

Pupil Premium Strategy Statement 2024-2027

Lytchett Matravers Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	40 pupils in the main school 7 children in pre-school accessing EYPP funding
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	27 th November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Colin Flanagan
Pupil premium lead	Matt Vernon
Governor lead	Nikki Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78500 £2480 EYPP Total £80,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ Nil
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£80,980

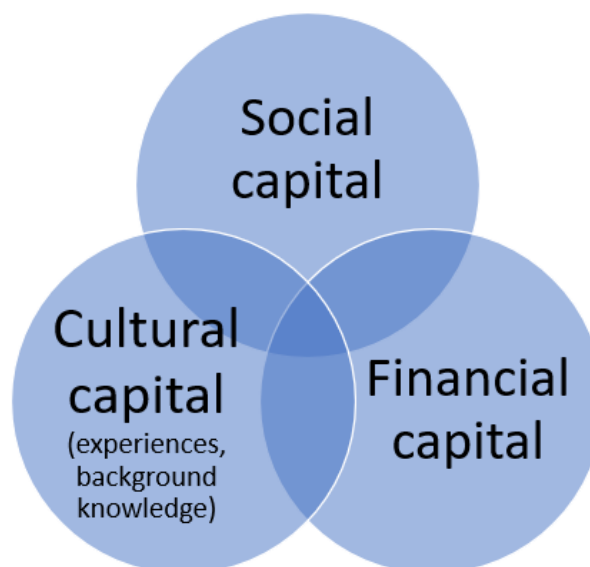
Part A: Pupil premium strategy plan

Statement of intent

Our key intent is for children who access Pupil Premium funding to thrive at school and achieve above national outcomes. We aim to address core elements where children are 'underserved' through their experiences and where they arrive at school with lower levels of 'capital' when compared to non-PP pupils:

We aim to provide children with a range of opportunities through which to strengthen their capital and their educational development so that they achieve the national standards required to access secondary school successfully.

This achievement is both academic, as evidenced through national and school based assessment processes, as well as within personal and social development. Our PP children should feel part of our community, that they belong and are proud of their school and their place within it. They should actively participate in the range of extra-curricular activities that are on offer within the school and be active school citizens, for example through membership of pupil voice groups and serving within specific roles and responsibilities.



We know that to achieve these aims, key avenues of support are required:

- Fostering a strong, inclusive culture that values every member of the community.
- Focussed support to develop early reading within the early years and Key Stage One.
- Facilitating the development of communication and language skills.
- Ensuring the highest quality teaching and learning which is consistently applied across the school.
- Offering bespoke intervention, including pastoral and academic support.
- Promoting extra-curricular activities and removing barriers to attendance to ensure engagement and enjoyment.

Challenges

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																				
1	<p>Social Capital – Language</p> <p>In 2023 children who access PP in EYFS achieved significantly lower in word reading and writing when compared to their peers. This was also found in Communication and Language outcomes at the end of the year. Whilst end of KS2 data for reading demonstrates good levels of progress for pupils accessing FSM (data from FFT), this progress was less than pupils that don't access the PP grant.</p> <p>Data demonstrates levels of children who are achieving at a greater depth standard in both reading and writing to be lower for children receiving the PP grant when compared to their peers.</p> <p>In the Early Years children who are entitled to the PP grant statistically have less access to quality reading materials at home than their peers.</p>																																				
2	<p>Social Capital – Attendance</p> <table><tr><td></td><td>All</td><td>Year 6</td><td>Year 5</td><td>Year 4</td><td>Year 3</td><td>Year 2</td><td>Year 1</td><td>EYFS</td></tr><tr><td colspan="9">Overall Attendance</td></tr><tr><td>All</td><td>94.4%</td><td>94.1%</td><td>94.2%</td><td>94.8%</td><td>94.4%</td><td>95.4%</td><td>93.9%</td><td>94%</td></tr><tr><td>PP</td><td>90.3%</td><td>91%</td><td>92%</td><td>89.5%</td><td>83.5%</td><td>93.1%</td><td>90.7%</td><td>85.9%</td></tr></table> <p>Statistically, rates of attendance are lower for PP pupils, negatively impacting on pupils' learning. This challenge is particularly present for the high percentage of PP children who are persistently absent from school.</p>		All	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	EYFS	Overall Attendance									All	94.4%	94.1%	94.2%	94.8%	94.4%	95.4%	93.9%	94%	PP	90.3%	91%	92%	89.5%	83.5%	93.1%	90.7%	85.9%
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3	<p>Social Capital - SEMH Needs</p> <p>Children entitled to the PP grant are more likely to have SEMH needs when compared to their peers. For example: 60% of PP children with EHCP's have SEMH named as their primary area of need; a higher percentage of children with PP receive pastoral intervention/ELSA support; 50% of PP children in the reception year, in 2024, met the profile statement for Personal, Social, Emotional Development.</p> <p>Observations demonstrate the impact of this need in relation to children's focus, attention and executive function, as well as their perceived learning capacity.</p>																																				

