

Pupil premium strategy statement - Ide Hill Church of England 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	154
Proportion (%) of pupil premium eligible pupils	Less than 10%
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)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Reviewed and updated September 2025
Statement authorised by	Elizabeth Alexander and Jeanine Johnson
Pupil premium lead	Elizabeth Alexander
Governor / Trustee lead	Sue Caskey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,500 (subject to October census)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£13,500 (subject to October census)
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Part A: Pupil premium strategy plan

Statement of intent

At our school, we are committed to developing a love of learning, placing equal importance on the academic, moral, social, physical, spiritual development and well-being of our pupils. Our goal is to help children build resilience and flourish in all aspects of life. By fostering strong relationships with families, the Church, and the wider community, we aspire to deliver an education that prepares children for the opportunities, responsibilities, and challenges of adult life.

To support the academic and personal growth of pupils in receipt of the Pupil Premium Grant, we provide tailored opportunities that they may not otherwise access. This includes funding for educational visits to places of interest, offering a broad range of experiences to enhance their learning. We also support participation in extra-curricular activities, including school clubs, and ensure that essential items are provided to enable equal access to the curriculum.

In addition to academic support, we prioritise the well-being of our pupils by offering counselling services, meetings with families, and implementing new initiatives aimed at holistic development. We aim to ensure that pupils eligible for PPG make at least good progress from their starting points and work to close the gap between them and their non-pupil premium peers.

We also invest in high-quality teaching and ongoing professional development for all staff. By ensuring that every class has an effective teacher and by providing targeted, in-class and small group structured interventions, we strive to offer the best possible educational experience for all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils have identified vocabulary gaps for some of our disadvantaged children. These gaps are impacting both their reading comprehension, spelling abilities and access to wider curriculum subjects
2	Assessments, observations, and discussions with pupils have identified retrieval and recording is a challenge for some of our disadvantaged children.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. This includes behavioural challenges and anxiety. Some of these children also lack engagement and opportunities for extra curricular activities.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 5% lower than all children.
5	Some of our disadvantaged children are also on the SEND register, which presents additional challenges and requires tailored support. These pupils often face multiple barriers to learning, including difficulties with language acquisition, cognition, and social or emotional development. The combination of being both disadvantaged and having special educational needs means that these children require individualised interventions.

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 vocabulary, spellings and reading comprehension among disadvantaged pupils. Improved access to all subjects.	Assessments and observations indicate significantly improved vocabulary, spelling and reading comprehension among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative assessment through spelling tests and reading assessments. All children to be accessing learning and lessons and work adapted where appropriate.

Improved retrieval skills and recording for our disadvantaged pupils.	Observations and discussions with pupils will demonstrate retrieval skills have improved. Book scrutiny will evidence improvement of recording ideas in a range of successful ways.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024-27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Boxall Profile assessments • Intervention records such as Zones of Regulation, Sensory Circuits and Nurture Groups.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024-27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 1.6% and authorised 5.5% which were the absent rates on gov.uk for academic year 2023-2024. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 5% • Qualitative data from pupil voice and parent meetings • Clear actions and logs recorded within the attendance team meetings.
To ensure expected progress for children who are both SEND and disadvantaged.	This will be evidenced through book scrutiny, observations and assessments. Individual learning plans to show progress taking place and next steps. Children who need additional screening or outside agency support will be referred promptly with support from parents.

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: £3,746

£1096= Reading Assessments (Total cost £1517)

£450 = Maths Assessments

£500 = CPD

£200 = Reading programme

£1500 = Subject Leadership Time

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. Information for staff to ensure assessments are interpreted and administered correctly.	Conducting reading and maths assessments three times a year across the school offers several key benefits: • Early Identification of Gaps: Regular assessments allow teachers to identify learning gaps or areas of difficulty early on, enabling timely interventions before issues become more significant. • Tracking Progress: Assessing students throughout the year provides valuable data on individual and class progress, helping teachers monitor whether students are on track or need additional support. • Informed Teaching: The assessment data helps teachers adjust and differentiate their instruction, ensuring lessons are tailored to meet the specific needs of each student, whether they require more challenge or extra help.	1, 2, 3 and 5

