



BLISWORTH COMMUNITY
PRIMARY SCHOOL

Pupil Premium Report 2024 - 2027 Including year 1 review and update mid-year for outcome impact

Pupil premium strategy statement

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 subsequent years and the effect of the previous spending of pupil premium had within our school.

<p>The Government funding is set out under three tiers:</p>	<p>Our overview</p> <p><i>“High quality teaching: Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils.” EEF (Sept’ 25)</i></p>
<p>Developing high-quality teaching, for example through professional development and recruitment and retention</p>	<p>We hold high-quality teaching in the highest regard, recruiting all staff with a genuine passion to ensure the very best educational for our pupils with individualised knowledge and approaches to all pupils especially to those disadvantaged.</p> <p>Our staff created the curriculum and retention is high – therefore ensuring consistent and embedded provision. There is a Blisworth teaching pedagogy with a high focus on increasing support and feedback to disadvantaged pupils in lessons to give them the very best start in life.</p>
<p>Providing targeted academic support, such as one-to-one or small group tuition</p>	<p>Targeted academic support features in all core sessions with an additional adult providing feedback and class tuition to ensure that children keep up and avoid the need for catch up. We provide dyslexia group teaching in addition to this to reduce barriers for identified pupils including disadvantaged pupils. School research shows that children do their best when teachers revisit any gaps or misconceptions in pupils alongside our curriculum rather than simply using full interventions that broadly address catching up.</p>
<p>Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing</p>	<p>Support plans are written and shared with parents for pupils that are Send including disadvantaged pupils. Pupils that do not have send but are disadvantaged may also receive individual and group support. Staff have individualised knowledge of each child with high awareness of disadvantaged children.</p> <p>We keep a risk matrix to identify those more vulnerable to slowing progress.</p>

School overview

Detail	Data
School name	Blisworth Community Primary School
Number of pupils in school	(At census) 170
Proportion (%) of pupil premium eligible pupils	(At census) 13 - Funding given with reduce for 26-27 but numbers of incoming pp has increased
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was first published	Autumn 2024
Date on which it will be reviewed	Annual reviews from publication with the HT and named Governor and at regular intervals and reported to the FGB.
Statement authorised by	Leah Jenkins
Pupil premium lead	Leah Jenkins supported by SLT.
Governor / Trustee lead	Sue Cox

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2024 - 2025	£34,791
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.	£34,791

Statement of intent

Our school is a community school where every individual child is known and encouraged to flourish with a commitment from staff to support our children to know their strengths and are ambitious in working achieve their areas for development. We recognise that disadvantaged pupils require a more detailed and bespoke staff knowledge of them and set out to accelerate opportunities and outcomes for all of these pupils from any given starting point. Disadvantaged is assessed for a range of contextual measures including pupil premium and also considers those with other vulnerabilities that could lead to disadvantage to help to ensure children keep up and do not need to catch up. We are fully inclusive whilst striving to personalise how we meet all our vulnerable pupil's needs. Adaptive teaching at our school is recognised by many partners – staff work to ensure that no sessions have barriers to securing different subject knowledge across the curriculum.

We ensure that pupil premium children have access to -

- high-quality teaching and curriculums with personalised support to enable them to 'be the best they can be.'
- pupil premium children form an inclusive part of our mapping across our school to meet any wider needs.
- are prioritised for targeted class teaching and interventions if required beyond the funding allocations.

(Pupil premium funding contributes to the school's implementation of these strategies as set out below, but more income is placed into these areas).

We are ambitious for all our pupils including pupil premium children and we have particular regard to –

- Narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensuring all pupils are able to read fluently and recognise the importance for this in accessing the whole curriculum
- Working to remove any barriers recognised for each child as an individual

- Providing a range of opportunities beyond the core curriculum so that they experience the same breadth of subject experiences in their life as their peers within the school setting.
- Having due regard to recognising any special needs a pupil may have and considering supporting the family with this

We recognise the impact on disadvantaged pupils from the pandemic does remain and has an impact particularly in the case of some age groups and the development point there were at during it.

