

Pupil premium strategy statement – Loudwater Combined School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Review for 2023-24 planning for 2024-25 and 2025-26
Date this statement was published	18/12/2024
Date on which it will be reviewed	Termly reviews with an end of year review on 14.7.25
Statement authorised by	Michelle Hazell
Pupil premium lead	Chris Spratt
Governor / Trustee lead	Michelle Hazell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£68,730

Part A: Pupil premium strategy plan

Statement of intent

At Loudwater Combined School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Close the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure that those disadvantaged pupils who are already high attainers continue to make good progress.

We also consider the challenges faced by 'newly vulnerable' pupils, such as those who have a social worker and young carers or those whose experiences of school closure or remote learning have had a significant adverse impact on their well-being or education more generally. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 shown 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our context:

Loudwater Combined School is a single form entry primary school just outside the town of High Wycombe. Our catchment area is varied, including a range of housing. Some is owner occupied but our catchment area also includes local authority housing and housing association rented properties which includes a significant number of flats.

Basic characteristics of our pupils – November 2024

Year group	Number	Boys/Girls	Free School Meals	Not White British	1st Language not English	SEN support	EHC P	Children Looked After	Previously Looked After Children
Reception	30	10/20	4	16	7	2	0	0	0
Year One	30	17/13	7	16	7	2	0	0	0
Year Two	29	12/17	7	9	8	4	0	0	1
Year Three	31	16/15	4	17	6	3	2	0	1
Year Four	29	16/13	8	12	10	2	0	0	1
Year Five	30	13/17	11	13	8	4	2	1	0
Year Six	30	12/18	8	9	7	5	0	0	0
Totals	209	96/113	49	92	53	22	4	1	3

Ethnic Group	Boys	Girls	% of Children
Indian	9	4	6%
Black African	2	1	1%
Pakistani	2	9	5%
Banglleshi	0	3	1%
Black Caribbean	0	2	1%
White British	52	64	56%
White & Black Caribbean	4	4	4%
White & Back African	1	4	2%
White & Asian	3	3	3%
Any Other White Background	19	11	14%
Any Other Mixed Background	0	0	0%
Other Asian Background	3	1	2%
White Irish	2	3	2%
Any other Black Background	0	0	0%
Any other Ethnic Group	1	1	1%
Not Specified	0	1	0%
Total	98	111	100%

Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. .

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils that will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social,

emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing reading skills of retrieval and inference than their peers, as well as reading at an adequate rate. This negatively impacts their development as readers as they move through Key Stage 2.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing recall of number bonds, multiplication and division facts and applying these when developing their understanding of more formal methods of calculating
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-6% lower than for non-disadvantaged pupils. 22-30% of disadvantaged pupils have been 'persistently absent' (this means that their attendance is below 90%). This is significantly higher than non-Pupil Premium pupils who are persistently absent (11%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Skills to promote enjoyment and engagement in learning are secured by our disadvantaged pupils in Foundation Stage	For those children in Foundation Stage to achieve the Early Learning Goals in Personal, social and emotional development and Communication and Language and in Word Reading. 75% of our disadvantaged pupils will achieve these ELGs (3/4). There is also a group of 7 pupils who are at the

	early stages of acquiring English; we are targeting 5 of these to achieve the above ELGs.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessments both teacher assessments of spoken language and reading assessments.
Increase in the number of disadvantaged pupils who achieve the expected standard in the phonics check	Y1 summer 2025 show that more than 70% of disadvantage pupils meet the expected standard. Y1 summer 2025 show that 75% of disadvantage pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils	KS 2 reading outcomes in 2024-25 show that 75% of disadvantaged pupils meet the expected standard. (6/8) KS 2 reading outcomes in 2025-26 show that 80% of disadvantaged pupils meet the expected standard (9/11) KS 2 reading outcomes in 2026-27 show that 60% of disadvantaged pupils meet the expected standard (5/8) KS1 reading outcomes in 2024/25 show that 100% of disadvantaged pupils meet the expected standard.(7/7) KS1 reading outcomes in 2025-26 show that 70% of disadvantaged pupils meet the expected standard. (5/7) KS1 reading outcomes in 2026-27 show that 75% of disadvantaged pupils meet the expected standard. (3/4)
Improved fluency and recall with key number facts	KS 2 maths outcomes in 2024-25 show that 70% of disadvantaged pupils reach the expected standard in maths. KS 2 maths outcomes in 2025-26 show that 100% of disadvantaged pupils meet the expected standard in maths. KS 1 maths outcomes in 2024-25 show that more than 75% of disadvantaged pupils reach the expected standard in maths.
Children to feel supported emotionally and to be happy.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Additionally, significant increase in engagement in enrichment activities, particularly among disadvantaged children.
To achieve and sustain improved attendance for all pupils especially our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

Changes to our numbers of disadvantaged pupils

The number of pupils eligible for the pupil premium has increased from 48 at the start of the academic year 2023/24 to 49 in the academic year 2024/25.

