

# Leominster Primary School



Pupil Premium Strategy 2024-2025 - Review  
Reviewed by Helen Rees  
Date: October 2025

## 2024-2025 Leominster Primary School Premium Strategy Statement - End of year review

### PP KS2 SATS 2025

- Cohort 2024-2025: 75
- 29% SEN pupils, of which 14% have an EHCP (NA 18% SEN supp and 2% EHCP)
- 25% EAL pupils ( above NA)
- 39% disadvantaged pupils (well above NA)
- Mobility - 21 new pupils into year 6 over KS2. 18/21 are from a vulnerable group - 10 EAL, 3 SEND who are also all PP (1 EHCP) 10 PP. 5 have two barriers to learning. 10 of these came in year 5 and 6. Two EAL pupils who arrived in January / February of this year.

GLD: 73%

Maths      **KS1: Pupils didn't sit SATS due to COVID) Reception Baseline 14%, SSM 14%**

| Grade | 2025 | 2024 | 2023 | 2022 | 2019 | 2018 | 2017 | 2016 | National 2025 |
|-------|------|------|------|------|------|------|------|------|---------------|
| EXS   | 68%  | 63%  | 73%  | 70%  | 81%  | 69%  | 73%  | 49%  | 74%           |
| GD    | 17%  | 15%  | 17%  | 13%  | 15%  | 23%  | 14%  | 5%   | 24%           |
| APS   | 102  | 102  | 102  | 104  | 104  | 103  | 103  | 99   | 105           |

Reading      **Y1 phonics score – Pupils didn't sit phonics due to COVID) Reception Baseline 4%**

| Grade | 2025 | 2024 | 2023 | 2022 | 2019 | 2018 | 2017 | 2016 | National 2025 |
|-------|------|------|------|------|------|------|------|------|---------------|
| EXS   | 69%  | 66%  | 72%  | 67%  | 73%  | 66%  | 68%  | 59%  | 75%           |
| GD    | 19%  | 27%  | 25%  | 13%  | 19%  | 30%  | 22%  | 10%  | 29%           |
| APS   | 103  | 102  | 103  | 103  | 102  | 103  | 102  | 100  | 106           |

Writing **KS1 – Pupils didn't sit SATS due to COVID) Reception Baseline 16%**

\*\* School was LA moderated this year.

| Grade    | 2025 | 2024 | 2023 | 2022 | 2019  | 2018 | 2017  | 2016 | National 2025 |
|----------|------|------|------|------|-------|------|-------|------|---------------|
| EXS      | 72%  | 76%  | 75%  | 68%  | 78%   | 74%  | 71%   | 67%  | 72%           |
| GD       | 8%   | 17%  | 22%  | 7%   | 23%   | 26%  | 14%   | 12%  | 13%           |
| Progress | N/A  | N/A  | +1.6 | -1.5 | +1.02 | +0.9 | -0.12 | -1.9 | N/A           |

**GPS**

| Grade | 2025 | 2024 | 2023 | 2022 | 2019 | 2018 | 2017 | 2016 | National 2025 |
|-------|------|------|------|------|------|------|------|------|---------------|
| EXS   | 68%  | 66%  | 65%  | 61%  | 74%  | 72%  | 68%  | 60%  | 73%           |
| GD    | 31%  | 19%  | 20%  | 17%  | 28%  | 34%  | 27%  | 14%  | 32%           |
| APS   | 104  | 102  | 103  | 103  | 104  | 105  | 104  | 101  | 105           |

**RWM**

**KS1 – 54% EXS, 7% GD**

| Grade | 2025 | 2024 | 2023 | 2022 | 2019 | 2018 | 2017 | 2016 | National 2025 |
|-------|------|------|------|------|------|------|------|------|---------------|
| EXS   | 56%  | 59%  | 63%  | 52%  | 65%  | 55%  | 60%  | 38%  | 62%           |
| GD    | 4%   | 10%  | 5%   | 5%   | 5%   | 16%  | 4%   | 3%   | 8%            |

**Science KS1: 73%**

| Grade | 2025 | 2024 | 2023 | 2022 | 2019 | 2018 | 2017 | 2016 | National 2025 |
|-------|------|------|------|------|------|------|------|------|---------------|
| EXS   | 79%  | 83%  | 75%  | 77%  | 85%  | 88%  | 78%  | 82%  | 82%           |

