

Pupil premium strategy statement – Sheep Dip Lane Academy

This statement details our academies' 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	252
Proportion (%) of pupil premium eligible pupils	58% TBC 132 PP pupils
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)	2024-2025 2025-2026 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026/July 2026
Statement authorised by	Local Governing Body
Pupil premium lead	F Parish Principal
Governor / Trustee lead	C Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,973
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>	£202,973

Part A: Pupil premium strategy plan

Statement of intent

The vision of Exceed Learning Partnership is to equip young people with the knowledge, skills and mindset to thrive and take on the world. We aim to build communities where everyone belongs; it means feeling valued, safe, and seen. We celebrate diversity and commit to equity, removing barriers and closing gaps so every pupil and colleague can thrive. The Core Mission of ELP is “Every Child. Every Chance. Every Day” At ELP, every pupil should be Safe, Happy, Healthy, Learning, and feel like they Belong. This is our foundation for an inclusive environment.

The Pupil Premium Strategy for Sheep Dip Lane Academy sets out to achieve equity for all pupils across the academy, meaning that those with the barriers of being disadvantaged in any way are supported to meet their potential. At Sheep Dip Lane Academy, we believe that all pupils can “Be the best they can be”. We believe that with quality first teaching, effective engagement with parents and a personalised approach to meeting needs; every child can achieve their potential.

This strategy intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities where possible so that their attainment is as close to age related expectations as possible, if not beyond this. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and/or living in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately and effective teaching strategies are embedded. It also looks at each pupil holistically to ensure that pastoral and wellbeing needs are met which also extends to the family home.

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*

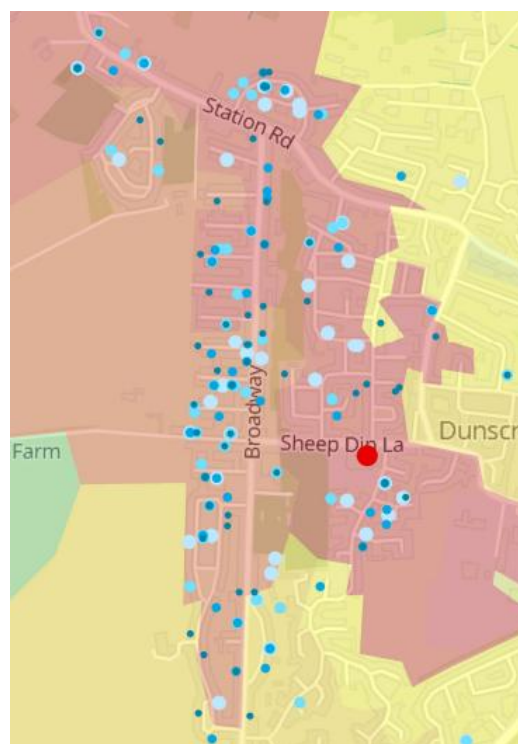
adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Our academy is an average sized primary to the East of Doncaster within an ex-mining community. Over half the academy pupils are eligible to free school meals. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the academy and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school’s pupils live. Although there are areas relatively near to the school which have lower than average levels of deprivation, 4 the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. The percentage of pupils living in the 0-10% most deprived circumstance on the index of multiple deprivation factors we are significantly higher than the National average (12%) SDLA (44%).

Social Deprivation Indicator: IMD – 44 (this has declined further since 2024, Educ & Skills 61.6 with 82% being in the bottom 10% nationally and the IDACI 0.30 with 30% of pupils being and their families in the bottom 10%.

Key: red areas indicating pupils living with all 3 indicators in high levels of deprivation (bottom 10% nationally).

Blue dots show where pupils and their families live.



Challenges

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

Challenge number	Detail of challenge			
1	Attendance gap between disadvantaged pupils and non-disadvantaged pupils: <i>Attendance for disadvantaged pupils is below non-disadvantaged pupils for 2024-25 and has been for the last 3 years. Although attendance has improved across 3 years, there is still a gap which is widening and at PA. Parental engagement and understanding of the importance of punctual and regular attendance remains a barrier for some of our pupils and needs to remain a focus of the academy.</i>			
	Attendance	Full Year 22-23	Full Year 23-24	Full Year 24-25
	Disadvantaged	93.1%	93.9%	94.1%
	Non-Disadvantaged	94.3%(1.2)	94.99% (1.09)	95.8% (1.7)

