

Pupil premium strategy statement – Woodlands Park Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	30.12.24
Date on which it will be reviewed	30.12.25
Statement authorised by	Eve Cairns Vollans
Pupil premium lead	Eve Cairns Vollans
Governor / Trustee lead	Dominic Course

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,903.70
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>	£ 92,903.70

Statement of intent

At Woodlands Park Primary School, we believe that providing the highest quality teaching is the best approach for ALL of our children.

We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

Effective teaching must be adaptive and personalised: Teachers and Teaching Assistants engage with our high quality CPD package; coaching and mentoring package; and evidence-informed approaches to reflect and refine practice. Subject mastery is encouraged and developed, seeking to always to improve subject knowledge and expertise

We believe that all children, irrespective of their background, challenge or need, make good progress, achieve well and thrive in wider school life. The focus of our pupil premium strategy is to support wellbeing, personal development, social interactions and academic learning.

At Woodlands Park Primary we allocate the funding across 3 key areas:

1. To provide high quality teaching and learning for our children

- Pupil Premium Grant Funding is used to support the school in providing high quality teaching and learning experiences for all children.
- We will be using the funding to enable our staff to have opportunities to attend high quality professional training, which promotes quality learning experiences for our children.
- We have used some of the funding to establish Accelerated Reader across the school and continue to ensure that we have high quality resources in place to deliver the Read, Write Inc phonics programme and Power Maths programme.
- We have deployed additional Teaching Assistants to support in targeted year groups to ensure that the needs of pupil premium pupils are being fully met.
- We will be using some of the funding to support training for teachers and teaching assistants.

2. Targeted academic support

- In order to ensure that our children make at least good progress, we employ specific interventions to support those children who need additional support both inside and outside of the classroom.
- We are also providing additional support for lower attaining readers and have purchased reading resources to support their needs.
- In addition to this we also provide access to highly trained Educational Psychologists, Speech and Language Therapists, Drama Therapists and Art Therapists to support the emotional needs of our children across the school, through Plymouth MAST.
- This year we have also employed a 0.5 Family Support Worker to provide additional support for pupils and families who need advice or help with accessing external services.
- We are able to offer bespoke mental health support in 6 weekly sessions for our children, through Devon Mental Health Services who are based at our school once every week.
- We have purchased new technology and IT packages to support with handwriting and maths fluency.

- We are working closely with Devon High School for Boys and Atom Learning to provide free online tuition for all pupil premium pupils from Y3 to Y6.

3. Enrichment, Enhancement and wider strategies

- To ensure full participation and access to all activities, this year we will be using some of the funding to subsidise costings for residential visits and curriculum enhancement activities that take place over the year for pupil premium pupils.
- We also offer discounted school uniforms.
- We offer milk to all pupil premium pupils.
- We offer discounted books from book sales.
- All our clubs are held during the school day, so that ALL children can attend.

Challenges

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

Challenge number	Detail of challenge
1 <i>Link to SIP 2.3 and 5.2</i>	Assessments, observations, and discussions with pupils indicate poor fluency knowledge and skills in maths which is more prevalent among our disadvantaged girls than their peers. This is proving to be a barrier to further maths success across the breadth of the full maths curriculum.
2 <i>Link to SIP 1.1, 1.2, 2.1 and 2.3.</i>	Assessments, observations, and discussions with students indicate that disadvantaged pupils typically face greater challenges with phonics compared to their peers. This affects their reading development as they progress into Key Stage 2.
3 <i>Link to SIP 1.3, 1.4, 1.5 and 1.6.</i>	Assessments, observations, and discussions with students indicate that disadvantaged pupils struggle more with mastering early writing transcription skills. This difficulty adversely affects their overall writing abilities across the curriculum.
4 <i>Link to SIP 2.4, 2.6, 5.2, 5.4 and 5.6.</i>	Behavioural data, and discussions reveal that many disadvantaged pupils, especially those who have experienced early childhood trauma, struggle to form trusted relationships and fully grasp social interactions. This challenge adversely affects their mental health and well-being, ultimately impacting their success in school.
5 <i>Link to SIP3.1, 3.2, 3.3, 3.4, 3.5 and 3.6.</i>	Our attendance data from the past year shows that disadvantaged pupils had an average attendance rate lower than that of their non-disadvantaged peers. This absenteeism is negatively affecting their engagement, motivation, progress, and overall success both within the curriculum and in school life.

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
Improved maths fluency knowledge and skills among pupils to improve overall maths achievement in the curriculum.	Assessments, observations and discussions with pupils indicate significant improvement in maths fluency knowledge and skills among disadvantaged pupils. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.

