

Pupil premium strategy statement – St Andrew’s CofE Primary Academy, Chardstock

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Andrew’s Cof E Primary Academy, Chardstock
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025, 2025/2026 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Donna Butler
Pupil premium lead	Donna Butler
Governor / Trustee lead	Dr Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,205
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,205

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew’s CofE Primary Academy, Chardstock it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that

goal, including progress for those who are already high attainers. Our staff team are committed to improving the outcomes of disadvantaged students.

We will consider the challenges faced by vulnerable pupils at our school, and specifically explore their needs so that we can better adapt our teaching (and additional support) in order for them to be successful, now and in the future. The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not. We recognise that some disadvantaged students may be working at a lower attainment than other children and this can impact on their long-term goals – this does not define them. It is our aim for all our children to make progress and enjoy the journey of education.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our curriculum is monitored and developed regularly so that it too inspires and challenges all children to achieve well and make progress from their starting points. Disadvantaged children at St Andrew's have equitable access to this curriculum.

The Pupil Premium grant is just one part of our strategy to tackle educational disadvantage. The positive and long-lasting relationship with our families starts before they start at school, which is the foundation for the trusting relationship we strive to build. Building meaningful relationships with children will enable them to develop better self-esteem and belonging and this helps them to make progress.

At St Andrew's, we believe it is vital for our children to be able to communicate effectively. We aim for our children to develop a greater depth of oracy confidence and for children to access the language of reasoning and debate. We want our students to have a love of language.

Using robust diagnostic assessments, detailed barrier analysis and monitoring we ensure that children at St Andrew's receive support at a universal level, targeted level and specific level.

Our school is driven by a deep desire to ensure that all students, irrespective of their starting points, are able to be successful learners and confident individuals with high expectations. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve enabling all pupils to become responsible citizens both within the school environment and the wider community.

What does it mean to be a pupil eligible for Pupil Premium funding at St Andrew's CofE Primary Academy?

At St Andrew's Chardstock, we are committed to ensuring that every child has access to a high-quality education, regardless of their background or circumstances. We believe in fostering an inclusive and nurturing environment where all pupils can thrive academically, socially, and emotionally.

Our Pupil Premium strategy is designed to address the challenges faced by disadvantaged pupils, ensuring that barriers to learning are identified and effectively tackled. We aim to close the attainment gap between disadvantaged pupils and their peers, enabling all pupils to achieve their full potential.

- We are determined to provide:
- High-quality teaching as the cornerstone of our approach, ensuring that every pupil benefits from exceptional teaching and learning experiences.
- Targeted interventions tailored to meet the specific needs of disadvantaged pupils, with a focus on addressing gaps in knowledge, skills, and confidence.
- Pastoral care and well-being support to ensure pupils feel safe, valued, and supported in their learning journey.

- Enrichment opportunities to broaden horizons, raise aspirations, and foster a love for learning.

Our approach is informed by evidence-based research and a deep understanding of the needs of our pupils. We work in partnership with families, staff, and external agencies to provide a holistic support system that removes barriers to success.

