



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

**What is the Pupil Premium?** The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

School overview

Detail	Data
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jinnie Payne (Headteacher)
Pupil premium lead	Christie Tudor (Assistant Headteacher and SENDCo) Greg Miller (Interim Deputy Headteacher)
Governor / Trustee lead / LAC Committee	Suzanne Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£151,745.09</b>
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	<b>£0</b>
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£151,745.09</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Churchtown Primary School, we are committed to ensuring that every pupil, irrespective of starting point or background, achieve the best possible outcomes, and use this principle to drive every discussion about the pupil premium strategy and associated spending.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. As a school, we recognise that high-quality teaching is a crucial factor in ensuring the 'attainment gap' is closed and this forms the foundation of our strategy below. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- 1- Ensure disadvantaged pupils are challenged in the work that they are set throughout all aspects of the curriculum
- 2- Act early to intervene at the point need is identified
- 3- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- 4- Continually evaluate the impact of actions and associated outcomes to ensure the best outcomes for pupils

We are also, however, acutely aware that for any pupil to be ready to learn, we must address any social, emotional and mental health (SEMH) needs they may have. By addressing any SEMH needs, it will then allow for pupils to access the full breadth and depth of the learning opportunities available to them.

Additionally, we recognise the need for some flexibility in our approach as we continue to respond to the needs & challenges faced by our disadvantaged pupils and their families.

## Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p><b>Phonics and Reading outcomes</b></p>	<p>Through utilising internal and external data (including pupil &amp; staff voice, work sampling and formative/summative assessment information) it is evident that our disadvantaged pupils generally achieve lower outcomes in phonics and reading, compared to those of their peers and non-PP pupils nationally.</p> <p>Data from the previous academic year highlighted: In Year 1 43% of PP pupils passed the phonics check compared to 68% nationally of disadvantaged pupils, a gap of 25%. When compared to non-PP pupils in the same Y1 cohort who passed the phonics check, there is an attainment gap of 37%.</p> <p>At the end of KS2, 55% of PP pupils in Y6 achieved the expected standard in reading. This is compared to 84% of non-pp pupils in the Y6 cohort who achieved the expected standard.</p>
<p>2</p> <p><b>Writing Outcomes</b></p>	<p>Through utilising internal and external data (including pupil &amp; staff voice, work sampling and formative/summative assessment information) it is evident that our disadvantaged pupils generally achieve lower outcomes in writing compared to those of their peers and non-PP pupils nationally.</p> <p>Data from the previous academic year highlighted: At the end of KS2, 45% of PP pupils achieved the expected standard in writing. In comparison, 79% of non-PP pupils in the cohort achieved the expected standard in writing.</p> <p>Our own internal, teacher assessment data also highlights how, although progress of PP pupils is average or better in for most year group cohorts, attainment in writing is significantly lower compared to non-PP pupils. This data further highlights how the starting points of our PP pupils are lower when compared to those of their peers.</p>
<p>3</p> <p><b>Attendance</b></p>	<p>Our attendance data, with particular focus on the last academic year, indicates that attendance among disadvantaged pupils has been 2.9% lower than for non-disadvantaged pupils.</p> <p>We have identified that several disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.</p>
<p>4</p> <p><b>Access to Wider Opportunities</b></p>	<p>Through monitoring and discussions with staff, pupils and families, it is evident that our disadvantaged pupils, due to a range of wider factors, have limited cultural capital and this has been particularly evident post-Covid. This limited cultural capital has a wider impact on progress and attainment.</p>

<p>5</p> <p><b>Social, Emotional and Mental Health</b></p>	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Many pupils currently require additional support with social and emotional needs, with a number of these receiving small group interventions.</p>
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## Intended outcomes

