

# Pupil premium strategy statement – Landau Forte Academy Moorhead

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	207
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed.	November 2026
Statement authorised by	Tom Cafferkey Principal
Pupil premium lead	Julie Davies Assistant Principal & Inclusion Lead
Governor / Trustee lead	Laura O’Leary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	25/26 - £200,000
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> )	£0
<b>Total budget for this academic year</b> <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>	£187,730

# Part A: Pupil premium strategy plan

## Statement of intent

At Landau Forte Academy Moorhead, we endeavour to instil our key values of 'Be Brave, Be Kind, Be Curious' throughout a child's journey through school so that all pupils, regardless of their background or the challenges grow/develop as happy, healthy, and aspirational young people who can confidently participate in the world as resilient, responsible citizens with a life-long love of learning.

We have high expectations and aspirations for all our pupils; we believe in 'no opt out' with the expectation that all our pupils are fully engaged and actively participating in learning. We are committed to providing a curriculum that empowers all pupils to excel and ensures access to a well-structured, progressive curriculum that builds knowledge and skills over time. Our approach is responsive to common challenges and individual needs, using robust diagnostic assessments, not assumptions about the impact of disadvantage.

Our data highlights that outcomes for pupil premium pupils depend heavily on individual needs and cohort characteristics. Many of our pupils face multiple challenges, including EAL (English as an Additional Language), SEND (Special Educational Needs and Disabilities), safeguarding, limited parental education, low-income backgrounds and more recently families who are asylum-seeking or refugee status.

We provide intensive pastoral support to vulnerable pupils identified by the school. We also address low attendance and persistent absences to ensure consistent access to education.

Our Pupil Premium Strategy focuses on addressing the specific challenges faced by our disadvantaged pupils, ensuring they achieve in line with or better than all pupils nationally.

To ensure it is effective we will:

- Ensure all learners are challenged in the work they are set through a whole school approach where staff take responsibility for disadvantaged pupils' outcomes and raised expectations of what they can achieve.
- Act early to intervene at the point need is identified, providing targeted, evidence-based interventions tailored to pupils' needs.
- Enhance staff knowledge of supporting SEMH (behaviour) in the classroom including those related to specific diagnosis and trauma.
- Sustain improved attendance by identifying and addressing barriers that disproportionately affect disadvantaged pupils.
- Offer life enhancing experiences to allow disadvantaged pupils opportunities that are suitable for their age/phase.

## Quality Assurance

**Continuous Monitoring:** Regular assessment of intervention effectiveness with adjustments based on pupil progress data.

**Staff Development:** Ongoing professional development ensuring all staff can effectively support disadvantaged learners.

**Collaborative Planning:** Teaching staff fully engaged in identifying pupils, analysing data, and planning targeted support.

**Impact Evaluation:** Systematic tracking of progress toward closing attainment gaps with governors receiving regular updates.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor Oracy and Vocabulary</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among all pupils including many disadvantaged pupils. Historical assessments, observations, and discussions with pupils suggest disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<b>Low level on entry</b> Baseline assessments indicate that on entry to Reception class in the last 2 years, a significant % of disadvantaged pupils arrive below age-related expectations notably fine motor skills, reading, writing and communication & language. Consequently, this impacts on attainment across the curriculum in particular in writing. New Arrivals: Many pupils joining throughout the year are new to the UK and require additional support to access the curriculum effectively.
3	<b>Attainment Data</b> Data analysis shows that disadvantaged pupils do not always attain the combined standard at the end of KS2 because they do not meet the expected standards in reading, writing and SPaG as frequently as their non-PP peers.
4	<b>SEMH</b> Our monitoring, analysing of the SEND register, behaviour incidents, observations and discussions with pupils and families have identified social and emotional issues for many pupils.
5	<b>Attendance</b> Our attendance and punctuality data shows that pupils eligible for Pupil Premium funding have an average lower attendance than their peers and persistent absenteeism amongst disadvantaged pupils negatively impacts on progress and attainment.
5	<b>Enrichment</b> Many of our pupils eligible for Pupil Premium funding do not have wide-ranging experiences of sporting and enrichment activities outside of the school setting, this impacts on their knowledge of the world, social skills and acquisition of vocabulary and oracy skills