Research into educational and social interruption demonstrates that this concern should still be considered in terms of gaps for social and academic development points. Further, the pandemic has increased lost learning to disadvantage pupils globally and whilst disasters are indiscriminate, academic research demonstrates that the loss for these pupils is significantly greater. During the pandemic itself, our pupil premium lead undertook Masters level research into the impact of the pandemic on education for all pupils and specifically disadvantaged. She also examined recovery curriculums and understanding from disasters that interrupted learning globally to design the return to school in September 2020 and to continue this knowledge given that pupils at different ages still have residual impact. There is a majority consensus amongst the media, the Government, research groups and the teaching profession that pupils' learning has been severely impacted (EEF,2020a; NEU2020a; Roberts,2020). The shared view is that disadvantaged children are seeing an increase in the void of the achievement gap, with some estimates predicting anything between a 10% and 75% differential (EEF,2020a). Combining and building upon this information, DELVE note that the exact amount of learning lost is unknown and that those from low socio-economic families are extremely likely to have lost the most (DELVE,2020). Whilst many disasters are considered indiscriminate, once the initial event has taken place, less affluent people are likely to suffer the long-term impact much more greatly (Fothergill&Peek,2003). It is also known that any disaster that interrupts learning serves to create a greater divide still for disadvantaged pupils as compared to their peers (Stuart et al,.2013).

We also recognise that the quality of the whole curriculum, teaching pedagogy and assessment for all following the pandemic needs to be high quality and have mid-term developments and adjustments to meet the changing or emerging needs of all and specifically pupil premium children. Catch up programmes alone are unlikely to close the gap (EEF,2020a). We are fully committed to a broad and balanced curriculum and all staff are trained in targeting pupil premium children to accelerate their learning in lessons. School research and learning walks demonstrate that this is effectively embedded into our school culture.

The quality of the whole curriculum and broad experiences, therefore, is a vital part of pupils, including disadvantaged, being successful following the pandemic and in more general terms now as it becomes a more distant issue - our staff are fully committed to this. (EFF 2020b, Arts/ PE; Steiner teachings).

Review of the previous pupil premium strategy and new strategy implemented

The leadership team that took over the school in September 2020 fully reshaped the school's approach to pupil premium. The renewed approach led to 100% of pupil premium pupils reaching the national expected combined Reading, Writing, Maths in 2024. Due to mobility in this group, reviews and some strategy changes will be seen during the strategy window to reflect the changing need of the incoming pupils at a given time. This is completed in conjunction with the named Governor for pupil premium.

Summary of Government Guidance to Schools – Useful Information for Parents and Carers

Purpose

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

High-quality teaching of English and maths English and maths are the cornerstones of a broad, academic and knowledge-rich curriculum. Based on the latest data about the impact of the pandemic on English and maths attainment, we expect that for many schools, pupil premium spending will include a particular focus on supporting the effective teaching of these areas. |

When considering the balance of spending within the 3-tiered model set out in EEF's guide to the pupil premium, the EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.

Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress. You should also draw on data to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education, for example: • attendance and levels of persistent and severe absence • behaviour incidences and exclusions data • wellbeing, mental health and safeguarding concerns.

When identifying the main challenges pupils are facing, it is important to consider the underlying academic and non-academic causes of them. For example, low attainment may be an outcome of poor early language development.

Challenges

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

Challenge number	Detail of challenge in previous strategy	Priority for 25-26
1 SEND	A proportion of pupil premium children also have SEND needs or are being investigated for them. Adding a second vulnerability means that this is a priority area for school. 35% of pupils who are in receipt of pupil premium have a support plan for Send with individualised actions and termly tracking including review meetings with parents.	Yes – plan cycle to continue.
2 Mobility	Mobility of pupil premium both into and out of school. Additional need to ensure effective transfer information out and full and effective assessment of gaps and needs identified with each incoming pupil. Over a third of those in receipt of pupil premium did not start our school at the start of EYFS. Proportionately more leaving pupils due to mobility are pupil premium.	Yes – continue targeted teaching in sessions and considering any wider needs as this embeds.
3 Ensuring accelerated/ high achievement	Outcomes at the end of year six show that the gap is caught up with the past two years having pupils leave age related combined. A continuation of in class feedback and additional targeting is required again to close this gap as this remains the same for in-year data which varies to ensure high outcomes for disadvantaged continue.	Continue to deepen pedagogical knowledge of staff including deepening oracy knowledge and teaching as high quality teaching showing impact.