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: £13,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have changed our induction procedures so that children have an easier transition into full time education. As a result we have found that it is easier to start to start out intervention programmes quickly.</p> <p>Additional support has been put in place to ensure screening pupils has been completed earlier in the autumn term, using speech link and language link to identify those pupils who will benefit from early intervention and high-quality interventions based on the ShREC approach.</p>	<p>High quality interventions in early years from EEF</p> <p>Teaching and modelling social communication skills - EEF</p> <p>Feedback from Local Authority visits to the setting</p>	<p>1, 2, 3, 4, 5</p>
<p>Teaching high quality daily phonics lessons using a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils as well as training for all staff.</p> <p>Ensuring there is a wide range of fully decodable books available for pupils both actual books and e-books. For some disadvantage pupils we</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>2, 3</p>

<p>will provide access to appropriate technologies to enable access to these e-resources as well as other subscribed to by the school.</p>		
<p>To further develop reading comprehension skills. Identification of high-quality guided reading texts in the revised reading curriculum.</p> <p>Fully decodable books and e-books to promote reading and comprehension in KS1.</p> <p>Use of reading eggs</p> <p>We are participating in a project with local schools to increase disadvantaged pupils and their family engagement in reading.</p> <p>We will reorganise the accelerated reader texts in KS2 so that these are distinct from other reading material as well as ensuring that children are regularly completing quizzes relating to what they have read.</p> <p>However, the use of AR must be accompanied by other individualised interventions in order to impact on disadvantage pupils.</p>	<p>Reading comprehension strategies</p>	<p>2, 3</p>
<p>To further enhance our maths teaching four of our teachers have attended training programmes to support the development of mastering number and developing a mastery approach. This involved teachers being released to attend face to face and virtual training sessions and work groups with the BBO Maths Hub.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>This report from NCETM demonstrates how the training can develop teaching for a mastery approach.</p> <p>NCETM Teaching for Mastery</p>	<p>4</p>

The maths training, we have accessed is fully funded. Ensuring that relevant resources are available for pupils during the lessons and they are taught how to use them.		
Embedding strategies to increase pupil engagement with a particular focus on boys and disadvantaged pupils.	Approaches to promote increased engagement for all pupils as part of quality first teaching were advocated by Marc Rowland as part of the Buckinghamshire challenge project.	1, 3, 4
Implementing strategies to ensure that retrieval practice is evident in a range of lessons. This will support pupils to consolidate immediate learning and make connections with prior learning. This approach is 'built in' to the resources we use to teach phonics and maths and we now want to identify opportunities for retrieval practice across the curriculum. This is being achieved through the revision of our schemes of learning in foundation subjects.	Cognitive Science Approaches in the Classroom This article from the EEF explores the evidence of the effectiveness of cognitive science approaches including retrieval practice.	1, 2, 3, 4

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

Budgeted cost: £34,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. OT Club and Nessy Club providing early morning sessions supporting fine and	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

<p>gross motor skills development (targeted at KS1 pupils) and spelling skills (targeted at KS2 pupils).</p> <p>Online subscriptions to program to develop spelling and grammar.</p> <p>Provision of before school club enabling children to be supported in this and to access computers</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Physical development approaches</p> <p>Evidence for these approaches is limited, but has suggested a positive effect on learning of up to 5 months.</p>	
<p>Provision of a qualified teacher working with pupils in Year 5 and Year 6 focusing on the development of key mathematical skills. She will work with pupils in a small group as well as supporting their learning in the classroom.</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>	1, 2, 3, 4
<p>Additional support for pupils who did not reach age related expectations at the end of the previous school year. Children will work with an experienced TA who has been trained in using Rocket Phonics. In small groups, they will focus on the use of PIXL therapies to initially secure the previous year's descriptors in Reading, moving, as appropriate, to focus on the current year's descriptors.</p> <p>Maths will also have a focus as above using PIXL therapies</p>	<p>Small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Making effective use of teaching assistants to deliver interventions</p> <p>Using teaching assistants to deliver interventions outside the classroom.</p>	1, 2, 3, 4
<p>Targeted support for pupils with English as an Additional Language who are recently arrived in the UK, working with a teaching assistant to promote their access to the curriculum. This is provided to a child who is considered vulnerable because of the year</p>	<p>Small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Making effective use of teaching assistants to deliver interventions</p> <p>Using teaching assistants to deliver interventions outside the classroom.</p>	1, 2, 3, 4

group they are in and their level of English acquisition.		
<p>Targeted support for pupils in KS2 to continue to maintain rates of progress in Reading and Maths. Some children will be using online programs to develop their understanding and in some cases to continue to achieve at above age related expectations. This will include ensuring that high quality challenging reading material is easily accessible by purchasing books for our disadvantaged pupils to borrow and read before these books are widely available in the school library.</p> <p>Other groups of pupils will also be working in a small group with a teaching assistant or qualified teacher to ensure that they continue to make progress or accelerate their progress so they achieve above age related expectations.</p>	<p>DfE report on the value of reading for pleasure Research evidence on reading for pleasure Core books from CLPE Choosing and using quality texts</p>	3, 4

