Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Burscough Village Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	9% (inc. 1 Nursery)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	October 2022- October 2023
Date on which it will be reviewed	October 2023 October 2024
Statement authorised by	Anna Smith, Headteacher
Pupil premium lead	Laura Swift Deputy Headteacher
Governor / Trustee lead	Elaine Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,375.00
Recovery premium funding allocation this academic year	£2900.00 (to check with Alison)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,275.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background, barriers or challenges to learning, make good progress and achieve high attainment in all subject areas. The children will develop good mental health and well-being by having the belief in themselves and striving high for the future. Our pupil premium strategy will support all disadvantaged children and provide them with the scaffolding to learn from an equal place to their peers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve individual goals, including progress for those who are already high attainers.

An ambitious curriculum provides the framework for all children to make good progress and attainment. We encourage all children to have high expectations and aspirations – we believe that nobody should be able to put a 'lid' on anyone's learning. In 2023-2024, our school improvement focus is to build on our ambitious curriculum to ensure that it is engaging and fuels curiosity in pupils. We want children to be able to use well-chosen vocabulary to orally, expressing how they know more, remember more and can do more with their knowledge.

Vulnerable and super disadvantaged children will be considered and supported to enable them to achieve high attainment across all subject areas.

Quality First Teaching with a focus on the lowest 20% will underpin our approach. Adaptive is at the forefront when planning, teaching and assessing learning. This will benefit non-disadvantaged as well as all groups of learners. Children will want to learn and be excited to gain knowledge of a range of subjects as well as children's interests. A focus on metacognition strategies, increasing knowledge and peer learning will enable children to learn from others and for children to teach their peers new skills and knowledge.

Disadvantaged children will be challenged and championed. They will be given the tools to build self-esteem, self-worth and self-belief. They will be given opportunities to take risks, persevere and challenge themselves in a safe environment. Alongside this, families will continue to be supported by the school and other key external agencies signposted by the school. A key focus on developing the aspects of confidence, independence and resilience continues to be a school priority for 2023-2024.

In our Early Year's and Year 1 classes, Listening and Attention, Understanding, Reading, Writing and Self-Regulation are priorities. Listening and attention are barriers to learning and need to be addressed to developed to allow all children to access the curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

A whole school approach will be adopted, and subject leaders will take responsibility supporting staff to ensure teaching and learning is good or better for all groups of learners. Staff will track attainment and progress for disadvantaged pupils. Interventions will be delivered with robust assessment and clear tracking system.

Aspirations and dreams will underpin our strategy. Children will be given the skills and ambition to strive for the future. Diversity and exposure to new experiences and other cultures will broaden the minds of all our children, including those who are disadvantaged. We are currently engaged in The Lancashire Equality Mark with a focus on socio-economic for 2023-2024.

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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers with 64% currently working below age-related expectation.
	2022-23 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 with 50% currently working below age related expectation.
	2023-2024 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 with 54% currently working below age related expectation.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development as writers with 64% currently working below age related expectation.

	2022-23 Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development as writers with 54% currently working below age related expectation
	2023-2024 Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development as writers with 54% currently working below age related expectation.
3	Internal assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils with 56% currently working below age related expectation.
	2022-23 Internal assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils with 30% currently working below age related expectation.
	2023-2024 Internal assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils with 50% currently working below age related expectation.
4	Analysis of homework records and discussions with pupils identified that the majority of disadvantaged pupils do not complete homework. 2023-2024 Analysis of homework records and discussions with pupils identified that the 35% disadvantaged pupils do not complete homework.
5	Analysis of reading records and discussions with pupils identified that the majority of disadvantaged pupils do not read at home. This lack of reading negatively impacts attainment across all subjects and hinders a love of reading. 2023-2024 Analysis of reading records and discussions with pupils identified that the majority of disadvantaged pupils do not read at home. This lack of reading negatively impacts attainment across all subjects and hinders a love of reading.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities

	during school closure. These challenges particularly affect disadvantaged pupils, including their attainment, social and emotional well-being and aspirations for the future. (wider cultural capital)
7	40% of disadvantaged children cannot swim and some cannot ride a bicycle. Lack of life experience limits opportunities and self-esteem.
	2023-2024 40 % of disadvantaged children cannot swim and 40% cannot ride a bicycle. Lack of life experience limits opportunities and self-esteem.
8	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-7% lower than for non-disadvantaged pupils. 3% of disadvantaged pupils have been 'persistently absent' compared to 01% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
	2023-2024 96.73 % attendance for pupil premium children 7 children have attendance under 90%. 1 child is persistently absence. 2 pupils have over 10 sessions of lateness in the Autumn Term.