	<table><tr><td>PA</td><td>Full year 22-23</td><td>Full year 23-24</td><td>Full year 24-25</td></tr><tr><td>Disadvantaged</td><td>17.91%</td><td>17.36%</td><td>18.2%</td></tr><tr><td>Non-Disadvantaged</td><td>10.48% (7.43%)</td><td>15.05% (2.31%)</td><td>9.6% (8.6%)</td></tr></table>	PA	Full year 22-23	Full year 23-24	Full year 24-25	Disadvantaged	17.91%	17.36%	18.2%	Non-Disadvantaged	10.48% (7.43%)	15.05% (2.31%)	9.6% (8.6%)																								
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2	<p>Lower attainment on entry to Early Years, particularly in Literacy and Communication and Language and attainment at GLD at the end of FS2.</p> <p><i>Data shows the majority of disadvantaged pupils enter the academy at lower stages of development in communication and language, including limited vocabulary, a lack of exposure to tier 2 words and speaking skills which show they may have had fewer high quality adult to child interactions prior to starting nursery or reception. Assessments show the EYFS data a 19% gap between disadvantaged and non disadvantaged pupils at GLD.</i></p> <p>FS1:</p> <p>Listening, Understanding and Attention: 22/25 44% (Whole cohort), PP - 2/8 25%, NON PP 9/17 - 53%</p> <p>Speaking 11/25 40% (Whole Cohort), PP - 3/8 38%, NON PP - 8/17 - 47%</p> <p>FS2</p> <p>Listening, Understating and Attention: (Whole Cohort) 51%, PP 4/10 - 40% , non PP - 14/25 - 56%</p> <p>Speaking: 51% (Whole Cohort), PP 4/10 - 40% , non PP - 14/25 56%</p> <table><tr><td></td><td>GLD for 2024-2025</td></tr><tr><td>Disadvantaged</td><td>43%</td></tr><tr><td>Non-Disadvantaged</td><td>62% (19)</td></tr></table>		GLD for 2024-2025	Disadvantaged	43%	Non-Disadvantaged	62% (19)																														
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3	<p>Attainment at KS2, particularly in the MTC check, in writing and Maths at higher standard (GDS) and combined.</p> <p>Disadvantaged pupil attainment at KS2 is below their non- disadvantaged peers and there is a wide gap with those pupils also achieving the higher standard (GDS) in Reading, writing and Maths. Vocabulary exposure and poor sentence structure and stamina for writing limited outcomes in reading and writing, recall of arithmetic facts within the maths papers prevents access to reasoning.</p> <table><tr><td></td><td>MTC KS2 Y4 2025 Scores 21-25</td><td>Reading KS2 2025 EXS</td><td>Writing KS2 2025 EXS</td><td>Maths KS2 2025 EXS</td><td>Combined KS2 2025 EXS</td></tr><tr><td>Disadvantaged</td><td>74%</td><td>86%</td><td>71%</td><td>75%</td><td>64%</td></tr><tr><td>Non-disadvantaged</td><td>100% (26)</td><td>100% (14)</td><td>100% (29)</td><td>100% (25)</td><td>100% (36)</td></tr><tr><td></td><td>Average MTC score</td><td>Reading KS2 2025 GDS</td><td>Writing KS2 2025 GDS</td><td>Maths KS2 2025 GDS</td><td>Combined KS2 2025 GDS</td></tr><tr><td>Disadvantaged</td><td>22.6</td><td>50%</td><td>4%</td><td>14%</td><td>0%</td></tr><tr><td>Non-disadvantaged</td><td>25.0 (2.4)</td><td>77% (27)</td><td>15% (11)</td><td>46% (32)</td><td>15% (15)</td></tr></table>		MTC KS2 Y4 2025 Scores 21-25	Reading KS2 2025 EXS	Writing KS2 2025 EXS	Maths KS2 2025 EXS	Combined KS2 2025 EXS	Disadvantaged	74%	86%	71%	75%	64%	Non-disadvantaged	100% (26)	100% (14)	100% (29)	100% (25)	100% (36)		Average MTC score	Reading KS2 2025 GDS	Writing KS2 2025 GDS	Maths KS2 2025 GDS	Combined KS2 2025 GDS	Disadvantaged	22.6	50%	4%	14%	0%	Non-disadvantaged	25.0 (2.4)	77% (27)	15% (11)	46% (32)	15% (15)
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4	<p>Social, Emotional, and Mental Health (SEMH) needs among a small but significant group of pupils. Wellbeing, mental health, and contextual safeguarding continue to be significant priorities, with a clear need for support that extends beyond the classroom for both pupils and their families. Currently, 46/54=85% of pupils accessing learning who need SEMH support are disadvantaged, as are 27/30 = 90% of pupils identified as CP, CIN, or LAC. Additionally, 100% of pupils 1/1 with a BOSS referral are disadvantaged. These figures highlight a substantial overlap between disadvantage and elevated SEMH needs, underscoring</p>																																				

	the importance of robust multi-agency collaboration and enhanced provision to effectively support these pupils’ wellbeing and mental health.																				
5	Access to Enrichment/Wider Opportunities - trips, music, the arts and sports Pupil voice and data shows that many pupils are having limited life experiences, access to education in their homes and skills based activities within their own community. Autumn term data shows that only 29% of pupils read at home outside of school. Pupil surveys show that disadvantaged pupils have less access to wider opportunities outside of the school and our data on wider opportunities shows 70% of pupils who attend wrap-around are disadvantaged pupils. This is a priority for us to close the Cultural Capital gap with the enrichment program we offer.																				
6	Phonics Pupil Premium pupils in Year 1 continue to underperform in phonics when compared with their Non-Pupil Premium peers. Internal 2025–26 projections indicate an anticipated attainment gap of 20% , which is above the current national and local authority average gap of 15% . This gap reflects barriers including lower baseline starting points, reduced access to early language-rich experiences, and, for some pupils, weaker attendance and limited support for phonics practice at home. Without targeted and sustained intervention, this gap is likely to persist into Key Stage 1, impacting early reading fluency and wider curriculum access.																				
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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
1. Reduced attendance gaps between overall attendance and PA.	<p>Sustained high attendance for the 2025/26 academic year demonstrated by:</p> <ul style="list-style-type: none"> -The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 0.5% -The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% higher than their peers.