The impact of our strategy is rigorously monitored and evaluated to ensure that all Pupil Premium funding is spent effectively, making a tangible difference in the lives of our pupils. By prioritising equity and excellence, we aim to empower every pupil to succeed, regardless of their starting point.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Poor attendance has a negative impact on children’s attainment and social and emotional wellbeing. We aim to work with families to improve attendance for all pupils including those deemed to be disadvantaged.</p>
2	<p>Oracy skills and vocabulary gaps</p> <p>Some of our youngest children require additional support developing language skills on entry to achieve positive outcomes in early reading. On entry data and language/speech link assessments show that many pupils require additional support to develop good speech and language skills.</p>
3	<p>Mastery of basic maths</p> <p>There has been progress with the attainment gap between PP and non-PP pupils, but a gap in fluency with basic number facts continues to hinder problem-solving and reasoning questions for many pupils.</p>
4	<p>Progress and attainment for vulnerable groups</p> <p>Social and economic inequalities can have important and long-lasting effects on children’s cognitive and socio-emotional development as well as on educational outcomes. Our assessment and monitoring show us that children in receipt of Pupil Premium funding and those with a SEND need don’t always make progress in line with their peers. We aim to ensure that, through rigorous monitoring and adapting our curriculum, our children close the gap and do as well in their attainment and progress at the end of EYFS, KS1 and KS2 as their peers nationally.</p>
5	<p>Limited cultural capital</p> <p>We aim to increase opportunities for enrichment and aspiration-building experiences, to improve the chances for social mobility and to broaden the gap in cultural awareness. Through providing equitable access to enrichment activities, we aim to inspire pupils to aim high and expand their horizons.</p>
6	<p>Social and emotional barriers</p> <p>Where pupils face challenges related to social, emotional and mental health concerns this can impact significantly on their emotional wellbeing and readiness to learn. Addressing these barriers through targeted SEMH interventions is essential for creating a safe and supportive learning environment.</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
Improved attendance	<ul style="list-style-type: none"> - Ensuring consistent attendance and punctuality is fundamental to improving attainment and wellbeing. - Achieve an attendance rate of 96% or above for disadvantaged pupils. - Persistent Absence: Reduce the percentage of persistent absenteeism for PP children. - Success: Fewer attendance letters issued for PP pupils. Monitoring and Reporting: Attendance will be tracked weekly by the Attendance Officer, with half termly reports presented to SLT and governors.
Improved language and communication skills	<ul style="list-style-type: none"> - Improve language development and communication skills to enable PP pupils to access the curriculum effectively. - Speech and Language Needs: Decrease the percentage of pupils requiring SALT support by 10% by 2027. - Early Identification: All pupils in KS1 and EYFS will undergo speech and language screening, with interventions provided for identified gaps. - Oracy Skills: Improved verbal confidence and vocabulary in classroom discussions, monitored via teacher observations and assessments. - To achieve this outcome: Provide high-quality, targeted speech and language interventions (e.g. Language Link). - Embed oracy strategies across the curriculum, focusing on structured talk and vocabulary development. - Offer training to staff on supporting pupils with speech and language needs. - ‘Language for Thinking’ session plans will be used to show progress through entry and exit criteria being monitored for progress. - Adult observations will show children being more successful with friendship groups through confident and positive interactions.
Narrowed maths gap	<ul style="list-style-type: none"> - Ensure all PP pupils achieve their full potential in mathematics, with a focus on fluency and problem-solving skills. - KS2 SATs: PP pupils will achieve outcomes in line with their non-PP peers. - Number Fluency: Year 4 PP pupils will achieve at a level of proficiency in line with non-PP peers in the Multiplication Check, with progress tracked half- termly. - Closing Gaps: Targeted support will reduce the attainment gap in specific year groups where it is currently widest.
Improved attainment for vulnerable groups.	<ul style="list-style-type: none"> - Gaps will be identified and closed through high quality teaching. - Moderation of writing within the school and with wider Trust schools show that the quality of writing for disadvantaged pupils matches those of their peers.

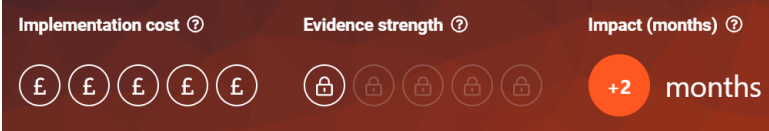
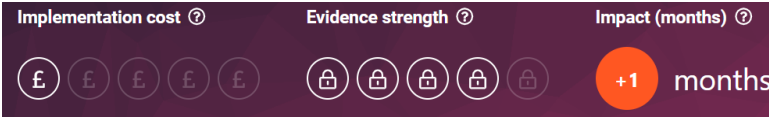
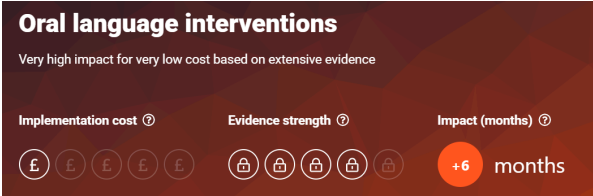