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 reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes show an increased % of children achieving the expected standard at the end of the year. Children make good progress according to their starting points. Disadvantaged pupils will make good progress evidenced in phonics phases and reading trackers.
Improved writing attainment and progress among disadvantaged pupils.	KS2 writing outcomes show an increased % of children achieving the expected standard at the end of the year.
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show an increased % of children achieving the expected standard at the end of the year.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2024/25 demonstrated by:

particularly our disadvantaged pupils.	• qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • An increase in a range of aspirations and positive vocabulary. • The majority of pupil premium children can swim and ride a bike.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The overall attendance for disadvantaged pupils will increase by 3% to be in line with the whole school. Attendance will rise from 94% to 97%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed Summer 2023 Actions
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF An improved assessment tracker will highlight attainment and progress.	1,2,3	Use of standardised tests provide detailed information for teachers to use for analysis. Development of SEND provision, including the Lancashire quality award for SEND and Leader of Education Award. Specific reading tests purchased from GL to provide evaluation and analysis of reading ages and targets.
Audit and develop our phonics programme to secure stronger phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2	Researched validated schemes, English lead and SLT have had

teaching for all pupils. Training for all staff in the delivery of high-quality phonics teaching.	Phonics | Toolkit Strand | Education Endowment Foundation | EEF		demonstrations and trial. Monster phonics scheme and matching reading books purchased to help develop our phonics and reading resources. All staff have completed up to date Phonics training will be carried out with all staff.
Improve standards in reading by providing QFT. Training for staff to ensure good quality guided reading is being taught. Audit home reading and guided reading books ensuring texts link with phonics phases. Engage and encourage children to read and complete homework at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Improving skills in Literacy ks1 and ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,5	Reading partners is accessed all children across school. New staff to be trained Spring 1. Reading Partners. Home reading books match the phonics phased. Children have a home reading book, library and a book linked to phonics phased. Homework club is

			accessed by children in ks2 but not necessarily children who need this 2023. Introduce this for 2024. Monitoring shows a need for supporting children and parents, teaching parents how to support. Plan a club to support parents and children. Family learning/Lancashire Adult learning provided 2 sessions for Reception and Nursery. Come learn with me sessions in Autumn 2023 to support parents with the children's learning at home.
Improve first quality teaching in spelling and writing. Training for staff in teaching spelling and writing.	Language and literacy provide us with building blocks not just for academic success, but for fulfilling careers and rewarding lives. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-	2	Nessy spelling is now accessed by 45 children, individual children are tracked, and reports are created to support individual

	evidence/guidance-reports/literacy-ks2		children. Weekly. Nessy Fingers has been purchased to support children with barriers to physical writing. Monitor this to see the impact. Dyslexia training for all staff focused on removing barriers for all children and creating a dyslexia friendly environment. All staff set targets and have competed classroom audits. Dyslexia award audit and action plan completed. See website. Monitor impact. Extensive specialist teacher support for specific children with SEND and PP. Monitor impact.

			AS an RP attended training focused on sentence building. Delivered training for all staff. Raised profile of sentence level. Impact can be seen in school grammar results and next school improvement target for 2023-2024 to focus on application of this in independent writing. Whole school vocabulary training completed. See subject leader report for impact.
Provide a challenging and ambitious curriculum which will build upon prior knowledge and skills. Ensure all staff have	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2,3,6	Trained delivered with a focus on adaptive teaching. Leaders have completed Rosenshine training to be implemented