	<p>-Monitoring of attendance by Attendance lead, inclusion team and SLT brings about increase in PP attendance and decrease in being persistently absent.</p>
<p>2. Improved Literacy attainment in EYFS for Disadvantaged pupils seen through improved spoken language, vocabulary, oracy, phonics, reading and transcription and composition skills.</p>	<p>-DFE Early Years SEND Assessment Tool will also support progression from baseline for pupils with more complex needs particularly In Communication and Language.</p> <p>-At the end of Reception the gap between disadvantaged and non disadvantaged pupils reduced in Communication and Language and Literacy.</p> <p>-Speech and Language assessments show evidence of improvement over time. Targeted pupils receive additional speech and language intervention (WELLCOMM)</p> <p>-Writing Diagnostics shows disadvantaged pupils are making sustained progress.</p> <p>-All pupils are exposed to tier 1, 2 and 3 vocabulary throughout the curriculum.</p> <p>-Increased % by 50% of PP children working at age related and above in phonics and reading 12/35 - 34% (Whole cohort) 1/10 - 10% PP, 11/25 - 44% NON PP</p>
<p>3. Improved Attainment for Disadvantaged Pupils in KS2 in the Multiplication Check, Reading, Writing, Maths and Combined outcomes.</p>	<p>-Year 4 Multiplication Check results (those achieving a score of 21 – 25) for PP pupils is increased by 10% and then continues to close the gap until in line with their non-pp peers over the next 3 years.</p> <p>-Y3 and Y4 access the Chromebooks and Maths Frame/TT Rockstars to support multiplication/division knowledge each week. Number sense timetable intervention to be used consistently where gaps have been identified.</p> <p>-Reading, Writing, Maths and Combined Attainment for disadvantaged pupils demonstrates a reduction in the gap for PP and Non-PP by 10% year on year for the next 3 years until they are in line with their non-pp peers.</p> <p>-KS2 focus will be Writing and Maths at EXP and GDS level.</p> <p>-High-Quality Teaching: ELP guide to be embedded and strategies evident in lesson observations and book looks.</p> <p>-Formative assessment to be at the forefront of quality first teaching and assessment data to demonstrate that disadvantaged pupils consistently benefit from strong, evidence-based teaching and targeted interventions.</p> <p>-Targeted Intervention Impact: Pupils accessing small-group or 1:1 interventions show measurable improvements on entry/exit data (e.g., phonics assessments, reading ages, standardised scores, MTC check scores).</p> <p>-Y3/4/5/6 access the Chromebooks minimum 3x a week 30 min sessions to access Reading Plus to build fluency and comprehension. (Reading Plus reports will show an increase in words per minute for each pupil and each class's average will increase from baseline.)</p> <p>-Y3/4/5/6 access the Chromebooks minimum 2x a week 30 min sessions to access Third Space Maths AI to build fluency in arithmetic and to plug gaps in knowledge. Reports will show engagement and an increase of concepts that are secured per pupil from baselines.</p> <p>- Improved Engagement: Disadvantaged pupils show increased engagement with learning</p>



<p>Social Emotional Mental Health and Behaviour Support</p> <p>All pupils, who need it, are identified quickly and have access to SEMH/Behaviour support internally or externally as appropriate.</p>	<ul style="list-style-type: none"> • Early Identification: All pupils with emerging SEMH or behaviour needs are identified promptly—within 2–4 weeks of initial concerns—through consistent multidisciplinary (MD) meeting structures, ensuring that appropriate next steps and support plans are put in place. • Timely Access to Support: Identified pupils access appropriate internal or external SEMH/behaviour/SEND support. • Improved Engagement: Pupils receiving support show improved engagement in learning, evidenced through increased attendance, reduced behaviour incidents, attainment and progress data or improved classroom participation. • Impact on Wellbeing: Pupil voice indicates increased confidence, emotional regulation, and sense of safety in school, gathered through regular wellbeing check-ins or surveys. • Multi-Agency Collaboration: Effective communication and collaboration with external agencies are evidenced through timely referrals, shared plans, and regular review meetings. • Positive Outcomes: Behaviour logs, CPOMs data, or SEMH assessment tools (e.g., Thrive profiles, Boxall scores) show measurable improvement over time for pupils receiving support.
<p>5 - Increase access and participation to the wider curriculum and extra-curricular enrichment for Pupil Premium pupils so that they develop greater confidence, engagement, and wellbeing, supporting improved attendance and academic progress.</p> <p>Finances are not a barrier to pupils accessing these much-needed wider opportunities.</p> <p>All children have the opportunity for further education within the home and beyond the school.</p>	<ul style="list-style-type: none"> • At least 85% of Pupil Premium pupils will attend one or more after-school clubs regularly, compared to the current baseline of % (add in when tracking document created) • At least 60% of Pupil Premium pupils will attend two or more wider enrichment opportunities across the year (e.g. sports events, music tuition, trips, competitions, residential). • Teachers will plan for the super 70 experiences within their age group and ensure these events are well attended by all pupils. • Children have regular opportunities to change their home reading and class library book. • All children will have reading promoted by their teacher through their class weekly challenge and receive rewards to develop motivation, reading cafes, library time. (Class diaries, book shop swap fortnightly access, duck race) • Pupil voice surveys will show that 90% of participating pupils report Increased confidence, Greater enjoyment of school, A stronger sense of belonging • Academic progress for regular club attenders will be at least in line with non-Pupil Premium peers in reading, writing, or maths. • Home learning, reading and access to TT Rockstars is available at lunchtime so children have access to the internet and devices.
<p>6 - By the end of the 2025–26 academic year, the gap between Pupil Premium and Non-Pupil Premium pupils achieving the Year 1 Phonics Screening Check will be reduced from the anticipated 20% in-school gap to at least 15% or below, in line with national and local authority averages.</p>	<ul style="list-style-type: none"> • At least 65% of PP pupils pass the Year 1 Phonics Screening Check, demonstrating improved early reading outcomes. • The gap between PP and Non-PP outcomes is reduced by a minimum of 5 percentage points (from 20% to 15% or less). • Half-termly assessment data shows accelerated progress for PP pupils who are below expected standard. • Targeted phonics interventions result in measurable improvement in phonics decoding, blending, and segmenting skills for PP pupils. • Attendance of PP pupils remains at or above school average, supporting consistent access to high-quality phonics teaching. • Monitoring shows that PP pupils are engaged in daily phonics practice and timely catch-up interventions. <p>End of year outcomes indicate that PP pupils' phonics attainment is more closely aligned with Non-PP peers than at baseline.</p>

