

Grove Primary School Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the Academic Year 2025-2026.

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

School overview

Detail	Data
School name	Grove Primary School
Number of pupils in school (Nursery to Year 6)	204
Proportion (%) of pupil premium eligible pupils (Reception to Year 6)	92 pupil premium children 48% (36 of these pupils have SEND= 39%) 2 LAC 7 EYPP in Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Galiema Amien-Cloete
Pupil Premium Lead	Leah Grant-Muller
Local Committee Chair	Rebecca Macleod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Grove Primary School is an Ofsted rated GOOD, Academy primary school. It is a one-form entry from Reception through to Year 6.

The school is situated on the borders of Camberwell and East Dulwich, and is comprised of a socially, economically and culturally diverse school community, with 89.8% of children from ethnic minority backgrounds and 45% who use English as a second language, (nationally 20.8%.) The demographic of the school's intake is comprised of children who live on the nearby estates and a few children from the more affluent part of East Dulwich. The school has a higher-than-average number of pupils in receipt of pupil premium 45% (national average is 25.7%). and many of these pupils have additional barriers to learning including EAL, SEND and FSM.

The school deprivation factor is higher than national averages. According to the IDAC figures 239/339 (70.5%) of our families live within the top 3 most deprived postcodes based on Spring 21 census. Families within our community therefore face a range of economic and environmental challenges.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Grove Primary we are a trauma informed school and aware of the negative impact of ACEs on the mental health of children and their families. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those experiencing bereavement or loss and any young carers. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Ensuring that children have good wellbeing and that they are safe and ready to learn, is a priority of the school, one that we take extremely seriously.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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

The school curriculum is innovative and creative with an emphasis on giving all children a broad range of experiences upon which to base their learning and equip them with knowledge and cultural capital. The curriculum has been developed to meet the needs of all children, particularly those who are disadvantaged.

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 indicate that PSED attainment is lower on entry to Nursery. Children have had reduced exposure to social situations and communication skills (speaking, listening and understanding) have been lower.
3	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 and writers. Year 1 PSC for 2024-2025 shows that there is still a gap between the attainment of PP children and those who are not PP. This is also as a result of mobility and more children being in receipt of PPG than before. However, with the delivery of a high quality Phonics program, consistent, high quality teaching and the use of high quality resources, the percentage of PP children passing the PSC over the past 3 years continues to show an upward trend.

4	<p>Internal assessments within years 1-6 indicate that the percentage of disadvantaged and not disadvantaged children, working at ARE are below in all three areas (2024-2025 data).</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>In addition, the school recognises the high level of SEMH needs of the children and the impact these challenges face on children's learning.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading, Maths and Writing.</p>
6	<p>Our assessments (including wellbeing survey for year 3 and 4 pupils), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities, particularly during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
7	<p>In 2023-2024 after a three year period of decline, we saw an increase of attendance to 93.6%. As of Sept 2025 our attendance was at 94.5% (National 95.5%). Persistent absences were at 21.7% (National 14.7%). Analysis highlights some trends, such as an increase of home-schooled pupils, high increase in new admissions (11/23= 48% new admissions PP Pupils), an increase in housing challenges and an increase in parental mental health challenges etc.</p> <p>Nevertheless, the school continues to focus on attendance and parents are communicated with regularly and supported to improve attendance. We are currently working with Southwark to ensure that the DfE guidelines on attendance are fully met.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Many other factors, such as temporary housing out of the Borough, parental mental and physical health have become a barrier for our families in ensuring good attendance for their children.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved 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 formative assessment.
Improved Phonics attainment among disadvantaged children by the end of Year 1.	Year 1 Phonics outcomes in 2026/27 show that between 80-90% of children pass the screening check.

Improved Reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2026/27 show that more than 70-80% of disadvantaged pupils met the expected standard.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2026/27 show that more than 70-80% of disadvantaged pupils met the expected standard.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2026/27 show that more than 70-80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • the percentage of all pupils who are persistently absent to be in line with national averages or below 10%. The figure among disadvantaged pupils being no more than 20% of the Pupil Premium group that are PA

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy: CPD</p> <p>SLT Talk Matters Training led by the University of Cambridge</p> <p>Teacher and TA Oracy training throughout the year (INSETS and Staff Meetings)</p> <p>Oracy: Curriculum Design</p> <p>Developing high quality oral language curriculum and interventions.</p> <p>Release time of Subject Leaders- Mapping out progression of vocabulary across each subject and opportunities for oracy skills to be taught.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Redesign of Shared Reading planning- focus on vocabulary and Oracy opportunities</p> <p>Oracy: Monitoring</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Can add up to 6 months of progress.</p> <p>https://oracycambridge.org/</p>	<p>1, 2, 3, 4, 5</p>

<p>Release time of Subject Leaders- Teaching and learning observations with a focus on oracy strategies and improved oracy skills of children.</p>		
<p>Curriculum Design</p> <p>Purchasing of new Schemes of work to support Teaching and Learning. KAPOW Subscription: PSHE, History, Geography and RE</p>	<p>KAPOW Scheme has skills and vocabulary progression documents to support teachers in developing children’s oracy skills and providing enriched curriculum opportunities.</p> <p>Feedback from staff is that the scheme is easy to navigate, there is clear progression of skills, knowledge and vocabulary for each subject. https://www.kapowprimary.com/</p>	<p>1, 2, 5, 6</p>
<p>Assessment</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Training for staff on new systems of assessment Arbor and Cherry Gardens Branch Maps.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>The school will purchase NTS assessments and Developing Experts (Purchased Science scheme) assessments to support the measurement of pupil attainment.</p> <p>These tests will then be analysed and use to provide targeted interventions.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>