4 SEMH needs	SEMH, emotional regulation and wellbeing. Just over a third of our current pupil premium children require support, intervention and guidance to meet SEMH needs in order to be successful in learning.	Within support plans for Send needs for current cohorts.
5 Support for school starters of those born in lockdown	<p>Pupils in EYFS born in lockdown, Year One pupils started life in lockdown.</p> <p>Increased need for support in EYFS for pupils parting with their families following their early start in life preventing this. Availability for disadvantaged children for additional adult support if required is needed.</p> <p>Additional support needed to help year one pupils to develop learning strategies and access the evolving curriculum into key stage one methods with quality first teaching and access to adults.</p>	Actions effective, but ensure teacher of experience including Send allocated for the following year.

Challenge number	Review of/ after 2024 – 2025 Nb – broad details only published to avoid pupil identification due to small numbers
1 SEND	33% of those who are disadvantaged have a support plan for send and small step and bespoke targets tracked in addition to whole school assessment and data tracking.
2 Mobility	<p>Last year, outcomes were high compared to national and disadvantage gap significantly reduced – as a cohort, all pupils were at our school since reception and one joined in Year 2. Mobility affects overall school outcomes and it is of note that attendance from the start of our school reflects that this approach is effective in ensuring strong attainment. In 2024 all disadvantaged pupils gained ‘at expected combined’ and all had attended our school throughout. In year data shows that disadvantaged pupils with us from Reception show strong attainment / or correct Send identification and support. Pupils joining our school are the pupils showing as having less progress or attaining below as a generalisation that require targeted teaching to catch up. These pupils have not been subject to our teaching and curriculum or plans. Within six months, trends including last year, show these pupils catch up to peers or receive additional support and send consideration and assessment.</p>

<p>3 Ensuring accelerated/ high achievement</p>	<p>Very small numbers attend so Key Stage 2 data is low in what can be reported or viewed in national data – at times the number is too low to be formally published.</p> <p>In both 2024 and 2025 – all disadvantaged pupils gained ‘at expected’ or more combined. Last year 100% combined expected and GD in two test areas achieved.</p> <p>In year data shows a trend towards increasing the number of disadvantaged pupils gaining the Higher Standard in predicted outcomes and targeting. This demonstrates how high quality teaching and focused questioning and feedback of these pupils positively impacts outcomes.</p>
<p>4 SEMH needs</p>	<p>With changes in the pupils who moved out of area, the needs in this area reduced. Therefore, individual support plans and one social group were run. This area now links with individual Send pp pupils and is on support plans.</p>
<p>5 Support for school starters of those born in lockdown</p>	<p>An experienced teacher and HLTA were placed in Year 1 to ensure high quality provision and the additional skill of identifying any send needs early. Around 25 – 35% of pupils have or will have an individualised support plan designed for them, with some being referred. Plan to ensure experienced teacher with send knowledge for the following year in place. Year 1 is prioritised for additional sports coaches provided by Rhino outside of our agreement as additional staff.</p> <p>Year 2 pupils have ratio of 1 adult:10 pupils for core.</p> <p>Most senior staff prioritised disadvantaged pupils with agency support by being the attending staff member for family support.</p> <p>Academic progress upon entry to Key Stage One strong, content through PSHE to support personal and social development.</p>
<p>Other considerations arising during the strategy</p>	<p>Vulnerability matrix established contextual disadvantage and identified pupils and actions.</p> <p>Movement of pupils overtime or new to school pupils – with low numbers of pupil premium – makes trend identification vary somewhat. Therefore, applying individualised responses is important and we can see that the gap is reducing/ has closed through internal data. Where it has not, Send support has been implemented.</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.

2024 – 2027

Intended outcome	Success criteria
<p>Ensuring that pupil premium pupils gain the most opportunities that they can during high quality, wave one provision leading to high outcomes with additional regard to those entering school and the relatively higher mobility that we have for pp pupils.</p> <p>Ensure that high quality group work and scaffolding support is in place to advance outcomes for pupils with pp at risk of not achieving session and personal targets.</p>	<p>Measured by: lesson observations for methodology and scrutiny of adaptations and barrier reduction strategies.</p> <p>Assessment of pupils shows effective progress within sessions and over time with core skills embedded leading to effective progress (data targets below).</p> <p>The 100% of pupils are receiving targeted teaching during every core session, with an extra focus upon their small step progress.</p> <p>Books show improving progress week on week and misconceptions effectively addressed</p> <p>Pupils are at least on track to achieve their ambitious targets</p> <p>Pupils at risk of not meeting their targets receive further interventions. Mobile pupils are well supported, assessed and targeted.</p> <p>100% of pp pupils make progress and where it slows, or attainment is below, additional targeting t take place.</p> <p>Achieved by: Increasing the number of teaching assistants to provide ongoing feedback and development during session</p>

