

# Pupil premium strategy statement – Temple Meadow Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

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

## School overview

Detail	Data
Number of children in school	410
Proportion (%) of pupil premium eligible children	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025, <a href="#">December 2026</a>
Statement authorised by	Anita Van Straaten, Headteacher
Pupil premium lead	Anita Van Straaten, Headteacher
Governor / Trustee lead	Anneka Stanford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,965
Pupil 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>	£227,965

# Part A: Pupil premium strategy plan

## Statement of intent

At Temple Meadow, our core aim is to provide every child, regardless of background or challenges, with the opportunities, support, and ambition needed to thrive academically, socially, and emotionally. Our Pupil Premium strategy ensures that all disadvantaged children receive targeted interventions and enriching experiences to close the attainment gap and foster a sense of belonging and success.

Our vision is:

- To equip all children, especially the most disadvantaged, with the knowledge, skills, and confidence to achieve their potential and develop into resilient, independent learners.
- To create an inclusive and supportive learning environment where barriers to learning are addressed proactively, and all children feel valued and empowered.

Our key objectives are to:

- Narrowing the Attainment Gap
- Use data-driven interventions to address gaps in Reading, Writing, and Maths.
- Deliver high-quality teaching, supported by tailored professional learning, to raise the attainment of all learners, particularly those eligible for pupil premium funding.
- Invest in pastoral care and mental health resources to support emotional regulation, build resilience, and improve attendance.
- Provide access to enrichment opportunities to broaden horizons and enhance personal development.
- Promote inclusive practices.
- Ensure that disadvantaged children, including those with SEND, have equitable access to the full curriculum and extracurricular activities.
- Strengthen relationships with families to foster a collaborative approach to overcoming barriers.

## Challenges

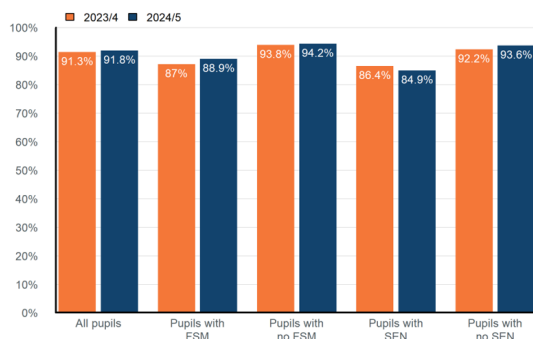
This details the key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	<b>Attendance</b> Attendance remains a challenge due a range of socio-economic factors that disproportionately affect our disadvantaged children. Since the pandemic, there is a noticeable change in the perception of the importance of good attendance. Additionally, some families face challenges related to health (physical and mental), housing and stability, transport costs and work patterns and contracts, which makes consistent school routines.

Whilst attendance did improve in year 1 (24-25), there is still a gap between disadvantaged and non-disadvantaged children. In 2024-25, this gap was closed by 1.5%, but there still remains a 5.3% gap.

**Previous academic year comparison**

Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



2

**Reading (including early reading)**

On entry to our Reception, our baseline data demonstrates that our disadvantaged children generally have greater difficulties with developing their phonological awareness, and therefore securing phonics knowledge and skills than their peers. In homes with high levels of disadvantage, we know that there are few reading materials and reading is not prioritised as an important life skills. Furthermore, a number of children come from illiterate households, impacting on parental support and engagement with developing Phonics and wider skills.

In 24-25, the Phonics Screening Check data demonstrated a 6% decrease in the gap between disadvantaged and non-disadvantaged. Whilst this is a positive picture in comparison to the national gap, this is a gap that we continue to strive to close.

		School Pupils <sup>1</sup>			School <sup>2</sup>			LA <sup>2</sup>			National <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
<b>All Pupils</b>		45	59	49	87	78	76	77	78	78	79	80	80
<b>Sex</b>	Boys	23	33	26	87	70	73	73	73	73	75	77	76
	Girls	22	26	23	86	89	78	81	83	83	82	84	84
	<b>Gap (Boys vs. Girls)</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>19</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>7</b>	<b>8</b>
<b>Disadvant'd Pupil Premium</b>	Eligible for Pupil Premium	16	20	18	88	65	67	70	71	71	67	68	67
	Not Eligible for Pupil Premium	29	39	31	86	85	81	80	81	81	83	84	83
	<b>Gap (Eligible vs. not Eligible)</b>	<b>13</b>	<b>19</b>	<b>13</b>	<b>1</b>	<b>20</b>	<b>14</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>16</b>	<b>16</b>	<b>17</b>
<b>FSM</b>	Eligible for FSM	18	21	21	89	71	71	70	71	71	66	68	67
	Not Eligible for FSM	27	38	28	85	82	79	81	82	82	82	84	83
	<b>Gap (Eligible vs. not Eligible)</b>	<b>9</b>	<b>17</b>	<b>7</b>	<b>4</b>	<b>10</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>16</b>	<b>16</b>	<b>17</b>

3

**Early Years outcomes (including SALT therapy)**

Pupil Premium children entering our school in Early Years generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Due to a poorer socio-economic and disadvantaged upbringing, these children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, Pupil Premium children are unlikely to use talk to connect ideas and explain what is happening coherently. We are seeing an increasing number of children accessing Speech and Language Therapy in Reception. Most children working below age related expectations on entry to Reception do not meet the required end of year Early Learning Goals, despite making accelerated progress.

In 24-25, we saw a significant improvement in the number of disadvantaged children achieving GLD, outperforming both Local Authority and National standards. We closed the gap for Temple Meadow children by 31%, and strive to continue to reduce the gap this year.