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: £98,940.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Maintain Professional Growth and development of Teacher Pedagogy and Practice through the leadership framework and ELP guide support materials.	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3
2. Pay for additional TA/HLTA training days to support pedagogical approaches x2 days		3
<p>3. Early Years Lead (CPD) engaged with the Laurel Trust Oracy Project- 8 days release time and time to create and implement action plan</p> <p>Planning time and CPD for EYFS staff to support Communication and Language development.</p>	<p>Laurel Trust Oracy Project: To strengthen language and writing skills in Early Years preparing pupils for a successful transition to Y1 with a focus on Disadvantaged Boys.</p> <p>Half termly team meetings to support development of the project and training for all EYFS staff.</p>	2
4. CPD, staff development Half a day leadership time for Principal/writing lead to coach/mentor and monitor the quality of teaching and assessment to ensure progress in writing and analyse writing to set precise targets for pupils. 2.5 days	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher Feedback to Improve Pupil Learning Toolkit EEF</p>	3

Formative tracker informs the progress and next steps for writing.		
Strategies to support F20, spotlight and GDS needs will include- one to one conferencing and tracking documents with regular teacher coaching of standards.		
<p>5. Mentoring and Coaching of targeted year groups particularly ECTs to ensure adaptive teaching strategies for vulnerable pupils and assessment for learning is accurate and impactful.</p> <p>Coaching to support teachers with live modelling in RWM lessons and in lesson formative assessment to provide targeted teaching that is precise to improve pupils' progress.</p> <p>Teachers to mentor pupils working on specific personalised targets in reading, writing and maths.</p>	<p>Some evidence that mentoring can have small positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.</p> <p>https://niot.s3.amazonaws.com/documents/NIO_T_mentoring_and_coaching_-_Key_Takeaways.pdf</p>	3
<p>6. 20% ½ day release weekly for Maths lead to monitor, coach and track pupils in interventions. Analyse pupils accuracy and plan all interventions.</p>	<p>Evidence that support is needed to provide consistency in the implementation of our Maths curriculum with the leader provided instructional coaching regularly. Development of recommendations 1, 6 and 7.</p> <p>EEF Improving Mathematics at KS2 and 3</p>	
<p>7. Additional LSA's across the academy in order to support capacity for our most Vulnerable pupils and focus for F20 and spotlight pupils. This includes:</p> <ul style="list-style-type: none"> -2 x additional LSA for our LL SEND Hub for F2 -1 x additional adults in KS2 (0.6) 	<p>https://d2tic4wvo1iusb.cloudfront.net/product-ion/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf</p> <p>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</p> <p>TAs should supplement, not replace, teaching from the classroom teacher.</p>	3, 4, 6
<p>Awareness Raising- CPD - Implementation of school-wide 'Vulnerability Tracker' to all teaching staff including support staff to raise awareness of pupils' needs and where there are additional areas of support</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/product-ion/eef-guidance-reports/send/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1674033195</p> <p>Understanding of where there is a cross</p>	5 and 4

needed e.g. PP and SEND/EAL etc so support can be focused and targeted. Planning time to develop clubs to support wider opportunities using pupil voice outcomes.	over of need supports teachers and TAs to remove barriers using the Five a Day Toolkit. Share the ‘The Good Childhood Report Summary 2025’ with colleagues to ensure collective alignment to build the positive culture for all our pupils.	
Phonics - Lead - monitoring, coaching and regular assessment	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	6

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

Budgeted cost: £57,605.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Interventions in Reading across the academy with bespoke programmes and resources - Reading Plus and Nessy	Reading/Spelling Nessy online platform used as a daily intervention for those with spelling reading difficulties who have been identified to be at high risk of dyslexia. Research Evidence - Nessy - British English Reading Plus KS2 Reading Plus is an adaptive online literacy tool that enables KS2 pupils to improve fluency, comprehension, vocabulary, Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction. <ul style="list-style-type: none"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College & Career Readiness in 20 Hours https://www.readingplus.com/efficacies/ KS2 pupils x3 sessions per week 30 mins per session 1-1 using online subscription. Assessment tools to place pupils on the correct stage of the programme.	3
2. Interventions in Writing across the academy for our F20 and spotlight pupils and to challenge pupils to achieve GDS, subscription to Literacy Shed + 1-1 conferencing for writing with F20 and spotlight pupils with precision teach approach following writing review meetings each half	Accurate assessment to inform teaching EEF guidance improving literacy improving literacy EEF Small Group Tuition- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Guidance +4 months in one year Small group tuition is most likely to be effective if it is targeted at pupils’	3