	<p>including main input; CPD for teachers and TAs for targeted teaching pedagogy; pupil progress meetings to regularly review progress and further enhance personalised approaches; TA time for assessing pupils new to school; SLT time to ensure. Further achieved by supporting children to be taught in year group classes.</p>
<p>To ensure that pupil premium children who also have Send have a fully personalised approach to support their learning progress.</p>	<p>Measured by: 100% of pp with Send are supported from a fully inclusive, bespoke provision map to meet their needs and enhance academic and personal development. Plans work to redress any impact from the pandemic so that pupils are fully able to learn and have good wellbeing.</p> <p>Achieved by: Led and monitored by Senco to ensure all Send pp pupils receive a bespoke programme personalised to meet their needs. Staff CPD to ensure provisions are highly effective.</p>
<p>To ensure that the individual needs of pupil premium children's wellbeing and SEMH are supported.</p>	<p>Measured by: 100% of pp children are considered for wellbeing support and of those who require it, 100% of them receive bespoke plans of support or experiences to raise wellbeing.</p> <p>Achieved by: Led and monitored by the Senco; CPD for teaching assistants who deliver programme; provision mapped to ensure embedded in to school actions; additional awareness of EYFS and Year one pupils who may need to be prioritised early-on in school.</p>

<p>To ensure that all pp children’s reading is accelerated where required to help them to close the gap in reading.</p> <p>All pp year one pupils reach at least their phonics target with additional support to accelerate phonetic ability of PP children if required.</p> <p>All pp children at least reach their Key Stage One target in reading.</p>	<p>Measured by: 100% of pp pupils are on track to achieve their target for phonics. Phonic tracking showing steady, consistent progress through small step assessments of phonics.</p> <p>PP pupils reach their reading target at key stage one.</p> <p>Pupils moving into school are well supported and assessed early so that they can be started quickly should it be needed.</p> <p>Achieved by: Read, write Inc intervention sessions</p>
	<p>Reading comprehension sessions.</p> <p>The above objective, ensuring that adult ratio and feedback is in place for Eng/ Maths.</p>

Activity in the academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2025 - 2026: Contribution to cost of overall budget – includes from PP funding - £3000 to training and release for staff, £24,791 to ensure that pp children have access to high quality wave one teaching at reduced ratios as to what would otherwise be achieved to allow pp advanced education, academic opportunity.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD in Oracy delivered during the year to enhance oracy pedagogy in school.</p> <p>Key school curriculum leaders to undertake their own research to establish knowledge and identify the best approach for Blisworth and the curriculum.</p> <p>Training delivery at intervals.</p> <p>Monitoring schedules linked to oracy strand.</p> <p>Governance to receive training in the importance of oracy to support their monitoring activities.</p>	<p>Pupil premium DFE guidance 2021b.</p> <p>1. Teaching – training and professional development</p> <p>School evidence of prior pupil success.</p> <p>Neli research on impact of attainment and improved SEMH.</p> <p>EEF (2025/6) EYFS: Communication and Language</p>	<p>1,2,3,4,5 – esp 1, 3</p>
<p>Ensure that all staff (teachers and TAs) are continually trained in their understanding of how to accelerate pupil premium children’s learning including targeting and feedback – school CPD.</p>	<p>EEF (2020b) Feedback, EEF (2020d), EEF (2020e)</p> <p>Pupil premium DFE guidance 2021b.</p> <p>1. Teaching – training and professional development</p>	<p>1,2,3, 4,5</p>