## 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 outcomes at the end of Foundation Stage 2, in particular for disadvantaged pupils.	EYFS outcomes show that more disadvantaged pupils meet the expected standard (good level of development) and the gap is closing between disadvantaged pupils and their non-disadvantaged peers.
Improved oral language skills and vocabulary among disadvantaged pupils and those new to English from their starting point.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, which is particularly evident in EYFS and Year 1. This is also clear when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in the rest of the school.
Disadvantaged pupils will make and maintain a strong start to their early reading with the high percentage of pupils passing the Year 1 Phonics Screening assessment maintained.	All pupils will receive expert RWI teaching by a large team of staff. All phonics teaching will take place in small groups, tailored to the needs of the child by analysing their phonological awareness and ability to blend, assessed every six weeks. Pupils not making progress in line with their peers will receive additional, small-group support, specific to their areas of need
Improved writing attainment among disadvantaged pupils at the end of key stage 1 and 2	Key Stage 1 and 2 writing outcomes show that increased disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non disadvantaged peers. Pupils not making progress in line with their peers will have received additional, small-group support, specific to their areas of need
Improved reading attainment among disadvantaged pupils at the end of key stage 2.	Key Stage 2 reading outcomes show that increased disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non disadvantaged peers. Pupils not making progress in line with their peers will have received additional, small-group support, specific to their areas of need
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs and learning needs, leading to improved attainment.	Pupils with SEMH needs and learning needs will be well supported and have the right provision in place, with a key focus on early identification. Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.
The attendance and punctuality of disadvantaged pupils will have improved, in line with their non disadvantaged peers.  All disadvantaged pupils will meet national expectations for attendance/persistent absence.	By Summer 2025 disadvantaged pupils' PA data will be at or below national PA data.  The punctuality of disadvantaged pupils will have improved.  Monitoring of attendance by Senior Leaders and Pupil and Family Support Lead brings about a continued increase in disadvantaged pupils' attendance and a decrease in persistent absence.

<p>Disadvantaged pupils are supported with their social and emotional development and behaviour</p>	<p>Behaviour analysis shows that number of disadvantaged pupils involved in behaviour incidents falls over time.</p> <p>The function of behaviour is understood by all staff and appropriate support and strategies are put in place so that behaviour does not impact on learning.</p> <p>Attainment data will show pupils are able to access the learning and make progress sure to being emotionally regulated and ready to learn.</p> <p>Pupils have strategies and resources to help them self-regulate. Staff are skilled in co-regulation techniques to ensure pupils are back on track and ready to learn.</p> <p>Incidents of dysregulation are minimised and evidenced through CPOMS</p>
---	--

## 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: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continually developing high-quality teaching practise using research-informed methods.	<p>The evidence indicates that explicitly teaching strategies to pupils to help plan, monitor and evaluate specific aspects of their learning can be effective. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. Metacognition and self-regulation   <a href="http://educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a></p> <p>Developing assessment and feedback strategies using the Walkthru Principles - Sherrington, T &amp; Cavigloli (202) Teaching-Walkthrus-Five-Step-instructional-coaching. Leadership: Creating Positive organisations.</p> <p>Delivering high-quality feedback to pupils - <a href="#">Feedback   EEF</a></p> <p>Providing adapted teaching opportunities within lessons - <a href="#">Individualised instruction   EEF</a></p>	1 2 3
Developing continuous provision across EYFS and KS1 which is reactive to the needs of the cohort and data. Priority Communication and Language	<p>Supporting practitioners within the Early Years to develop high-quality practise for early language development - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="#">evidence/teaching-learning-toolkit/feedback 1, 2</a>, Whole School approach to developing vocabulary accessed by all pupils. Vocabulary gaps can have impact on pupils' learning as they get older. The richer their vocabulary the greater their success.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> <li>• Targeted reading aloud and book discussion</li> <li>• Explicitly extending pupils vocabulary</li> <li>• The use of structured questioning to develop reading comprehension</li> <li>• The use of purposeful, curriculum focused dialogue and interaction</li> </ul>	1 2 3 4