2025 Version 1		School Cohort <sup>1</sup>			School (%) <sup>2</sup>			LA (%) <sup>2</sup>			National (%) <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Pupils		60	48	42	47	58	69	61	62	62	67	68	68
Sex	Boys	35	28	19	40	46	68	54	54	53	61	61	62
	Girls	25	20	23	56	75	70	69	70	71	74	75	75
	Gap (Boys vs. Girls)	10	8	4	16	29	2	15	16	18	13	14	13
Disadvant'd Pupil Premium	Disadvantaged	9	15	12	22	27	58	53	53	52	52	52	51
	Non Disadvantaged	51	33	30	51	73	73	63	64	64	70	71	72
	Gap (No SEN v SEN)	42	18	18	29	46	15	10	11	12	18	19	21
FSM (Jan Census)	Eligible for FSM	16	20	13	25	40	54	51	53	53	52	52	51
	Not eligible for FSM	44	28	29	55	71	76	65	65	65	72	72	73
	Gap (No FSM v FSM)	28	8	16	30	31	22	14	12	12	20	20	22

4	<p><b>SEMH support</b></p> <p>We often find that our Pupil Premium children find it more challenging to self-regulate and manage their emotions in an age-appropriate way (Zones Of Regulation) due to a higher number of Adverse Childhood Experiences and the high levels of deprivation that they experience daily. In addition, they are often less developed socially and emotionally (e.g. low self-esteem, anxiety). Some children require a lot of additional support to access a psychologically safe space before they begin to learn. Children often require additional nurturing support and the intervention of external agencies to meet these evolving needs.</p>
5	<p><b>SEN (including Occupational Therapist)</b></p> <p>Many of our children, including those eligible for Pupil Premium funding, may have been disproportionately affected by the COVID-19 pandemic due to barriers such as limited access to physical activities, reduced access to therapeutic services, and prolonged periods of sedentary interactions during lockdowns. This has potentially led to delayed motor skills development, poor core strength, and challenges with sensory processing, making occupational therapy (OT) support a vital intervention for these children to help close the attainment gap.</p> <p>In 2025-26, our challenge is meeting an ever-increasing cognition and learning need across Key Stage 2, where children require a personalised approach beyond the universal offer (including scaffolding and adaptive teaching). This provision is informed by Inclusion Support learning assessments and advice from wider agencies.</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
<p><b>1. Attendance</b></p> <ul style="list-style-type: none"> <li>Improve attendance for all groups, with a particular focus on our disadvantaged children.</li> <li>Reduced persistent absence, with a particular focus on our disadvantaged.</li> <li>Close the attendance gap between disadvantaged and non-disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data will demonstrate an increase in our overall school attendance as well as an increase in the overall attendance for Pupil Premium children.</li> <li>Our Persistent Absence data will decrease, closing the gap on national data.</li> <li>The gap between disadvantaged and non-disadvantaged children will further decrease.</li> </ul>