<p>Improved maths fluency knowledge and skills among pupils to improve overall maths achievement in the curriculum.</p>	<p>Discussions with pupils demonstrate retrieval and use of taught knowledge.</p> <p>Knowledge in books demonstrates application of fluency knowledge and skills.</p> <p>In the end of year PUMA testing, the gap between disadvantaged pupils and their peers is narrowed.</p> <p>In the Y4 multiplication check, disadvantaged pupils (31% 2024) achieve as well as their peers.</p> <p>The whole school information for pupils meeting the age expected standard among the disadvantaged group improves from 41%.</p> <p>RWM % for disadvantaged pupils both at KS1 and KS2 improves to narrow the attainment gap.</p>
<p>Improved reading attainment among pupils.</p>	<p>100% of pupils within EYFS are at the expected level for phonics.</p> <p>94%+ of pupils achieve the phonics screening check in Year 1.</p> <p>100% of pupils achieve the phonics screening check in Year 2.</p> <p>90%+ of pupils achieve the expected reading standard at the end of KS2.</p> <p>The whole school information for pupils meeting the age expected standard among the disadvantaged group improves from 52% (2024) and their peers (80% 2024).</p> <p>Phonics lessons delivered with fidelity to the RWI scheme.</p> <p>Reading 'keep up' intervention delivered with fidelity to the RWI scheme. RWI tutoring intervention programme delivered consistently across KS2.</p> <p>RWM for disadvantaged pupils both at KS1 and KS2 improves to narrow the attainment gap.</p>
<p>Improved writing transcription fluency knowledge and skills among pupils to improve overall writing achievement in the curriculum.</p>	<p>Assessments, observations and discussions with pupils indicate significant improvement in writing transcription knowledge and skills among disadvantaged pupils. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments. 6</p> <p>Discussions with pupils demonstrate retrieval and use of taught writing knowledge and skills. Writing in books demonstrates application of transcription knowledge and skills. In writing moderation, disadvantaged pupils are a priority for discussion and professional learning.</p> <p>The writing attainment gap is narrowed between disadvantaged (37% 2024) and their peers (72% 2024) across the whole school information.</p> <p>RWM % for disadvantaged children both at KS1 and KS2 improves to narrow the attainment gap.</p>
<p>Achieve and sustain improved attendance for children, particularly the disadvantaged group.</p>	<p>Sustained high attendance from 2022- 2025 for all children to be 97% or above and the gap between non disadvantaged and disadvantaged reduces significantly.</p> <p>The % of PA pupils reduces.</p> <p>Pupils are present and engaged in learning</p>
<p>Families will be supported, and children will attend school with the capacity and willingness to learn.</p>	<p>The school Family Support Worker, Attendance team and Safeguarding Team will work closely together to address issues with urgency so that children can attend school worry free and ready to learn.</p>

Reduce behaviour and exclusion data.	The school Family Support Worker, SENCO, SLT, teaching staff and Safeguarding Team will work closely together to pre-empt and prevent/ address issues with urgency so that children can attend school being supported well with their individual needs.
Reduce the amount of well-being, mental health and safeguarding concerns.	The school Family Support Worker, SENCO, SLT, teaching staff and Safeguarding Team will work closely together to pre-empt and prevent/ address issues with urgency so that children can attend school being supported well with their individual needs.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,264.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured and cyclical high quality CPD programme focusing on high quality teaching, learning and assessment for ALL children.	Based on Rosenshine's Principles of Instruction, and supported by Tom Sherrington's "Walkthrus" we are focusing on improving the most impactful methods of quality first teaching which will make a difference to ALL children by: <ol style="list-style-type: none"> 1. Completing a daily review of previous learning using retrieval practice techniques. 2. Pre-teaching key vocabulary giving the opportunity to hear and say the words. 3. Presenting new material in small steps, with teachers ensuring that each step is mastered before moving on. 4. Using a range of questioning techniques, to establish and secure children's understanding. 5. Modelling clearly, using equipment, visual and/or other aids to show children how to solve problems. 6. Allowing time for children to do guided practice. 7. Checking all children's understanding in a variety of ways with regular reviews of learning, (Show Me Boards, Cold Calling, Think Pair Share and Say it Again Better). 8. Children have a high rate of success, with enough mistakes to show that they are being challenged (at least 80% success rate). 9. Scaffolds are provided for all. 10. Children are given opportunities to practise independently. 	1,2,3,4,5,6
Review staff CPD and the teaching of Reading and Writing	Using the Scarborough Reading Rope and The Simple View of Reading and Writing, approaches to the	1, 2, 4, 5