4	<p>Cultural Capital</p> <p>Qualitative data demonstrates that many children accessing the PP grant have exposure to less frequent and varied experiences outside of school. Additionally, many of our PP pupils have parents with comparatively lower academic levels than pupils who are not underserved.</p> <p>The result of this is that children come to school with lower levels of knowledge based on their experiences and with families who find supporting children academically more challenging. This can also lead to children feeling isolated from their peers due to an inability to engage in social interactions from a common standpoint.</p> <p>15% of PP children at LMPS are registered as being from Gypsy/Roma backgrounds which can impact further on perceptions of isolation from their peers.</p> <p>Pastoral care and safeguarding records indicate higher levels of parents affected by mental health needs which impact on their capacity to support their children emotionally, academically and socially.</p>
5	<p>Financial Capital</p> <p>Many PP children do not access extra-curricular activities due to the cost of the activity itself as well as associated costs, such as equipment.</p> <p>Historically PP children have not been involved in decisions regarding extra-curricular activities that reflect their personal interests and needs.</p> <p>Discussions with PP children have demonstrated that they can feel isolated from their peers during certain periods of the day such as lunchtimes when eating or due to having different equipment and items than their peers.</p> <p>This can result in children feeling a lack of true belonging to the school community.</p>
6	<p>Inconsistent Teaching and Learning</p> <p>Assessments, learning walks, observations and discussions with pupils suggest that retention and retrieval of key knowledge can be a barrier for some vulnerable pupils, across the schools.</p> <p>A lack of consistency in any aspect of teaching and learning across the school will disproportionately impact pupils accessing the PP grant.</p>
7	<p>SEND</p> <p>23% of PP children are also currently supported through registration of SEND. This is 8% higher than the percentage of non-PP children.</p> <p>Effective adaptive practice and structured intervention is required to be consistently applied across the school in order for all pupils to make positive progress.</p>

Intended outcomes

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

Intended outcome	Success criteria
Academic achievement	<ul style="list-style-type: none"> • In EYFS 80%+ of PP children to achieve GLD at the end of the reception year and evidenced to make accelerated progress. • 90% of PP children to pass the PSC at the end of Year 1. • Average score of 22 to be achieved by PP children in the MTC. • Accelerated progress for all PP pupils at the end of KS2 in Reading, Writing and Maths. • Attainment at the end of KS2 for PP children to be equivalent to non-PP children.
Progress for SEND pupils	<ul style="list-style-type: none"> • Individual targets from IEP's to be achieved. • Clear and evidenced progress for all pupils with an EHCP against desired outcomes. • All PP children registered as SEND make good levels of progress in relation to all intended aims.
Participation in extra-curricular activities	<ul style="list-style-type: none"> • All PP children to participate in at least 1 extra-curricular activity aligned to their interest per year. • 100% of PP children to attend school residentials and class trips.
Positive attitudes towards education	<ul style="list-style-type: none"> • Pupil survey data to demonstrate positive attitudes towards the school. • Observations record consistently high levels of engagement from PP children. • Records of behavioural incidents decrease over time for PP children.
Attendance	<ul style="list-style-type: none"> • For PP children to achieve over 95% attendance at school. • Persistent absence for PP children to be below 10%.
Active citizenship	<ul style="list-style-type: none"> • All PP children to have roles of responsibilities in Year 6. • PP children to be represented proportionately on the school council. • Records of behavioural incidents decrease over time for PP children and are no more frequent than records for non-PP children.