<p><b>2. Reading (including early reading)</b></p> <ul style="list-style-type: none"> <li>Strong phonics outcomes for Reception children, with a particular focus on disadvantaged children.</li> <li>To be in line or above National for Phonics Screening Check, with a focus on disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>Children transition to year 1 on track for phonics.</li> <li>Increase in the number of disadvantaged children achieving the Phonics Screening Check, to be in line with (or above) National.</li> </ul> <table border="1" data-bbox="799 443 1318 577"> <thead> <tr> <th colspan="2"></th> <th colspan="3">School Pupils<sup>1</sup></th> <th colspan="3">School<sup>2</sup></th> <th colspan="3">LA<sup>3</sup></th> <th colspan="3">National<sup>4</sup></th> </tr> <tr> <th colspan="2"></th> <th>2023</th> <th>2024</th> <th>2025</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td colspan="2">All Pupils</td> <td>45</td> <td>50</td> <td>49</td> <td>67</td> <td>73</td> <td>76</td> <td>77</td> <td>78</td> <td>78</td> <td>79</td> <td>80</td> <td>80</td> </tr> <tr> <td rowspan="3">Sex</td> <td>Boys</td> <td>23</td> <td>33</td> <td>26</td> <td>67</td> <td>70</td> <td>73</td> <td>73</td> <td>73</td> <td>73</td> <td>75</td> <td>77</td> <td>76</td> </tr> <tr> <td>Girls</td> <td>22</td> <td>26</td> <td>23</td> <td>86</td> <td>69</td> <td>78</td> <td>81</td> <td>83</td> <td>83</td> <td>82</td> <td>84</td> <td>84</td> </tr> <tr> <td>Gap (Boys vs. Girls)</td> <td>1</td> <td>7</td> <td>3</td> <td>1</td> <td>19</td> <td>5</td> <td>8</td> <td>10</td> <td>10</td> <td>7</td> <td>7</td> <td>8</td> </tr> <tr> <td rowspan="3">Disadvantaged Pupil Premium</td> <td>Eligible for Pupil Premium</td> <td>16</td> <td>20</td> <td>19</td> <td>88</td> <td>65</td> <td>67</td> <td>70</td> <td>71</td> <td>71</td> <td>67</td> <td>68</td> <td>67</td> </tr> <tr> <td>Not Eligible for Pupil Premium</td> <td>29</td> <td>30</td> <td>31</td> <td>86</td> <td>85</td> <td>81</td> <td>80</td> <td>81</td> <td>81</td> <td>83</td> <td>84</td> <td>83</td> </tr> <tr> <td>Gap (Eligible vs. not Eligible)</td> <td>13</td> <td>19</td> <td>13</td> <td>1</td> <td>20</td> <td>14</td> <td>10</td> <td>10</td> <td>10</td> <td>16</td> <td>16</td> <td>17</td> </tr> </tbody> </table>			School Pupils <sup>1</sup>			School <sup>2</sup>			LA <sup>3</sup>			National <sup>4</sup>					2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	All Pupils		45	50	49	67	73	76	77	78	78	79	80	80	Sex	Boys	23	33	26	67	70	73	73	73	73	75	77	76	Girls	22	26	23	86	69	78	81	83	83	82	84	84	Gap (Boys vs. Girls)	1	7	3	1	19	5	8	10	10	7	7	8	Disadvantaged Pupil Premium	Eligible for Pupil Premium	16	20	19	88	65	67	70	71	71	67	68	67	Not Eligible for Pupil Premium	29	30	31	86	85	81	80	81	81	83	84	83	Gap (Eligible vs. not Eligible)	13	19	13	1	20	14	10	10	10	16	16	17																																																															
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<p><b>3. Early Years outcomes (including SALT therapy)</b></p> <ol style="list-style-type: none"> <li>Increased number of children achieving the GLD, with a particular focus on disadvantaged children.</li> <li>WellComm screening demonstrates strong progress, with fewer children entering Reception having not passed the WellComm Screening.</li> <li>Improved writing provision and outcomes in Reception, with a focus on disadvantaged children.</li> <li>Purchase Enhanced Speech and Language Therapy Service to meet the communication and language needs of children, with a focus on those who are disadvantaged.</li> </ol>	<ul style="list-style-type: none"> <li>GLD outcomes continue to improve, closing the gap on national, including for disadvantaged children.</li> <li>More children enter Reception from our Nursery having passed the WellComm screening check.</li> <li>Improved writing outcomes, closing the gap to national.</li> <li>Speech and Language needs of children are well met, with staff supported and CPD provided.</li> </ul> <table border="1" data-bbox="799 757 1358 949"> <thead> <tr> <th colspan="2"></th> <th colspan="3">School Cohort<sup>1</sup></th> <th colspan="3">School (%)<sup>2</sup></th> <th colspan="3">LA (%)<sup>2</sup></th> <th colspan="3">National (%)<sup>2</sup></th> </tr> <tr> <th colspan="2">2025 Version 1</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td colspan="2">All Pupils</td> <td>60</td> <td>48</td> <td>42</td> <td>47</td> <td>58</td> <td>69</td> <td>61</td> <td>62</td> <td>62</td> <td>67</td> <td>68</td> <td>68</td> </tr> <tr> <td rowspan="3">Sex</td> <td>Boys</td> <td>35</td> <td>28</td> <td>19</td> <td>40</td> <td>46</td> <td>68</td> <td>54</td> <td>54</td> <td>53</td> <td>61</td> <td>61</td> <td>62</td> </tr> <tr> <td>Girls</td> <td>25</td> <td>20</td> <td>23</td> <td>56</td> <td>75</td> <td>70</td> <td>69</td> <td>70</td> <td>71</td> <td>74</td> <td>75</td> <td>75</td> </tr> <tr> <td>Gap (Boys vs. Girls)</td> <td>10</td> <td>8</td> <td>4</td> <td>16</td> <td>29</td> <td>2</td> <td>15</td> <td>16</td> <td>18</td> <td>13</td> <td>14</td> <td>13</td> </tr> <tr> <td rowspan="3">Disadvantaged Pupil Premium</td> <td>Disadvantaged</td> <td>9</td> <td>15</td> <td>12</td> <td>22</td> <td>27</td> <td>58</td> <td>53</td> <td>63</td> <td>52</td> <td>52</td> <td>52</td> <td>51</td> </tr> <tr> <td>Non Disadvantaged</td> <td>51</td> <td>33</td> <td>30</td> <td>51</td> <td>73</td> <td>73</td> <td>63</td> <td>64</td> <td>64</td> <td>70</td> <td>71</td> <td>72</td> </tr> <tr> <td>Gap (No SEN v SEN)</td> <td>42</td> <td>18</td> <td>18</td> <td>29</td> <td>46</td> <td>15</td> <td>10</td> <td>11</td> <td>12</td> <td>18</td> <td>19</td> <td>21</td> </tr> <tr> <td rowspan="3">FSM (Jan Census)</td> <td>Eligible for FSM</td> <td>16</td> <td>20</td> <td>13</td> <td>25</td> <td>40</td> <td>54</td> <td>51</td> <td>63</td> <td>53</td> <td>52</td> <td>52</td> <td>51</td> </tr> <tr> <td>Not eligible for FSM</td> <td>44</td> <td>28</td> <td>29</td> <td>55</td> <td>71</td> <td>76</td> <td>65</td> <td>65</td> <td>65</td> <td>72</td> <td>72</td> <td>73</td> </tr> <tr> <td>Gap (No FSM v FSM)</td> <td>28</td> <td>8</td> <td>16</td> <td>30</td> <td>31</td> <td>22</td> <td>14</td> <td>12</td> <td>12</td> <td>20</td> <td>20</td> <td>22</td> </tr> </tbody> </table> <table border="1" data-bbox="799 1153 1409 1216"> <thead> <tr> <th rowspan="3">Writing</th> <th rowspan="3">ELG 10</th> <th>School</th> <td>58</td> <td>71</td> <td>46</td> <td>68</td> <td>75</td> <td>74</td> </tr> </thead> <tbody> <tr> <td>Sandwell</td> <td>64</td> <td>64</td> <td>56</td> <td>56</td> <td>72</td> <td>72</td> </tr> <tr> <td>National</td> <td>71</td> <td>72</td> <td>65</td> <td>66</td> <td>78</td> <td>78</td> </tr> </tbody> </table>			School Cohort <sup>1</sup>			School (%) <sup>2</sup>			LA (%) <sup>2</sup>			National (%) <sup>2</sup>			2025 Version 1		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	All Pupils		60	48	42	47	58	69	61	62	62	67	68	68	Sex	Boys	35	28	19	40	46	68	54	54	53	61	61	62	Girls	25	20	23	56	75	70	69	70	71	74	75	75	Gap (Boys vs. Girls)	10	8	4	16	29	2	15	16	18	13	14	13	Disadvantaged Pupil Premium	Disadvantaged	9	15	12	22	27	58	53	63	52	52	52	51	Non Disadvantaged	51	33	30	51	73	73	63	64	64	70	71	72	Gap (No SEN v SEN)	42	18	18	29	46	15	10	11	12	18	19	21	FSM (Jan Census)	Eligible for FSM	16	20	13	25	40	54	51	63	53	52	52	51	Not eligible for FSM	44	28	29	55	71	76	65	65	65	72	72	73	Gap (No FSM v FSM)	28	8	16	30	31	22	14	12	12	20	20	22	Writing	ELG 10	School	58	71	46	68	75	74	Sandwell	64	64	56	56	72	72	National	71	72	65	66	78	78
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Writing	ELG 10	School	58	71	46	68	75	74																																																																																																																																																																																		
		Sandwell	64	64	56	56	72	72																																																																																																																																																																																		
		National	71	72	65	66	78	78																																																																																																																																																																																		
<p><b>4. SEMH support</b></p> <ol style="list-style-type: none"> <li>Children are able to self-regulate and participate and engage with confidence in lessons.</li> <li>Children access an expanding range of high-quality, effective interventions to support evolving mental health and well-being needs.</li> <li>Introduce and embed the Huggle pets programme.</li> </ol>	<ul style="list-style-type: none"> <li>Self-regulation strategies are embedded into daily classroom practice.</li> <li>Children have access to a wide range of interventions to meet their individual SEMH needs e.g. Forest School, Hub provision, 1:1 PSK sessions, social skill development sessions, therapeutic input provided by external agencies.</li> <li>Children access therapy animals to develop mental health and well-being.</li> </ul>																																																																																																																																																																																									
<p><b>5. SEN (including Occupational Therapist)</b></p> <ol style="list-style-type: none"> <li>Continue to refine and develop our Hub provision to meet the ever-evolving needs of our children.</li> <li>Purchase Enhanced Occupational Therapy service to provide targeted intervention for children, staff CPD and parent sessions. <b>Not continued for 25-26</b></li> </ol>	<ul style="list-style-type: none"> <li>Hub provision effectively meets the <b>cognition and learning</b> needs of <b>Key Stage 2</b> children.</li> <li>Enhanced Occupation Therapy Service recommendations implemented, supporting disadvantaged children to access classrooms successfully.</li> </ul>																																																																																																																																																																																									