term. Weekly by the teacher.	specific needs. Diagnostic assessment can be used to assess the best way to target support.	
3. Interventions in Mathematics across the academy: Number sense animations KS1, Number sense timestable programme daily teach Y3, Y4 and catch up intervention groups Y5 and Y6 TA weekly assessment and group teach Y3-6. x2hrs per week Y3, Y4, Y5 and Y6 Daily breakfast TT club Y4 pupils 2.5 hrs per week with the teacher Subscription costs - TTR Number Sense Testbase	Maths Number Sense and Times table Programmes EEF – Small group intervention – moderate impact with low cost with an average gain of approximately 4 months.	3
4. Third Space AI Maths - KS2 x3 per week sessions subscription cost	Weekly Maths Tutoring Program for Y3-Y6 Bespoke interventions designed to secure gaps in basic skills that have been identified using diagnostic assessments and encourage attendance due to confidence building. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
5. Delivery of the WELLCOMM programme intervention (30 minutes of adult directed time weekly - per group - x3 groups)	Evidence from Education Endowment Foundation-Teaching and learning Toolkit - individualised instruction=+ 4 months -One-to-one tuition=+5 months EEF Early Years toolkit Speech and language approaches +6 months	2
6.Targeted adult time daily on vocabulary within provision modelling	Bespoke/ targeted intervention daily to support language development and tier 2 and 3 vocabulary use by children modelled by adults.	2
7. Precision Teaching in KS1 for Disadvantaged Pupils - Little Wandle daily Personalised small steps curriculum to be delivered to ensure pupils work on exactly the right next steps/skills for their personalised curriculum journey to ensure building blocks are fluent by the end of KS1 75% TA daily time	Small Group Tuition- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Guidance +4 months in one year Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	6

8. Additional Phonics Intervention for Vulnerable Pupils - Little Wandle Keeping Up Programme and SEND Programme	<p>EEF guidance also evidenced research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge. EEF – high impact low cost with an average gain of 5 months</p> <p>Phonics-EEF (https://www.educationendowmentfoundation.org.uk)</p>	6
9. SEND hub subscriptions - B Squared Connecting Steps (communication & interaction and autism) and Widget annual subscription.	<p>B Squared case studies evidences using Connecting Steps, provides evidence of impact by enabling granular tracking of progress for students with Special Educational Needs (SEND), showing small learning steps and effective target setting as key benefits</p> <p>https://bsquared.co.uk/case-studies/#:~:text=B%20Squared%20has%20played%20an,abilities%20in%20one%20assessment%20system!</p>	4

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

Budgeted cost: £62,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1.Embedding principles of good practice set out in the DfE's guidance. This will involve release time for senior leaders to work with PA pupil groups/attend DFE attendance webinars, Exceed Trust networks and time to implement strategies back at SDLA.</i></p> <p><i>This also involves utilizing the office manager to have a key focus on attendance chasing, reporting and celebrating. Attendance lead + admin support 2 hrs daily</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working Together to Improve School Attendance</p>	1
<p>SLT to lead on Attendance Support Meetings to build stronger partnerships with parents</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1



<p>2. Inclusion support worker - working on ,Parent Support Work, With Me in Mind Service Link, Outreach Work, attendance ASP and TAC/TAF meetings</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Improving Mental Health Impact: https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools</p>	<p>1 and 4</p>
<p>Providing Thrive Nurture during breaks and lunchtimes for vulnerable pupils with neurodiverse needs and SEMH, 5 hrs per week</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>4</p>
<p>Access to current technology to support personalised learning as well as recap and review through hire of Chromebooks and programmes/apps to sit alongside the technology.</p>	<p>This approach has been effective for our pupils in previous years so we wish to continue with this approach. Pupil voice also suggests that pupils value the access to up-to-date technology to support their learning.</p>	<p>3</p>
<p>Funded school excursions Some pupils continue to require financial support in order for them to benefit from off-site educational activities.</p>	<p>Children enhance their learning through experiential opportunities which support memory and metacognition links to their classroom-based learning. This supports children to know more and remember more because of the connection built in the brain when we have first-hand experience of an event.</p>	<p>5</p>
<p>Access to wider opportunities and clubs to strengthen pupils cultural capital: Arts, sports, music wider opportunities whole class tuition and small group tuition, performing arts, life skills, cooking Activ8 lunch and after school provision Legacy</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum +3 months.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>5</p>

Total budgeted cost: £218,812

Part B: Review of the previous academic year

Pupil Premium Strategy Impact Report 2024-2025 Evaluation

Phonics attainment and poor speech and language.		At least 80% of disadvantaged pupils pass the Y1 (2023 PP was 54% Non-PP 100%) Screening Check. At least 90% of disadvantaged pupils have passed the screening check by the end of Y2. (2023 By end of Y2 PP was 80%)				
Phonics:						
Y e a r 1	% o f c o h o r t 2 0 2 5	E x p e c t e d	L A	E n g l a n d	W A 2 0 2 4	W A 2 0 2 3
P P	5 6 %	7 9 %	6 9 %	6 7 %	7 8 %	5 4 %
N o n P P	4 4 %	9 1 %	8 4 %	8 4 %	9 0 %	1 0 0 %
Y 2 R e s u l t s	% o f c o h o r t 2 0 2 5	E x p e c t e d	L A	E n g l a n d	W A 2 0 2 4	W A 2 0 2 3
P P	5 0 %	5 0 %	4 6 %	4 4 %	8 6 %	4 3 %
N o n P P	5 0 %	1 0 0 %	5 0 %	5 4 %		1 0 0 %

- The gap between PP and Non PP at Y1 phonics is less than the National gap (SDLA 11% National gap 17%).
- By the end of KS1 13/16 PP children had achieved PSC = 79% which is above LA and National figures, and continues a rising trend for SDLA
- Year 2 resits was above LA and National achieving PSC.
- The PP and Non PP gap is more significant than the National gap at Y2 resits, however, there were 2 PP children only and only 1 did not achieve.
- Target of 80% PP to pass PSC achieved by end of Y1

Embed high expectations so that pupils can meet Age Related Expectations in their year groups and beyond.

Disadvantaged pupil attainment rises by 10% in each year group from baseline.