	• Targeted Interventions: For pupils falling behind, particularly disadvantaged or SEND students, these assessments enable the creation of focused interventions to address specific gaps in learning. • Parental Communication: Regular assessments provide concrete data that can be shared with parents, giving them a clear understanding of their child's strengths and areas for improvement. • Preparing for Statutory Tests: Frequent assessments help prepare students for end-of-year statutory assessments (such as SATs), reducing test anxiety and familiarising them with test formats. • Whole-School Improvement: Aggregated assessment data helps school leaders evaluate the effectiveness of teaching strategies, curriculum implementation, and resource allocation across the school, driving continuous improvement. It also helps for consistency across the school.	
Monitoring to ensure High Quality Teaching and Learning	High-quality teaching has the strongest impact on outcomes for disadvantaged pupils (EEF, 2022). By monitoring all subjects, we ensure that pupil premium pupils benefit from consistently strong practice across the curriculum. Ofsted and DfE highlight the importance of a well-sequenced curriculum and robust quality assurance to narrow gaps and raise attainment. Monitoring allows us to identify and address specific barriers for pupil premium pupils, adapt teaching approaches, and ensure targeted interventions are truly additional to excellent classroom practice. This approach aligns with the EEF's tiered model, prioritising teaching quality as the most effective way to improve outcomes for all, but especially for disadvantaged learners. • Regular lesson observations in all subjects, with a focus on pupil premium progress and engagement. • Work scrutiny to check for consistency in expectations and feedback.	1-5

	• Pupil voice activities to ensure pupil premium pupils feel supported and challenged. • CPD follow-up to address identified areas for improvement.	
Developing teacher and teaching assistant CPD across the school	The Education Endowment Foundation (EEF) highlights that effective teacher CPD can lead to improved pupil outcomes. High-quality CPD enhances teachers' subject knowledge, pedagogy, and ability to implement effective classroom strategies. It is estimated that CPD can add up to seven additional months of progress in students over an academic year . John Hattie's meta-analysis on the factors influencing student achievement shows that teacher expertise and quality of instruction are among the most powerful influences on student learning, significantly boosted through sustained CPD. Research by the EEF has shown that TAs, when properly trained through CPD, can make a meaningful impact on student learning, particularly in literacy and numeracy. Teaching assistants who receive targeted training in delivering structured interventions show notable improvements in pupil outcomes. Untrained TAs are less effective, emphasising the need for continuous professional development. CPD enables teachers and TAs to adopt evidence-based teaching strategies, such as metacognition, feedback, and formative assessment, which have been proven to boost pupil learning. Joyce and Showers (2002) found that CPD that includes opportunities for practice, feedback, and coaching is particularly effective in leading to sustained changes in teacher practice. CPD is essential in equipping teachers and TAs to better support disadvantaged pupils and those with special educational needs (SEND). Tailored training helps staff understand the specific challenges faced by	1, 2, 3 and 5

	these groups, allowing them to implement effective interventions. The benefits of collaborative CPD are also supported by research. Cordingley et al. (2015) found that teachers who engage in collaborative CPD—such as peer coaching and professional learning communities—are more likely to improve their teaching practice and pupil outcomes, as this approach fosters reflection, shared learning, and continuous improvement.	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. This will be supported through current schemes, our new writing programme and the development of reading throughout the school. Subject leaders will also be working on vocabulary	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2 and 5

within their subjects.		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3
Give time to subject leaders across the school to lead upon their subject and collaborate with others/	Giving time to subject leaders across the school to lead upon their subject offers numerous benefits that directly impact teaching quality, curriculum development, and student outcomes. Key benefits include: • Deepened Knowledge: Subject leaders have dedicated time to enhance their understanding of the curriculum, pedagogy, and recent developments in their subject area, leading to improved teaching strategies across the school. • Focused Curriculum Development: With time allocated, subject leaders can ensure that the curriculum is well-sequenced, coherent, and designed to meet the needs of all pupils, ensuring progression and depth in learning. • Mentoring and CPD: Subject leaders can provide guidance, support, and training to other teachers, helping them to develop their own subject knowledge and teaching skills. This leads to a more consistent, high-quality teaching approach across the school. • Sharing Best Practice: With time to reflect and observe lessons, subject leaders can identify and share effective teaching practices, ensuring	1, 2, 3 and 5