<p>Assessment</p> <p>Shine Intervention subscription</p> <p>Purchase a subscription to Shine (part of NTS assessments). This will support teachers to analyse test responses. The programme will generate targeted interventions to use with children in both Reading and Maths. It will support teachers in planning teaching and learning through use of their gap analysis.</p>	<p>Rising Stars have collected evidence and completed a review of the impact of Shine interventions. This has included improved pupil outcomes across a year.</p> <p>Feedback has been that administration of the data analysis is that the programme is easy to use and interventions are easy to run.</p>	<p>4, 5</p>
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<p>Writing and Oracy</p> <p>DPIl Training and moderation of writing books every term.</p> <p>English Lead book looks every term and staff training throughout the year.</p>	<p>DPIl (Dramatic Progress in Literacy) in an English curriculum that provides units of work for children to teach writing skills cumulatively. It is based in a dramatic approach that is sequential and incorporates talking activities to promote understanding. It supports the development of Oracy skills and vocabulary, particularly for children who have Speech and Language needs.</p> <p>Moderation of Writing by the English Consultant has led to clear next steps for teachers who then adjust teaching to meet the needs of children and plan additional interventions.</p>	<p>1, 3, 4, 5</p>
<p>Phonics</p> <p>Purchase of training and continual coaching for staff new to RWI phonics a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Staff CPD</p> <p>The National College subscription</p>	<p>An extensive resource of CPD opportunities for all staff from teaching and learning to administrative tasks</p>	<p>4, 5</p>
<p>Reading</p> <p>Whole school approach to reading for pleasure.</p> <p>Purchasing of books to replenish Reading Areas. Ensuring that books reflect our demographic of children and based on children's interest to promote the enjoyment of reading.</p> <p>Arrange events throughout the year to promote reading for pleasure at home including reading cafe, parent workshops.</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (Reading Framework) Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status.</p> <p>A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment (Oxford University Press Word Gap Study)</p>	<p>1, 2, 3, 4</p>

<p>The Empathy Project in Autumn Term.</p> <p>Purchasing of books with the theme of Empathy.</p>		
<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access NCTEM Mastering number training.</p> <p>Maths lead CPD and monitoring, training and book looks.</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: Maths_guidance_KS_1_and_2.pdf <p>(publishing.service.gov.uk)</p> </p>	<p>5</p>
<p>Home Learning and Assessment</p> <p>Purchasing of NESSY, IXL, TTRS, Learning with Parents platforms for home learning to target extra support for Reading, SPAG and Maths</p> <p>Teachers can use the data to track progress and tailor learning.</p>	<p>Feedback from staff is a positive uptake of the platforms. Teachers and parents have fed back that platforms such as NESSY and TTRS are having a positive impact upon the retention of spellings and timestables.</p>	<p>3, 4, 5</p>

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

Budgeted cost: £35602.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Interventions:</p> <p>Reception and Year 1 TAs to deliver targeted interventions.</p> <p>Speech and Language TA to work with range of identified pupils across school many of which are in receipt of pupil premium.</p> <p>Wellcomm training for SLT and SALT TA.</p> <p>Wellcomm assessments and targeted interventions delivered.</p> <p>Speech and Language TA completed Eklan.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills (up to 6 months). The same impact is evident for a trained TA and a teacher. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral Language Interventions</p> <p>https://www.gla-assessment.co.uk/products/wellcomm/</p> <p>https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/talk-boost/</p>	<p>1, 2</p>
<p>Oracy Intervention</p> <p>Talk Boost training</p> <p>Talk Boost targeted interventions.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills (up to 6 months). The same impact is evident for a trained TA and a teacher. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral Language Interventions</p> <p>https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/talk-boost/</p>	<p>1, 2, 4 and 5</p>

<p>Phonics</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (year1-2)</p> <p>After school booster sessions.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF and Read Write Inc Programme: Read Write Inc EEF Evidence</p>	<p>3</p>
<p>Reading and Maths</p> <p>Use of Shine interventions to generate targeted teaching. Shine Intervention</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>4, 5</p>
<p>Targeted Interventions R, W, M</p> <p>Targeted English and Maths interventions.</p> <p>Reading interventions: 1:1 or small group for targeted children.</p> <p>Editing interventions and conferencing.</p> <p>Targeted spelling support – DPiL</p> <p>Maths interventions- 1:1 or small group for targeted children</p> <p>Year 6 Maths boosters (intervention and afterschool).</p>	<p>1:1 or small group tuition can be an effective method to support lower attaining pupils or those falling behind. This approach is most effective when it is additional to and linked to class based activities.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>

Timestables Rockstars interventions.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35602.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Curriculum Enrichment and Clubs</p> <p>Improve the emotional wellbeing and engagement in school life through provision of Wider Curriculum enrichment opportunities and after school activities.</p> <ul style="list-style-type: none"> • Additional Music sessions, choir, brass band and steel drums sessions. • Pioneer Dance sessions (every class for a half term and intervention). • Surrey County Cricket sessions. • Groundwork • Starfish • Forest School (every class for a half term). Nursery and Reception all year) • Increase in afterschool clubs e.g. Art, Textiles, Construction, Coding, Yoga, Choir etc 	<p>EEF acknowledges the potential impact for health and wellbeing of sports and art interventions on children. There may also be a small but positive impact on academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>6, 7</p>