<p>to enable more success with every child.</p>	<p>teaching of Literacy are consistent across the school, building on learning from our phonics programme RWI.</p> <p>Embed ReThink Reading! reading and BookWrites writing schemes across the school.</p> <p>To work together with English Specialists from Devon Education Services to provide bespoke coaching and mentoring for all teachers and HLTAs to support with the teaching of Reading and Writing.</p> <p>Fully utilise Accelerated Reader to track progress and encourage a love of reading and own book choice.</p> <p>Fully participate in the Herts for Learning Reading Fluency Project, supported by the DfE English Hubs enabling staff to support children with a love for reading and reading fluency.</p>	
<p>Review staff CPD and teaching of Maths to enable more success with every child.</p>	<p>To work together with Maths Specialists from WeST to provide bespoke CPD coaching and mentoring for all teachers and HLTAs to support with the teaching and assessing of Power Maths.</p>	<p>3,6</p>

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

Budgeted cost: £4800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	<p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress (EEF Promising Projects)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1,2,4,5,10

<p>1-1 Phonics support/ phonics tutoring</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning (EEF Teaching and Learning Toolkit).</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start?utm_source=/projects-and-evaluation/projects/fresh-start&utm_medium=search&utm_campaign=site_search&search_term=frersh%20start</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>1,2,4,5,10</p>
<p>Reading Comprehension (Ninja Comp) Small Group Support</p>	<p>EEF – Reading comprehension strategies Reading comprehension strategies are high impact on average (+6 months).</p> <p>Alongside phonics it is a crucial component of early reading instruction. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p>	
<p>Small group Maths tuition</p> <p>1-1 White Rose Maths Online Tuition</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum (EEF Teaching and Learning Toolkit).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>When used effectively, technology can support and accelerate children’s progress and support teachers in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>3.6</p>

Precision Teaching	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum (EEF Teaching and Learning Toolkit).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Pre-Teaching Vocabulary	<p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning (EEF Teaching and Learning Toolkit).</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Nessi Reading and Spelling support	<p>Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version. Both results are unlikely to have occurred by chance, though results for the 30-week version are more secure (EEF Teaching and Learning Toolkit).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,4,5,10
Atom Learning Online Tutoring	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. (EEF Teaching and Learning Toolkit).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Classes with high number of PP. The funding will enable the school to employ TAs to support these children alongside the teacher with quality first teaching in class.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1, 2, 3, 4

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

Budgeted cost: £35,837.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Family Support Worker employed by the school for 15 hours per week.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment (EEF Teaching and Learning Toolkit).	7,8,9,10
Support from Plymouth MAST (Multi-Agency Support Team)	CPD for staff that includes the following: Therapeutic Mentoring, Understanding and Managing Anxiety in Schools, Supporting Pupils with Speech and Language Needs, Precision Teaching Levels 1 and 2, Adverse Childhood Experiences, access to Educational Psychologists, Drama Therapy and Speech and Language Therapists.	7,8,9,10
Educational visits subsidies	As a direct result of poverty, children and families are being excluded from events and activities that are often sources of great excitement and bring together school communities (cpag.org.uk)	7,8,9,10
Morning school exercise, morning reading club and lunch clubs.	All clubs are accessible to all children, including those that come to school on the school bus. As a direct result of poverty, children and families are being excluded from events and activities that are often sources of great excitement and bring together school communities (cpag.org.uk)	7,8,9,10
1 school jumper/cardigan per school year	Overall, parents with children in state maintained schools told us that they spent £337 per year on school uniform costs for each secondary school child and £315 per year for each primary school child (The Children's Society 2020).	7,8,9,10
Lego Therapy	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (EEF Teaching and Learning Toolkit).	7,8,9,10
Draw and Talk Talking Therapy	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (EEF Teaching and Learning Toolkit).	7,8,9,10
Pets and Picasso Art and Animal Therapy	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are	7,8,9,10