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £148,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support key worker team to impact on SEMH and attendance (2.5 staff)</p>	<p>A report from the <i>Education Endowment Foundation (EEF)</i> on social and emotional learning (SEL) suggests that structured interventions that focus on emotional regulation, resilience, and peer relationships can improve children' mental well-being and academic outcomes.</p> <p>The <i>Education Endowment Foundation (EEF)</i> found that social and emotional interventions lead to an average gain of 4 months in academic progress. Addressing SEMH improves children' readiness to learn, which, in turn, enhances both their well-being and academic outcomes.</p> <p><i>Department for Education (DfE) (2019)</i> - children who feel supported and understood emotionally are more likely to engage in school activities, which can lead to better academic performance. The presence of a pastoral team helps children feel secure, reducing anxiety and helping them build trust with school staff.</p> <p>Poor SEMH can be a significant barrier to regular school attendance. For children facing challenges such as bullying, anxiety, or depression, attendance can suffer. A study by <i>The Children's Society (2019)</i> revealed that children who receive mental health support are more likely to improve attendance, as these services address underlying issues that might prevent them from coming to school.</p> <p>The <i>DfE's Persistent Absence Strategy (2023)</i> highlights that schools with robust pastoral support systems often see improvements in child attendance by providing tailored interventions.</p> <p>The <i>National Foundation for Educational Research (NFER)</i> found that when schools create strong partnerships with families, there is a noticeable impact on attendance, particularly in challenging or disadvantaged contexts. Pastoral teams can mediate these relationships and offer additional resources.</p> <p>A study by the <i>American Educational Research Association (2019)</i> concluded that schools with strong pastoral care systems foster a more positive atmosphere, leading to improved relationships between staff and children and ultimately better attendance.</p>	<p>1, 4</p>
<p>Instructional coaching</p>	<p>The <b>EEF</b> recognises that instructional coaching can have a significant impact on teaching and learning. According to their <i>Teaching and Learning</i></p>	<p>2, 3, 4</p>

	<p><i>Toolkit</i>, coaching is a high-impact professional development strategy, particularly when it is sustained, individualised, and based on clear goals.</p> <p>The EEF states that when instructional coaching is well-implemented, it helps improve teachers' classroom practice. This is because coaching provides teachers with tailored feedback and support, allowing them to address specific areas of their teaching practice in a meaningful and actionable way. Research shows that when teachers receive regular coaching, they are better able to apply new strategies effectively.</p> <p>The EEF's <i>Teaching and Learning Toolkit</i> reports that professional development strategies like instructional coaching can lead to improvements in teaching quality, which in turn has a positive impact on child outcomes. Coaching is particularly effective when it involves direct observation, feedback, and the opportunity to try out and refine new teaching practices in the classroom.</p>	
Regular staff professional learning linked to self-regulation and metacognition (quality first teaching)	<p>The <i>Department for Education (DfE, 2016)</i> found that CPD improves teachers' subject knowledge, pedagogical techniques, and ability to adapt to different learning needs, resulting in more effective teaching.</p> <p>The <i>Education Endowment Foundation (EEF)</i> has found a strong connection between high-quality CPD and improved child outcomes. In their <i>Teaching and Learning Toolkit</i>, they emphasise that CPD can lead to significant improvements in teaching quality, which in turn positively affects child achievement. CPD programs that focus on specific aspects of teaching, such as differentiation or formative assessment, have been shown to lead to improvements in child learning outcomes.</p> <p>Research consistently shows that teaching children how to regulate their own learning and think about their thinking can lead to enhanced academic performance, increased motivation, and greater long-term success.</p>	1, 2, 3, 4, 5
Embed the use of diagnostic assessments for Reading	<p>The <b>National Foundation for Educational Research (NFER)</b> reading tests are widely used in schools across the UK to assess children's reading abilities and track their progress. These tests provide valuable data to inform teaching, identify learning gaps, and support evidence-based decision-making. Educational evidence supporting the use of NFER reading tests is rooted in the importance of reliable, standardised assessments that help measure reading skills and guide instruction.</p> <p>A study by <i>Kane (2006)</i> highlighted that standardised assessments like NFER tests help ensure that results are objective, consistent, and free from teacher bias, making them useful tools for tracking child progress and benchmarking performance.</p>	2
Hub cognition and learning provision	<p>Research shows that children with additional needs often benefit from a more structured, supportive environment that addresses their specific needs. A hub provision offers such provision, which helps children engage more effectively with learning and reduce dysregulated behaviours whilst also building self-esteem and improving well-being and independence.</p>	4, 5