<p>Breakfast and After School Wrap Around care offered to targeted families for free to support children's attendance and punctuality.</p>	<p>Wrap Around Provision provided free for targeted families can have positive overall effects: Wrap Around Targeted Provision EEF and EEF Breakfast Club boosting RWM results</p>	<p>6, 7</p>
<p>Yoga intervention</p> <p>Resilient Yoga Intervention delivered by a trained yoga teacher</p>	<p>https://pmc.ncbi.nlm.nih.gov/articles/PMC10280666/#bibr6-13591045221136016 Butzer 2015 study found that ten weeks of yoga intervention on children aged between 7-9 years old showed statistically significant cortisol concentration changes, social interaction, attention span, stress coping, confidence, time on task, academic performance, and improved mood.</p>	<p>6, 7</p>
<p>Forest School</p> <p>Forest School intervention for targeted children whom have SEMH and language needs.</p> <p>Intervention also supports the improvement of attention, listening, and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Pupil Progress Meetings, feedback from teachers and (Forest School Evaluation) expresses the positive impact Forest School intervention has on the improvement of children's confidence, team-building skills and oracy skills.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Evidence suggests in helps children improve in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time 	<p>1, 2, 5, 6</p>

	<ul style="list-style-type: none"> • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
<p>Trauma informed interventions and workshops</p> <p>To enhance 'trauma informed' knowledge and practices to support children's emotional wellbeing.</p> <p>Targeted interventions to support children with SEMH needs.</p> <p>101 workshops, support, staff meetings, Music therapy, INSET.</p> <p>Salvation Army 'Starfish' Art therapy sessions organised and facilitated by our safeguarding and intervention officer.</p>	<p>Targeting families who have experienced trauma with intervention and support can have positive overall effects on the wellbeing and attainment of children: DFE guidance on Trauma Informed Practice</p>	5, 6, 7
<p>Thrive Intervention</p> <p>Use Thrive as a targeted intervention approach to teach key learning behaviours.</p> <p>Behaviour support assistant completed Thrive Practitioner training and is a mental health first aider – to deliver mentoring sessions, Lego therapy and nurture groups focusing on vulnerable pupils of which a high percentage are in receipt of PP.</p> <p>Annual Thrive training.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015) Thrive Programme</p> <p>This affect has been repeated in other studies.</p>	5, 6
<p>Embedding principles of good practice set out in the DfE's Attendance advice: Working</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	6, 7

<u>Together To Improve School Attendance</u>		
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<p>This will involve training for Attendance Lead to develop and enforce attendance procedures.</p> <p>Attendance Lead (Safeguarding and Inclusion Officer) to be responsible for informing parents/ carers about attendance and punctuality, conducting parent meetings, TAS meetings with Southwark, contacting relevant agencies regarding family support, overseeing interventions, issuing attendance letters and record keeping.</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p> <p>Support children to attend school trips / residential</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.</p> <p>Children can take part in the daily life of school</p>	<p>All</p>
<p>Attendance Lead (Safeguarding and Inclusion Officer) to focus on improving Persistent Absence for children with PP</p>	<p>Mentoring sessions, behaviour support, well-being and resilience support, parental engagement. EEF Behaviour Intervention Guidance</p> <p>Increase attendance of children with PP</p>	<p>All</p>
<p>PSHE Scheme</p> <p>Improve the quality of social and emotional (SEL) learning using the newly purchased KAPOW PSHE Scheme</p> <p>PSHE Lead to support use of KAPOW throughout school</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Guidance on Teaching Social Emotional Literacy</p>	<p>5, 6</p>

Total budgeted cost: £142410

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the pre pandemic years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. High COVID cases in the school led to additional challenges with higher than normal staff absence and pupil absences. A staffing restructure, to meet budgeting constraints, which will be in effect January 2022 may also reduce the school's teaching capacity.

Pupil premium children in years 1 to 6 make up a high proportion of the children who are persistently absent and this increased during the pandemic: 12% in 2018; 9.5% in 2019, 14.5% in 2020 and 11.8% in 2021.

The percentage of the pupil premium group absent increased during the pandemic and continues to remain high: 15% in 2018, 13.7% in 2019; 16.9% in 2020 and 13.3% in 2021. Our high COVID case number led to higher levels of anxiety within our community and attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the pre pandemic years in key areas of the curriculum.

Data shows that the impact has been more significant on pupils who experienced partial school closures at the beginning of their school experience (current year 3).

Although the gap in most year groups remains, the gap for year 3 writing and maths is the highest at 33%. These pupils were in year 1 when they experienced partial school closures and this impact continues to be evident in year 3. Whereas the gap in year 4 has been closed. The test will be to ensure that this gap remains closed as pupils enter year 5 and then continue into year 6.

There was a significant gap in writing and maths for year 6 pupils however, 5 of the 16 pupils (31%) had additional needs, one with an EHCP in place.

The combined ARE for pupil premium recipients in years 3, 4, 5 exceed the Southwark average.

Juniper Data (Target Tracker) analysis report- For Reading, Writing and Maths combined at ARE and above

YEAR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DKH	44.4%	40%	54.5%	58.3%	57.1%	53.3%
National Average	59.6%	49.6%	51.4%	51.8%	46%	55.6%

(This data should be used with caution as it is from Juniper Analysis and is a snapshot of assessment at one point in time. It may not correlate fully with end of year data analysis.)

End of 2021-2022 data

Year 1	% Pupil Premium at ARE or higher (10 pupils) (5 SEND)	% Not Pupil Premium at ARE or higher (19 pupils)
Reading	55.6%	66.7%
Writing	44.4%	50%
Maths	66.7%	66.7%

Year 2	% Pupil Premium at ARE or higher (9 pupils) (2 SEND)	% Not Pupil Premium at ARE or higher (31 pupils)
Reading	44.4%	83.9%
Writing	44.4%	77.4%
Maths	44.4%	77.4%
Year 3	% Pupil Premium at ARE or higher (21 pupils) (4 SEND)	% Not Pupil Premium at ARE or higher (25 pupils)
Reading	61.9%	72%
Writing	57.1%	68%
Maths	61.9%	76%
Year 4	% Pupil Premium at ARE or higher (13 pupils) (5 SEND)	% Not Pupil Premium at ARE or higher (31 pupils)
Reading	84.6%	70%
Writing	69.2%	63.3%
Maths	69.2%	66.7%
Year 5	% Pupil Premium at ARE or higher (21 pupils) (4 SEND)	% Not Pupil Premium at ARE or higher (29 pupils)
Reading	76.2%	71.4%
Writing	52.4%	60.7%
Maths	66.7%	75%
Year 6	% Pupil Premium at ARE or higher (16 pupils) (5 SEND)	% Not Pupil Premium at ARE or higher (38 pupils)
Reading	87.5%	97.4%
Writing	50%	86.8%
Maths	62.5%	92.1%

Pupil premium children in years 1 to 6 make up a high proportion of the children who are persistently absent and this increased during the pandemic: 12% in 2018; 9.5% in 2019, 14.5% in 2020, 11.8% in 2021 and 13.92% in 2022.