| <b>Review of expenditure</b>  |   |  |  |             |
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| <b>Previous Academic Year 2024-2025</b>   |   |  | <b>PP 2024-2025<br/>(Financial year)<br/>£245,619.00</b>                                       |             |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>Estimated impact:</b><br><i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>   | <b>Lessons learned</b><br><i>(and whether you will continue with this approach)</i>            | <b>Cost</b> |
| <b>Improved attainment scores of disadvantaged pupils in;</b><br><b>Nursery and EYFS – word reading, writing, number, numerical pattern</b> | Continued to develop RWI training for staff. Essential phonics training and resources provided from Nursery, reception teachers and support staff. Phonics training for all staff to understand how to teach phonics Model teaching provided to staff who requested it or who were identified as needing refresher coaching through monitoring in lesson observation. RWI lead not teaching a phonics group to regular monitor delivery of phonics lessons and model delivery if requested or required. | 2025 – 70% achieved a good level of development which is above National average for all pupils.  | Continuation of RWI approach to secure stronger phonics teaching for all pupils.               | £8,510      |
| <b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>   | Embedded dialogic activities across the school curriculum. supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchased resources and funded ongoing teacher training and release time. Training and resources purchased for Talk Boost and Early Talk. Continued with the layered vocabulary approach in nursery and reception.   | Talk boost and Early talk– 100% of pupils made progress. 13 pupils received intense training over the year.<br><br>There were 22 children who received a speech and language intervention, 13 are PP and 13 SEN, with 9 both SEN and PP. The children who received speech and language intervention last year made progress, with 77.7% of children with SEN and PP achieving their target and improving their assessment score. After being assessed by | Talk boost and early talk to continue next year. Speech and language interventions to continue | £20,282.50  |

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| <p>Support sought from external Speech and Language external Therapist. Continued to employ 2 speech and language support staff (3 ½ days ) to deliver interventions across the school.</p> <p>Provide 1:1 support and targeted interventions and CPD from in house speech and language specialists and bought-in-services</p> <p>Lesson observations identified a planned focus on dialogic teaching (in most lessons and where relevant), in that the dialogic elements of lessons are:</p> <p>Collective - where students come together in joint learning and inquiry</p> <p>Reciprocal - where students listen, share and consider the view of others</p> <p>Supportive - students are able to express themselves safely (and are encourage to 'take a chance' or 'have a go')</p> <p>Cumulative - build on their own and others' contributions, and prior learning, and chain them into a coherent line of thinking</p> <p>Purposeful – discussion was structured with specific learning outcomes.</p> <p>The school also recognises that language and vocabulary is important to pupils' development therefore age-appropriate language is displayed and modelled in all classrooms.</p> <p>SENCOS monitored interventions more closely and produced termly reports to SLT on impact of Speech and Language</p> <p>Reception entry data indicated low standards for communication and language, so there were planned spoken language opportunities in the FS which extended into KS1 through Talk for Writing. These activities provide opportunity for oral rehearsal and the focus on using correct and effective vocabulary when modelling, within language rich environments.</p> <p>2 support staff have been trained to deliver Early Talk for Nursery and Talk Boost interventions for Reception.</p> | <p>their speech and language therapist 8 children were discharged from the service, due to significant progress, out of these 4 children were SEN.</p> <p>All the meetings were successful and the therapists were pleased with the children's progress and the support in place. Each child was reviewed either in clinic or in school with a 1:1 appointment with the therapist. The therapists reported back to the SENCO that the support in school was positively impacting on the child, helping them to make progress and achieve their individual targets.</p> <p>We received this email on 8<sup>th</sup> July from Rachel Skinner external speech and language therapist:</p> <p><b><i>Finally I just want to thank Mrs Lloyd and Mrs Newman - – the current children have made significant progress and it's all down to those ladies following up each week. Very key staff members to children's progress so a huge thank you</i></b></p> |  |  |