Metacognition training. Audit and review our personalised curriculum, offering a challenge and support for all pupils.			for all staff in Spring 1. Subject leaders have map out landing points for all curriculum areas. Curriculum planning now shows good progression which supports an ambitious curriculum that builds on from prior learning. Monitoring shows greater challenge is evident most curriculum areas. History is a school improvement focus for this year 2023-2024. Excellent provision for SEND pupils as highlighted by SEND team and Divine Dance. Book studies show sticky knowledge

			and the impact teaching has had. Children are rememberin g more. Support for individual needs are being supported through the use of specific training. Individual impact is good as the content supports staff and adults working with particular needs.
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Further training by from the Maths hub with a focus on challenge and problem-solving/reasoni ng skills.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excel-lence in the Teaching of Mathe-matics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3	Autumn 2023 Consider the challenge evaluate current maths scheme. Signed up to the Maths Hub to develop our Maths provision Autumn 2. First stage of training has been delivered for staff.
Improve quality social and	There is extensive evidence associating childhood social and	6,7	Hello Happy programme

emotional support by offering the Dog Mentor Programme and Stable Lives. Focused PHSE and RE lessons are school priorities to improve mental health and well-being.	emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)		and A confident me has been implemented by school staff includes work with Bow, the school dog. Work with Bow 1-1 shows good impact as attendance and individual targets have been achieved by using Bow as an incentive. Extensive training for staff on various aspects. See staff training log. Programmes written to support social and emotional needs. Groups run termly. Proactive PHSE/RE curriculum – staff listen to needs/issues and address. RE book studies show

			how RE taught addresses feelings, thoughts and beliefs. Divine Dance has continued to develop and this supports emotional needs. A greater number of referrals have been made for counselling services during autumn term. More parents have been offered in house support and work with the school counsellor. We are also able to support families through West Lancashire counselling service. Staff supervision continues with The Listening Tree. Mental Health Lead

			in school provides support for the school community.
Provide parental support and a homework club to support and encourage strong links between home and school.	Research shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5	Monitoring shows the need for parental support Possible parental attendance at homework club. Possible reading club open 3:00 for parents to read with their child in the library, staff to support this.
Complete the Diversity Equality Mark and create links with schools, providing experiences of learning about and learning from of cultures and communities.	https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie	6	Successfully completed the Equality Award for SEND and Religion and Belief. Focus on PP and Gender this year 2023-2024.

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

Budgeted cost: £21,330.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Additional reading focusing on	Reading comprehension strategies are high impact on	1	As above.

fluency, accuracy and a love of reading through Reading Partners intervention	average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation. org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies		
Additional phonics, spelling, reading, writing and maths sessions targeted at disadvantaged children delivered through Precision Teaching.	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1,2,3	See updated spreadsheet 2023-2024.
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through Fast Track and Bounce Back interventions.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2	Fast Track and Bounce Back may need to change if we change phonics scheme. Developed further onto Monster phonics on the day intervention.
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups:	2,3	See Tutoring Impact. 2022-2023.

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. The programme will provide phonics, reading, maths and writing tuition.	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF		
Community Lead will offer support to children and families who are in need, focusing on disadvantaged pupils.	The guidance report draws on a recent review of the evidence about parental engagement in children's learning funded by the Education Endowment Foundation (EEF). https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	6	Continuing to support families with local hubs, community work, counselling, Divine Dance and Inclusion Hub .

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

Budgeted cost: £ *5025.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Nurture sessions accessing out of school support via Stable Lives.	Based on our experiences, we have identified a need to support wellbeing and emotional needs. https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	6	Superb feedback. Created a working partnership with the company and they will

			provide food parcels and experiences for the children.
Nurture sessions accessing the Dog Mentor programme.	Based on our experiences, we have identified a need to support wellbeing and emotional needs. https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	6	Bow used to support individual pupils.
Purchase bikes to support children to develop the skill of riding a bike.	Based on research and discussions with pupils and families a lack of life experiences have been identified. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	7	Bikes have been purchased in EYFS to support the progression. Continue to develop this new pupils coming into school.
Additional swimming lessons for children to develop confidence and life skills around water.	Based on research and discussions with pupils and families a lack of essential life skills have been identified. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	7	Those children in yr 5 and 6 who cannot swim will be offered extra swimming sessions. Consider swimming lessons for those pupils who can not swim in Key stage 1.
Community lead to work with families to support wellbeing and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	6	More referrals have been made.

social and emotional needs.	performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf		EYFS parent and child workshops proved to be popular and a great way to develop engagement. Work with parent and child by developing some sessions linked with homework and reading. This will be a way of developing engagement.
Provide pupils with real life experiences in and out of school. Invite in visitors and take children out of school on trips and visits to increase aspirations.	Research and discussions with disadvantaged pupils show a need to expose all pupils to different cultures, aspirational targets and new experiences. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	6	Continue to develop visitors and trips that link with learning. .
Support for pupils' wellbeing. Improve the quality of social and emotional (SEL) learning.	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): EEF_Social_and_Emotional_Learning.pdf	6	Programmes in school. Staff support parents and children individual needs.