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

Budgeted cost: £20,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>Time for SENCO to work with the headteacher on improving the attendance of disadvantaged pupils and those in the younger year groups where attendance is below that of KS 2 classes.</p>		
<p>Increasing parental engagement.</p> <p>Through the weekly newsletter, we will ensure provision of websites that parents can visit to share learning with their children and consolidate class work.</p> <p>We will have two half-termly information events for all parents to provide information about their children's learning and how they might support at home. This will include sessions where parents can work alongside their children in school and resources that parents can access or borrow to use at home.</p>	<p>This report from the EEF details steps school can take to involve parents in their child's learning.</p> <p>Supporting Parents</p>	<p>1, 2, 3, 4 & 5</p>
<p>Meta-cognition – celebration books to promote engagement in learning – support provided by SENCO.</p> <p>Referrals to early help focused on improving educational outcomes and attendance.</p> <p>Providing play therapy to a disadvantaged pupil who will benefit from this intervention.</p>	<p>Evidence for the benefit of a trauma informed practice</p> <p>Trauma Informed Schools</p> <p>The importance of recognising attachment disorders and difficulties</p> <p>Supporting Children with Attachment Difficulties</p>	<p>3, 5</p>
<p>Funding to develop disadvantaged pupils use of technology at home to make use of programs subscribed to by the school.</p> <p>Provision of a variety of lunchtime and after-school clubs including ones where children can access computers and adult support in school to complete home learning activities.</p> <p>Information events for parents to promote e-safety targeted towards parents of disadvantaged pupils.</p>	<p>Access to technology at home</p> <p>This report from the EEF focused on the need for access to technology during disruptions to schooling, however this is still something that is important to enable disadvantaged pupils to access home learning opportunities in the same way as their peers</p>	<p>2, 3, 4, 5</p>

<p>Funding for disadvantaged pupils to attend after school clubs, have music lessons, and participate in school trips including a residential visit. We believe this will promote well-being, inclusion and attendance.</p>	<p>A report detailing the benefits of using funding for educational visits LOtC Report A report detailing the benefits of learning a musical instrument Benefits of Music tuition</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. (£750)</p>	<p>All</p>

Total budgeted cost: £68,730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Skills to promote enjoyment and engagement in learning are secured by our disadvantaged pupils in Foundation Stage

Success Criteria: Assessments and observations indicate the percentage of children achieving all of the early learning goals is reducing. In 2023/2024, 57% of those classified as disadvantaged achieved all of the early learning goals compared to 69% of the whole class.

Challenge 2: Improved oral language skills and vocabulary among disadvantaged pupils

Success Criteria: Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessments both teacher assessments of spoken language and reading assessments.

Teacher assessment of spoken language - pupils achieving at age related expectation.

	Foundation stage (6)	Year 1 (8)	Year 2 (3)	Year 3 (9)	Year 4 (11)	Year 5 (7)	Year 6 (4)
Disadvantaged pupils	75%	100%	75%	100%	100%	100%	100%
Non-disadvantaged pupils	82.8	90%	93.5%	93.1%	90.1%	100%	93%

Our evaluation of pupils' spoken language has been positively impacted on by whole class guided reading sessions where pupils have 30 minutes of reading teaching each day. During this time, pupils are exposed to high quality texts and vocabulary and are in an environment where they hear other pupils and the teacher discussing the meaning of tier 2 vocabulary. There are still some gaps in the outcomes for disadvantaged and non-disadvantaged children in some year groups. These will continue to be addressed through quality first teaching, particularly in guided reading sessions. We have also reviewed the texts that pupils are exposed to, ensuring there is a wide range encompassing different genres. There is also a focus on the use of vocabulary and stem sentences in maths.

Challenge 3: Increase in the number of disadvantaged pupils who achieve the expected standard in the phonics check

2 out of 3 Year 1 children achieved the phonics check at the end of 2023/2024. This is an increase on the previous years data where 50% of disadvantaged pupils achieved the screening check compared with 81% of non-disadvantaged pupils (there were 2 disadvantaged pupils in this cohort at the time of the check).