Adapted Year 5 and 6 teaching groups.	<p>Smaller group sizes which are adapted to reflect the gaps in current knowledge - <a href="#">Small group tuition   EEF</a></p> <p><a href="#">Reducing class size   EEF</a></p> <p><a href="#">Within class attainment grouping   EEF</a></p>	1 3
Embed dialogic activities across the school curriculum. To support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions (NELI, Let's Talk, <b>Early Talk Boost</b>, Fun Time, Ginger Bear1 2), including dialogic activities such as high-quality classroom discussion), are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2
To continue to embed RWI as a systematic scheme to improve early reading outcomes.	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   EEF</a></p>	1 2 3
Reading fluency and comprehension	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. However, disadvantaged pupils are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 3
Developing a writing curriculum which prioritises language development, the planning and editing of writing and spelling, punctuation and grammar.	<p>Developing a systematic approach to writing from KS1 to KS2 which incorporates both reading and writing skills - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> and <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Supporting practitioners within the Early Years to develop high-quality practise for early language development - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	1 2 3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions to support teaching across the core subjects of the primary curriculum.</p>	<p>Considering the planning and delivery of additional academic interventions led by Learning Support Assistants - <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</a></p> <p>One to one tuition and support - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>Small-group support - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>The effective use of teaching assistants - <a href="https://eef.li/teaching-assistants/">https://eef.li/teaching-assistants/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1 2 3</p>
<p>Adapting the teaching within classrooms and interventions to support disadvantaged learners and those who have SEND.</p>	<p>Evidenced –based approached to support disadvantaged and SEND learners - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1 2 3</p>
<p>After school tutoring for Year 1 pupils – phonics, Year 4 pupils – times tables and Year 6 pupils based</p>	<p>One to one tuition and support - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>Small-group support - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>1 2 3</p>

on current gaps within their learning.	Accompanying in-person learning with supporting homework and additional resources - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	
Targeting low-attaining and learners with SEND with speech, language and reading support interventions to improve vocabulary and language development.	<p>One to one tuition and support - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>Small-group support - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>Improving language use and development through oracy and reading work - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1 2 3

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

Budgeted cost: £12,730

Activity	Evidence that supports this approach	Challenge number (s) addressed
Developing a bespoke attendance framework which promotes community and inclusion.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance advice</a></p> <p>Building relationships and communication with families to support a sense of belonging: <a href="#">Build a holistic understanding of pupils and families, and...   EEF</a></p> <p><a href="#">Build a culture of community and belonging for pupils   EEF</a></p> <p><a href="#">Communicate effectively with families   EEF</a></p>	5 1 2 3
Using interventions such as Drawing and Talking and Lego therapy to support the SEMH needs of our disadvantaged pupils.	<p>Planning and delivering structured support sessions for pupils SEL - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	4 1 2 3

	<p>Building relationships and using restorative conversations to support behaviour management - <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1734620871">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1734620871</a></p> <p>Using interventions to support whole-school learning - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>10 Incredible Benefits of Playing with Lego® - (childrenswellnesscentre.co.uk)</p> <p>What is LEGO-based therapy? Expert Advice - Therapy Focus</p>	
Continuing to build relationships with parents and a sense of belonging with in-school community events.	<p>Reviewing and planning how to meet the needs of our parents and their pupils - <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p> <p>Building parental engagement to then support academic success - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1 2 3 4
Continuing to offer all pupils breakfast at the beginning of the school day and offering targeted support through Breakfast Club for our most disadvantaged families and those with poor punctuality.	<p>Utilising a similar approach to those shown below to impact on wellbeing and attainment of pupils accessing our free breakfast provision - <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Breakfast</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Breakfast">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Breakfast</a></p>	5 1 2 3
Building a more active and healthy school community through the use of activities such as extra-curricular clubs, Stick Fit and Forest School including the building	<p>Using outdoor activities to improve wellbeing, self-esteem and critical thinking skills - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Developing our school communities health and wellbeing through a wide-range of child-selected extra-</p>	5

of an outdoor classroom (£2,000)	curricular clubs - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
Continuing to give all members of our school community the ability to play and learn an instrument.	Participating in the arts to improve well-being, oral language skills and motivation - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
Staff CPD relating to SEMH. <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Executive functioning</li> <li>• Relational trauma</li> <li>• Autism Advocate</li> <li>• ELSA (£700)</li> </ul>	Understanding a pupil's context will inform effective responses to misbehaviour.  <a href="#">Improving Behaviour in Schools   EEF</a>	4 1 2 3

**Total budgeted cost: £ 200,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Quality First Teaching (QFT) continues to be enhanced through the implementation of the Walkthrus CPD programme.