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

Intended outcome	Success criteria
<p>To sustain and improve the % of disadvantaged pupils working at the age-related expectations in phonics and reading, closing the gap between disadvantaged pupils and their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>• School tracking data and statutory assessment data will show an increase in the number of disadvantaged pupils working at the age-related expectations in phonics</li> <li>• School tracking data and statutory assessment data will show an increase in the number of disadvantaged pupils working at the age-related expectations or above in reading</li> <li>• Staff voice, including through pupil progress discussions, highlights progress of disadvantaged pupils and their engagement with phonics/reading</li> <li>• Pupil voice reflects a love of reading and indicates a breadth &amp; depth to the 'diet' of reading on offer for pupils</li> </ul>
<p>To sustain and improve the % of disadvantaged pupils working at the age-related expectations in writing.</p>	<ul style="list-style-type: none"> <li>• School tracking data and statutory assessment data will show an increase in the number of disadvantaged pupils working at the age-related expectations or above in writing across the school (Y1-Y6)</li> <li>• School tracking data will show an increase in the number of disadvantaged pupils in Reception achieving a 'good level of development' in writing and the wider 'literacy' GLD</li> <li>• Pupil voice reflects a love of writing and indicates a breadth &amp; depth to the writing opportunities available to pupils</li> </ul>
<p>To develop the cultural capital of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are able to access all curriculum enrichment opportunities available to them, e.g. school trips linked to specific curriculum areas, this in turn will support progress and attainment</li> <li>• Our curriculum continues to respond to the needs of pupils, with any adaptations to the curriculum helping to widen the experiences of opportunities for our disadvantaged pupils, e.g. RE adaptations to the curriculum, further use of fieldwork in Geography etc.</li> </ul>

<p>To support our disadvantaged pupils to access extra-curricular clubs and activities.</p>	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils at extra-curricular clubs increases</li> <li>• Disadvantaged pupils attend a range of extra-curricular clubs, not limited to sports clubs alone.</li> </ul>
<p>To ensure the attendance gap between the children who are disadvantaged and those who are not is decreased, to improve chance of further educational success for all pupils.</p>	<ul style="list-style-type: none"> <li>• Class teachers will monitor, evaluate and be pro-active in responding to their class absence.</li> <li>• Attendance officer will be aware and involved with families to improve attendance at the earliest possible stage.</li> <li>• Persistence absentees will be discussed and action plans created in weekly pastoral meetings.</li> </ul>
<p>To ensure additional interventions and support is put in place for those children who are disadvantaged, but are also on the SEN register, to ensure their progress is in line with their peers.</p>	<ul style="list-style-type: none"> <li>• Provision maps in place for all year groups to outline intended interventions. Impact of interventions to be recorded on Edukey software to plan future interventions.</li> <li>• Pupil/staff/parent voice indicates that children are feeling more confident with their learning.</li> <li>• Data to reflect positive use of funding.</li> </ul>
<p>Pupils who are Pupil Premium have a recognition of metacognition and can successfully apply strategies to support their mental health and wellbeing. If they are unable to do so independently, they know where/who to go to receive support.</p>	<ul style="list-style-type: none"> <li>• Regular staff training linked to strategies in the classroom to support well-being, including Zones of Regulation and 5 Point Scales.</li> <li>• Working with external practitioners such as Mental Health Nurse who comes into school on a weekly basis.</li> <li>• Counselling opportunities from Confident Me coach and Play Therapist.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 22,125.13**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium leads in school to champion these children. This includes Deputy Head (overseeing teaching and learning) and Assistant Headteacher (Inclusion) in order to have a collaborative approach.	Government reports state that for the best outcomes to be reached, staff should ensure they have an individual/team to be responsible for the Pupil Premium strategy.  <a href="#">Government Report - Pupil Premium</a>	All challenges listed.
Whole school, continual, CPD to support phonics teaching through the RWI portal and RWI development days.	The EEF toolkit states that 'phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'  <a href="#">EEF- Phonics</a>	1 and 2
A range of high-quality CPD opportunities to support teachers at all levels with their teaching, e.g. work with DBE services, North West Maths Hub, Drawing Club training, Sefton training.	As outlined in the EEF guide to Pupil Premium, utilising funds to improve teaching, including providing CPD opportunities to ensure all teaching is effective is crucial for a successful school.  <a href="#">EEF Guide to Pupil Premium Sept 2024</a>	1,2 and 5
The use of specialist teachers to help enrich our curriculum including the use of a specialist MFL teacher and a specialist music teacher.	The EEF toolkit states 'Arts participation and approaches can have a positive impact on academic outcomes in other areas of the curriculum.'  <a href="#">Arts Participation - EEF Toolkit</a>	1,2,4 and 5

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

**Budgeted cost: £ 72,819.96**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Provision maps created to include children who are disadvantaged so children can benefit from as many interventions as possible.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1 and 2</p>
<p>Purchase of Edukey – Provision Map</p>	<p>Provision Map allows staff to enter all the provision which takes place within their classroom and wider school environment. The programme provides data and reports to manage and assess impact. In addition, the programme can track specific student data, whilst taking into wider factors such as attendance, behaviour and academic progress.</p> <p><a href="https://www.tes.com/en-gb/for-schools/provision-map">https://www.tes.com/en-gb/for-schools/provision-map</a></p>	<p>All areas</p>
<p>Teaching Assistant employment</p>	<p>Whilst the school recognises the EEF guidance stating Teaching Assistants should not be used as ‘an informal teaching resource for low attaining pupils’, we do recognise that our teaching assistants are our most valuable resource.</p> <p>School have accessed support from the Local Authority linked to ‘effective use of teaching assistants’ and have had a further audit where this was a highlighted focus.</p> <p><a href="#">Effective use of TAs in schools.</a></p>	<p>All areas</p>