The percentage of the pupil premium group absent increased during the pandemic and continues to remain high: 15% in 2018, 13.7% in 2019; 16.9% in 2020 and 13.3% in 2021.

Year 1 Phonics Screening Check (PSC)

The Year 1 PSC shows that there is still a significant gap between the attainment of PP children and those who are not PP.



Early years – Good Level of Development

A number of interventions were put in place in EY -Talking Tables, Forest School and Phonics intervention.



The school used National Tuition programme funding to provide targeted small group interventions. The use of SHINE which was directly linked to NTS assessments and provided interventions targeting gaps identified in assessments also supported pupils in making accelerated progress. Pupil progress meetings focused on identifying the barriers for pupils in receipt of pupil premium and identifying and implementing appropriate strategies to support accelerated progress.

The school continues to use these strategies.

Externally provided programmes

Programme	Provider
After school sports Clubs	Team Get Involved
Pioneer Dance	Pioneer Dance
Tutoring	Zen Educate / Educate Staffing

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that on **average** the performance of disadvantaged pupils across the school has exceeded the performance of non-disadvantaged pupils in Maths (disadvantaged: 69.10% ARE+ / non-disadvantaged 63.38% ARE+).

The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed slightly by 0.43% in reading (disadvantaged: 64.88% ARE+ / non-disadvantaged 60.62% ARE+). (Previous reading gap was 4.7%).

The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed by 6.82% in writing (disadvantaged: 56.38% ARE+ / non-disadvantaged 62.37% ARE+). (Previous writing gap was 12.8%).

It is worth noting that COVID continues to have an impact on attainment, particularly reading and writing as these areas proved more difficult to teach remotely. This is particularly true for children who had early reading and writing disrupted by partial school closures (years 3 and 4 below).

Reading						
% of pupils achieving ARE+						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	50.0%	60.0%	45.5%	68.2%	80.0%	60.0%
Non PP	53.3%	64.7%	65.4%	71.4%	65.5%	69.0%
% difference between Non PP and PP	3.3%	4.7%	19.9%	3.2%	-14.5%	9.0%
% of PP with SEND	88.9%	40.0%	50.0%	80.0%	45.5%	36.4%
Writing						
% of pupils achieving ARE+						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	40.0%	50.0%	45.5%	54.5%	73.3%	75.0%
Non PP	46.7%	64.7%	50.0%	71.4%	62.1%	79.3%
% difference between Non PP and PP	6.70%	14.70%	4.50%	16.90%	-11.20%	4.30%
% of PP with SEND	88.9%	40.0%	50.0%	80.0%	45.5%	36.4%
Maths						
% of pupils achieving ARE+						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	70.0%	60.0%	72.7%	63.6%	73.3%	75.0%
Non PP	49.0%	64.7%	73.1%	76.2%	48.3%	69.0%
% difference between Non PP and PP	-21.0%	4.7%	0.4%	12.6%	-25.0%	-6.0%
% of PP with SEND	88.9%	40.0%	50.0%	80.0%	45.5%	36.4%

Although the gap in Reading and Writing for year groups 1, 2, 3, 4 and 6 remains, the gap for year 5 has closed in all areas. The data above also shows the percentage of pupils who were in receipt of pupil premium and also had SEND as an additional barrier. The school continues to use assessments to identify gaps and then respond to these gaps with targeted interventions.

Juniper Data (Target Tracker) analysis report- For Reading, Writing and Maths combined at ARE and above

YEAR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DKH	78.6%	56.7%	52.5%	65.9%	66.7%	78.3%
LA Average	70.1%	62.4%	56.8%	60.4%	58.6%	66.9%

(This data should be used with caution as it is from Juniper Analysis and is a snapshot of assessment at one point in time. It may not correlate fully with end of year data analysis.)

**End of 2022-2023 data
per year group**

Year 1	% Pupil Premium at ARE or higher (9 pupils) (8 SEND)	% Not Pupil Premium at ARE or higher (16 pupils)
Reading	50%	53.3%
Writing	40%	46.7%
Maths	70%	49%

Year 2	% Pupil Premium at ARE or higher (10 pupils) (4 SEND)	% Not Pupil Premium at ARE or higher (18 pupils)
Reading	60%	64.7%
Writing	50%	64.7%
Maths	60%	64.7%
Year 3		
Year 3	% Pupil Premium at ARE or higher (10 pupils) (5 SEND)	% Not Pupil Premium at ARE or higher (26 pupils)
Reading	45.5%	65.4%
Writing	45.5%	50%
Maths	72.7%	73.1%
Year 4		
Year 4	% Pupil Premium at ARE or higher (10 pupils) (8 SEND)	% Not Pupil Premium at ARE or higher (23 pupils)
Reading	68.2%	71.4%
Writing	54.5%	71.4%
Maths	63.6%	76.2%
Year 5		
Year 5	% Pupil Premium at ARE or higher (11 pupils) (5 SEND)	% Not Pupil Premium at ARE or higher (29 pupils)
Reading	80%	65%
Writing	73.3%	62.1%
Maths	73.3%	48.3%
Year 6		
Year 6	% Pupil Premium at ARE or higher (22 pupils) (8 SEND)	% Not Pupil Premium at ARE or higher (29 pupils)
Reading	60%	69%
Writing	75%	79.3%
Maths	75%	69%

Pupil premium children in years 1 to 6 make up a high proportion of the children who are persistently absent and this increased during the pandemic and continues to increase which is in line with national trends of increased PA: 12% in 2018; 9.5% in 2019, 14.5% in 2020, 11.8% in 2021, 13.92% in 2022 and 20.39% in 2023.

