

Pupil premium strategy statement: Wheelwright Lane Primary School

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	213
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 (Reviewed and Amended).
Date this statement was published	November 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs S Perry
Pupil premium lead	Mrs S Perry Ms C Jackson
Governor / Trustee lead	Dave Grove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68405.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£68405.00

Part A: Pupil premium strategy plan

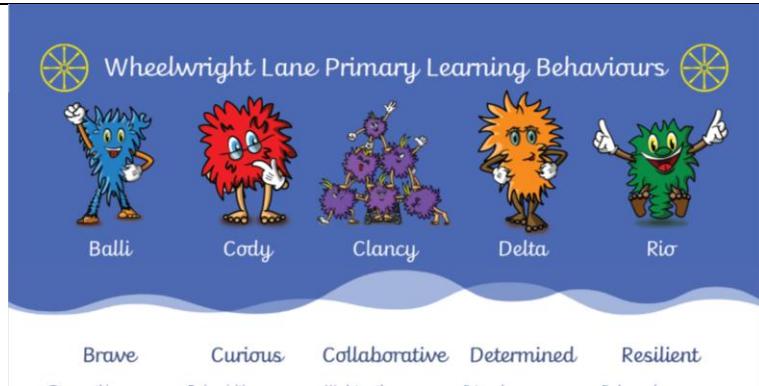
Statement of intent



At Wheelwright Lane Primary School our pupils, that are eligible for pupil premium, are curious about the world around. They are keen to explore their indoor and outdoor classroom environments, often being brave by taking risks, trying new things and demonstrating increasing independence. Our pupils are confident in their local community. They have a good sense of their immediate surroundings and have strong connections with their peers, sometimes beyond their age and still developing social expectations. Our pupils have good gross motor skills, demonstrating balance, co-ordination and motivation to be active.

At home, our pupils have limited access to resources that aid good reading, writing and mathematical skills. As a result of this pupils can find it challenging to develop and maintain the skills and knowledge required to make progress in these areas in line with their peers. Our pupils often need adapted provision in schools in order to 'keep up' with their peers. Pupils often work at below expected standards in reading, writing and maths and this can often create a barrier to accessing the wider curriculum. In addition to this, pupils have limited experience beyond their community. Their contextual knowledge can be narrow, and this has a direct impact on the development of their vocabulary and wider understanding. This can significantly impact on their ability to make connections across the curriculum. This is where we have witnessed a rise in their ability to regulate their emotions and share their views in a socially acceptable way in comparison to their peers.

Our vision is for all our pupils to have the skills, knowledge and understanding they will need to be successful in their lives. This includes being confident speakers, readers, writers and have the essential numerical skills for the next phase in their education. We believe that our 5 learning behaviours of bravery, curiosity, determination, resilience and collaboration underpin our curriculum and are an essential part of their future successes.



To ensure our pupils fulfil their potential we ensure that appropriate provision is made for our vulnerable groups, using ongoing assessment and addressing their needs early on. Our data shows that a proportion of our PPG also have additional SEND needs and require adapted provision in learning.

Quality First Teaching is at the heart of our approach to learning. Research from the EEF suggests that QFT has the greatest impact on attainment and closing the disadvantaged attainment gap. It is our intention that all pupils attainment will be sustained and improved through our intended outcomes.

Our core objectives:

- For all disadvantaged pupils in school to exceed nationally expected progress to achieve Age Related Expectation at the end of Key Stage 2.
- To reduce the attainment gap between disadvantaged and non-disadvantaged pupils nationally.

Our pupil premium strategy is also integral to wider school development plans to support pupils education. In particular, supporting pupils for that were most impacted through the pandemic. This includes poor attendance, broader experiences and poor a lack of listening and attention skills.

How we will achieve our objectives:

Learning Mentor to support the social and emotional needs of disadvantaged learners and thus enhance learning and access to the curriculum.

Training and availability of Emotional Literacy Support Assistant (ELSA).

Additional teaching and learning opportunities to support Quality First Teaching through the EEF – 7 Step lesson approach.

We choose the classroom approaches and intervention programmes that research shows have an impact: <http://educationendowmentfoundation.org.uk/toolkit/> -

Use of additional TA support in reception, year 1 and year 2 to support small group phonics, resources and CPD.

Provide a Lunchtime provision that is low arousal to support the social and emotional needs of children.

Additional teaching and learning opportunities to support Quality First Teaching through the EEF, Early Year Hub and External school improvement advisors.