	<p>Our Potter provision offers targeted interventions such as speech and language therapy, sensory integration, and social skills training. These specialised supports help children to improve their ability to engage with the curriculum. Research by <i>Gresham et al. (2014)</i> suggests that personalised education programs (IEPs), when effectively implemented, lead to improvements in academic achievement and social behaviour.</p> <p><i>Lunt (2002)</i> found that schools with well-developed SEND provisions, including specialised units or bases, are more effective in keeping children in school and reducing the need for exclusion.</p>	
Adaptive teaching training (train the trainer cost)	HT attending the Adaptive teaching Train the trainer and roll out to staff through professional learning.	5

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

Budgeted cost: £75,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Speech and language Therapist	<p>Speech and language development are important for a child's overall development, and can impact many areas of life, including:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> Strong speech and language skills allow children to communicate effectively.</li> <li>• <b>Academics:</b> Speech and language skills can support academic success.</li> <li>• <b>Social-emotional well-being:</b> Speech and language skills can contribute to social-emotional well-being.</li> <li>• <b>Cognitive, behavioural, and psychiatric difficulties:</b> Children with speech and language difficulties may be at risk for these difficulties in adulthood.</li> <li>• <b>Reading disability:</b> Children with speech and language difficulties in kindergarten may be at higher risk for reading disability.</li> </ul>	3
Enhanced Occupational Therapist  Not continuing in 25-26	<p>Occupational therapy (OT) can have a positive impact on children's development and wellbeing by helping them:</p> <ul style="list-style-type: none"> <li>• <b>Improve daily activities:</b> OT can help children with everyday skills like dressing, eating, and bathing.</li> <li>• <b>Develop fine motor skills:</b> OT can help children develop the small movements needed to hold objects, pick up a spoon, or write with a pencil.</li> <li>• <b>Improve school performance:</b> OT can help children overcome challenges in learning at school.</li> <li>• <b>Boost self-esteem:</b> OT can help children feel a sense of accomplishment.</li> <li>• <b>Improve communication:</b> Play is an important part of OT and can help children learn to communicate with others.</li> </ul>	4, 5

	<ul style="list-style-type: none"> <li>• <b>Develop cognitive skills:</b> Play can help children develop cognitive skills like focus, attention, creativity, and memory.</li> <li>• <b>Provide recommendations:</b> OT can provide recommendations for adaptive equipment and caregiver training.</li> </ul>	
Phonics interventions (1:1 and small groups)  Additional targeted after school phonics club.  Enhanced reading resources.	<p><b>Meta-Analysis by the Education Endowment Foundation (EEF) (2018)</b> A systematic review of phonics interventions conducted by the EEF found that phonics programs have a substantial impact on early reading skills. The review indicated that phonics-based interventions typically lead to an improvement in reading outcomes with an average effect size of 0.52, which is considered moderate but significant. The EEF found that phonics interventions in small group settings are particularly effective for struggling readers, showing improvements in decoding and word reading.</p>	2, 3
Fluency Reading Interventions targeted at pupil premium children	<p>Research consistently shows that fluency is a critical predictor of reading comprehension. According to the <i>National Reading Panel (2000)</i>, fluency encompasses not just speed, but also accuracy and expression, and it significantly impacts children’ ability to understand and retain what they read. For <b>Pupil Premium</b> children, improving fluency can help bridge the gap in comprehension, which is often a key area of difficulty for disadvantaged learners.</p> <p>The <i>Education Endowment Foundation (EEF)</i> has conducted reviews of various reading interventions, including those aimed at improving fluency. In its <i>Teaching and Learning Toolkit (2018)</i>, the EEF identifies <b>reading comprehension strategies</b> and <b>phonics interventions</b> as having moderate to high impact on learning outcomes, particularly for disadvantaged children. Fluency is a core component of these strategies, as improving fluency allows children to engage with more complex texts and improves overall reading ability.</p>	2
SEMH forest school	<p>A study conducted by <i>Knight (2013)</i>, which reviewed the impact of Forest School programs, concluded that these sessions are effective in improving emotional regulation. Through outdoor activities, children develop resilience, self-control, and confidence. The natural environment provides a setting where children can experience success in managing emotions, as outdoor activities often challenge children in a non-pressured way.</p> <p>Research by <i>White (2018)</i> showed that children participating in Forest School exhibited reductions in anxiety, increased positive feelings, and improved emotional regulation. Forest Schools allow children to process emotions in a safe, calming environment, which can be particularly beneficial for those with SEMH challenges.</p>	4, 5