Ensure that all pp children have access to two adults within the classroom most of the time in core subjects to increase feedback opportunities (contribution to school's increased cost).	EEF (2020b) Feedback, EEF (2020d), EEF (2020e)	1,2,3,4,5
Staff attendance at conferences and in-house training on responding to CPD developments in learning and teaching pedagogy to ensure high quality progress of pupils including pupil premium during all sessions.	Opening guidance requirements with a focus on staff development and high-quality Maths and English teaching from staff at all levels.	1,2,3,4,5
Staff participation in school's alliance group at subject leader level to broaden subject leaders knowledge base of different pedagogical approaches to subject areas to enhance subject leader knowledge and further reflection.	Enhancing opportunities for all leaders – all Distributed Leadership evidence – Alma Harris, including 'Distributed Leadership – Different Perspectives.'	1,2,3,4,5
To recruit further expertise in addition to our Senco to further deepen and enhance our specialist team knowledge. To access the recruit during the Senco's maternity leave to ensure	Enhancing opportunities for all leaders – all Distributed Leadership evidence – Alma Harris, including 'Distributed Leadership – Different Perspectives.'	1

high-quality Send knowledge remains available.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

- *NB significantly more has taken place, the below recognises the spend from the pp grant.*

Budgeted cost: £4000 contribution to larger cost implementing the below

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention – Read, Write Inc phonics second session (Send/ PP who require)	EEF Teaching tool kit 2020b Phonics; teaching assistants	3, 1
Provision set by HLTA from agency advice notes and information to teach dyslexia/ dyslexic tendencies to include: working memory, touch typing, spelling intervention (bespoke to pupils linked to Spelling Shed); alphabet knowledge.	Stephanie Rumney – local expert advice received from. Stephanie Rumney Consultancy West Northamptonshire Council Academic reading by lead HLTA from range of sources for working memory skills.	1,
Play Buddies	Ron Fortuna – Local Expert (Target Autism)	4

Zippy's Friends	Identified for use by agencies accessed	4
NELI oracy intervention	Home Nuffield Early Language Intervention (NELI) LA adopted	1,2,3,4,5
Individual and guided reading boosters – comprehension focus. Sight word reading as per support plans or age/ group need. At points required.	EEF Teaching tool kit 2020b Phonics; teaching assistants EEF Teaching tool kit 2020b Reading Comprehension teaching	3, 1
Colourful Semantics and Working Memory Intervention support Literacy skills as required – available if identified	EEF Teaching tool kit 2020e Making best use of teaching assistants Educational Psychologist Recommendations	1, 4, 6
Maths Boosters focusing on individualised targets from teachers and teaching assistants – KS 2 Yr 6	EEF Teaching tool kit 2020e Making best use of teaching assistants	1, 2, 3
Literacy and Language development intervention Literacy skills as required – available if identified	EEF Teaching tool kit 2020e Making best use of teaching assistants	5, 4
Listed interventions always under review alongside provision to provide the best outcomes based on agency recommendations for pupils in addition. This list will vary depending on cohort/s and pupils.		

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

Budgeted cost: contribution to wider cost of £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Provision support plans. Targeted social and emotional programmes for identified pupils for Drawing and Talking. OR Identified programmes recommended by agency assessment and support; or programmes run by Wellbeing lead designed.	EEF 2020b Social and emotional learning; school-based observations including parental/ teacher feedback.	5
Emotional coaching	Staff attended a range of emotional coaching, Educational Psychology coaching courses, Trauma courses to continue to be implemented and built within whole school policies.	5
Allocation of sport coach role models to support modelling of learning to pupils at risk of becoming less engaged due to low confidence.	Coaches and additional coaches allocated to individual children or groups who require role models and some more personalised support.	1, 2, 3, 4, 5

Part B: Review of outcomes at the close of the previous strategy.

Pupil premium strategy outcomes

Review 2021 – 2024

Challenge number	Detail of challenge and review of effectiveness 2021 - 2024	
1 SEND	High quality send	<p>Send has undertaken substantial development and innovation. All pupils including those who are send and pp have detailed support plans, actions and provision in place. Plans commended by the LA agency links we have. The cohorts have changed so send is proportionately less amongst the current cohort. Support plans for pp and Send were well transferred to Secondary School in each year of the previous plan.</p> <p>A proportion of pupil premium children currently also have Send so target needs to continue to retain good practice devised for their progress.</p> <p>Some residual impact on standards for disadvantaged was seen in 2023 outcomes.</p>
2 Attendance of a minority	Attendance rates for pupil premium is strong, however a very small minority of pupils eligible for pp are below the target for all children. This has an impact on their school hours and causes them to be at risk of falling behind their peers. (analysis has considered where this could have been related to Covid and considered reported reasons).	Only one pupil premium is showing on this term's tracking of attendance. Not a current issue.
3 Impact on SEMH	Pupils in EYFS and Year 1 were exposed in early childhood to isolation and loss of provisions.	There remains a pattern, although less pupils with this difficulty. Strategy supported successful school development but again current cohorts and pp pupils