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

**Budgeted cost: £ 56,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time attendance officer in post to monitor attendance and support families to ensure their children are in school.	<p>We know that school absenteeism (missed attendance as well as fixed and permanent exclusion) has the potential to impact on pupils' attainment, but also on the likelihood of them becoming involved in violence. Many pupils with poor attendance and those who are excluded from school are the most socio-economically disadvantaged.</p> <p><a href="#">Understanding the benefits of an Attendance Officer in schools</a></p>	3
Attendance interventions delivered which build understanding of emotional regulation, resilience, determination and the motivation to come to school.	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>We are aware of the benefits the attendance officer can have in creating relationships with most vulnerable families, as supported in the EEF document below:</p> <p><a href="#">Supporting Vulnerable Families</a></p>	3
Pastoral team members – out of class full time who are on hand to support individuals and group who are needing something further than the classroom offer.	<p>With the right support, young people and adults can work together to foster relationships and build a sense of belonging within a school community.</p> <p><a href="#">Supporting Pupils Pastorally</a></p>	3 and 5
Play therapist and self-esteem coach working weekly with small groups and individuals.	<p>On average, children who take part in SEL interventions make around three additional months' progress in primary classes. The evidence suggests that SEL strategies can have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum.</p>	5

	<p>Whilst the school recognise the EEF's commitment to research surrounding these strategies, our own observations and feedback demonstrate the immense impact these external practitioners have.</p> <p><a href="#">Social and Emotional Learning - Counselling and Therapies</a></p>	
Contingency Fund	<p>The EEF Guide to Pupil Premium document – September 2024 (Page 9) outlines the requirement for schools to create 'a bigger picture' for each Pupil Premium child. This requires investigation into several areas, which may take time.</p> <p><a href="#">EEF Guide to Pupil Premium Sept 2024</a></p> <p>Therefore, a small amount of money is kept aside to ensure we can respond to any unidentified needs.</p>	All

**Total budgeted cost: £151,745.09**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Drawing on national statutory assessment data and school-based internal summative & formative assessment information, we have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023-24). Please see below for overall outcomes linked to national statutory assessments and a further breakdown of outcomes, linked to previous intended outcomes given that the previous plan ran from 2021 to July 2024.

#### EYFS:

	Total pupil numbers	Total number of pupils eligible for PP	% of all pupils achieving GLD overall	% of pupils eligible for PP achieving GLD	% of pupils not eligible for PP achieving GLD
<b>CPS 2023/24</b>	65	4	58% (38 out of 65)	25% (1 out of 4)	61%
<b>2023/24 National Data</b>	<u>n/a</u>	<u>n/a</u>	68%	51%	72%

*It is important to note that one child eligible for PP in the 2023/24 Reception cohort has significant educational needs and joined a specialist provision at the beginning of this academic year (2024/2025).*

#### Y1 Phonics Check:

	Total pupil numbers in Y1	Total number of pupils eligible for PP in Y1	% all of pupils meeting expected standard in Phonics Check	% of PP pupils meeting expected standard in Phonics Check	% of non-PP pupils meeting expected standard in Phonics Check
<b>CPS 2023/24</b>	88	13	74%	43%	80%
<b>2023/24 National Data</b>	<u>n/a</u>	<u>n/a</u>	80%	68% (disadv pupils)	84%

**Y4 Multiplication Tables Check:**

	<u>Total pupil numbers in Y4</u>	<u>Total number of pupils eligible for PP in Y4</u>	<u>% all of pupils scoring 25 on MTC</u>	<u>% of PP pupils scoring 25 on MTC</u>	<u>% of non-PP pupils scoring 25 on MTC</u>	<u>Average point score all pupils</u>	<u>Average point score PP pupils</u>
<b>CPS 2023/24</b>	98	25	36%	29%	41%	20.2	17.3
<b>2023/24 National Data (disadv pupils)</b>	n/a	n/a	34%	25%	37%	20.6	18.9