	<ul style="list-style-type: none"> - End of KS data and standardised scores will show progress and more disadvantaged and SEND children will meet ARE compared to national data. - Children will be talk confidently about their learning and what strategies have been used to support their improvement. - Children in receipt of Pupil Premium funding and SEND learners to make improved progress and any gaps in attainment start to close. - Children will leave their Key Stage at ARE or will have closed the attainment gap, specifically in reading, writing and maths, in line with non-PP peers.
Increased opportunities for broadening cultural capital	<ul style="list-style-type: none"> - Develop the confidence and ambition of PP pupils by providing leadership roles and exposure to future career paths. - Leadership Participation: At least 30% of school leadership roles (e.g. school council, ambassadors) will be held by PP pupils. - Aspirations Development: Through pupil conferencing, PP pupils will articulate a future career aspiration and understand how their current efforts contribute to achieving it. - Provide disadvantaged pupils with a broad range of enrichment opportunities to enhance cultural capital and broaden horizons. - Extra-Curricular Participation: Ensure that PP pupils participate in one club per term. Educational Visits: All PP pupils will have opportunities to attend educational trips. - Representation in Music/Arts/Extra-curricular sport: Increase the number of PP pupils participating in music lessons, arts activities and extra-curricular sports events.
A decrease in social and emotional barriers to education	<ul style="list-style-type: none"> - Support PP pupils to develop resilience, confidence, and readiness to learn by addressing social and emotional barriers. - Pupils will learn through metacognitive approaches how to overcome challenges and be more resourceful in using prior skills and learning in lessons. - Improved Wellbeing: PP pupils will demonstrate improved emotional wellbeing, as measured through pupil voice surveys and teacher observations. - SEMH Interventions from trained staff and outside agencies: Improved attendance related to SEMH needs by 20% over the strategy period. - Children will feel safe knowing that they have an allocated trusted adult they can discuss worries and fears with. - Pupils will engage positively with Storm Break physical activities and discussions which will allow a greater understanding of physical and mental health and wellbeing.



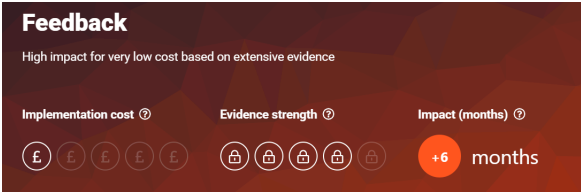
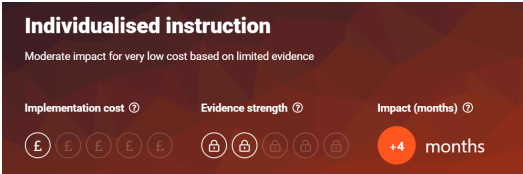
Activity in this academic year