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| <p><b>Improved attainment scores of disadvantaged pupils in;</b></p> <p><b>The year 1 phonics check</b></p> <p><b>KS1 pupils reading and writing</b></p> | <p>Continuation of RWI approach to secure stronger phonics teaching for all pupils. RWI training for staff. Essential phonics training and resources provided from for teachers and support staff. Phonics training for all staff to understand how to teach phonics</p> <p>Further RWI resources purchased</p> <p>Phonics interventions were improved further by ensuring all pupils in KS2 who have not passed continue to have specific phonics interventions. Staff were trained by English lead and regularly monitored and reviewed.</p> <p>Interventions were regularly reviewed and monitored (1/2 termly) and reported to Head teachers</p> <p>Targeted support for reading for disadvantaged pupils that require further reading support. Pupils identified through reading data, and PP pupils are specifically targeted. Reading interventions carried out and tracked termly.</p> <p>In KS1, strategies used to support pupil premium in reading and writing focused on early intervention and targeted in class support to close gaps in attainments.</p> <p>This included small group and one-to-one phonics and reading interventions, using structured RWI interventions and verbal comprehension skills, along with building fluency and speed. The phonics interventions also supported spelling of words phonetically. Interventions highlighted pupil premium pupils.</p> <p>TA support was used to scaffold reading comprehensions, sentence construction through the use of Place Value of Grammar and Punctuation and visual picture cards, and handwriting. There was a strong emphasis on continuing to build vocabulary and independence through high quality texts, decodable texts and sound and word mats.</p> <p>Pupil progress meetings focused on pupil premium pupils, so they were a focus of teacher's groupings.</p> | <p>47% of PP pupils passed Y1 Phonics Screening Check in 2023, 61% in 2024. This has risen to 78% in 2025. Difference between PP and all pupils has narrowed from the previous year ( 2023 - 47% PP:67% ( ALL) 2024 – 61% PP; 78% all. 2025 – 78% PP and 73% ALL. The gap has closed and our PP pupils did better than all pupils.</p> <p><b>Phonics interventions</b></p> <p>32 pupils received daily intervention over the year.</p> <p><b>Autumn term impact</b></p> <p>Please note SR was signed off for 2 weeks</p> <p>85% of pupils have moved a book colour</p> <p>92% of pupils have increased their PSC score</p> <p>100% of PP pupils have moved a book colour and increased their PSC score</p> <p><b>Spring term impact</b></p> <p>96% of pupils have moved a book colour</p> <p>100% of pupils have increased their PSC score</p> <p>92% of PP pupils have moved a book colour</p> <p>100% of PP pupils have increased their PSC score</p> <p>36% Of pupils no longer require intervention</p> <p><b>Summer term impact</b></p> <p>50% of pupils have moved a book colour</p> <p>100% of pupils have increased their PSC score</p> <p>50% of PP pupils have moved a book colour</p> <p>100% of PP pupils have increased their PSC score</p> <p><b>Year 2 phonics retest</b> – 71% with 93% of PP pupils who passed compared to 83% in 2019. 94% of the cohort have now passed.</p> <p>Intervention group - 100% Y2 - PP pupils and SEND pupils passed screening. Y1 –</p> <p><b>KS1 reading and writing</b></p> <p>Reading 72% at expected, 27% Greater depth. PP Writing 68% at expected with 15% at Greater depth. This would be in line with the last published national average.</p> | <p>Pupil premium interventions to continue. However, a school priority is to explore further strategies to raise the attainment for all pupils.</p> <p>Reading interventions in KS1 to continue</p> | <p>£18,008</p> |
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|  | <p>Parental engagements also focused on reading workshops – targeting parents from our vulnerable groups</p>   | <p>Our data for pupils at expected and greater depth score has gradually risen and is in line with pre covid scores.</p> <p><b>PP results ( 30 pupils)</b><br/> Reading 60% EXS and 17% GD<br/> Writing 50% EXS and 10% GD<br/> Maths 47% EXS and 20% GD</p> <p><b>Reading interventions</b><br/> <b>Year 1</b><br/> <u><b>Autumn term impact</b></u><br/> 85% of pupils have moved a book colour<br/> 92% of pupils have increased their PSC score<br/> 100% of PP pupils have moved a book colour and increased their PSC score<br/> <u><b>Spring term impact</b></u><br/> 96% of pupils have moved a book colour<br/> 100% of pupils have increased their PSC score<br/> 92% of PP pupils have moved a book colour<br/> 100% of PP pupils have increased their PSC score<br/> 36% Of pupils no longer require intervention<br/> <u><b>Summer term impact</b></u><br/> 50% of pupils have moved a book colour<br/> 100% of pupils have increased their PSC score<br/> 50% of PP pupils have moved a book colour<br/> 100% of PP pupils have increased their PSC score</p> <p><b>Year 2</b><br/> 3 times a week, 28 pupils received interventions.100% of all pupil premium pupils moved reading book colour every term. Of all the pupils 79% no longer need interventions and have now caught up with their peers.</p> |  |                |
| <p><b>Improved attainment for disadvantaged pupils at the end of KS2 in; maths, reading,</b></p> | <p>Interventions took place in KS2 for maths and reading.<br/> An effective spelling intervention – literacy gold was implemented with staff trained. Closely monitored by assistant Head.</p> | <p>The average scaled score for reading was increased by 1 point for all pupils.<br/> G, P a S was an area for the school to improve. School researched spelling approaches in KS2 and grammarsarus has been implemented across the school for the second year.</p>   | <p>Continue with multiplication interventions and strategies (</p> | <p>£62,237</p> |