Allocate an experienced TA to each phase – providing small group work with an experienced TA focussed on closing gaps in learning.

Use of the Maths Hub and Mastery Programme (NCETM) - (Introduction of years 4&5)

Subsidised enrichment activities, educational visits, residential and to ensure children have primary, first-hand experiences to link with our core curriculum offer.

PP lead will be trained in the RADY approach – through challenging education and will cascade this throughout school.

Trained member of staff in Boxhall profiling.

Provide Year 6 Boosters.

Provide Creative clubs to support children with home learning, which will be led by their teacher.

Arranged visits with Bede Village to promote a sense of community and build confidence in different social situations.

Delivering Lego therapy to identified children.

Develop incentives (lead by attendance leads) to improve attendance and reinforce positive learning behaviours in line with our school values.

Transition from primary to secondary and transition internally and into EYFS – learning mentor linking with local schools and families to ensure children are prepared for their stages of education.

Behaviour and attitudes through support during lunchtimes, by providing activities to engage and promote our school relationship motto and values.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor oracy skills across the 4 domains of physical, linguistic, cognitive and social and emotional language, resulting in increased levels of dysregulation.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers, this has an impact on their access to the curriculum and a need for pre-teach to close the vocabulary gap.</p>
2	<p>Limited parental engagement with school and lack of home support available to children impacting significantly on reading, writing and mathematics.</p> <p>Our assessments, observations, and discussions with pupils and parents indicate the education and wellbeing of many of our disadvantaged pupils are impacted by the lack of knowledge and resources available to those pupils. This has resulted in significant skills and knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.</p>
3	<p>Rise in social, emotional and mental health needs in pupils resulting in lack of engagement with the school curriculum</p> <p>Our assessment, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to incidents recorded on CPOMs and the increasing lack of emotional intelligence and the skills to be able to resolve conflict. These challenges particularly affect disadvantaged pupils including their attainment.</p>
4	<p>Low attainment in writing, physical development and vocabulary impacting on pupil's ability to access the wider curriculum</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with accessing the curriculum than their peers. This negatively impacts their development across the curriculum, in particular in writing.</p>
5	<p>Limited opportunities to visit places beyond that of their local community due to cost of living crisis resulting in lack of cultural experiences.</p> <p>Children have less opportunities to visit new places and experience surroundings beyond that of the local community. This impacts on children's vocabulary and prior knowledge which, in turns, limits their knowledge to bring forward into school.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve oracy skills and vocabulary across disadvantaged pupils.	<p>EYFS PPG pupils are identified and uplifted, therefore will be in line with their peers by the end of the Early Years Foundation Stage.</p> <p>Curriculum leaders focus on developing and extending vocabulary across the school.</p> <p>Staff use knowledge organisers and pre teach to support the context of vocabulary associated with the lessons.</p>

	<p>EAL pupils have access to adaptations to support their language acquisition</p> <p>Parents attend reading events across school to support pupils with enriched vocabulary</p> <p>School library service ensures all pupils and parents have access to a broad range of books to broaden vocabulary.</p> <p>All classes have a dedicated book area linked with topic.</p> <p>Displays are language rich and promote key vocabulary using dual coding to support retention of vocabulary.</p>
<p>Increased parental engagement for pupils of disadvantaged families.</p>	<p>Parents are invited to attend workshops with a focus on reading, writing and mathematics.</p> <p>Where parents are not able to attend, they are invited to attend separately via teams, 1:1 or receive information via the post.</p> <p>Learning mentor engages with the most hard to reach families through Early Help, pastoral support and sign posting to external services.</p>
<p>Pupils social, emotional and mental health needs are well catered for and children are able to self regulate using strategies taught by adults</p>	<p>New staff receive training on The Zones of Regulation and all staff use this to support pupils where self regulation is a barrier to their learning.</p> <p>Learning Mentor and SENDco work closely together to support parents of pupils with SEMH needs – offering support network meetings, Early Help and signposting parents to external agencies.</p> <p>Pastoral lead will be trained in ELSA and delivery of this will be implemented.</p> <p>Staff will use the Boxhall tool to support the needs of individual children.</p> <p>Disadvantaged pupils will access Lego therapy.</p> <p>Qualitative data from pupil voice and parent surveys and teacher visits</p> <p>A reduction in behaviour incidents recorded on CPOMs.</p> <p>Co-regulation strategies will be consistent for children who require support and therefore will have a reduction in dysregulated behaviour.</p>
<p>Improved attainment in reading for our disadvantaged pupils</p>	<p>Disadvantaged Pupils will reach their uplifted data projection and be in line with their RADY partner.</p> <p>End of KS1 attainment in reading demonstrates higher proportion of disadvantaged pupils achieving expected standard and above.</p> <p>End of KS2 attainment in reading demonstrates disadvantaged pupils achieving expected standard or above in reading and high numbers of GDS</p>