	that high standards are upheld across year groups and classrooms. • Aligning Teaching Practices: Subject leaders can ensure that teaching methods, resources, and assessments are aligned with school priorities and policies, leading to greater consistency in how subjects are taught across different classrooms. • Monitoring and Evaluating Progress: Regularly reviewing and assessing pupil progress in their subject, subject leaders can identify gaps in learning and ensure that interventions are timely and targeted, enhancing overall pupil outcomes. 4. Driving Whole-School Improvement • Strategic Planning: Subject leaders can contribute to the school's strategic direction by setting clear goals and initiatives for their subject area that align with the school's broader improvement plans. • Data-Driven Decision Making: By having time to analyse data and trends within their subject, leaders can make informed decisions about curriculum adjustments, resource allocation, and teaching priorities to improve pupil attainment. • Promoting a Culture of Excellence: Strong subject leadership helps promote high expectations, encouraging both teachers and students to take pride in their achievements and aim for excellence within their subject areas. • Resource Allocation: Subject leaders can manage and allocate resources more effectively, ensuring that teachers have access to high-quality materials that enrich learning and align with curriculum goals. • Leadership and Accountability: Giving time to subject leaders fosters a sense of ownership and accountability for their subject, ensuring they take responsibility for student progress and the quality of teaching within their area.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,254

Dyslexia Gold = £799

Infinity Plus = £300

Talk Boost = £500

Speech Link = £300

1:1 and small group interventions = £32,000 (2 afternoons of TAs) 5/6's out of whole school budget. (£5,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve eye control and phonological awareness. Improve reading age, spelling age and comprehension. Times table fluency.	Evidence suggests that this programme improves reading by an average of 12 months in 3 months. This programme has been suggested by many specialist teachers.	1,2 and 5
Purchase of a maths intervention targeted at disadvantaged pupils who require further maths support including fluency.	Targeted Support: Maths Infinity offers personalised learning opportunities, allowing students to focus on specific areas of difficulty and build a strong foundation in core maths concepts. Improved Confidence: Regular interventions help students overcome challenges in maths, which in turn improves their confidence and reduces maths anxiety. Boost in Achievement: By addressing learning gaps and reinforcing essential skills, these interventions often lead to improved	1,2 and 5

	performance in classroom assessments and standardised tests. Engaging Resources: Maths Infinity programs use engaging, visual, and interactive resources that enhance student engagement, making learning maths enjoyable and accessible. Mastery Approach: White Rose Maths promotes a mastery approach, where students learn maths deeply and securely before moving on, ensuring long-term retention of concepts.	
Delivery of small group and 1:1 interventions across the school – including sensory circuit, nurture groups, precision teaching, pre-teaching and catch up support.	<u>1:1 interventions</u> Effectiveness: According to the EEF, one-to-one tuition is highly effective in improving pupil attainment. On average, it can lead to +5 months of additional progress over the course of a year. Personalised Learning: It allows for highly individualised support, tailored to the specific needs of the pupil, making it particularly beneficial for those struggling with particular areas of learning. Targeted: It works best when sessions are frequent and for a short duration (e.g., 30 minutes), and when it's aligned with the student's regular curriculum. <u>Small Group Interventions</u> Effectiveness: Small group tuition is also effective, offering +4 months of additional progress. It is often less	1,2,3 and 5

	costly than one-to-one tuition but can still yield significant benefits. Peer Interaction: Small group work allows for collaborative learning, where students can benefit from peer explanations and discussion, which enhances understanding. Focus: As with one-to-one, small group interventions are most effective when closely aligned with the regular classroom content and when groups remain small (usually 2-5 students). Overall, EEF's research shows that both small group and one-to-one interventions are highly effective ways to accelerate pupil progress, especially when delivered by skilled practitioners and aligned with classroom teaching.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and reviewing our behaviour policy to develop consistent approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF A consistent behavior policy, especially one that integrates elements of nurture principles and Zones of Regulation, provides	3 and 4