Yr	<u>2025</u>	R BL	R End	W B/L	W ENd	M B/L	M End
1 PP		73%	63%	64%	50%	73%	63%
2 PP		69%	76%	69%	65%	75%	76%
Nat PP Y2 2025		58%		49%		59%	
3 PP		61%	61%	44%	39%	78%	78%
4 PP		69%	56%	63%	61%	69%	72%
5 PP		91%	83%	74%	71%	74%	79%
6 PP		66%	86%	62%	71%	62%	75%
Nat PP Y6 2025		63%		59%		61%	
Disadvantaged pupil attainment at greater depth increase by 10% at the end of Key Stage 2 from baseline especially in writing and Maths.		14%	50% (+36%)	3%	4% (+1%)	6%	14% (+8%)

Commentary:

To note there have been changes in PP numbers in y1, y4 and y5.

Reading - (KS1)- 34, 17 PP children

	% of cohort	Teacher assessment						LA	England
		E X S +	G D S	E X S	V T S	P K S	E M S	E X S +	E X S +
PP	50%	76%	41%	35%	18%	6%	0%	59%	58%
Nat	50%	82%	29%	53%	12%	6%	0%	78%	76%

n	%	%	%	%	%	%	%	%	%	%
P										
P										

- PP outcomes are significantly above LA and National levels. The gap between PP and Non-PP is less than the national gap (SDLA 6% gap, Nat 18% gap).
PP pupils have made gains across reading, writing and maths.

See below - Phonics step progress for PP children who did not achieve EXS, linked to phonics reading stage.

Child initials only	Baseline	End of Summer	Progress:
Child A	1exs	2wts	Phase 3 to phase 5.5 (8 phonics band progress)
B	2wts	2wts	Phase 4.2 to phase 5.2 (3 phonics band progress)
C	1wts	2wts	Phase 5.1 to phase 5.5 (4 phonics band progress)
D	0wts	1wts	Phase 2.2 to phase 3.2 (5 phonics band progress)

Reading - (KS2)- 28 children

	% of cohort	Test			LA	England
		Score	EXP+	High	EXS+	EXS+
PP	68%	108	86%	50%	61%	63%
Non PP	32%	111	100%	77%	80%	80%

- 25% more PP children achieved EXS+ standard than within the LA
- 23% more PP children achieved EXS+ standard than within England

Reading	PP		Non-PP		Difference GAP		National PP -Non PP GAP at EXS
	Ex+	GDS	Ex+	GDS	Ex+	GDS	
Y1	63%	19%	78%	22%	-15%	-3%	-18% (58% and 76%)
Y2	75%	44%	83%	28%	-8%	+16%	
Y3	61%	11%	92%	42%	-31%	-31%	-17% (63% and 80%)
Y4	56%	17%	90%	50%	-34%	-33%	

Y5	83%	33%	92%	42%	-9%	-9%	
Y6	86%	50%	100%	77%	-14%	-27%	

Non PP are out performing PP across all year groups at Ex+, however Y2 GDS PP are outperforming Non-PP by 16%

Y2 and Y6 PP are outperforming National PP

The gaps in the academy in the majority of year groups is less than the National gap with 2 year groups where this is significantly greater.

Writing - (KS1)- 34, 17 PP children

Teacher assessment	L A	E n g l a n d	% o f c o h o r t			P P	N o n P P	G A P P P t o N o n		
									E X S +	G D X S
			50%	65%	18%	47%	18%	0%	49%	49%
			50%	71%	65%	18%	12%	0%	72%	69%
				-6%	+12%				-20%	-20%
							</			

- PP are outperforming Non-PP at GDS by 12%
- PP at SDLA are outperforming LA and National by 16%
- The gap between PP and Non PP at SDLA is significantly less than the National gap at EXS+ and PP outperform Non PP children at GDS.

Writing - (KS2)- 28 children

	%	Teacher assessment						L A	E n g l a n d
		E X S +	G D S	E X S +	V T S	P K S	E M S		
PP	68%	71%	48%	68%	78%	18%	48%	59%	59%
Non PP	32%	10%	15%	85%	0%	0%	0%	81%	78%
GAP PP to Non		-29%	-11%					-22%	-19%

- 12% more PP children achieved EXS+ in writing than within the LA.
- 12% more PP children achieved EXS+ in writing than within England.
- The gap between PP and Non PP at SDLA is slightly higher than the National gap at EXS+ but the gap at GDS is less than the National gap.

Writing	PP		Non-PP		Difference to National PP		SDLA GAP PP to Non PP		National PP - Non PP GAP at EXS
	Ex+	GDS	Ex+	GDS	Ex+	GDS	EXS+	GDS	
Year 1	50%	0%	100%	11%	50%	11%	50%	-11%	-20% (40%-60%)
Year 3	39%	11%	100%	17%	61%	6%	61%	-6%	-19%

Year 4	61%	11%	80%	40%	19%	29%	-19%	-29%	(59%-78%)
Year 5	71%	0%	67%	25%	4%	25%	-4%	-25%	

PP at Year 4 and Year 5 are above National PP (59%)

PP at Y5 is outperforming non-PP by 4% - completed up to this point

Maths

Maths	PP		Non - PP		Difference		Nat PP/Non PP GAP
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
Year 1	63%	13%	89%	22%	-26%	-9%	-18%
Year 2	76%	18%	88%	24%	-12%	-6%	

- PP children are outperforming National PP children for year 2 and year 1 at EXS+, by 17% in Y2 and 4% in Year 1
- SDLA non-PP continue to outperform PP however the gap from year 1 to year 2 is reducing.