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| <p><b>writing and combined measure</b></p> <p><b>Multiplication times table check</b></p> | <p>Reading and maths interventions were delivered to raise the attainment of our pupil premium pupils in year 6.</p> <p>Y6 Class teachers released to deliver interventions a particular focus on grammar, punctuation and spelling took place</p> <p>Head teachers delivered maths and reading booster sessions,</p> <p>HLTA took a group of SEN and Pupil premium pupils each morning.</p> <p>Multiplication strategies was a priority this year for years 3 and 4.</p> <p>Number sense was purchased to improve pupils' ability to recall multiplication facts. Year 3 implemented the strategy and staff were trained. Next year the staff in year 4 will also implement the strategy and will be trained. The following year this will extend to year 5 pupils and staff. A member of staff was trained to implement multiplication interventions for year4.</p> | <p>GPaS scores improved with the average scaled score rising from 102 to 104. EXS saw a 3% rise to 68% and greater depth saw a huge rise of 12% from 19% to 31%</p> <p><b><u>KS2 interventions</u></b></p> <p><b><u>Year 4</u></b></p> <p><b>Maths interventions</b> AM ( 22 pupils)<br/>1:1 intervention 3 times a week<br/>94% improved scores. 9 past MTC</p> <p><b>Reading intervention</b> ( Governor) ( 17 pupils)<br/>Once a week 30 minutes<br/>100% improved progress (either points or accessing higher year group paper) Only 27% are now on a previous year groups compared to 61% in Autumn term.</p> <p><b><u>Year 5</u></b></p> <p><b><u>Autumn</u></b></p> <p><b>Literacy gold</b> ( 4 afternoons a week MH,JT for 25 minutes)<br/>67% progress</p> <p><b>Maths</b> (MH 2 afternoons 30 minutes) 20 pupils<br/>80% positive progress ( those who did not make sufficient progress all SEN) 3 made excelerated progress</p> <p><b>Reading</b> ( MH once week 30 minutes) 20 pupils<br/>80% positive impact.</p> <p><b><u>Spring</u></b></p> <p><b>Literacy gold.</b> 12 pupils<br/>77% progress</p> <p><b>Maths</b> 14 pupils<br/>93% positive progress ( those who did not make sufficient progress all SEN) 3 made accelerated progress<br/>100% progress pupils with SEND and PP</p> <p><b><u>Summer</u></b></p> <p><b>Maths</b><br/>(Will Tisdale) 45 minutes weekly 22 pupils</p> | <p>number sense)</p> <p>Continue with spelling punctuation and grammar strategies</p> <p>WT interventions extremely successful as were MF and the year 6 maths ones</p> <p>Majority of pupils were PP or SEND for interventions which is an improvement on the previous year</p> <p><b>Next Steps</b><br/>Improve the PP pupils in maths across the school</p> <p>Monitor PP pupils progress in MTC check</p> |  |
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|--|--|---|--|--|
|  |  | <p>100% progress. All scored n Y6 Sas paper. 3 made accelerated progress<br/> (Matt H) weekly 25 minutes 14 pupils<br/> <b>Literacy Gold</b><br/> JT, MH ( 4 x week 25 minutes) 15 pupils<br/> 73% positive progress<br/> 100% progress.2 made accelerated progress</p> <p><b><u>Year 6</u></b><br/> <b><u>Autumn</u></b><br/> <b>Reading</b> MF ( 1 week 30 mins) 17 pupils<br/> 65% improved reading age. 41% improved scaled score.<br/> <b>Reading</b> CD (1X week 30 mins) 11 pupils<br/> 73% positive progress – reading age and scaled score.<br/> <b>Maths</b> WT 44 pupils, once week 30 mins<br/> 100% positive progress</p> <p><b><u>Spring</u></b><br/> <b>Maths</b> - Will Tisdale, once week 30 minutes x 2 groups 36 pupils<br/> 100% progress. 27 past SATS. ( 9 of 14 PPP past SATs)<br/> <b>Reading</b>– Marianne F ( once week. 30 minutes, 4 groups. 20 pupils<br/> 100% positive progress. All improved scaled score. 7 past SATs<br/> <b>Maths</b> (HL and HR) 30 minutes a week<br/> 100% positive progress. All improved scaled scores. 4 past and 3 got 99.<br/> <b>Reading</b> Mike H – 12 pupils. 30 minutes once a week<br/> 100% all achieved EXS or above. 4 got greater depth.<br/> <b>Reading</b> HR – 6 pupils. Once a week<br/> 100% positive progress. 2 past Sats. 1 scored 99<br/> <b>Reading</b> HL – 5 pupils. Once a week<br/> 100% positive progress. 3 past Sats.</p> | <p>CPD for staff on delivery of literacy Gold.</p> <p>Ensure baseline is used to compare results</p> |  |
|--|--|---|--|--|