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: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a consistent and effective pedagogy across the school to deliver high quality teaching in every classroom.</p> <ul style="list-style-type: none"> • INSED and weekly Teacher CPD sessions • Mentoring and coaching opportunities • ECT development • Individualised support from leaders for personalised CPD. • Personalised professional development plan for every member of staff. 	<p>EEF: Effective Professional Development:</p> <ul style="list-style-type: none"> • High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's out-comes in the classroom. • To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. • Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice. • Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1702445755</p> <p>Make it Stick: https://www.youtube.com/watch?v=MfyloWuZU P. Brown, M.McDaniel & H.Roediger III</p> <p>Tom Sherrington: Rosenshine's Principles in Action.</p>	1, 4, 6, 7
<p>CPD for teachers to develop understanding of pedagogy and lesson structure to include:</p> <ul style="list-style-type: none"> • Memory 	<p>EEF: Effective Professional Development – as above</p> <p>EEF: Teacher Feedback to Improve Learning</p> <ul style="list-style-type: none"> • Before providing feedback, teachers should provide high quality instruction, 	1,4,6,7

<ul style="list-style-type: none"> • Learning Focus • Modelling • Breaking down success • Sequencing • Deepening • Effective feedback • Deliberate practise • Adaptive teaching for identified pupils to scaffold learning <p>Creation of teaching and learning handbook for all staff.</p>	<p>including the use of formative assessment strategies.</p> <ul style="list-style-type: none"> • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1702451869</p>	
<p>Develop the use of coaching and mentoring to develop teaching & learning:</p> <ul style="list-style-type: none"> • Implement professional development policy practices for each staff member • Regular opportunities for coaching from line managers and senior staff including from HET • Individualised professional development links to individual coaching and mentoring 	<p>EEF: Effective Professional Development: <i>Motivate staff</i></p> <ul style="list-style-type: none"> - Setting and agreeing on goals - Presenting information from a credible source - Providing affirmation and reinforcement after progress <p>EEF Guidance for effective coaching:</p> <ul style="list-style-type: none"> • Offer support in a constructive, collaborative manner • Help teachers take control of their professional development, while at the same time providing appropriate challenge • Have the trust and confidence of teachers and regularly engage with school leaders <p>https://files.eric.ed.gov/fulltext/ED591448.pdf</p>	All
<p>Monitor and evaluate the effectiveness of teaching and learning</p> <ul style="list-style-type: none"> • Learning walks • Lesson drop ins • Shared observations • Team teaching • Book scrutiny 	<p>EEF: Effective Professional Development: <i>Develop teaching techniques</i></p> <ul style="list-style-type: none"> - Instruction - Social support - Modelling - Monitoring & feedback <p>Embed Practice</p> <ul style="list-style-type: none"> - Providing prompts and cues 	1, 6,7

<p>Termly progress meetings to be held with all teachers with a focus on the achievement of all PP children.</p>	<ul style="list-style-type: none"> - Prompting action planning - Encouraging monitoring - Prompting context specific repetition <p>Provide guidance on how participants can adapt professional development. Pro-programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised</p> <p>A School's Guide to Implementation guidance report Education Endowment Foundation</p>	
<p>Subscriptions and ongoing CPD from RWI:</p> <ul style="list-style-type: none"> • Direct training from Phonics specialists including for children in EYFS. • Monitoring and review of Phonics provision. • Support with resourcing. 	<p>In 2024 PSC 91% pass rate in Year 1 who had been taught using the RWI programme.</p> <p>Research based project within London borough Newham demonstrated accelerated progress for schools using the RWI scheme when compared to National data between 2012 -2017.</p>	1, 6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Same day, in-class targeted intervention:</p> <ul style="list-style-type: none"> • Pre-teach/catch up approaches • Dynamic support in class in response to need • Implementation of pupil support scale for TAs <p>Targeted group teaching: Regular and explicit RWI Fast Track phonics catch up for pupils who have not passed screener or who are not on track.</p>	<p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (Recommendation 5 and 6 for effective use of TAs in delivering structured interventions out of class; recommendation 7 ensure explicit connections are made between learning from everyday classroom teaching and structured interventions)</p> <p>EEF: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p><i>School focus is on support within lessons with interventions outside of class only being applied with relevant evidence of impact.</i></p>	1,6,7
1:1 Tuition for Year 6 Children delivered by class teachers, English Lead and highly skilled TAs.	<p>EEF One to one Tuition:</p> <ol style="list-style-type: none"> 1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one 	1,6,7