Year 1 Phonics Screening Check (PSC)

The Year 1 PSC shows that there is still a gap between the attainment of PP children and those who are not PP.



Early years – Good Level of Development

A number of interventions were put in place in EY -Talking Tables, Forest School and Phonics intervention. This has had good impact on closing the gap.



The school used National Tuition programme funding to provide targeted small group interventions. The use of SHINE which was directly linked to NTS assessments and provided interventions targeting gaps identified in assessments also supported pupils in making accelerated progress. Pupil progress meetings focused on identifying the barriers for pupils in receipt of pupil premium and identifying and implementing appropriate strategies to support accelerated progress.

The school continues to use these strategies.

Externally provided programmes

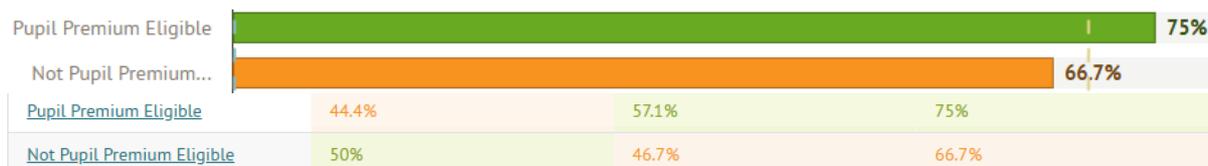
Programme	Provider
After school sports Clubs	Team Get Involved
Tutoring	Reeson Education / Veritas

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

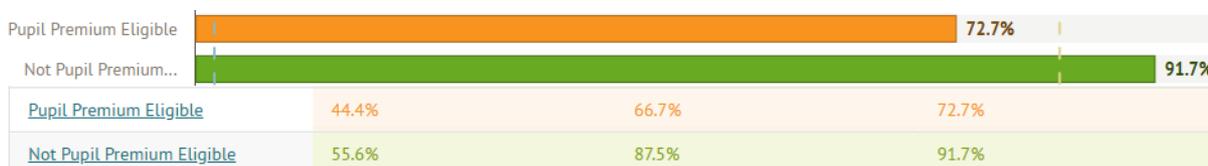
Early Years Good Level of Development (GLD)

The continued training in EYFS, such as the teaching of DPiL Writing scheme and the targeted interventions (Talking Tables, Forest School, Phonics and Attention Bucket) has continued to have a positive impact upon the attainment of PP children. Over the three years, there has been an upwards trend for PP children.



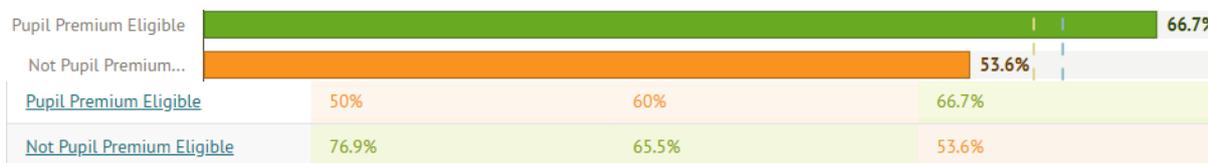
Year 1 Phonics Screening Check (PSC)

The Year 1 PSC shows that there is still a gap between the attainment of PP children and those who are not PP. However, the percentage of PP children passing the PSC over the past 3 years continues to show an upwards trend. In addition, the Year 2 PSC for 2023-2024 shows that PP children outperformed non PP children with a gap of 13.33% (80% of PP children passed and 66.67% of non PP children passed).



Year 6 RWM Combined EXS+

Year 6 Key Stage Two SATS Reading, Writing and Maths Combined percentage shows a higher proportion of PP children attaining EXS+ in comparison to children who are not PP. There is an upwards trend over the past 3 years due to targeted interventions with support from the National Tuition Fund.



Year 6 Reading EXS+

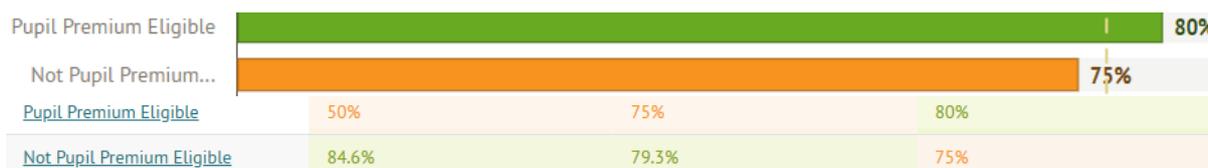
This year, the gap between PP children and non PP children has minimised (1.2%). There has been an upward trend for PP children in Reading, demonstrating the positive impact the targeted support from NTS assessments and National Tuition fund has had for the subject.