<p>Improved enrichment opportunities for pupils, broadening experiences and providing children with the cultural capital they need to succeed in life.</p>	<p>100% of children accessing enrichment activities and trips to support vocabulary and boost prior knowledge termly.</p> <p>100% of disadvantaged pupils attending Homework club.</p> <p>100% of disadvantaged pupils to attend Bede Village.</p> <p>Financial support where needed to enable most disadvantaged pupils to access trips and visits and for families known to be in working poverty.</p> <p>Bursaries to be allocated to our disadvantaged pupils, where interest is shown by a child.</p>
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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: £31'735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use and implementation and monitoring of Little Wandle scheme, virtual platform and CPD programme. In house training for new staff and ongoing CPD.</p> <p>Additional adults within EYFS and year 1/2 Provision to enable smaller phonics groups.</p> <p>Teacher non contact time to make regular pupil</p>	<p>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)</p> <p>Poor Language and Communication skills on entry to school, minority of PPG children are on track to be at age-related. Most children are working below age related expectations and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. In KS1 and KS2, children are unlikely to have the vocabulary to help them with reading.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	

<p>assessments and provide CPD</p> <p>Oracy based intervention to improve high quality linguistic interactions in Reception.</p>	<p>necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils with SALT needs in Reception. Disadvantaged children will either require small group support or 1:1 support from additional adults. Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Growing number of EAL pupils to the school.</p> <p>Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>High Levels of engagement with pre school service</p>	
<p>Phase Group TA's for core intervention support Thrive and Inclusion Lead practitioner's, non-class-based time</p>	<p>Disadvantaged pupils are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' non-disadvantaged peers have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. TAs provide bespoke support to pupils in small groups and whole class sessions to model language and support with new vocabulary. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance: Maths Mastery EYFS – Year 2 & Maths Hub.</p> <p>The introduction of the years 5 & 6 mastering of number intervention.</p>	<p>Continued efforts being made to close the gap between PP children and non-PP children further. Evidence from EEF Teaching and Learning Toolkit: Teaching Mastery = + 5 Months</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery workshops). The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approached: Maths_guidance_introduction (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3.</p>	
<p>Implement SEL interventions (Lego therapy, Draw and talk, emotional coaching, ELSA) with targeted pupils, to complement whole-school approach and in line with our values</p>	<p>ELSA training and delivery builds internal school capacity to support pupils' emotional wellbeing, particularly those from disadvantaged backgrounds who often face additional social and emotional barriers to learning.</p>	

<p>and ethos, improving the quality.</p>	<p>Stronger engagement: Better behaviour, attendance, and participation in learning—especially for pupils facing adversity or trauma.</p> <p>Academic benefits: Removing emotional barriers allows disadvantaged pupils to access the curriculum more fully, helping to close attainment gaps.</p> <p>Sustainable support: An in-house ELSA offers consistent, early intervention without relying solely on external services.</p> <p>Positive school culture: ELSA fosters a more inclusive, emotionally-aware environment that benefits all pupils.</p> <p>Studies show increased happiness in school, improved friendships, and stronger emotional wellbeing after ELSA support.</p> <p>ELSA is most effective when staff receive proper training, supervision by educational psychologists, and dedicated time and space for sessions.</p> <p>Disadvantaged pupils, who often lack external emotional support, benefit significantly from regular, trusted relationships with school-based ELSAs.</p> <p>The overall impact will be to remove emotional barriers so those pupils can thrive socially, emotionally, and academically.</p>	
<p>Staff CPD</p>	<p>High quality staff CPD is essential. This is followed up during Staff meetings and INSET. There is a focus school wide on professional development securing quality first teaching for all children. (Outlined through out).</p> <p>Regular CPD bi weekly using Little Wandle Scheme 1 hour.</p> <p>Talk4 Writing embedded in Early Years and lower phase.</p> <p>Talk4 Writing whole school</p> <p>Staff access to Talk4writing planning</p> <p>Little Wandle weekly coaching by experienced teacher</p>	