	<p>likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (EEF Teaching and Learning Toolkit).</p>	
Devon Mental Health Services Team Weekly 1-1 sessions	<p>One in six children aged five to 16 were identified as having a probable mental health problem in July 2021, a huge increase from one in nine in 2017. That's five children in every classroom.</p> <p>Sleep disorders are significantly affecting our children and young people with 28.7% (59.5%) of 6 – 10-year-olds, 38.4% (74.2%) of 11–16-year-olds and 57.1% (86.7) of 17–23-year-olds. Those with probable mental disorders are significantly higher in brackets.</p> <p>The proportion of children and young people with possible eating problems increased since 2017; from 6.7% to 13% in 11- to 16-year-olds and from 44.6% to 58.2% in 17 to 19 year-olds.</p> <p>The number of A&E attendances by young people aged 18 or under with a recorded diagnosis of a psychiatric condition more than tripled between 2010 and 2018-19.</p> <p>83% of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse.</p> <p>(www.devon.gov.uk)</p>	7,8,9,10
Small group music tuition	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF Teaching and Learning Toolkit).</p>	7,8,9,10
Communicating with and supporting parents to ensure their children have a high percentage of school attendance. The Family Support Worker, works closely with families and children to monitor	<p>Involving parent in education can boost progress by 3 months according to EEF. By engaging parents in help of this nature we aim to bring them closer to the work of the school and enhance the lives of the whole family. Meeting regularly both with school staff and the EWO to monitor and be proactive about tackling attendance issues. Ensure staff know which children</p>	1,2,3,4,5,6,7,8,9,10

<p>wellbeing, offer Early Help and assist with barriers that are of a pastoral nature e.g. Free School Meals, supporting children who have a parent in prison, victim of domestic abuse etc.</p>	<p>should be 'flagged' for attendance. The school has a range of ways to communicate with parents including the following: Text message Emails Facebook Class Dojo Newsletters and Toddler groups.</p>	
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Total budgeted cost: £ 92,903.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024

	All children School Data			FSM + Ever 6	
EYFS GLD	79%			50%	
Year 1 Phonics Screening Check	94%			75%	
Year 2 Phonics Screening Check	96%			50%	
Year 2 Teacher Assessment		ARE	GD	ARE	GD
	Reading	70%	17%	80%	0%
	Maths	54%	15%	40%	0%
	Writing	61%	2%	40%	0%
	RWM	33%		14%	
	GAPS	35%	0%	0%	0%
Year 4 Multiplication Check	+20/25 75%			+20/25 42%	
	25/25 44%			25/25 17%	
		ARE	GD	ARE	GD
Year 6	Reading	52%	33%	50%	
	Maths	60%	23%	50%	
	Writing	72%	16%	50%	
	RWM	77%		50%	
	GAPS	56%	27%	33%	

Providing a 0.5 FTE Family Support Worker across the school enabled us to support the high number of children with complex needs and particularly support their social, personal, and emotional needs. Small group/ friendship support and individual support in learning how to play and regulate their emotions was a particular focus.

- Our highly skilled support staff have supported children with both basic skills in English and maths lessons. They also run high-quality interventions and targeted support in small groups.
- Three RWI Development Day and Progress Meetings took place over the year where the RWI Lead and staff were coached to ensure they were confident in delivering the programme. This training enabled the RWI Lead to coach staff in the same way. This is reflected in the 94% of children who passed the phonics screening in 2024.
- Accelerated Reader continues to demonstrate that Pupil Premium children are engaging in the programme and motivated to read more frequently outside of school which leading to raised attainment over time. Systems for monitoring progress and achievement have been improved which ensures early identification of children who are not engaging.
- Families and children have been supported through our own school Family Support Advisor and MAST provision. These services are improving attendance and over all behaviour of many of our PP children through building relationships with our families, helping them to emotionally regulate themselves. Targeted MAST intervention is in place and the EP is consulted when a wider system response is required.
- Power Maths Mastery programme is implemented for all year groups and coaching for teachers and teaching assistants has been ongoing through the year.
- One-to-one coaching in Year 6 has supported children to close the gap to their peers.
- Opening Worlds supports speech and language development through oracy based practices. This has enhanced the speech and language development and confidence of our pupils.
- Intense CPD with ALL staff focusing on supporting disadvantaged pupils, using a consistent and positive approach to attendance, behaviour and teaching and learning strategies has supported our children socially, emotionally and academically.

Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance learning
Book Writes	Devon Education Services
Jigsaw PSHE	Jigsaw
TT Rockstars	Maths Circle LTD
Read Write Inc	Ruth Miskin Phonics Training
Mastering Number	NCTEM
MAST	Plymouth Learning Partnership
Power Maths	Pearson
White Rose Maths	White Rose Maths
Opening Worlds	Christine Counsell

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Weekly Military Club run by two members of staff after school.

Family Support Advisor to support families with a single point of contact and provide emotional, wellbeing support during times of parent/service personnel deployment.

The impact of that spending on service pupil premium eligible pupils

Children able to feel emotionally ready for learning through having a known trusted adult to talk with.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.