Pupil Premium Eligible	81.3%	60%	66.7%
Not Pupil Premium Eligible	82.1%	69%	67.9%

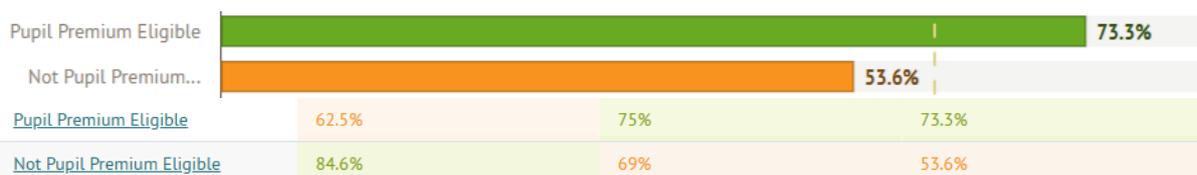
Year 6 Writing EXS

Through support from DiPL Writing Scheme CPD, particularly the regular termly moderation and work on the 'editing process', children overall attained above National. PP children have continued their 3 year upward trend, outperforming non PP children.



Year 6 Maths EXS+

The National Tuition Fund positively impacted the attainment of PP children in reaching Maths EXS+. Tuition, Maths boosters and regular NTS assessments have supported the children in their 3 year upward trend and significant attainment in comparison to non PP children.



The school used National Tuition programme funding to provide targeted small group interventions. The use of SHINE which was directly linked to NTS assessments and provided interventions targeting gaps identified in assessments also supported pupils in making accelerated progress. Pupil Progress Meetings focused on identifying the barriers for pupils in receipt of Pupil Premium and identifying and implementing appropriate strategies to support accelerated progress. The School continues to use these strategies.

End of 2022-2023 data per year group

(This data should be used with caution as it is from Juniper Analysis and is a snapshot of assessment at one point in time. It may not correlate fully with end of year data analysis.)

The data below represents the percentage of children who are PPG who met ARE+. However, it does not include the children who have left the school at the end of 2023-2024 academic year as they are removed from Target Tracker once they have moved to a new school. It also includes the children who have joined us this academic year 2024-2025.

Reading					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	64.00%	63.60%	63.60%	66.70%	65.20%
Non PPG	50.00%	86.70%	69.20%	85.70%	77.30%
% difference between PPG and Non PPG	14	23.1	5.6	19	12.1
% PPG with SEND	33.33%	64%	27%	38.46%	25%

Writing					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	55.00%	63.60%	63.60%	58.30%	78.30%
Non PPG	70.00%	86.70%	69.20%	71.40%	77.30%
% difference between PPG and Non PPG	15	23.1	5.6	13.1	1
% PPG with SEND	33.33%	64%	27%	38.46%	25%

Maths					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	55.00%	72.70%	63.60%	66.70%	56.50%
Non PPG	60.00%	66.70%	69.20%	81.00%	72.70%
% difference between PPG and Non PPG	5	6	5.6	14.3	16.2
% PPG with SEND	33.33%	64%	27%	38.46%	25%

Combined					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	55.00%	54.50%	54.50%	50.00%	52.20%
Non PPG	50.00%	66.70%	61.50%	61.90%	68.20%
% difference between PPG and Non PPG		12.2	7	11.9	16
% PPG with SEND	33.33%	64%	27%	38.46%	25%

The gaps in Reading for Year 1, Writing in Year 5 and Maths in Year 2 have closed and the gaps across RWM for Year 3 has minimised. The data above also shows the percentage of pupils who were in receipt of pupil premium and also had SEND as an additional barrier. The school continues to use assessments to identify gaps and then respond to these gaps with targeted interventions.

Externally provided programmes

Programme	Provider
After school sports Clubs	Team Get Involved
Tutoring	Reeson Education / Veritas
RWI Phonics Programme	Ruth Miskin Inc
Times Tables Rockstars	TT Rockstars
Assessments	NTS assessments
Speech and Language Therapists	Words First

Trauma Support	The Nest
Starfish	The Salvation Army
SEMH Support	Thrive
Shine Intervention	Hodder Education
Music sessions	Southwark Music Service
Cricket sessions	Surrey County Cricket Club
Dance sessions	Pioneer Dance Company
Reading Sessions	Alleyns

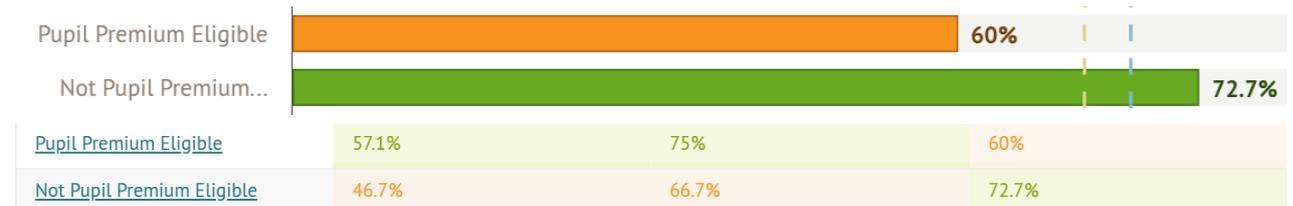
Pupil premium strategy outcomes

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

Early Years Good Level of Development (GLD)
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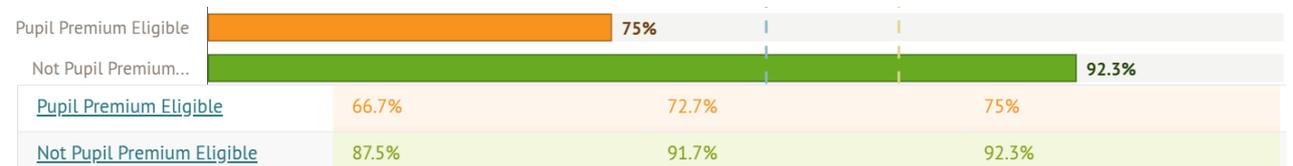
The continued CPD in EYFS, particularly with regards improving outcomes in Writing and Oracy skills, such as from a DPiL Literacy consultant, Outreach from Cherry Gardens Alternative Provision and targeted interventions (Wellcomm, Talking Tables, Forest School, Phonics and Attention Bucket) continued to have a positive impact upon the attainment of PP children.