PP analysis – 2024 / 2025

| Year    | All - % |    | PP - %     |            | PP + SEN % |            | PP no SEN % |            |
|---------|---------|----|------------|------------|------------|------------|-------------|------------|
|         | 24      | 25 | 24<br>(21) | 25<br>(28) | 24<br>(11) | 25<br>(14) | 24<br>(10)  | 25<br>(14) |
| Maths   | 63      | 68 | 38         | 44         | 9          | 7          | 70          | 67         |
| Reading | 66      | 69 | 43         | 59         | 9          | 14         | 80          | 93         |
| Writing | 76      | 72 | 43         | 56         | 9          | 21         | 80          | 87         |
| R/W/M   | 59      | 56 | 38         | 37         | 9          | 0          | 70          | 67         |
| S,P a G | 66      | 68 | 48         | 52         | 18         | 23         | 70          | 80         |

PP pupil's attainment improved in 2025 in reading, writing and maths compared to the previous year. Although the combined score was lower. When you take pupil premium children who also have another barrier to learning (SEND) out you can see how well our PP compare to all pupils. This year we also had a much higher % of pupils with PP and SEND. 28% were SEND which had a significant impact on our data.

Attainment without pupils with SEND

|                |     |
|----------------|-----|
| R/W/M combined | 73% |
| Reading        | 86% |
| Writing        | 91% |
| Maths          | 85% |

Progress

|         | More than expected progress |
|---------|-----------------------------|
| Reading | 100%                        |
| Writing | 100%                        |
| Maths   | 100%                        |

|   |   | <p><b>Outcome was to increase the MTC to be in line with the national average. This was achieved</b></p> <p><b>MTC</b></p> <table border="1" data-bbox="1032 379 1529 485"> <tr> <td></td> <td><b>2025</b></td> <td><b>2024</b></td> </tr> <tr> <td>20 marks</td> <td>63%</td> <td>46%</td> </tr> <tr> <td>Full marks</td> <td>19% (16/83)</td> <td>3%</td> </tr> </table> <p>80 pupils took the test. 3 pupils were working below the expectation so didn't take the test.</p> <table border="1" data-bbox="1032 582 1659 799"> <thead> <tr> <th></th> <th>Average score - school</th> <th>Average Scaled score – National</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>18.5</td> <td>20.5</td> </tr> <tr> <td>2024</td> <td>18.3</td> <td>20.6</td> </tr> <tr> <td><b>2025</b></td> <td><b>20.6</b></td> <td></td> </tr> </tbody> </table> |   | <b>2025</b>       | <b>2024</b> | 20 marks | 63% | 46% | Full marks | 19% (16/83) | 3% |  | Average score - school | Average Scaled score – National | 2023 | 18.5 | 20.5 | 2024 | 18.3 | 20.6 | <b>2025</b> | <b>20.6</b> |  |  |  |
|---|---|--|---|-------------------|-------------|----------|-----|-----|------------|-------------|----|--|------------------------|---------------------------------|------|------|------|------|------|------|-------------|-------------|--|--|--|
|   | <b>2025</b>   | <b>2024</b>  |   |                   |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |
| 20 marks  | 63%   | 46%  |   |                   |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |
| Full marks  | 19% (16/83)   | 3%   |   |                   |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |
|   | Average score - school  | Average Scaled score – National  |   |                   |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |
| 2023  | 18.5  | 20.5   |   |                   |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |
| 2024  | 18.3  | 20.6   |   |                   |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |
| <b>2025</b>   | <b>20.6</b>   |  |   |                   |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |
| <p><b>To ensure all pupils, particularly disadvantaged pupils receive an enriched curriculum with plenty of opportunities</b></p> | <p>Pupil voice – (Parliament and PE coordinator) was used to offer pupils a range of school clubs based on their preferences. 11 clubs were offered each term. We tracked clubs termly and used pupil voice and monitored the uptake. This saw a rise in the uptake particularly for our PP and SEND pupils. We offered more clubs through after school agencies</p> <p>Sports coach – a variety of sports offered during school and after school – specifically to target PP pupils. Pupils have also taken part in competitive matches and tournaments both in school and off site.</p> <p>Climbing for confidence took place as well as a PP cricket club in the spring term for years 2 and 3.( chance to Shine)</p> <p>Pupil premium mentors measured provision of free or subsidised access to extra-curricular clubs for their pupils – Cool kids I intervention for pupils in nurture group for the Autumn term. Keep fit club – for the Autumn term. For pupils across KS1 and KS2</p> | <p>Data from registers for extra - curricular clubs show an 60% increase in participation in enrichment this includes after school clubs and sports fixtures which is a 10% rise from the previous year.</p> <p>100% of PP pupils will have been given the opportunity of at least 3 trips and been part of experience days in school this academic year.</p> <p>80 PP pupils represented the school at various fixtures over the year.</p>  | <p>Continue to offer a range of clubs across the year and monitor uptake of PP and SEND pupils</p> <p>Continue to identify and target pupils to be able to take part in enrichment activities</p> | <p>£29,379.50</p> |             |          |     |     |            |             |    |  |                        |                                 |      |      |      |      |      |      |             |             |  |  |  |