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving cultural capital (trips and visits subsidy)	<p>A report by the <i>Department for Education (2015)</i> found that trips help children grasp complex concepts by seeing how they are applied in real-world contexts.</p> <p>Educational trips often lead to increased children <b>engagement</b> with learning. Research from <i>Education and Training Foundation (2018)</i> demonstrated that children who participated in school trips showed higher levels of enthusiasm and interest in the subjects being taught. Trips break the routine of classroom learning, helping children become more excited about their education.</p> <p>Residential subsidy.</p>	1, 4
Therapy animals – Huggle pets programme	<p>A study by <b>Beetz et al. (2012)</b> found that interacting with therapy animals led to lower levels of <b>cortisol</b>, a stress hormone, and increased <b>oxytocin</b> (a hormone associated with bonding and emotional connection). These physiological changes suggest that therapy animals can help children feel calmer and more emotionally regulated.</p>	4, 5
Student Counsellor placement	<p>The use of <b>counselling for children</b> in educational settings has been shown to provide significant benefits, particularly for children dealing with emotional, behavioural, and psychological challenges. Counselling can support children’s <b>mental health, well-being, academic engagement, and social development</b>. Research and evidence from the educational field and psychology highlight the positive outcomes of counselling for children, including those facing <b>Social, Emotional, and Mental Health (SEMH)</b> difficulties, <b>anxiety, depression, trauma, bullying</b>, and other mental health issues.</p>	1, 4

**Total budgeted cost: £234,961**

# Outcomes for disadvantaged children

## Impact for 2024-25

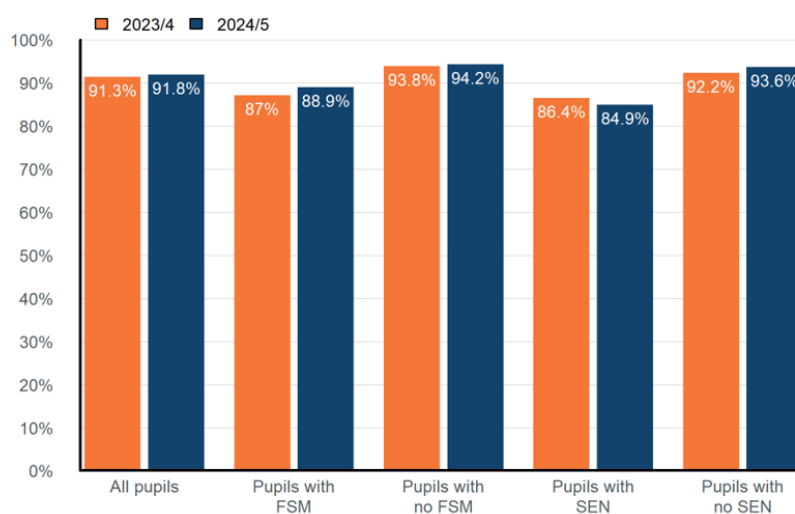
### Intended outcome 1 - Attendance

- *Improve attendance for all groups, with a particular focus on our disadvantaged children.*

Comparison data demonstrates improved overall attendance, along with improved attendance for FSM children for 2024-25 vs 2023-24. However, this continues to be a focus as we are still below national for attendance for all groups.

#### Previous academic year comparison

**Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.**



Our IDSR data also recognises the improvement in attendance, particularly for our FSM children.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	150	89.9%	92.6%	Below	Relative improvement
2023/24	147	86.9%	92.0%	Below	Relative decline
2022/23	124	87.6%	91.6%	Below	Relative decline

- *Reduced persistent absence, with a particular focus on our disadvantaged*

Our overall Persistence Absence data for 2024-25 was 26.8%. This is a decrease of 1.3% from 2023-24 (28.1%). This continues to a focus for us as this is significantly above national.

### Intended outcome 2 - Reading (including early reading)

- *Improved GLD outcomes for Reception children, with a particular focus on disadvantaged children.*

2025 Version 1		School Cohort <sup>1</sup>			School (%) <sup>2</sup>			LA (%) <sup>2</sup>			National (%) <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Pupils		60	48	42	47	58	69	61	62	62	67	68	68
Sex	Boys	35	28	19	40	46	68	54	54	53	61	61	62
	Girls	25	20	23	56	75	70	69	70	71	74	75	75
	Gap (Boys vs. Girls)	10	8	4	16	29	2	15	16	18	13	14	13
Disadvantaged Pupil Premium	Disadvantaged	9	15	12	22	27	58	53	53	52	52	52	51
	Non Disadvantaged	51	33	30	51	73	73	63	64	64	70	71	72
	Gap (No SEN v SEN)	42	18	18	29	46	15	10	11	12	18	19	21
FSM (Jan Census)	Eligible for FSM	16	20	13	25	40	54	51	53	53	52	52	51
	Not eligible for FSM	44	28	29	55	71	76	65	65	65	72	72	73
	Gap (No FSM v FSM)	28	8	16	30	31	22	14	12	12	20	20	22

In July 25, 58% of Pupil Premium achieved the GLD, which was above both Local Authority and National standards of achievement. This is also a largely significant increase from the previous two years (22% and 27%).

These same improvements can also be seen in the Literacy specific groups data below.

Literacy Expected Level

Indicator to display dropdown list

2025 Version 1		School Cohort <sup>1</sup>			School (%) <sup>2</sup>			LA (%) <sup>2</sup>			National (%) <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Pupils		60	48	42	47	58	71	62	63	63	70	70	71
Sex	Boys	35	28	19	40	46	68	55	55	54	64	63	64
	Girls	25	20	23	56	75	74	70	71	71	76	77	77
	Gap (Boys vs. Girls)	10	8	4	16	29	6	15	16	17	12	14	13
Disadvantaged Pupil Premium	Disadvantaged	9	15	12	22	27	58	55	53	52	55	54	54
	Non Disadvantaged	51	33	30	51	73	77	64	65	65	72	73	74
	Gap (No SEN v SEN)	42	18	18	29	46	19	9	12	13	17	19	20
FSM (Jan Census)	Eligible for FSM	16	20	13	25	40	54	53	54	53	54	54	53
	Not eligible for FSM	44	28	29	55	71	79	66	66	66	74	74	75
	Gap (No FSM v FSM)	28	8	16	30	31	25	13	12	13	20	20	22

This continues to be a focus for us due to the increasing national targets being set at 75% for from July 2026.