	(educationendowmentfoundation.org.uk)		Divine Dance Mental health and wellbeing club.
Provide daily toast and milk for all disadvantaged pupils.	Children who come to school hungry are less attentive, more disruptive, and less likely to understand and remember the day's lessons. https://ifs.org.uk/publications/8714 https://www.magicbreakfast.com/	6	
Homework club for disadvantaged children to access a quiet and safe space to learn.	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8	See attendance report. Meetings with Attendance Officer.

Total budgeted cost: £ *37355.00*

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 2021 to 2022 academic year.

Assessments show end of KS2 reading outcomes went from 78.6% in 2019 to 90% in 2022. In 2023, reading attainment was still above average with 81% achieving expected standard. Progress in reading has gone from -2.2% (2021) to 0.8%. Our outstanding results are broken down into our groups of learners. We can show 83% of disadvantaged children achieved national standard at the end of KS2 in reading in 2022. This was less in 2023, however, two pupils had additional needs. KS1 phonics screening test highlighted an area for development in 2022 as the PP children did not achieve national standards. In 2023, 84% achieved the expected standard in the phonics screening show a huge impact of the new scheme and training. End of KS1 assessments show 100% of PP children were working towards the national standard in reading. Many disadvantaged children are still working towards the expected standard, extensive interventions are in place to ensure the gap closes.

Overall, 46% of disadvantaged children achieved reading standards. The year 1 phonics screening shows 50% of children passed and achieved national standards.

Assessments show end of KS2 writing outcomes went from 63% in 2021 to 74% national standard which is in line with national average 2022. This was 73% in 2023. Writing continues to be an area of school development. Even though some of our disadvantaged children did not achieve expected standards both made good progress from their individual starting points.

Overall, 46%, of the disadvantaged pupils achieved the national standard in writing.

Assessments show 81% of children achieved the national standards in maths which is above national average and shows a 17% increase from 64% in 2019. Progress is now 0.65 compared to - 4.9%. This shows a huge improvement in the progress children are making in maths.

Overall, 50% of the disadvantaged pupils achieved the national standard in maths reflecting purposeful CPD and improvements in the teaching of maths.

High-quality tutoring and phonics training has helped children to make progress. All staff have received extensive training to be able to deliver high standards of intervention. This was delivered consistently and has had a positive impact on pupil outcomes.

Although some did not make expected standards, they all made progress from their own individual starting points.

Wellbeing has been high on our agenda and Senior Mental Health Lead training has engaged children, parents and staff. The profile has been raised, more parents and children are talking about their wellbeing. The school is a community hub providing support for families from specific programmes and also a specialist counselling service.

Parent surveys state they believe their child to be nurtured and supported in school. 98% of parents strongly agree or agree that their children are happy at school.100% state their children are safe at school and that children behave well. 97% of parents believe that the school supports their child's wider personal development. Parental feedback demonstrates that families are happy with the provision that their child receives. Many agencies have also highlighted how much quality support the children have at BVPS.

Enrichment targets are still high priority. We are really pleased to report that 100% of pupil premium children have engaged in a least one extra-curricular activity this year. Involvement in sporting activities and competitions have increased significantly and this has supported building the children's self-esteem.

We are also pleased to have achieved the Step into Quality Award for Year 1 and 2. This has helped develop high quality teaching across EYFS and Key Stage 1. We are also pleased to have gained the Equality Mark Award for SEND and Religion and Belief.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding

All of the above applies for the service children however specific support is provided based on individual circumstances.

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Provide daily toast and milk for all disadvantaged pupils.	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. https://ifs.org.uk/publications/8714 https://www.magicbreakfast.com/
Service children were more engaged, focused and ready to learn	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.