Challenge 4: Improved reading attainment among disadvantaged pupils

KS 2 reading outcomes in 2023/24 show that 100% of disadvantaged pupils meet the expected standard, an increase from 62.5% the previous year.

KS1 reading outcomes in 2023/24 show that 75% of disadvantaged pupils meet the expected standard, an increase from 55% the previous year.

Assessment of reading summer 2024 -pupils achieving at age related expectation

	Foundation stage (6)	Year 1 (8)	Year 2 (3)	Year 3 (9)	Year 4 (11)	Year 5 (7)	Year 6 (4)	Overall (48)
Disadvantaged pupils	70%	100%	75%	87.5%	81.8%	50%	100%	81%
Non-disadvantaged pupils	75.9%	86.7%	83.9%	89.7%	73.3%	70%	100%	70.5%

Reading attainment across most year groups is high with disadvantaged pupils performing as well as non-disadvantaged pupils. Where figures differ, this is often as a result of additional barriers to learning.

End of Key Stage 2 data is significantly higher than the national average (74%)

Challenge 5: To see improved fluency and recall with key number facts

KS 2 maths outcomes in 2023/24 show that 100% of disadvantaged pupils reach the expected standard in maths.

KS 1 maths outcomes in 2023/24 show that 66% of disadvantaged pupils reach the expected standard in maths.

Assessment of reading summer 2024 -pupils achieving at age related expectation

	Foundation stage (6)	Year 1 (8)	Year 2 (3)	Year 3 (9)	Year 4 (11)	Year 5 (7)	Year 6 (4)	Overall (48)
Disadvantaged pupils	50%	100%	66%	62.5%	63.6%	62.5%	100%	72%
Non-disadvantaged pupils	79.3%	86.7%	71%	79.3%	70%	76.7%	90%	79%

We have used the Sandwell Maths Assessment tool to identify gaps in pupils' learning. Support is in place for all pupils working below year group expectations and progress against their Sandwell targets is evident. PIXL interventions are also used to support these children.

Challenge 6: For children to feel supported emotionally and to be happy in school.

A pupil questionnaire, completed in Autumn 2024 indicate that the majority of the children at school are happy and feel safe.

	FS		Y1		Y2		Y3		Y4		Y5		Y6	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
I enjoy school	28	0	29	0	20	8	21	5	25	4	19	7	20	10
I feel safe in school	28	0	28	1	27	1	25	4	16	12	22	4	29	1
I feel happy in school	28	0	26	3	25	3	21	8	20	9	18	8	21	9

Where opinions were negative, much of this was down to the options available at playtimes and lunchtimes. This has been acted on with a greater number of clubs now available and more resources also in use.

Parent/carer responses are also overwhelmingly positive.

Challenge 7: To achieve and sustain improved attendance for all pupils especially our disadvantaged pupils.

Disadvantaged pupils achieved an attendance figure of 93% for the 2023/2024 academic year. This is 3% less than the figure achieved by non-disadvantaged pupils. 22/48 disadvantaged pupils had an attendance figure greater than 95%

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
Speech Link and Language Link	Speech Link Multimedia Ltd
PIXL	The PiXL Club Ltd
Accelerated Reader	Renaissance Learning
Maths Whizz	whizzeducation.com
Reading Eggs	readingeggs.co.uk
Times Tables Rock Stars & Numbots	ttrackstars.com
Nessy literacy support	Nessy Learning

Further information

We have a range of initiatives which help to support our disadvantaged pupils that do not depend on the pupil premium grant or the recovery funding.

School Readers

We have engaged with the charity School Readers and have five of their volunteers supporting reading in Year 2 - Year 6.

Transforming Lives for Good

This is an Early Intervention Programme which provides coaching support for pupils on an individual basis for 1 hour per week over the course of a year. It is run by trained volunteers from our local church. <https://www.tlg.org.uk/>

ReMind programme

This is a programme offered by the youth pastor at our local church. ReMind is a cognitive behavioural approach for young people with high levels of anxiety. Several cohorts have attended the course from Year 5. Two cohorts from Year 5 will engage in the course during this academic year.

Local church providing meals, uniform and stationery

Parents are encouraged to self-refer if they feel they need support of this kind. Meals and holiday activities are provided at the church. Uniforms are purchased and delivered to parents prior to the start of the autumn term.

Developing a partnership with a local independent secondary school

This has been operating since October 2021. Students visit our school on a weekly basis and work in a range of ways; some play board games with pupils and focus on turn taking and developing resilience, others support children with their reading.

Wild about Well-being

This is a programme that six Year 6 pupils will take part in focusing on developing resilience and risk taking whilst working collaborative outdoors.