|   | <p>Breakfast school club provision was monitored. Activities were timetabled each day and promoted which has seen a rise in the uptake.</p> <p>Another member of support staff was trained to deliver forest school sessions.</p> <p>Forest schools lead who offer 2 sessions per class each term for all pupils. This also allows staff to be given non-contact time to monitor and improve curriculum areas across the school for all foundation subject</p>  |  |        |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
|---|---|--|--------|------------------|------------------|--|---------------------------------|-------|----|--------|------|----|----|----|---------------------|---|---|---|------|----|----|----|--------------|---|---|---|-------------|---|---|---|-------------|---|---|---|--------------|---|---|---|----------------|---|---|---|------------------|---|---|---|------------------|---|---|---|------------------------------|----|---|----|-------------------------|---|---|---|---|---|---|---|------------------------------|---|---|---|-----------|---|---|---|---------|---|---|---|------------|---|---|---|----------------|-----|----|----|--|-----------------|
| <p><b>To support disadvantaged families as well as pupils with social, emotional and mental health needs so that they can enjoy fuller access to all aspects of the curriculum achieve and sustain improved</b></p> | <p>Mental health champion has release time weekly to monitor and support pupils with their mental health and well being. A wellbeing screening system has been implemented and is now well established within school. Teachers or other school staff can complete a referral form if they are concerned about a child's mental health or wellbeing.</p> <p>Screening meetings take place every three weeks. Staff attending the meetings are members of the safeguarding team, mental health lead and ELSA practitioners. A decision is made on the most suitable support for each child.</p> <p>A number of children are also being monitored and reviewed at each screening meeting.</p> <p>A timetable continues to produced so all pupils have access to the therapy dogs and forest school at least twice in a half term.</p> <p>CPD training for parents, pupils and staff on mental health and resilience has taken place</p> <p>We have developed our rooms across the school to support pupils (calm rooms / intervention rooms)</p> <p>PP Mentor system – Recruited and trained new PP mentor. 2 TAs regularly meet with identified PP pupils across KS2. They meet with Head Teacher termly and pupils are tracked (</p> | <p>There were a total of 136 screened within the year ( 82 to previous year) . Of these 136, signposting / referrals were made 155 times. Some children were referred into multiple services.</p> <p><u>Wellbeing data 2024-2025</u><br/>Total number of referrals into internal wellbeing screening = 136</p> <table border="1" data-bbox="1048 730 1657 1145"> <thead> <tr> <th></th> <th>Internal support</th> <th colspan="2">External support</th> </tr> <tr> <th>Service / provision referred to</th> <th>Total</th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr><td>ELSA</td><td>64</td><td>37</td><td>27</td></tr> <tr><td>Drawing and talking</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>WEST</td><td>30</td><td>12</td><td>18</td></tr> <tr><td>Morning club</td><td>6</td><td>2</td><td>4</td></tr> <tr><td>Butterflies</td><td>7</td><td>6</td><td>1</td></tr> <tr><td>Therapy dog</td><td>2</td><td>1</td><td>1</td></tr> <tr><td>School nurse</td><td>3</td><td>2</td><td>1</td></tr> <tr><td>Climb referral</td><td>3</td><td>0</td><td>3</td></tr> <tr><td>Phoenix referral</td><td>2</td><td>2</td><td>0</td></tr> <tr><td>EAL intervention</td><td>2</td><td>0</td><td>2</td></tr> <tr><td>EHA / level 2 family support</td><td>17</td><td>7</td><td>10</td></tr> <tr><td>PP / school mentor (KS)</td><td>3</td><td>3</td><td>0</td></tr> <tr><td>Support from Gypsy, Roma Traveller services</td><td>1</td><td>1</td><td>0</td></tr> <tr><td>Onsite support (counselling)</td><td>1</td><td>1</td><td>0</td></tr> <tr><td>SEMH team</td><td>4</td><td>2</td><td>2</td></tr> <tr><td>Nurture</td><td>2</td><td>2</td><td>0</td></tr> <tr><td>Monitoring</td><td>8</td><td>6</td><td>2</td></tr> <tr><td>Total children</td><td>155</td><td>84</td><td>71</td></tr> </tbody> </table> <p>ELSA Out of the 56 pupils ( 14 pupils more than the previous year) 48% were PP and 33% were SEN and 10% were SEN and PP 100% achieved and completed intervention with 96% impact shown. They have been full all year with a waiting list.</p> <p>We have received our Bronze Arc accreditation for a trauma informed school.</p> |        | Internal support | External support |  | Service / provision referred to | Total | PP | Not PP | ELSA | 64 | 37 | 27 | Drawing and talking | 0 | 0 | 0 | WEST | 30 | 12 | 18 | Morning club | 6 | 2 | 4 | Butterflies | 7 | 6 | 1 | Therapy dog | 2 | 1 | 1 | School nurse | 3 | 2 | 1 | Climb referral | 3 | 0 | 3 | Phoenix referral | 2 | 2 | 0 | EAL intervention | 2 | 0 | 2 | EHA / level 2 family support | 17 | 7 | 10 | PP / school mentor (KS) | 3 | 3 | 0 | Support from Gypsy, Roma Traveller services | 1 | 1 | 0 | Onsite support (counselling) | 1 | 1 | 0 | SEMH team | 4 | 2 | 2 | Nurture | 2 | 2 | 0 | Monitoring | 8 | 6 | 2 | Total children | 155 | 84 | 71 | <p>WEST, ELSA interventions have been extremely successful and should continue</p> <p>Therapy dogs have been extremely successful and pupil voice and parents' views have shown how effective they are.</p> <p>Pupil premium mentors are effective and should continue</p> | <p>£100,788</p> |
|   | Internal support  | External support   |        |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Service / provision referred to   | Total   | PP   | Not PP |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| ELSA  | 64  | 37   | 27     |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Drawing and talking   | 0   | 0  | 0      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| WEST  | 30  | 12   | 18     |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Morning club  | 6   | 2  | 4      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Butterflies   | 7   | 6  | 1      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Therapy dog   | 2   | 1  | 1      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| School nurse  | 3   | 2  | 1      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Climb referral  | 3   | 0  | 3      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Phoenix referral  | 2   | 2  | 0      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| EAL intervention  | 2   | 0  | 2      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| EHA / level 2 family support  | 17  | 7  | 10     |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| PP / school mentor (KS)   | 3   | 3  | 0      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Support from Gypsy, Roma Traveller services   | 1   | 1  | 0      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Onsite support (counselling)  | 1   | 1  | 0      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| SEMH team   | 4   | 2  | 2      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Nurture   | 2   | 2  | 0      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Monitoring  | 8   | 6  | 2      |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |
| Total children  | 155   | 84   | 71     |                  |                  |  |                                 |       |    |        |      |    |    |    |                     |   |   |   |      |    |    |    |              |   |   |   |             |   |   |   |             |   |   |   |              |   |   |   |                |   |   |   |                  |   |   |   |                  |   |   |   |                              |    |   |    |                         |   |   |   |   |   |   |   |                              |   |   |   |           |   |   |   |         |   |   |   |            |   |   |   |                |     |    |    |  |                 |