		demonstrate a cycle of need and this need has entered school again as new pupils have done so.
4 Impact on achievement	Overall impact of Covid on PP pupils has widened the attainment gap and slowed some of the pp children's progress.	In year data shows pupils still need to catch up to their peers. By the end of year 6, the past two years saw pp gain age related reading, writing and maths combined. Situation can be seen in continuation so to continuing to close the gaps, strategy and approach to remain.
5 Impact on key skills on entry to school/ following loss of EYFS time.	<p>Teacher observations of pupils demonstrate that some key skills required to support effective learning in younger pupils are less advanced following the pandemic interruption. Initial assessment of pupils upon entry demonstrated that they have entered school below the normal expectation for similar pp pupils at our school previously. With particular regard to:</p> <ul style="list-style-type: none"> - Language, social and emotional development upon entry to Reception - Speech and language skills are not as advanced - Fine motor control and muscle strength - Handwriting – muscle strength and resilience to write for sustained periods reduced. - Challenges replicated in Year One where pupils missed a significant part of their EYFS year impacting on disadvantaged pupils. 	Increased practical activities and muscle strengthening. This target continues as these year groups were born in lockdown or early age and impact still present including specifically pp. Speech developed well from EYFS approach but some pupils remain requiring support with this. Generally current pupils requiring this support are not pp.

6 Impact of the pandemic on wellbeing	Teacher observation, pupil and parent voice indicate reduced wellbeing and mental health of disadvantaged pupils as a result of the pandemic and wider impact of loss of opportunities exacerbated during to further income loss as well as existing financial limitations for these pupils.	Wellbeing impact clear. SEMH needs have been present. Alternative provision accessed for some identified pupils. Use of wellbeing lead further supported the others.
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Whole School Attainment

- 100% of pupils gained age-related combined Reading, Writing, Maths in 2023 and 2024. In year data shows that they catch up from not being at these starting points in terms of attendance. Therefore, our approach for previous years is successful and we will enhance but continue with this and a focus on raising outcomes in Maths and English, closing the educational gap for pp pupils.

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
Accelerated reader

TT Rockstars
Nelson handwriting
PE Hub
Kapow French and DT
Literacy Shed plus
Testbase
Read, Write Inc
Drawing and talking
Jigsaw

Further information

PP contributions to the areas of identified need, but more of the budget is allocated into the listed areas than the total funding that we receive.

References

Department for Education (2021) School Teachers Pay and Conditions document 2021 and guidance on school teachers pay and conditions. Dfe [Online] Available from:

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Department for Education (2021b) Guidance: Pupil Premium. Updated 6/9/21 Dfe [Online] Available from:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium>

Education Endowment Foundation, (2020a). Rapid Evidence Assessment Summary. *EEF* [Online] Available from:

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Education Endowment Foundation, (2020d). Early Years Toolkit. EEF [Online] Available from: <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit>

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Fothergill, A. Peek, L. (2003) Poverty and Disasters in the United States: A Review of Recent Sociological Findings. *Natural Hazards*. **32**: 89-110 First published 30/04/03

NEU, (2020a) Coronavirus: National Education Recovery Plan. *NEU* [Available online] <https://neu.org.uk/press-releases/coronavirusnational-education-recovery-plan> First Published 11/06/20

Roberts, J. (2020) Attainment gap widening in Covid lockdown, data shows. *TES* [Available online] <https://www.tes.com/news/attainmentgap-widened-covid-lockdown-data-shows> First published 24/7/20.

Stuart, K . Patterson, L. Johnston, D and Pearce, R. (2013) Managing temporary school closure due to environmental hazard: Lessons learned from New Zealand. *Management in Education*. **27** (1) 25 – 31

Additional notes around information sources:

Alma Harris – Distributed leadership books and journals

Stephanie Rumney - [Stephanie Rumney Consultancy](#) | [West Northamptonshire Council](#)

Ron Fortuna – Local Expert (Target Autism)

Neli - [Home](#) | [Nuffield Early Language Intervention \(NELI\)](#)