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

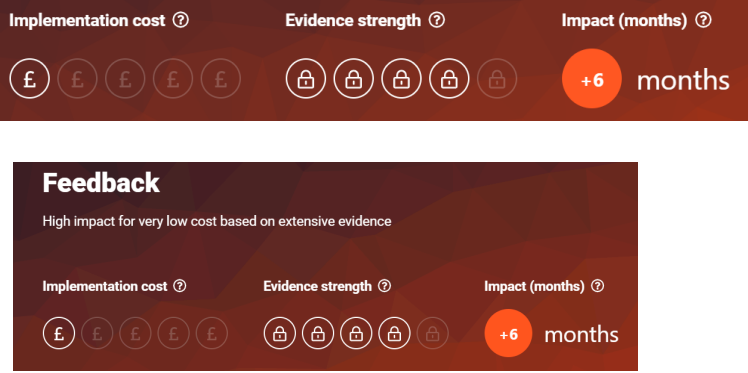
Teaching

Budgeted cost: £3130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small class size in EYFS</i></p> <p>Sustaining small class sizes to ensure teachers can adapt teaching to suit each individual according to need.</p>	<p>This funding is providing smaller class sizes within the best possible mix of year groups to ensure that all children, and especially disadvantaged pupils, benefit from the focused attention of a fulltime experienced class teacher:</p> <p>Reducing class sizes Teaching and Learning Toolkit EEF</p> 	2,3,4
<p><i>Speech and Language</i></p> <p>To be proactive in identifying speech & language difficulties and implementing relevant support required. Use of Speech & Language Link and Lexia to identify specific areas of need and provide targeted support to address these.</p>	<p>These tools have been used successfully in previous years to support accelerated progress and to clearly identify gaps in and/or barriers to learning. Both have been highlighted by EEF as showing promise and are currently undergoing further evaluation:</p> <p>Lexia Core5 EEF Project</p>  <p>Language Link EEF Project</p> 	2
<p><i>Oral Language Interventions</i></p> <p>Embedding our oracy curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Explicitly plan in opportunities to teach Tier 2 and Tier 3 words. Continue to support staff with training.</p>	<p>There is strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement but have a high impact on reading and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> 	2,3,4,6

<p><i>Wellbeing support and relational approach</i></p> <p>Planned strategy for mental health and wellbeing support for pupils and staff.</p>	<p>Pupils and staff are supported through a strategic plan to assess, plan and monitor the mental health and wellbeing of pupils and staff.</p> <p>Our relational approach supports wellbeing and encourages good attendance.</p> <p>Introduction of Storm Break allows children to have a better understanding of (and improved) physical and mental health.</p>	<p>6</p>
<p><i>Metacognition</i></p> <p>Whole school approach to developing pupils' cognitive capability and intelligent learning behaviours (Thinking Matters)</p>	<p>Thinking Schools - Impact, Benefits and Outcomes (thinkingmatters.com)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>  <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>In schools where relational policy and building relationships with children and their families are key wellbeing of all improves, teaching can be more focused, exclusions a reduced and attainment increases.</p> 	<p>2,3,4,6</p>
<p><i>TA Development:</i></p> <p>TAs will be trained to undertake speech & language assessments and to deliver required intervention.</p> <p>TAs will work in conjunction with the class teacher to explicitly teach key vocabulary.</p> <p>TAs will support children to read and will deliver additional 1:1 and small group reading sessions.</p>	<p>EEF research shows that when TAs are deployed and developed effectively then the impact upon pupil progress is positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>CPD around marking and feedback for teaching assistants.</p>  	<p>1,2,3,4,6</p>

	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +6 months</p>	
<p><i>One-to-One and small group Interventions</i></p> <p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. (11.75 hours weekly TA time across the school)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +5 months</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +4 months</p>	1,2,3,4,6
<p><i>Phonics CPD:</i> Additional CPD for support staff to be able to administer intervention linked to our DfE validated Systematic Synthetic Phonics programme to secure stranger phonics teaching for all</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ £ £ +5 months</p>	2,3,4,6
<p><i>Quality First Teaching -Relational Approach</i></p> <p>CPD for staff to better understand and develop the Relational Policy and Practice approach to teaching and positive behaviour management.</p>	<p>In schools where relational policy and building relationships with children and their families are key wellbeing of all improves, teaching can be more focused, exclusions are reduced and attainment increases.</p> <p>Guidance-for-Developing-Relational-Practice-and-Policy.pdf (babcockldp.co.uk) (Appendix 3)</p>	1,2,4,6