67% of the cohort achieved GLD (National 69%). Despite there being a decrease in PP pupils achieving GLD after an increase over the past 3 years, the cohort was smaller and had a higher percentage of children with Speech and Language difficulties and complex needs than in previous years. This percentage accounted for 6 out of 10 PP children, in comparison to 8 out of 11 non PP children (a difference of approximately 1 pupil).



Year 1 Phonics Screening Check (PSC)

90% of the cohort passed the PSC. The Year 1 PSC shows that there is still a gap between the attainment of PP children and those who are not PP. However, the percentage accounted for 6 out of 8 PP children, in comparison to 12 out of 13 non PP children (a difference of approximately 1 pupil). Nevertheless, the percentage of PP children passing the PSC over the past 3 years continues to show an upwards trend from 72.7% to 75% in 2025.



Year 6 RWM Combined EXS+

Year 6 Key Stage Two SATS Reading, Writing and Maths Combined percentage shows the gap between PP children and non PP children has increased. 35% of PP children achieved RWM combined EXS+. The Reading results listed below shows the impact that these results had on the combined result overall and for PP pupils in particular.

Graphs have not been taken from Arbor for RWM as they do not account for the changes in result of 3 pupils (2 EXS and 1 GDS) after their tests were remarked.

Year 6 Reading EXS+

This year, the gap between PP children and non PP children has increased. Targeted support was given from Boosters based on gap analysis from NTS assessments. The percentage of PP children achieving EXS+ was 44%. 9% of PP Pupils achieved Greater Depth in Reading. Gap analysis of the 2025 SATS assessments demonstrated weaknesses in questions in the 'vocabulary' domain and speed and fluency. This knowledge has supported us in tailoring Oracy and Reading CPD, interventions and Teaching and Learning strategies going into the next academic year.

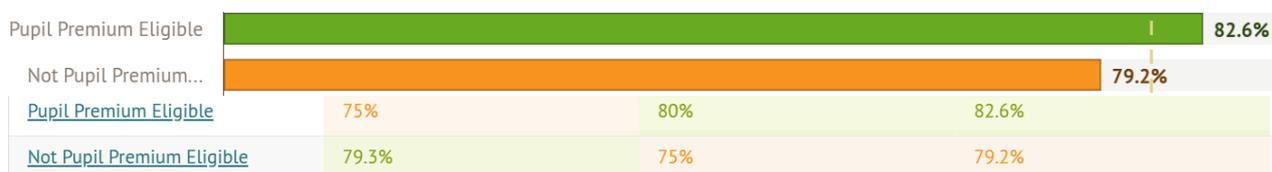
Graphs have not been taken from Arbor for Reading as they do not account for the changes in result of 3 pupils (2 EXS and 1 GDS) after their tests were remarked.

Year 6 Writing EXS+

Through support from DiPL Writing Scheme CPD, particularly the regular termly moderation and work on the 'editing process', children overall attained above National. PP children have continued their 4 year upward trend, outperforming non PP children. The number of PP children achieving EXS+ in Writing was 82.6%, which is higher than national overall at 72%.

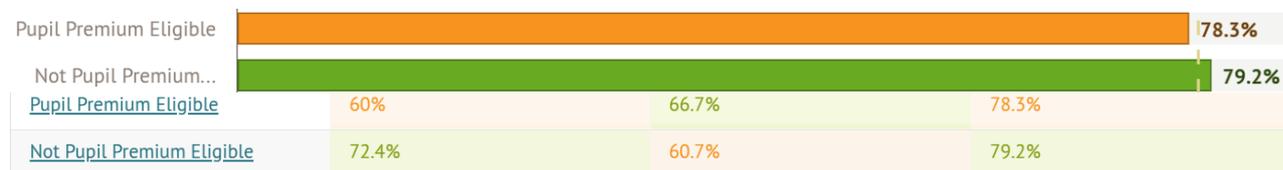
Looking at National data, the number of PP pupils achieving EXS+ is higher than the national percentage of PP of 59%.

26.1% of PP pupils achieved a Greater Depth result in Writing. Looking at National data, the number of PP pupils achieving Greater Depth is higher than the national percentage of PP of 7%.



Year 6 SPAG EXS+

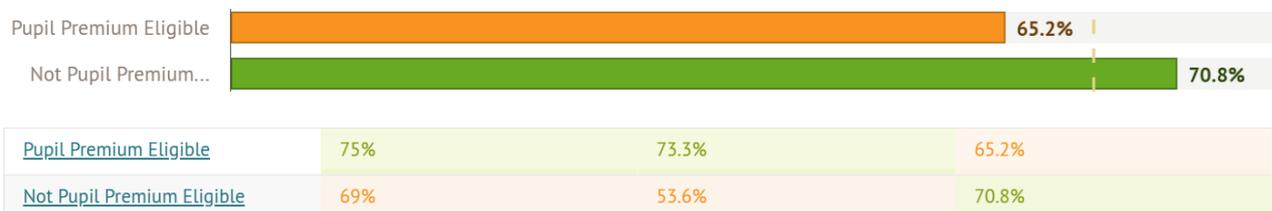
Through support from DiPL Writing Scheme CPD, particularly the SPAG sessions, children overall attained above National. PP children have continued their 3 year upward trend. The number of PP children achieving EXS+ in SPAG was 78.3%, which is higher than national overall at 73%.