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

Budgeted cost: £19'778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Interventions in EYFS and KS1 TA x3 days (groups and 1-1). Keep Up</p> <p>2 x Rapid Catch Up Interventions in Year 3.</p> <p>Experienced Teachers of phonics to support keep up in reception. Working closely with lowest 20%</p>	<p>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Little Wandle approach of daily keep up and rapid catch up through 1:1 and small group fluency</p> <p>Engaging with Little Wandle phonics and year 6 booster sessions to provide a blend of Tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic and deprivation factors.. A significant proportion of the pupils who receive tutoring will be disadvantaged or in working poverty.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Small group tuition = +4 Months</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Introduction of the RADY project to be implemented across school and developed as a whole school approach to raise the attainment of our disadvantaged pupils as individuals in relation to their starting points to support and provide ambitious targets directly relating to their peers.</p>	<p>The Education Endowment Foundation (EEF) and other research emphasise that “high quality teaching is the most important lever that will help to improve disadvantaged outcomes”. Schools implementing RADY cite this principle.</p> <p>A DfE research brief found that strong school cultures and practices that include high expectations, clear tracking and support for disadvantaged pupils are characteristic of high-performing schools.</p> <p>A recent study by the National Foundation for Educational Research (NFER) found that poor attendance and school mobility are strongly linked to lower attainment for disadvantaged pupils.</p> <p>RADY emphasises systemic change, which often includes ensuring disadvantaged</p>	

	<p>pupils are present, engaged and have access to enriched opportunities, aligning with this evidence base.</p> <p>The RADY evaluation found qualitative evidence that pupils reported moving away from “learned helplessness”, and embracing enrichment opportunities they might otherwise have missed.</p> <p>While not unique to RADY, educational research points to the value of widening pupils’ cultural capital, aspirations and access to role-models as part of narrowing attainment gaps.</p> <p>The RADY approach emphasises tracking disadvantaged pupils’ progress carefully and ensuring target-setting is ambitious but realistic, with interventions in place if progress dips. For example: “The chart shows … after implementation, they were making … better progress – they were catching up.”</p> <p>Monitoring disadvantaged pupils systematically aligns with the NGA “Spotlight on Disadvantage” idea that schools should adopt a holistic outlook and use evidence to inform decisions.</p>	
Times Table Rockstars Spelling Shed Tapestry Purple Mash Home clubs in school half termly	Internal data and pupil/teacher voice has indicated these programmes are an essential part of learning and engagement. Parents have given positive feedback around the use of spelling shed, tapestry, purple mash and timetable rockstars.	

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

Budgeted cost: £ 17'105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support/Learning Mentor to work with vulnerable pupils to ensure they can access Learning Data Analysis (incl. Attendance & Behaviour)	More frequent low level behaviour incidents can have a detrimental effect in the classroom, effecting Quality First Teach for all. By taking the time to discuss each individual pupil, a wider joined up approach will build connections and lead to improved outcomes.	
SLT to Lead Lunchtime Nurture Clubs to provide high quality games and	Lunchtime provision and resources to support pupils to self-regulate and learn important social and emotional skills to	

<p>activities to engage pupils and support needs.</p> <p>Homework clubs</p> <p>Teacher led booster clubs (yr 6)</p>	<p>enable them to engage better with their peers and have increased confidence and self-esteem.</p> <p>Teacher led homework clubs to support pupils at least half termly.</p> <p>Before and after school booster clubs available for yr 6 pupils, led by experienced teachers and teaching assistant. Focus on RWM skills</p>	
<p>Enrichment Costs</p>	<p>A large part of our curriculum offer at Wheelwright Lane is to provide children with the opportunities and life experiences that they will not get the chance to at home.</p> <p>Our trips and visits are subsidised where required through the pupil premium grant because not only is it essential for pupil wellbeing, but it is also essential that they experience different settings before writing about it. All experiences, whether trips; visits or immersive encounters are linked to Topics that they are studying. For example:</p> <p>Y1 Toy Museum Y2 Warwick Castle Y3 Ryton Pools Y4 Coombe Park Y5 National Space Centre Y6 Coventry Cathedral</p> <p>2 weekly visits to Bede Residential Village Athletics clubs and consortium based competitions.</p>	
<p>Implementation of low arousal and saturation model including training and monitoring to include evaluation of pupil engagement, well-being and behaviour.</p>	<p>Implementation of low arousal spaces in school to support a safe place for all children to co-regulate and rest from a busy school environment.</p> <p>To implement the saturation model, when combined with the low arousal approach, is an educational strategy to support disadvantaged learners by creating an inclusive and supportive environment that reduces stress and anxiety. The low arousal approach involves behaviour management techniques that focus on avoiding confrontation and reducing triggers to prevent crisis situations.</p> <p>The saturation model supports this by ensuring that every student has the necessary support to feel engaged and included, and by implementing a whole-school system that reduces demands and triggers, thereby lowering arousal levels.</p> <p>Low Arousal Approach aims to prevent challenging behaviours by proactively reducing stress, fear, and frustration.</p>	