- Continue to be in line or above National for Phonics Screening Check, with a focus on disadvantaged children.

Whilst our disadvantaged children achieved in line with their peers nationally in the KS1 Phonics Screening Check, Phonics outcomes continue to be a high focus, with a downward trend in our overall outcomes.

		School Pupils <sup>1</sup>			School <sup>2</sup>			LA <sup>2</sup>			National <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Pupils		45	59	49	87	78	76	77	78	78	79	80	80
Sex	Boys	23	33	26	87	70	73	73	73	73	75	77	76
	Girls	22	26	23	86	89	78	81	83	83	82	84	84
	Gap (Boys vs. Girls)	1	7	3	1	19	5	8	10	10	7	7	8
Disadvantaged Pupil Premium	Eligible for Pupil Premium	16	20	18	88	65	67	70	71	71	67	68	67
	Not Eligible for Pupil Premium	29	39	31	86	85	81	80	81	81	83	84	83
	Gap (Eligible vs. not Eligible)	13	19	13	1	20	14	10	10	10	16	16	17
FSM	Eligible for FSM	18	21	21	89	71	71	70	71	71	66	68	67
	Not Eligible for FSM	27	38	28	85	82	79	81	82	82	82	84	83
	Gap (Eligible vs. not Eligible)	9	17	7	4	10	7	11	12	11	16	16	17

In 2025-26, we are accessing support from the English Hub to support us with reviewing and refining our Phonics and early reading provision.

- Improved KS2 Reading outcomes, with a particular focus on disadvantaged children.

Reading outcomes declined for all groups in July 2025. This is due to the specific needs and context of the cohort, including the small year group, high mobility and high EAL needs. We are awaiting confirmation of 8 children being removed from our final outcomes, which increase our overall reading outcomes to 64%. This is still significantly below national.

2025 version 1		School Cohort <sup>1</sup>			School % <sup>2</sup>			LA % <sup>2</sup>			National % <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
<b>All Pupils</b>		60	59	47	58	66	57	71	72	73	73	74	75
<b>Sex</b>	Boys	30	31	29	53	65	59	67	68	71	70	71	72
	Girls	30	28	18	63	68	56	74	77	76	76	78	78
	<b>Gap (Boys vs. Girls)</b>	<b>0</b>	<b>3</b>	<b>11</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>6</b>
<b>Disadvantaged Pupil Premium</b>	Eligible for Pupil Premium	28	26	24	50	50	38	63	65	65	60	62	60
	All Other pupils <sup>3</sup>	32	33	23	66	79	78	76	77	79	78	80	80
	<b>Gap (Eligible vs. All Other pupils)</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>16</b>	<b>29</b>	<b>41</b>	<b>13</b>	<b>12</b>	<b>14</b>	<b>18</b>	<b>18</b>	<b>20</b>
<b>FSM (Jan Census)</b>	Eligible for FSM	25	27	23	52	48	35	62	65	65	60	62	63
	All Other Pupils <sup>3</sup>	35	32	24	63	81	79	75	77	79	78	79	80
	<b>Gap (Eligible vs. All Other pupils)</b>	<b>10</b>	<b>5</b>	<b>1</b>	<b>11</b>	<b>33</b>	<b>44</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>18</b>	<b>17</b>	<b>17</b>

### Intended outcome 3 - Early Years outcomes (including SALT therapy)

- Increased number of children achieving the GLD, with a particular focus on disadvantaged children.

In July 25, 58% of Pupil Premium achieved the GLD, which was above both Local Authority and National standards of achievement. This is also a largely significant increase from the previous two years (22% and 27%).

2025 Version 1		School Cohort <sup>1</sup>			School (%) <sup>2</sup>			LA (%) <sup>2</sup>			National (%) <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
<b>All Pupils</b>		60	48	42	47	58	69	61	62	62	67	68	68
<b>Sex</b>	Boys	35	28	19	40	46	68	54	54	53	61	61	62
	Girls	25	20	23	56	75	70	69	70	71	74	75	75
	<b>Gap (Boys vs. Girls)</b>	<b>10</b>	<b>8</b>	<b>4</b>	<b>16</b>	<b>29</b>	<b>2</b>	<b>15</b>	<b>16</b>	<b>18</b>	<b>13</b>	<b>14</b>	<b>13</b>
<b>Disadvantaged Pupil Premium</b>	Disadvantaged	9	15	12	22	27	58	53	53	52	52	52	51
	Non Disadvantaged	51	33	30	51	73	73	63	64	64	70	71	72
	<b>Gap (No SEN v SEN)</b>	<b>42</b>	<b>18</b>	<b>18</b>	<b>29</b>	<b>46</b>	<b>15</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>18</b>	<b>19</b>	<b>21</b>
<b>FSM (Jan Census)</b>	Eligible for FSM	16	20	13	25	40	54	51	53	53	52	52	51
	Not eligible for FSM	44	28	29	55	71	76	65	65	65	72	72	73
	<b>Gap (No FSM v FSM)</b>	<b>28</b>	<b>8</b>	<b>16</b>	<b>30</b>	<b>31</b>	<b>22</b>	<b>14</b>	<b>12</b>	<b>12</b>	<b>20</b>	<b>20</b>	<b>22</b>