*It is important to note that one child in the Y4 cohort 23/24 eligible for PP did not sit the test due to working below the standard of the test. A score of 0 is included in the data set for this pupil.*

**End of KS2 SATs outcomes:**

*\*Please note, at the time of this plan, data provided is provisional\**

	<u>Total pupil numbers Y6</u>	<u>Total number of pupils eligible for PP in Y6</u>	<u>% of all pupils EXS+ RWM</u>	<u>% of PP pupils EXS+ RWM</u>	<u>% of non-PP pupils EXS+ RWM</u>	<u>% of all pupils GD RWM</u>	<u>% of PP pupils GD RWM</u>	<u>% of non-PP pupils GD RWM</u>
<b>CPS 2023/24</b>	109	20	61%	40%	65%	6%	0%	8%
<b>2023/24 National Data (disadv pupils)</b>	n/a	n/a	61%	45%	67%	8%	3%	10%

*It is important to note that one child in the Y6 cohort 23/24 eligible for PP arrived in the UK at the end of Y5 and is included in provisional data currently.*

	<b>% of all pupils EXS+ Reading</b>	<b>% of PP pupils EXS+ Reading</b>	<b>% of non-PP pupils EXS+ Reading</b>	<b>% of all pupils GD Reading</b>	<b>% of PP pupils GD Reading</b>	<b>% of non-PP pupils GD Reading</b>
<b>CPS 2023/24</b>	80%	55%	84%	29%	20%	30%
<b>2023/24 National Data (disadv pupils)</b>	74%	62%	79%	28%	unknown	unknown

	<b>% of all pupils EXS+ Writing</b>	<b>% of PP pupils EXS+ Writing</b>	<b>% of non-PP pupils EXS+ Writing</b>	<b>% of all pupils GD Writing</b>	<b>% of PP pupils GD Writing</b>	<b>% of non-PP pupils GD Writing</b>
<b>CPS 2023/24</b>	72%	45%	79%	7%	0%	9%
<b>2023/24 National Data (disadv pupils)</b>	72%	58%	78%	13%	unknown	unknown

	<b>% of all pupils EXS+ Maths</b>	<b>% of PP pupils EXS+ Maths</b>	<b>% of non-PP pupils EXS+ Maths</b>	<b>% of all pupils GD Maths</b>	<b>% of PP pupils GD Maths</b>	<b>% of non-PP pupils GD Maths</b>
<b>CPS 2023/24</b>	72%	60%	74%	15%	10%	15%
<b>2023/24 National Data</b>	73%	59%	79%	24%	unknown	unknown

(disadv pupils)						
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**Intended outcomes review:**

**1- Improved oral language/ speaking & listening and vocabulary for all disadvantaged pupils**

75% of PP pupils achieved good level of development for Speaking

50% of PP pupils in EYFS achieved a good level of development for Listening, Attention and Understanding

Overall 50% of PP pupils in EYFS achieved a good level of development for Communication and Language. It should be noted, as outlined above, that one child eligible for PP in the 2023/24 Reception cohort has significant educational needs and joined a specialist provision at the beginning of this academic year (2024/2025).

Although this is the data from the last academic year, data from the last three years outlines how we have either approximately 'at' national figures or above with regards to the number of disadvantaged children meeting the expected level of development for communication and language.

We recognise that both 'comprehension' and 'writing' are barriers to achieving GLD for our pupil premium children and we will aim to address this in our new plan.

**2- Improved Phonics outcomes for all disadvantaged pupils:**

The data from the last academic year is outlined below:

For our Y1 cohort in 23/24, 13 pupils were eligible for PP. Of these pupils, 43% passed the phonics check compared to 68% nationally of disadvantaged pupils. A gap of 25%.

When compared to all children in our Y1 cohort who passed the phonics check, there is a gap of 31%.

Several of our pupils in the Y1 cohort who were eligible for PP also had a special educational need

Further work to continue with regards to the implementation of our phonics programme and ensuring additional intervention is targeted at the right time to support the progress and attainment of our pupil premium children.

**3- All disadvantaged pupils leave Churchtown as strong readers.**

The end of KS2 data from the last academic year is outlined above in detail.

It is important to note, the 23/24 Y6 cohort included a pupil who was newly arrived to the UK at the end of Y5 and is currently provisionally included in the data

40% of PP pupils at Churchtown achieved the expected standard or above in reading, writing and maths combined. This is slightly lower than the 45% national average for PP pupils.

55% of pupils achieved the expected standard or above in reading at the end of KS2.