Intended outcomes 24/25	Action	Impact	Implications
Disadvantaged pupils will attend school as consistently as their peers.	<p>Key focus of Family support lead</p> <p>The monitoring of attendance focuses focussed on days missed and any patterns within this rather than on overall percentages.</p> <p>Responses to absences followed the tier approach including: Attendance letters Parental contracts Fines issued</p>	<p><b>Attendance data for 24/25 shows that:</b> All pupils 94.6%, (national 93.4%) PP pupils 93.8% NPP 96.4% The percentage of pupils eligible for PP who are persistently absent is 13.8% compared with 11.8% of all pupils. 21/27 persistent absentees are PP pupils</p>	<p>Whilst the attendance of PP pupils has risen, analysis of attendance data shows that persistent absenteeism amongst PP is higher (93.9%) than non-PP (96.3%) and higher than the national average for PP (92.2%). Further analysis show that whilst attendance of PP pupils has improved their punctuality is an issue, this will be a focus in 25/26</p>
Significantly more disadvantaged pupils will achieve the expected, combined standard in their KS2 assessments.	Smaller year 5 and 6 teaching groups for core subject teaching	Data at the end of 24/25 shows that only one PP pupil did not reach the expected standard compare with all non-PP pupils.	<p>Continue smaller teaching group approach in 25/26.</p> <p>The combined score rose by 3% from 2024</p>
Disadvantaged pupils will make and maintain a strong start to their early reading with significantly more pupils passing the Year 1 Phonics Screening assessment.	<p>Whole school refresher CPD with RWInc consultant Sept 24</p> <p>Phonics lead monitoring teaching and offering support through on going CPD.</p>	Stronger phonics teaching for all pupils through the use of a DfE validated Systematic Synthetic Phonics programme (RWInc) has been implemented across EYFS and KS1. Ongoing CPD is being delivered. QFT and additional phonics sessions resulted in a Year 1 pass rate of 96%	<p>Highly successful approach, results show the impact of sustained targeted support.</p> <p>Continue this approach in 25/26</p>

	<p>6-week assessment cycle and new groupings</p> <p>Strongest phonics 'teachers' targeted where there is most need.</p> <p>Individual interventions 3 x weekly for struggling pupils</p>	including all except one disadvantaged pupil...	
Significantly more disadvantaged pupils will meet the expected standard for Writing at both KS1 and KS2.	<p>Small group teaching year 5 &amp; 6 (small cohort yr2)</p> <p>Revised writing curriculum</p> <p>Revised spelling scheme</p> <p>CPD around SPAG</p> <p>Reteach the previous year's grammar in autumn 1 of the following year.</p> <p>CPD – assessment</p> <p>Books looks.</p> <p>Assessment / standardisation &amp; moderation internal and external (LA provided)</p> <p>PKS assessment training</p>	<p>End of ks2 data shows that: Writing Attainment 24/25 expected standard. All children 25/40 = 63% PP children 15/25 = 60% NPP children 10/15 = 67%</p> <p>Grammar Attainment 24/25 expected standard. All children 27/40 = 68% PP children 16/25 = 64% NPP children 11/15 = 73%</p> <p>End of KS1 data shows Writing attainment at the end of 24/25 as All children 14/29 = 48% PP children 5/16 = 31% NPP children 9/13 = 68%</p>	<p>Continue focus into 25/26.</p> <p>Writing is a priority area for the school and forms part of the SDP.</p>
Disadvantaged pupils will be given a broad and exciting offer of enrichment and extra-curricular activities.	Wider curriculum investment including installing an outdoor classroom for forest school, horticultural provision, educational visits, after school clubs, lunchtime	Comprehensive wider curriculum delivered. Year 6 residential School trips LKS2 trips – Derby museums and Birmingham Sea Life Centre Sports day held at Moorways Stadium	Continue into 25/26 these opportunities provide essential experiences for disadvantaged pupils.

	provision, new bikes and storage	Individual children targeted to attend after school clubs including archery, cookery, computing, Lego. Lunchtime activities for all children including sports, bike ability. Other sports opportunities including cricket tournaments, athletics	
--	----------------------------------	--	--

## 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.*

<b>Programme</b>	<b>Provider</b>
Stick Fit	Rockin' Robins
Music tuition	Derbyshire Music Education Hub
RWInc	RWInc
Purple mash	Purple Mash
TTRockstars	Mahs circle
White Rose Maths	White Rose Maths
Drawing and Talking	Drawing & Talking Ltd
Physical literacy	Derby Community Trust
Lego Therapy	Lego (reg) Therapy
Early Talk Boost	
ELSA (Emotional literacy support assistant)	ELSA network registered

## Further information (optional)

*The EEF's implementation guidance*

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> was particularly helpful in developing our strategy.