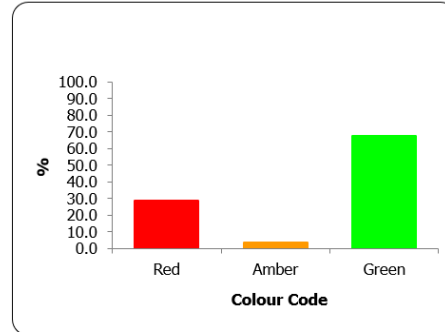
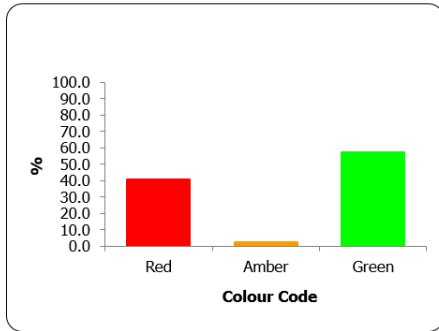
- WellComm screening demonstrates strong progress, with fewer children entering Reception having not passed the WellComm Screening.

July 2025 data:

July 2024 data:

All Pupils	% Achieving Score			No. Pupils
	Red	Amber	Green	
Total	40.5	2.4	57.1	42

All Pupils	% Achieving Score			No. Pupils
	Red	Amber	Green	
Total	28.6	3.6	67.9	28



The data indicates a decline in children leaving Nursery on track for WellComm. However, this is impacted by the context of the cohort, with a high number of complex SEND children in Nursery 2024-25, including 4 non-verbal children.

- Improved writing provision and outcomes in Reception, with a focus on disadvantaged children. In July 2025, 71% achieved the GLD for writing, our highest writing data since pre-covid (and in line with national standards). Our Literacy specific data below demonstrates strong outcomes for disadvantaged children for Literacy.

Literacy Expected Level

Indicator to display dropdown list

2025 Version 1		School Cohort <sup>1</sup>			School (%) <sup>2</sup>			LA (%) <sup>2</sup>			National (%) <sup>2</sup>		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Pupils		60	48	42	47	58	71	62	63	63	70	70	71
Sex	Boys	35	28	19	40	46	68	55	55	54	64	63	64
	Girls	25	20	23	56	75	74	70	71	71	76	77	77
	Gap (Boys vs. Girls)	10	8	4	16	29	6	15	16	17	12	14	13
Disadvantaged Pupil Premium	Disadvantaged	9	15	12	22	27	58	55	53	52	55	54	54
	Non Disadvantaged	51	33	30	51	73	77	64	65	65	72	73	74
	Gap (No SEN v SEN)	42	18	18	29	46	19	9	12	13	17	19	20
FSM (Jan Census)	Eligible for FSM	16	20	13	25	40	54	53	54	53	54	54	53
	Not eligible for FSM	44	28	29	55	71	79	66	66	66	74	74	75
	Gap (No FSM v FSM)	28	8	16	30	31	25	13	12	13	20	20	22

- Purchase Enhanced Speech and Language Therapy Service to meet the communication and language needs of children, with a focus on those who are disadvantaged.

At Temple Meadow, we continue to purchase the Enhanced Speech and Language Therapy Service, as many of our children join us significantly below the expected starting points for communication. This is an invaluable resource to support our children and families to close gaps in this prime area of learning.

#### Intended outcome 4 - SEMH support

- Children are able to self-regulate and participate and engage with confidence in lessons.
- Children access an expanding range of high-quality, effective interventions to support evolving mental health and well-being needs.

The Zones of Regulation were implemented across school to support children to identify and manage their emotions, seeking support as needed. This has been supplemented by the Pastoral Support Team delivering a focused Zones of Regulation intervention for a target group of children.

The Pastoral Support team continue to offer internal support for children in many ways, including in class support, 1:1 sessions, check-ins, group sessions and wider family support.

As a school, we continue to work with wider agencies such as CAMHs, Relate, Early Help Police Officer, Family Hubs and Inclusion Support.

- *Introduce and embed the Huggle pets programme.*

In 2024-25, we were able to offer Huggle Pet Support to 16 children, through 2 x large group blocks of therapeutic input. These were focused on self-esteem and confidence and on healthy relationships. The sessions were very successful and impacted positively on the children who participated.

In 2025-26, we are significantly expanding our Huggle Pet offer, with weekly Therapy dog sessions, 6-week blocks of small group emotion coaching therapeutic input in addition to the 2 x large group blocks of therapeutic input.

***Intended outcome 5 - SEN (including Occupational Therapist)***

- *Continue to refine and develop our Hub provision to meet the ever-evolving needs of our children.*

During 2024-25, our Hub came under the leadership of our newly appointment Inclusion Lead. Under her direction, provision and timetabling was frequently reviewed to ensure it effectively met the presenting needs of the children who accessed it. Feedback from parents and professionals was positive and impact was evident in the small steps of progress made by the children based within the Hub provision.

- *Purchase Enhanced Occupational Therapy service to provide targeted intervention for children, staff CPD and parent sessions.*

Purchasing the Enhanced Occupational Therapy service has enabled our school to access expert advice and recommendations tailored to both individual children's needs and whole-classroom environments. This has included strategies such as reducing visual content and colour in classrooms to minimise overstimulation.

Therapist reports have been instrumental in supporting successful EHCP applications. Parent meetings with the therapist have provided valuable guidance for supporting children both at home and in school, while staff CPD has been crucial in ensuring recommendations are implemented effectively.

One significant outcome of working with the Occupational Therapist has been the introduction of Sensory Circuits for KS2 pupils. This initiative continues to have a positive impact on afternoon transitions for key children.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
NFER reading assessments	National Foundation for Educational Research
Little Wandle Phonics Scheme	Wandle Learning Trust

## Service pupil premium funding (optional)

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

N/A

**The impact of that spending on service pupil premium eligible children**

N/A