	numerous benefits for both students and staff. <u>Promotes Emotional Regulation</u> Improved Self-awareness: The Zones of Regulation framework helps students understand and recognise their emotions by categorizing them into four zones (Blue, Green, Yellow, Red). This increases self-awareness and emotional vocabulary. Coping Strategies: Students are equipped with strategies to manage their emotions and return to a “green zone,” where they are calm, focused, and ready to learn. Consistency in Language: Having a common language across the school helps students consistently identify and manage their feelings, leading to a more harmonious environment. <u>Supports Positive Relationships (Nurture Principles)</u> Secure Attachments: A nurturing behavior policy fosters trusting relationships between students and adults, which are crucial for emotional well-being and learning. Understanding Individual Needs: Nurture principles emphasise understanding children’s development and the importance of early experiences in shaping behavior. This can reduce punitive approaches and promote empathy. Inclusive Environment: Nurture-based approaches prioritise understanding the underlying causes of behavior, rather than just focusing on the symptoms. This makes the school more inclusive, helping those	
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	with additional social and emotional needs feel valued and supported. <u>Predictability and Security</u> Clear Expectations: A consistent policy makes expectations for behavior clear to all students. This reduces confusion, providing a secure and predictable environment where students know the consequences of their actions. Reduced Anxiety: Predictability helps reduce anxiety, particularly for vulnerable students or those with additional emotional needs, as they understand what is expected of them and can feel more in control. <u>Improved Learning Environment</u> Focus on Learning: With consistent behavior expectations in place, time spent on managing disruptions decreases, leading to more time focused on teaching and learning. Calm and Safe Environment: A nurturing and regulated environment is less prone to conflicts and emotional outbursts, creating a calm and safe space where students can thrive. <u>Equips Students with Life Skills</u> Self-regulation: The Zones of Regulation provide tools that students can carry with them beyond school, teaching them how to manage emotions, behaviors, and reactions in real-world situations. Resilience and Problem-solving: Nurture approaches encourage students to develop resilience and problem-solving skills by reflecting on	
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	their behaviors and emotions in a supportive setting. <u>Staff Well-being and Consistency</u> Reduced Burnout: A consistent behavior policy that emphasises nurture and emotional regulation reduces stress for staff, as they spend less time managing misbehavior and more time fostering positive relationships and learning. Unified Approach: When all staff follow the same behavior policy, there is less room for confusion or inconsistency, which helps staff maintain authority and ensures fairness across the school. Incorporating a consistent behavior policy that is grounded in nurture principles and the Zones of Regulation fosters a supportive, calm, and empathetic school culture where both students and staff can flourish.	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to continue to implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Provide wider opportunities to children to ensure they can access trips, events and clubs	There is substantial evidence to suggest that supporting Pupil Premium (PP) children with access to clubs, events, and trips has positive impacts on their overall development and educational outcomes. This is particularly important as these enrichment opportunities help to level the	3

	playing field for disadvantaged students, contributing to their academic success and personal growth.	
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Total budgeted cost: £ £13,500

Further information (Evaluation)

Term 1	<u>Intended Outcomes Review</u> - Improved vocabulary, spellings and reading comprehension among disadvantaged pupils. Improved access to all subjects. - Improved retrieval skills and recording for our disadvantaged pupils. - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. (Surveys, engagement, enrichment, Boxall, Zones, sensory and nurture intervention records) - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (Gap of less than 5% -aim for 3%) - To ensure expected progress for children who are both SEND and disadvantaged. (PP meetings, ILP discussions and evidence of interventions/work) <u>Other things to note and review</u> Behaviour Policy update: Assessment: Curriculum Development: Training: Links with other schools: Monitoring of PP children including interventions and in class support/adaptations: Subject leadership and impact:
Term 2	

Term 3	
Term 4	
Term 5	
Term 6	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This academic year, our Pupil Premium strategy focused on five key outcomes to support our disadvantaged pupils. Our approach emphasised evidence-based interventions, rigorous monitoring, and a whole-school ethos of nurture and inclusion. Below, each outcome is reviewed in detail, with evidence of impact and recommendations for further improvement.

Outcome 1: Improved Vocabulary, Spellings and Reading Comprehension

Success Criteria

- Assessments and observations show significantly improved vocabulary, spelling, and reading comprehension among disadvantaged pupils.
- Evidence triangulated through lesson engagement, book scrutiny, formative and summative assessments.
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Impact & Evidence

- Dyslexia Gold Intervention: Expanded from in-school to before-school support; now accessed by +10 children, all making progress.
- Whole Class Spelling: Whole-class teaching embedded, with adaptations (e.g., reduced spellings, overlays, SENCO resources) for individual needs.
- Writing Scheme: New scheme led to significant vocabulary improvement, supported by whole-school training and subject leader time. Evident in book looks and learning walks.
- Assessment: Termly reading tests supported teacher judgement and identified further needs, informing pupil progress meetings and targeted support.
- Reading for Pleasure: Raised profile through new library books; all pupils monitored to ensure correct reading levels.
- Progress: 89% of Pupil Premium children made expected progress since the previous key stage in reading, writing, and maths (difference of only one child).