Maths - (KS2)- 28 children

	% of cohort	Test			L A	E n g l a n d
		S c o r e	E X P +	H i g h	E X S +	E X S +
P P	68%	106	75%	14%	63%	61%
N o n P P	32%	109	100%	46%	82%	80%
G						-

A			2	3	1
P			5	2	9
P			%	%	%
P					
t					
o					
n					

- 68% of the cohort were PP, outcomes for this cohort are above Nat PP by +14%
- 12% more PP children achieved EXS+ in maths than within the LA
- 20% more PP children achieved EXS+ in maths than within England.
- The gap between PP and Non PP at SDLA is (-25%) slightly higher than the National gap(-19%) at EXS+ and the gap at GDS (-32%) is higher than the National gap (19%)

Maths	PP		Non - PP		SDLA GAP PP to Non PP		Nat GAP PP to Non PP
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
Year 3	74%	16%	100%	44%	-26%	-29%	-19% (61% and 80%)
Year 4	72%	17%	69%	38%	+3%	-22%	
Year 5	79%	25%	75%	42%	+4%	-17%	

- Y4 3% more PP children achieved EXS+ in Maths than Non PP and 11% above National PP (61%).
- Y3 26% less PP children achieved EXS+ in Maths than National PP % and in Y5 where 4% more PP children achieved EXS+ in Maths than Non PP are also above National PP by +18%
- The gap between PP and Non PP is less than the National gap in Yr 4 and 5, however more significant with the Y3 cohort.

Combined KS2 PP

RWM Yr 3- PP 37% are below Non PP by - 63% and below national by -24%

RWM Yr 4 - PP 56% are below Non PP by -6% and below National by -5%

RWM Yr 5 - PP 58% are below Non PP by -9% and below National by -3%

RWM Yr 6 - PP 69% are below Non PP by -31% and significantly above National by +12%

Pupils attend school on a regular basis.

Overall disadvantaged pupil attendance is 93.1% which is broadly in line with the national expectation of 92.5%

Overall disadvantaged persistent absence is above Non Disadvantaged PA at 19.35% in 2023, reduce this by 10% or better.

Pupil premium attendance data 21/22 - Summary:

91.03% against 93.48% non PP and 92.02% whole school

Pupil premium attendance data 22/23- Summary:

93.10% PP against 94.32% non PP and 93.4% whole school

Pupil premium attendance data 23/24 : Summary:

93.91% PP against 94.99% non PP and 94.5% whole school

Pupil premium attendance data 24/25: Summary below

Group	Count	% Attendance	PA No of Group	PA % of Group
All students	247	95%	38	11.8%
Pupil Premium	126	94.1%	23	
Non Pupil Premium	121	95.8%	15	

Pupil premium attendance continues to improve in line with the 4 year improvements seen across the academy. From academic year 21/22 it has increased by 3.07%. The increase in the last year was 0.19%, impacted by the volume of G codes (unauthorised family holiday) is still a focus for further improvement.

Actions for the academic year 25/26-

- Write to all parents of PA children at the start of the year, reminding them of attendance expectations
- Send all parents copies of the new parent friendly version of Working Together to Improve School Attendance
- Meet with all families requesting holidays to explain the changes in legislation
- SLT coding of attendance to monitor PP and vulnerable families
- Included pupils with dedicated roles of responsibility to raise the profile of good attendance and a team approach to support targeted PP children with improving attendance

Pupils attend school on a regular basis.

Overall disadvantaged pupil attendance is 93.1% which is broadly in line with the national expectation of 92.5%

Overall disadvantaged persistent absence is above Non Disadvantaged PA at 19.35% in 2023, reduce this by 10% or better.

Pupils are physically and mentally safe with their needs looked after appropriately

All pupils with social care involvement or classed as vulnerable on the school safeguarding register have regular access to in school pastoral support and programmes. Pupils are aware of mental health and wellbeing and can describe and discuss as well as know what help and where help is available.

Right Time Thrive Intervention

- Weekly sessions in class as part of the PD/SEMH offer, average class progress of 39% progress across the year.
- All year groups working at their correct age and stage of development.
- Year 6 pupils - secondary ready - reading to move to the next strand of interdependence.

Reparative Thrive Intervention

- Weekly guidance meeting with the Inclusion Manager / SENDCO to direct reparative support, based

- on the academy vulnerability register. Specific time allocation of weekly sessions for pastoral support
- 1:1 support for PP children who need to improve their attendance.
- Has supported pupil Child K Y6 to remain in school and avoid permanent exclusion.

Targeted Nurture group (1 hours daily) - (Cohort is 83.% cohort) led by Thrive practitioner with SENDCO support

- Has supported pupil Child O Y3 to reduce comparative behaviour incidents (due to emotional dysregulation) across the year - he now accesses Nurture provision 3 sessions/week and integrates with his peers for social time 2 sessions/week
- Has supported pupil Child B Y2 to reduce comparative behaviour incidents (due to emotional dysregulation) to zero, socially and emotionally he is happier and engaging well with peers.
- Targeted nurture has supported social interaction, with increased awareness of emotions and how they can be managed.

Pupils across school can access wider opportunities and programmes to enhance learning through visits, visitors and technology on a regular basis as part of the curriculum.

Each phase of school will have access to a suite of ipads, Chromebooks or laptops. Each class in KS2 will use the IT equipment at least three times a week (5x for Reading Plus).

Increase access to wider opportunities for PP pupils by at least 10% e.g. visits/visitors, after school clubs, tournaments, arts, music and residential visits in KS2.

Teachers plan a range of visits throughout school, and show cases of learning take place across the year groups.