Year 6 Maths EXS+

The percentage of children achieving EXS+ has increased from last academic year of 60.5% to 68.1% showing the overall positive impact that the support from Maths boosters and regular NTS assessments had. However, there still is a gap between the number of PP pupils and non PP pupils achieving EXS+. The percentage accounted for 15 out of 23 PP children, in comparison to 17 out of 24 non PP children (a difference of approximately 1 pupil). Nevertheless, looking at National data, the number of PP pupils achieving EXS+ is higher than national percentage of PP of 61%.

5 out of 23 PP pupils (22%) achieved a Greater Depth result. Looking at National data, the number of PP pupils achieving Greater Depth is higher than the national percentage of PP of 15%.



The school provided targeted small group interventions. The use of SHINE which was

directly linked to NTS assessments and provided interventions targeting gaps identified in assessments also supported pupils in making accelerated progress. Pupil Progress Meetings focused on identifying the barriers for pupils in receipt of Pupil Premium and identifying and implementing appropriate strategies to support accelerated progress. The School continues to use these strategies.

End of 2024-2025 data per year group

(This data should be used with caution as it is from Juniper Analysis and is a snapshot of assessment at one point in time. It may not correlate fully with end of year data analysis.)

The data below represents the percentage of children who are PPG who met ARE+. However, it does not include the children who have left the school at the end of 2024-2025 academic year as they are removed from Target Tracker once they have moved to a new school. It also includes the children who have joined us this academic year 2024-2025.

	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	7 (35.0%)	15 (53.6%)	12 (42.9%)	12 (46.2%)	13 (38.2%)
Non PPG	13 (65.0%)	13 (46.4%)	16 (57.1%)	14 (53.8%)	21 (61.8%)
PPG + SEND	1 (14%)	5 (33.33%)	8 (67%)	4 (33.33%)	5 (38%)

Reading					
% of children achieving EXS+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	71.40%	53.30%	58.30%	58.30%	61.50%
Non PPG	76.90%	69.20%	62.50%	78.60%	81%
% Difference between PPG and Non PPG	5.5	15.9	4.2	20.3	19.5
% of PPG with SEND	1 (14%) 0%= EXS+	5 (33.33%) 0%= EXS+	8 (67%) 50%= EXS+	4 (33.33%) 25%= EXS+	5 (38%) 40%= EXS+

Writing					
% of children achieving EXS+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	57.10%	60%	58.30%	50%	53.80%
Non PPG	76.90%	69.20%	56.20%	71.40%	61.90%
% Difference between PPG and Non PPG	19.8	9.2	2.1	21.4	8.1
% of PPG with SEND	1 (14%) 0%= EXS+	5 (33.33%) 20%= EXS+	8 (67%) 50%= EXS+	4 (33.33%) 25%= EXS+	5 (38%) 40%= EXS+

Maths					
% of children achieving EXS+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	71.40%	40%	58.30%	58.30%	61.50%
Non PPG	76.90%	46.20%	56.20%	78.60%	76.20%
% Difference between PPG and Non PPG	5.5	6.2	2.1	20.3	14.7
% of PPG with SEND	1 (14%) 0%= EXS+	5 (33.33%) 0%= EXS+	8 (67%) 50%= EXS+	4 (33.33%) 25%= EXS+	5 (38%) 40%= EXS+

Combined					
% of children achieving EXS+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	57.10%	40%	50%	50%	53.80%
Non PPG	69.20%	46.20%	50%	64.30%	61.90%
% Difference between PPG and Non PPG	12.1	6.2	0	14.3	8.1
% of PPG with SEND	1 (14%) 0%= EXS+	5 (33.33%) 0%= EXS+	8 (67%) 37.5%= EXS+	4 (33.33%) 25%= EXS+	5 (38%) 40%= EXS+

Reading					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	64.00%	63.60%	63.60%	66.70%	65.20%
Non PPG	50.00%	86.70%	69.20%	85.70%	77.30%
% difference between PPG and Non PPG	14	23.1	5.6	19	12.1
% PPG with SEND	33.33%	64%	27%	38.46%	25%

Writing					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	55.00%	63.60%	63.60%	58.30%	78.30%
Non PPG	70.00%	86.70%	69.20%	71.40%	77.30%
% difference between PPG and Non PPG	15	23.1	5.6	13.1	1
% PPG with SEND	33.33%	64%	27%	38.46%	25%

Maths					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	55.00%	72.70%	63.60%	66.70%	56.50%
Non PPG	60.00%	66.70%	69.20%	81.00%	72.70%
% difference between PPG and Non PPG	5	6	5.6	14.3	16.2
% PPG with SEND	33.33%	64%	27%	38.46%	25%

Combined					
% of children achieving ARE+					
	Year 1	Year 2	Year 3	Year 4	Year 5
PPG	55.00%	54.50%	54.50%	50.00%	52.20%
Non PPG	50.00%	66.70%	61.50%	61.90%	68.20%
% difference between PPG and Non PPG		12.2	7	11.9	16
% PPG with SEND	33.33%	64%	27%	38.46%	25%

The gaps in Reading in Year 2, RWM for Year 3, Writing in Year 5 have minimised in comparison to last academic year. The data above also shows the percentage of pupils who were in receipt of pupil premium and also had SEND as an additional barrier. The

school continues to use assessments to identify gaps and then respond to these gaps with targeted interventions.

Externally provided programmes

Programme	Provider
After school sports Clubs	Team Get Involved
RWI Phonics Programme	Ruth Miskin Inc
Times Tables Rockstars	TT Rockstars
Assessments	NTS assessments
Speech and Language Therapists	Words First
Trauma Support	The Nest
Starfish	The Salvation Army
SEMH Support	Thrive
Shine Intervention	Hodder Education
Music sessions	Southwark Music Service
Cricket sessions	Surrey County Cricket Club
Dance sessions	Pioneer Dance Company
Reading Sessions	Alleyns
Oracy Training	Talk Matters