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|  | <p>data, attendance, enrichment, behaviour) We increased the amount of pupils seen this year from 16 to 24 each term.</p> <p>2 Emotional Learning Support Assistants (ELSAs) continue to provide dedicated support to pupils who have been indentified with a specific need. They continue to work with the safe grading team and the mental health lead and are present in the mental health and wellbeing screening. The have received additional training for ( drawing for talking) and have started to implement the intervention across the school.</p> <p>The Family Support Team have supported families in difficult situations and families with attendance concerns; for example, Triple P parenting classes were offered, drop in events at the school with outside agencies such as Woman’s Aid or DSWP were offered, and other agencies’ support were signposted through two safeguarding notice boards outside school to promote these services to parents. Parents are also informed via Parent Mail.</p> <p>Counselling was offered to various pupils.</p> | <p>Each PP Mentor met regularly with 6 pupils from Years 3, 4, 5 and 6 (24 pupils in total). They met termly with the PP lead and discussed progress and next steps for all pupils. Pupils academic progress as well as attendance was discussed for each pupil.</p> <p>Sessions focused on social, emotional mental health (SEMH) and well-being, alongside identified reading, writing or maths targets. All pupils made progress, both in terms of SEMH and well-being and academic targets (17 out of 22 pupils made accelerated progress in at least two areas of reading, writing and maths.) Pupils also received music tuition ( x2) and 4 pupils were able to access after school clubs. Pupil voice showed all pupils were happier as they had someone they could talk too.</p> <p>Coping cats intervention – over6 sessions anxiety reduced by 38% with total anxiety and low mood reducing by a further 38.5%. An email to the school in March 25 from the CLD trust acknowledges all we do</p> <p>Grant Cawley &lt;Grant@thecldtrust.org&gt;<br/> <b>Subject:</b> Coping Cats Final Report</p> <p><i>Dear both,</i></p> <p><i>I am writing to express my sincere gratitude for your invaluable support and hospitality in hosting the Coping Cats group programme at Leominster Primary School. Your commitment to providing a nurturing environment for the wellbeing of the children has been instrumental in the success of the programme.</i></p> <p>Regularly receiving emails from external speech therapists as t the impact of the interventions.</p> | <p>Our mental health champion has been extremely proactive an effective, and this has raised the profile in ensuring that mental health and well being of both our pupils continues to be at the fore front of our minds in every thing we do. It also links into our new behaviour approach</p> |  |
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|   |   | CPD took place – behaviour training, Arc and ASD training, mental health, WEST taking,   |  |            |
| <b>SEN provision meets the needs of PP pupils with SEN and that accelerated progress for SEN pupils diminishes the difference between SEN PP pupils and non-SEN PP pupils</b> | <p>Teaching and learning support from the school SENCOs. Teachers targeted by SENCOs for ongoing support.</p> <p>For PP pupils in particular, part funding of SENCOs and additional SEND TAs to target PP/SEND attainment through enhanced provision of interventions.</p> <p>SENCOs working with class teachers to ensure provision is effective.</p> <p>Develop SEND TAs across the school through delivery of CPD. SENCOs conduct learning walks to see current provision</p> <p>SEND TAs signposted to deliver specific interventions in the afternoon from pupils PCEP targets.</p> <p>Tool kit purchased to assess pupils with SEND/PP to support pupils needs.</p> <p>Call in outside agencies to support pupils (e.g. Educational Psychologist).</p> <p>OT interventions took place and staff followed the advice from the OT specialists</p> <p>SENCOs – to observe practice in class for pupils who are SEND and PP. Research effective strategies / resources to further support them and implement them.</p> <p>ASD mentor to work across the school monitoring then current provision and offer advice to staff to enhance the provision of pupils with an ASD diagnosis in mainstream. Also to deliver training for staff. Assemblies also took place to further develop the understanding of our pupils on pupils with autism.</p> | <p>Resources were purchased – engaging eyes, clicker software, dynamo maths, AQA units awards, The school has accessed support and advice from multiple agencies including Educational Psychology Service and butterflies counselling.</p> <p>CPD took place -behaviour, Arc and West training. Also ASD and SEND training. Edukey training also took place</p> <p>SEND learning walks took place termly</p> <p>SEND pupil progress meetings took place termly which the staff have found beneficial.</p> <p>PCEP reviews took place half termly</p> <p>A governor observed the provision of our SEN TAs and was extremely happy with current provision.</p> | <p>Speech and language interventions to continue</p> <p><b>Next steps</b></p> <p>SEN TAs to be spread across each year group to support delivery of interventions</p> <p>Develop the measuring impact and delivery of PCEP interventions ( base line and end data)</p> | £26,297.10 |