	<p>Strategies include, minimizing demands and potential triggers. Using calming techniques such as a lower tone of voice and calm demeanour. Avoiding non-verbal behaviours that could lead to conflict, like direct eye contact. Creating a calm and quiet area for retreat when feeling overwhelmed.</p> <p>The Saturation Model aims to create inclusive environments where everyone feels supported and engaged.</p>	
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Total budgeted cost: £ 68'618

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school has implemented a comprehensive package of interventions aimed at improving outcomes for disadvantaged pupils. This includes the *Little Wandle Keep-Up Phonics Programme*, with Teaching Assistants (TAs) providing daily targeted sessions to reinforce early reading skills. Alongside this, the pastoral lead has provided tailored emotional and attendance support, while homework and enrichment clubs have been established to promote engagement, routine, and extended learning opportunities.

In addition, significant investment in **staff professional development (CPD)** has focused on key evidence-based strategies:

- **Talk for Writing** – to improve vocabulary, sentence structure, and writing stamina.
- **Mastery of Number** – to strengthen conceptual understanding and fluency in early mathematics.

These approaches have been embedded consistently across classrooms, with support staff and teachers working collaboratively to ensure continuity and quality of provision.

Impact on Disadvantaged Pupils

1. Improved Early Reading and Phonics Outcomes

- Pupils accessing the *Little Wandle Keep-Up* sessions demonstrated accelerated progress in phonics acquisition.
- The use of consistent, structured teaching and repetition has reduced reading gaps between disadvantaged pupils and their peers.
- Pupils now approach reading with greater confidence and independence, supported by the emotional scaffolding provided by TAs.

2. Narrowing the Vocabulary and Writing Gap

- The *Talk for Writing* strategy has had a clear and positive impact on language development.
- Through rich, modelled storytelling and structured oral rehearsal, disadvantaged pupils have widened their vocabulary and improved sentence composition.
- This has been reflected in improved writing outcomes and a greater ability to articulate ideas both orally and in written form.

- Pupils are using more ambitious vocabulary and demonstrating deeper understanding of text structure and purpose.

3. Enhanced Emotional Regulation and Learning Readiness

- The pastoral lead's work around emotional regulation, attendance, and wellbeing has improved pupils' ability to engage with learning.
- Pupils have shown increased resilience and focus, supported by trusted adults who reinforce positive behaviours and self-regulation strategies.
- Improved attendance, particularly for identified pupils, has increased learning time and consistency in accessing interventions.

4. Engagement through Homework and Enrichment Clubs

- Homework and attendance clubs have provided structured opportunities for practice, relationship-building, and mentoring.
- Disadvantaged pupils have benefited from additional access to learning resources and support with tasks that may be more difficult to complete at home.
- This provision has also strengthened school belonging and motivation.

5. Improved Teaching Quality through Targeted CPD

- Staff CPD in *Talk for Writing* and *Mastery of Number* has enhanced subject knowledge and pedagogical confidence.
- Teachers and TAs now use consistent approaches, language, and scaffolds, ensuring disadvantaged pupils receive clear, coherent instruction across subjects.
- The *Mastery of Number* training has improved pupils' fluency and confidence in applying number facts, supporting deeper mathematical reasoning.

The combined implementation of *Little Wandle Keep-Up Phonics*, *Talk for Writing*, *Mastery of Number*, and enhanced pastoral and TA support has had a **significant positive impact** on disadvantaged pupils. The approach has **narrowed the vocabulary and phonics attainment gaps, improved emotional readiness to learn, and increased attendance and engagement**.

Through strategic CPD, strong leadership from the pastoral team, and targeted TA intervention, the school has built a cohesive framework that supports both academic progress and personal development, ensuring disadvantaged pupils are better equipped to thrive across the curriculum.

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
Spelling Shed	Ed Shed
Coaching and school improvement	Marula Consultancy DELIOS Training and Consultancy Ltd
English Hub	Reading for Pleasure
Little Wandle Phonics	Little Wandle