Next Steps

- Continue and embed all interventions.
- Maintain robust monitoring through assessments and progress meetings.
- Sustain investment in staff training and resources.

Outcome 2: Improved Retrieval Skills and Recording

Success Criteria

- Observations and pupil discussions demonstrate improved retrieval skills.
- Book scrutiny evidences better recording of ideas across a range of methods.

Impact & Evidence

- Book Looks: All children accessing learning, with support where needed.
- Ofsted Feedback: "Staff carefully check what pupils are learning and address any gaps or misconceptions. Pupils with SEND have their needs carefully identified. Skilled staff put

adaptations in place so that pupils with SEND can access the curriculum and are successful." (Ofsted, Dec 2024)

- Targeted Interventions: Phonics, spelling groups, Dyslexia Gold, and other interventions have shown positive impact.
- Pupil Voice: Enhanced, with pupils articulating not just what they're doing, but what skills and knowledge they're acquiring.
- Adult Support: Effective use of in-class support and "now and then" boards, discussed at pupil progress meetings.
- Inclusive Recording: Moving away from worksheets, trialling alternative recording methods; SENCO support and external referrals in place for individuals.

Next Steps

- Refine adaptations to ensure all pupils, especially the lowest 20% and PP, can access and complete learning.
- Develop further non-worksheet recording strategies.
- Continue to monitor impact through book looks, pupil voice, and assessments.

Outcome 3: Improved Wellbeing, Particularly for Disadvantaged Pupils

Success Criteria

- Sustained high wellbeing levels, evidenced by surveys, participation in enrichment, Boxall Profile assessments, and intervention records.

Impact & Evidence

- Surveys: Positive feedback from staff, parents, and pupils; introduction of parent rep meetings.
- Enrichment: Increased clubs, events, and competitions; achieved Gold Sports Mark.
- Interventions: Strong provision (Zones of Regulation, check-ins, sensory circuits, LEGO therapy, nurture groups).
- Accreditation: Achieved Nurture UK accreditation (Term 5).
- Nurturing Ethos: Embedded Six Principles of Nurture; comprehensive staff training; nurturing environments indoors and planned for outdoors.
- Transitions & Family Engagement: Proactive transition strategies; strong family and community engagement.
- Quotes & Case Studies: Extensive positive feedback from Ofsted, Nurture UK, and school community.

Next Steps

- Embed nurture principles in the behaviour policy.
- Expand nurture spaces outdoors.
- Prepare for National Nurturing Schools Programme re-accreditation (2028).
- Continue using Boxall Profiles and other wellbeing measures.

Outcome 4: Improved Attendance for All Pupils, Especially Disadvantaged

Success Criteria

- Unauthorised absence $\leq 1.6\%$, authorised $\leq 5.5\%$ (2023-24 targets).
- Attendance gap between disadvantaged and non-disadvantaged $\leq 3\%$.
- Monitoring through pupil voice, parent meetings, and attendance logs.

Impact & Evidence

- Overall Attendance: 96.9% (all pupils); 92.4% (PP pupils) – gap of 4.5% (improved from last year).
- Unauthorised Absence: 0.4% (target achieved).
- Authorised Absence: 2.9% (target achieved).
- Awareness & Monitoring: Increased awareness among parents and pupils; regular monitoring, follow-up, and celebration of good attendance.
- Support for Families: Targeted support and referrals; engagement with Kent Attendance Team.
- Reduction in Meetings/Letters: Fewer required compared to last year.

Next Steps

- Address persistent absence in specific families (use Notice to Improve on Kelsi).
- Update attendance dashboard and action pathway.
- Attend Best Practice Meeting (June 2025).
- Continue EBSA and CBT training.

Outcome 5: Expected Progress for Children who are Both SEND and Disadvantaged

Success Criteria

- Evidence of progress through book scrutiny, observations, assessments, and ILPs.
- Prompt referrals for additional needs; effective interventions and regular ILP monitoring.

Impact & Evidence

- Progress: All children who are both SEND and PP are making expected progress.
- ILPs: Regularly updated and shared with parents; interventions well-organised and staff strengths utilised.
- Referrals: Timely support and referrals for additional needs.

Next Steps

- Continue to embed and monitor ILPs and interventions.
- Share good practice and outcomes with staff and parents.

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