<p><i>Quality First Teaching – Daily Reading</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies.</p> 	<p>2,4</p>
<p>Professional Development</p>	<p>EEF guidance states that professional development can act as a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom.</p> <p>It states that professional development should:</p> <ol style="list-style-type: none"> Build Knowledge Motivate Staff Develop Teaching Techniques Embed Practice Effective Professional Development 	<p>All</p>
<p>Refine implementation of Maths: White Rose</p>	<p>A high-quality curriculum is key, and this scheme ensures all pupils receive the best maths learning they possibly can. It is a DfE approved scheme with a significant evidence base to support its effectiveness. Furthermore, by removing the requirement for teachers to plan maths lessons, teachers have more time to consider how to best deliver the lesson – the most impactful part.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>3</p>

Implement structured number fluency intervention programme in KS1	Number fluency is often a barrier to mathematical problem solving. To help close this gap, we will implement the ‘mastering number’ DfE-funded Maths Hub programme. This programme is embedded in the daily teaching of YR-Y2. https://educationendowmentfoundation.org.uk/evidence/guidance-reports/early-maths	3
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Targeted academic support

Budgeted cost: £6525

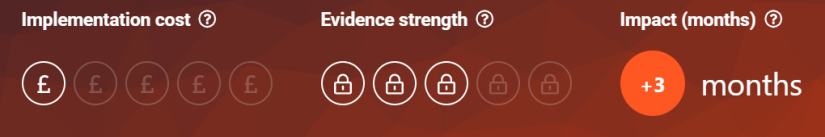
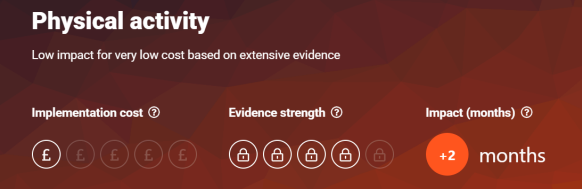
Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Speech & Language Link and Lexia to identify specific areas of need and provide targeted support to address these.	Both tools have been used successfully in previous years to support accelerated progress and to clearly identify gaps in and/or barriers to learning. Both have been highlighted by EEF as showing promise and are currently undergoing further evaluation: Lexia Core5 EEF Project Language Link EEF Project	1,2,3
<i>Language Link/Speech Link</i> Speech and Language link diagnostic and regular interventions (6.75 hours per week of TA time)	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3

<p>Providing targeted one-to-one and small group intervention. Pupils who receive tutoring will be disadvantaged, including those who are high attainers. (11.75 hours per week of TA time)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> 	<p>1,2, 3,4,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Metacognition</i></p> <p>Whole school approach to developing pupils' cognitive capability and intelligent learning behaviours (Thinking Matters)</p>	<p>Thinking Schools - Impact, Benefits and Outcomes (thinkingmatters.com)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>  <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>In schools where relational policy and building relationships with children and their families are key wellbeing of all improves, teaching can be more focused, exclusions a reduced and attainment increases.</p>	<p>3,4,6</p>

<p><i>Quality First Teaching -Relational Approach</i></p> <p>CPD for staff to better understand and develop the Relational Policy and Practice approach to teaching and positive behaviour management.</p>	<p>In schools where relational policy and building relationships with children and their families are key wellbeing of all improves, teaching can be more focused, exclusions are reduced and attainment increases.</p> <p>Guidance-for-Developing-Relational-Practice-and-Policy.pdf (babcockldp.co.uk) (Appendix 3)</p> 	<p>3,4,6</p>
<p><i>Mental Health and Wellbeing support</i></p> <p>Planned strategy for mental health and wellbeing support for pupils and staff.</p>	<p>Pupils and staff are supported through a strategic plan to assess, plan and monitor the mental health and wellbeing of pupils and staff.</p> <p>Head of School trained as senior mental health lead and a dedicated staff member has undertaken training to be a wellbeing lead across the school.</p> <p>Introduction of Storm Break to increase mental wellbeing through physical activity and discussions around mental health and wellbeing.</p> 	<p>6</p>
<p>Attendance and Early Help Officer to focus on developing attendance of target groups and individuals</p>	<p>Principles of good practice set out in the DfE's Improving School Attendance advice. Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>https://www.gov.uk/government/publications/working-togetherto-improve-school-attendance</p> <p>SEMH interventions – MHST in school</p> <p>Effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. Social and emotional learning EEF</p>	<p>1,6</p>

