-PP pupils, however there was a 105.3% increase in the number of PP pupils achieving EXS or above. For non-PP pupils there was also an increase but this was less significant at 25.8%.
- Overall for PP and non-PP children there was a decrease in those working at pre-key stage levels. 1 non-PP child join in June 24 and is working at pre-key stage levels.
- There was also an increase of 151% in the number of pupils working at GDS across KS2.
- 8 pupils joined during KS2 – 2/8 PP at WTS. Of the 6 non-PP pupils who joined the school, 1 was at pre-key stage, 3 at WTS and 2 at EXS.

Actions:

- English lead to introduce a new writing curriculum- HFL Essential scheme to be implemented from Y1-6.
- Teachers to attend HFL essentials training July/September.
- English Lead and SLT to develop a progressive whole school oracy and vocabulary strategy to enhance language acquisition and improve reading and writing standards. Medium term plans reflect key vocabulary taught. Curriculum maps and progression maps to detail vocabulary progression. Daily reading time in classes and key vocabulary on displayed in classrooms.
- Consistent adapted planning to ensure EEF strategies are used.
- Inclusion Lead to ensure training for staff on supporting EAL learners. Effective, evidence based interventions used to support EAL learners, with particular focus on in year admissions from other countries.
- Computing Lead to lead training on inclusive technology and how it can support disadvantaged learners.

Pupil Premium Mathematics Attainment KS2 2023-2024

Mathematics: Key Stage 2 students who are not PP

Mathematics	Autumn 2024: Mathematics	Summer 2024: Mathematics:
PRE	4.71% (4)	2.23% (2)
WTS	36.47% (31)	17.44% (15)
EXS	50.59% (43)	66.28% (57)
GDS	8.24% (7)	13.95% (12)

Mathematics: Key Stage 2 students who are PP

Mathematics	Autumn2023: Mathematics:	Summer 2024 Mathematics
PRE	9.68% (3)	10% (3)
WTS	64.52% (20)	46.67% (14)
EXS	19.35% (6)	40% (12)
GDS	6.45% (2)	3.3% (1)

Findings:

- In Mathematics there continues to be a gap between the attainment of PP and their peers. However the number of PP children working at EXS or above rose by 50.6%.
- 8 children joined KS2 – 2 PP child, of whom 1 working at EXS and 1 at WTS. Of the 6 non-PP children 1 was working at pre- key stage, 2 at EXS and 3 at WTS.
- Non-PP children are more successful with reaching GLD, the difference with their peers is 123%.

Actions:

- Mathematics Lead and teachers working to reduce the number of children working below in mathematics (meeting the needs of the bottom 20% and SEN). This will be done through; small step planning, planning for error, assessment for learning strategies, manipulatives and representatives, metacognition and modelling.
- Early identification of difficulty in understanding to be targeted by specific intervention groups such as UCAN.
- Staff to continue to develop fluency across the school, providing daily fluency/mental maths sessions – informed by GAP analysis.
- Inclusion Lead to support staff with developing mathematics vocabulary for EAL learners.

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.

Psalm 52:8



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics Programme	Little Wandle Phonics + Big Cats
Family Support Worker	FSW service
Music Nurture	Herts Music Service
Wellcome GL Assessment	Wellcome GL Assessment
White Rose Maths	White Rose Maths
Purple Mash 2 Simple	Purple Mash 2 Simple
Times Tables Rock Stars Times Tables Rock Stars	Times Tables Rock Stars Times Tables Rock Stars
Language Angels Language Angels	Language Angels Language Angels

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.

Psalm 52:8