Children were given the opportunity to visit different places and experience different activities out of school. Trips ranged from outdoor activities observing wild life at a local nature reserve at Austerfield to learning life skills at Crucial Crew. Children had the opportunity to go on a residential to Austerfield both in year 3, 4, 5 and year 6.

Children are able to attend the 'Big Sing' at the Doncaster Dome.

Children participated in Opera North at the Dome.

Children in Foundation Stage visited the farm and Austerfield.

Key Stage 1 children visited Bradford Industrial Museum and Conisbrough castle as well as participating in locality walks to the church and local areas.

Children were able to attend the trust games in KS2

Year 2 children participated in a cricket tournament.

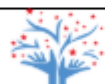
Children are given the opportunities to attend after school clubs with a range of different activities on offer, such as Active 8, football and yoga, dodgeball, gymnastics, snack and stories and cooking club

Children in FS2, KS1 and Y3 saw a live show - a Christmas Panto in school.

PP and Non PP attendance of extra Curricular Activities:



Extra-Curricular	
Number of educational visits that have taken place since the last report	3
Examples of trips / visits	LKS2 - Murton Park FS2 - Austerfield Year 5 residential - Kingswood
Number of students taking part in trips and visits	236/243 = 97%
% of which are pupil premium	139/143 = 97%
% of which are SEND	53/55 = 93%
Number of after school clubs	Dodgeball Gymnastics Multisports Year 4 TTRS breakfast club



	Y6 Booster
% of which are pupil premium	84/143 = 59%
% of which are SEND	22/48 = 52%
Number of sports fixtures	Cricket Bocia Netball Orienteering UKS2 athletics
% of which are pupil premium	26/34 = 76%
% of which are SEND	8/8 = 100%
Number of students representing the Student Council	11 on pupil parliament 44 subject ambassadors
Other events e.g. productions, charity events	Carers day WMIM assembly WMIM sleep workshops Nexus dance festival HSBC world of work workshop World book day - author online events Intra Tournament for PE Easter in a box workshop Judaism workshop Internet safety workshops Trust student council ELP dance festival Cinema evenings

- Next steps - pupil voice in ks1 finding barrier to attending clubs, begin to offer lunchtime clubs

EYFS identification of Language development using WELLCOMM and Fine Motor to ensure Literacy development.

screening/interventions for speech and language 1-1/small group support Welcomm programme

FS1 S and L Intervention

- 11/ 24 children accessed the programme. 45% of the FS1 class accessed WELLCOMM throughout the year.
- 3 27% Children off programme
- 10/11 91% children made accelerated progress through the the sections of WELLCOMM.
- 6/11 54% of children achieved end of year C&L who were working on the WELLCOMM programme.

WELLCOMM has supported the progression for Nursery of C&L for the target group of children. Children have made rapid progress across WELLCOMM programme resulting in 54% of children achieving ARE for Nursery end of year.



Name	Baseline	Autumn	Spring	End	Other info
Child RJ	WT	WT	AT	AT	
Child P	WT	WT	WT	AT	
Child A	WT	WT	WT	AT	EAL
Child R	WT	WT	AT	AT	
Child B	WT	WT	WT	WT	SEND
Child H	WT	WT	WT	WT	Speech
Child L	WT	WT	WT	WT	SEND
Child Z	WT	WT	WT	WT	SEND
Child R	WT	WT	WT	WT	EAL
Child E	WT	WT	AT	AT	
Child G	WT	WT	WT	AT	

FS1 Fine Motor Intervention:

5/24 20% children accessed fine motor intervention throughout the year.

80% children achieved ARE at the end of the year for Nursery.

Intensive fine motor intervention has supported rapid progress for fine motor skills across nursery. 80% of children have achieved ARE for the end of nursery. Children have left nursery with strong pencil grip skills and ability to copy their name from name cards (80% children)

Name	Baseline	Autumn	Spring	Summer
Child RJ	WT	WT	WT	AT
Child H	WT	WT	AT	AT
Child B	WT	WT	AT	AT
Child S	WT	WT	WT	AT
Child M	WT	WT	WT	WT

FS2 Speech and Language Intervention

- 7/7 100% children have made accelerated progress 100%
- 5/7 71% children have moved to the next section of WELLCOMM 71%
- 4/7 57% children accessing the programme are high level / PRE verbal SEND
- 4/7 57% Children working in the final bracket of WELLCOMM

FS2 focus group have made significant progress since using the WELLCOMM programme. 4/7 children are now working in the last section for WELLCOMM. 3 children working out of age bracket are either PRE verbal SEND or High Level SEND.



<u>Name</u>	<u>Baseline</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Child G	WT	WT	WT	WT
Child J	WT	WT	AT	AT
Child J (SEND)	WT	WT	WT	WT
Child L (SEND)	WT	WT	WT	WT
Child L (SEND)	WT	WT	WT	WT
Child A (EAL)	WT	WT	WT	WT
Child M (SEND)	WT	WT	WT	WT

FS2 Fine Motor Intervention

- 88% children achieved ELG for Physical Development.
- 88% children achieved GLD
- 50% PP achieved ELG for Fine Motor

Children in the fine motor intervention group have undertaken specific focussed intervention 3 times per week focussing on fine motor skills in particular letter formation. Children have made rapid progress with 88% of the target group of children achieving ELG.

Name	Baseline	Autumn	Spring	Summer
Child S	WT	WT	WT	WT
Child F	WT	WT	WT	AT
Child J	WT	AT	AT	AT
Child H	WT	WT	WT	AT
Child A	WT	WT	AT	AT
Child F	WT	WT	AT	AT
Child E	WT	WT	AT	AT

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.