Total budgeted cost: £10,205

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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This analysis of the performance of our school's Pupil Premium pupils during the previous academic year, compares the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils at the national and local levels.

Our review of the strategies implemented over the last year demonstrates the results of our teaching approaches and broader initiatives. These strategies have been instrumental in providing an education which supports children to reach their full potential.

~~We have carefully reviewed our three-year strategic plan and, based on updated challenges identified for our current Pupil Premium cohort, have developed our strategy for the upcoming year. This plan outlines how we intend to allocate our budget this academic year to continue supporting our Pupil Premium pupils effectively.~~

Intended outcome	Success criteria	2024/2025	2025/2026	2026/2027
<p>Children with identified poor language and oral skills on entry rapidly close the gap by the end of KS1.</p> <p>Identification of this in early years will enable the school to close this gap.</p> <p>Better use of intervention for 'catch up' and 'keep up' will also help any learners falling behind to close the learning gap.</p> <p>By the end of KS1 children make good progress and attainment is in line with (or exceeds national expectation).</p>	- Children will make progress from starting points (Speech Link and Language Link assessments).			
	- Phonics reading scores will be at or above national at end of year 1.	N/A		
	- Social skills will be developed through language development and social interactions.			
For vocabulary gaps to be filled for disadvantaged children.	- Children will leave primary education with a greater word hoard taken from Tier 2 and Tier 3-word lists.			

	<ul style="list-style-type: none"> - Vocabulary assessments will show pupils using a wider range of ambitious vocabulary in their writing, everyday language and in foundation lessons. 			
Pupils are able to express themselves clearly through their social interactions enabling them to engage confidently with peers and adults.	<ul style="list-style-type: none"> - 'Language for Thinking' session plans will be used to show progress through entry and exit criteria being monitored for progress. 			
	<ul style="list-style-type: none"> - Adult observations will show children being more successful with friendship groups through confident and positive interactions. 			
Children will leave their Key Stage at ARE or will have closed the attainment gap, specifically in reading, writing and maths.	<ul style="list-style-type: none"> - Pupils are tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. - Moderation of writing within the school and with wider Trust schools show that the quality of writing for disadvantaged pupils matches those of their peers. 			
	<ul style="list-style-type: none"> - End of KS data and standardised scores will show progress and more disadvantaged and SEND children will meet ARE compared to national data. 			
	<ul style="list-style-type: none"> - Gaps in learning are identified quickly and effective intervention is used to address the gaps or misconceptions. 			

	- Children will talk confidently about their learning and what strategies have been used to support their improvement.			
Gaps will be identified and closed through high quality teaching.	Children in receipt of Pupil Premium funding and SEND learners to make extended progress to that of their non-disadvantaged peers and attainment gaps start to close in areas where they are assessed to be falling behind or making less progress.			
Children will use metacognitive approaches when faces challenges within their learning.	Pupils will learn through metacognitive approaches how to overcome challenges and be more resourceful in using prior skills and learning in lessons.			
Children will have a trusted adult(s) that they can seek advice and support from. They will also be supported to work through social and emotional difficulties.	Children will feel safe knowing that they have an adult they can discuss worries and fears with. As a result, behaviour will be positively impacted.			

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
X Tables Rockstars	TT Rockstars
Storm Break	Storm Break
Magma Maths	
Learning By Question (LBQ)	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A