This is compared to 62% of PP pupils nationally and 79% of non-pp pupils nationally.

Although there has been a positive impact on reading, particularly the engagement of PP pupils with reading, due to actions implemented from the previous plan, the gap is still evident and we will continue to work on this to ensure the gap is narrowed.

**4- Improved rates of progress in maths fluency for all disadvantaged pupils**

Statutory assessment outcomes reported above indicated some good progress with regards to improving maths fluency for disadvantaged pupils when compared to other disadvantaged pupils nationally. However, there is still a gap evident when compared to non-PP pupils.

23/24 MTC results highlighted how 29% of PP pupils achieved full marks when compared to 25% nationally of PP pupils. The gap between % of PP pupils at school achieving full marks and national % non-PP pupils achieving full marks was 8%. The average point score of PP pupils at Churchtown was 17.3 compared to the national average point score 20.6.

23/24 End of KS2 results highlighted how 60% of PP pupils met the expected standard in Maths compared to 59% of PP pupils nationally. When compared to the national % of non-PP pupils meeting the expected standard, there is a gap of 19% (the school comparable gap was 14%).

**5- Improved attendance for disadvantaged pupils**

Over the course of the plan, the attendance of our disadvantaged pupils has continued to improve, and the 'gap' narrowed when compared to our overall average attendance figures.

The overall average attendance of our disadvantaged pupils during the last academic year was 93.2% compared to our non-disadvantaged pupils who had an overall average attendance of 95.48%. Although there is still an evident gap, this is narrowing and has narrowed over the course of the plan

There are also a range of other factors which have also impacted on the attendance of some of our disadvantaged pupils (moving area for example).

We are keen to continue the good work with regards to attendance and this will form a target in our new plan (as outlined above).

**6- Increased profiling of children so children at risk have early intervention and are supported**

As a school, we take a proactive approach to monitoring all children, including those disadvantaged pupils, and intervene early. We work closely with a range of external agencies and professionals to support all families, including families of our disadvantaged pupils, to ensure the right support is in place to provide early intervention and support our pupils to continue to access all aspects of school life.

During the last academic year, 7 families of disadvantaged pupils were identified and supported through Early Help. Of these families, they are either now no longer on Early Help support and continue to receive universal support or have been stepped up to receive more tailored intervention from a range of external professionals.

It should also be noted that we have been highlighted as a school who demonstrates good practice within our Trust with regards to early intervention and safeguarding practices.

**7- Increased number of parents engaging in their children’s learning in particular reading at home.**

Reading engagement has improved over the course of the previous plan. This has been evident through pupil voice data, reflective in reading records and with some good progress made with regards to pupil progress. Reading progress and attainment continues to be a target that we will continue our work on during the course of the new plan as outlined above.

**8- To see increased engagement in learning and change in behaviour in school**

Through proactive intervention work, developing/maintaining relationships between pupils & key adults and open & consistent dialogue with families, the engagement of disadvantaged pupils has continued to improve over the course of the plan. This is reflective through a range of outcomes, including the information we track with regards to behaviour.

Data from the 23/24 academic year highlighted the following:  
 50% of recorded ‘stage 3’ incidents involved a PP child (4 children across the academic year).  
 48% of recorded ‘stage 4’ incidents involved a PP child.

This is a reduction when compared to the previous two academic years. It should also be highlighted how a significant proportion of those ‘stage 3’/‘stage 4’ incidents involved a specific PP eligible child who has now joined a specialist provision to support their behaviour & SEMH needs.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
English IDL	IDL
Clicker	Crick Software



## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>During the last academic year, service children continued to be supported through pastoral support interventions facilitated by members of our pastoral team. The interventions included both planned, proactive intervention sessions and interventions to respond to more immediate/short-term need.</p> <p>Support has included access to lunchtime club, with funding used for relevant resources and staffing capacity. A small number of pupils have also accessed additional 'self-esteem support' sessions. Funding has also been used towards enrichment clubs, allowing service children to access the clubs.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>All service pupil premium eligible pupils who required support with funding for any after school club or enrichment opportunity received this.</p> <p>As a school, we continue to monitor engagement and wellbeing for all children, including those eligible for service pupil premium, and internal data &amp; information indicates that pupils eligible for service pupil premium are comparable to their peers with regards to school engagement and broader school achievement.</p> <p>The SEMH needs of these children is monitored by the school's inclusion team and SLT. For those children who have accessed additional support, progress (both academically and socially) has been noted, and our early intervention approach has benefitted them greatly.</p>