|   | <p>Weekly music group for SEN pupils with John Hymas for targeted pupils.</p> <p>Weekly sports mentoring with James Edmonds for targeted pupils.</p> <p>Edukey to provide consistency in planning, recording and communication between all staff.</p>  |  |                      |                    |         |                      |                    |       |       |       |      |      |       |      |       |     |      |      |       |      |       |      |     |     |      |      |   |                   |
|---|--|--|----------------------|--------------------|---------|----------------------|--------------------|-------|-------|-------|------|------|-------|------|-------|-----|------|------|-------|------|-------|------|-----|-----|------|------|---|-------------------|
| <p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p> | <p>New attendance officer was recruited and trained. Attendance was monitored daily by the Safeguarding Manager and attendance officer for any children who were absent, authorised or unauthorised, or late. This was done via sending parent mail, making phone calls, sending emails or completing home visits to ensure children are only absent from school for genuine reasons and the whereabouts of all children is known.</p> <p>The attendance officer worked on improving current policies and procedures, educating parents, and developing incentives across the whole school to raise attendance. The attendance officer worked on building relationships with these families, speaking to parents daily and encouraging new routines.</p> <p>She also liaised with Teachers, pupils and parents to help build a positive relationship going forward.</p> <p>The attendance officer continued to produce half termly newsletters – explaining the importance of regular attendance to parents outlining the year groups with the best /poorest attendance. She stood on the door every day keeping a record of pupils who arrived late.</p> <p>Various incentives have been developed including rewarding pupils with certificates - with improved attendance and creating reward charts to support their attendance</p> <p>Home visits by JK and safeguarding continue to take place.</p> | <p>PP mentors focused on PP pupils attendance 75% of these pupils attendance improved</p> <p>As a school we were recognised by the LA attendance team as having excellent practice. The new attendance officer was showing an impact.</p> <p>Overall Headline figures</p> <table border="1" data-bbox="1034 794 1653 1133"> <thead> <tr> <th>Year</th> <th>Overall attendance</th> <th>Absence</th> <th>Unauthorised absence</th> <th>Persistent absence</th> <th>Lates</th> </tr> </thead> <tbody> <tr> <td>22/23</td> <td>92.5%</td> <td>7.5%</td> <td>1.7%</td> <td>23.7%</td> <td>1.2%</td> </tr> <tr> <td>23/24</td> <td>94%</td> <td>6.0%</td> <td>1.1%</td> <td>21.7%</td> <td>1.0%</td> </tr> <tr> <td>24/25</td> <td>93.4</td> <td>6.6</td> <td>1.5</td> <td>17.2</td> <td>1.2%</td> </tr> </tbody> </table> <p>We managed to work with some very evasive families to improve their morning routines of getting their children to school every day and on time.</p> | Year                 | Overall attendance | Absence | Unauthorised absence | Persistent absence | Lates | 22/23 | 92.5% | 7.5% | 1.7% | 23.7% | 1.2% | 23/24 | 94% | 6.0% | 1.1% | 21.7% | 1.0% | 24/25 | 93.4 | 6.6 | 1.5 | 17.2 | 1.2% | <p>We will continue to work collaboratively with families to identify barriers and promote improved attendance and punctuality at school.</p> | <p>£17,950.42</p> |
| Year  | Overall attendance   | Absence  | Unauthorised absence | Persistent absence | Lates   |                      |                    |       |       |       |      |      |       |      |       |     |      |      |       |      |       |      |     |     |      |      |   |                   |
| 22/23   | 92.5%  | 7.5%   | 1.7%                 | 23.7%              | 1.2%    |                      |                    |       |       |       |      |      |       |      |       |     |      |      |       |      |       |      |     |     |      |      |   |                   |
| 23/24   | 94%  | 6.0%   | 1.1%                 | 21.7%              | 1.0%    |                      |                    |       |       |       |      |      |       |      |       |     |      |      |       |      |       |      |     |     |      |      |   |                   |
| 24/25   | 93.4   | 6.6  | 1.5                  | 17.2               | 1.2%    |                      |                    |       |       |       |      |      |       |      |       |     |      |      |       |      |       |      |     |     |      |      |   |                   |

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|  | <p>Whole school incentives to improve attendance – school discos, end of year trip, termly 100% prizes. Rewarding pupil dalo with improved attendance.</p> <p>Meetings held to identify those children whose attendance causes a concern, this included children whose attendance is below 90% or where there are new unauthorised absences. Pupil Premium children were identified within this.</p> <p>Vulnerable children, including PP pupils, have accessed breakfast club without cost, due to low attendance and attainment, we have taken this decision to make sure that certain children have the best possible start to their day</p> | We had <b>28 penalty fines</b> sent out and paid to the LA for holidays during 24/25, the most Leominster Primary School have ever done. |  |          |
| <b>To improve provision for our EAL pupils</b> | <p>Purchased FLASH academy to further enhance the provision of our EAL pupils. Flash academy training also took place.</p> <p>Improved communication with parents by offering coffee morning. Assigned a UPR teacher to support with proviso of EAL across the school</p> <p>Accessed support of outside agencies to strengthen provision of EAL and communication with parents / carers</p>  |  |  | £6716.50 |
| <b>Total Spend:</b>                            |   | <b>£290,169.02</b>   |  |          |