	<p>have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Specific reading, phonics and maths intervention programmes led by teachers and TAs, including:</p> <ul style="list-style-type: none"> • Herts for Learning intervention. • Daily reading with matched reading books/ targeted reading intervention • RWI Fast Track Phonics Intervention • Speech and language intervention/programmes • Number sense • Success @ Arithmetic intervention • 1stClass@Number • Phonological Awareness Group 	<p>EEF: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>Interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>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. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Specific evidence of impact for each intervention applied.</p>	
Implementation of Early Talk Boost programme	<p>Evaluation report 2015 – key findings demonstrate on average children with delayed language development, make 6 months progress, after the 9-week intervention, with their language skills.</p> <p>early-talk-boost-evaluation2015-1.pdf</p>	1,7
<p>Impact initiative for reading for pleasure;</p> <ul style="list-style-type: none"> • Establish leadership • Complete detailed training programme • Specific intervention for PP children to 	<p>Evidence from 2024 demonstrates a decline in the % of school aged children choosing to read for pleasure to its lowest level.</p> <ul style="list-style-type: none"> • Evidence suggests that there is a positive relationship between reading fre- 	1,7

<p>promote love of reading</p> <ul style="list-style-type: none"> • Structured class intervention to promote love of reading • Resourcing of books linked to interest of child 	<p>quency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <ul style="list-style-type: none"> • Reading enjoyment has been reported as more important for children's educational success than their family's socioeconomic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). • International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). • Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). • Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006) 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective attendance systems:</p> <ul style="list-style-type: none"> • Training for attendance officer – updating systems and practices for attendance • SLT and attendance officer- 4 weekly attendance 	<p>DfE: Working together to improve school attendance (August 2024):</p> <p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover,</p>	2

<p>monitoring schedule and follow up actions</p> <ul style="list-style-type: none"> • Pastoral support to improve attendance • Effective attendance systems and interagency partnerships support good attendance for children eligible for PP. • Direct support including home visits where required to promote positive attendance. • Variety of rewards and affirmations for positive attendance 	<p>the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).</p> <p><u>Working together to improve school attendance (applies from 19 August 2024)</u></p>	
<p>Provide a range of pastoral interventions through trained staff including EL-SAs.</p> <p>1:1 intensive support following concerns being raised in relation to well-being of a child.</p> <p>Structured interventions in key aspects of emotional support. Priority access to PP children.</p> <ul style="list-style-type: none"> • Trauma informed approaches to be used, including BRPs • Meet and greets • Daily check-ins • Liaison with parents • Social Thinking group • ZOR additional sessions and re-sourcing 	<p>EEF:</p> <p>Alongside academic outcomes, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <ul style="list-style-type: none"> • Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months). 	<p>2,3</p>

Close partnership work with a range of outside agencies. Direct parental support and guidance.		
Implement whole school vision and learning muscles to promote inclusivity.	EEF – Supporting school attendance highlights the importance of building a culture of community and belonging for pupils.	2,3
Implement forest school intervention to support SEMH needs of key pupils receiving the PP grant <ul style="list-style-type: none"> Weekly intervention or 6-week block 	Breeze forest school programme 2018-2021 Evaluation report highlights the impact of a forest school's approach to support the needs of children and young people with social and emotional difficulties (Newcastle university 2022). Breeze-Executive-Summary-2022.pdf	3,4,5
Ensure equal access to extra-curricular clubs and activities. <ul style="list-style-type: none"> Establish responsibilities Set vision for all PP children to access to support belonging and engagement Organise and implement a wide range of extra-curricular activities Including a direct response to Pupil voice 	An unequal playing field: extra-curricular activities, soft skills and social mobility (2019) -qualitative data showed that extra-curricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.	2,3,5
Ensure equal access to all school trips and residential experiences <ul style="list-style-type: none"> Provide financial support for all trips and activities where required Provide subsidies for equipment where these are a barrier to attendance on trips 		2,3,5

Total budgeted cost: £ 81,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please note that a change of leadership was implemented in April 2024

Attendance

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Children who are eligible for Pupil Premium achieve in line with national attendance figures.

GAPS in overall attendance between PP and non-PP remain significant in every year group across the school. Overall attendance for the school in 2023 – 2024 was 94.4%, for PP pupils this was 90.3%. This figure is below the national attendance figure for 2022-2023 for PP children which was 91.5%.

- To reduce the % of children who are eligible for PP that become persistent absentees.
- Children who are eligible for Pupil Premium achieve in line with, or below national PA attendance rates.

In 2022-2023 academic year, 31% of pupils eligible for PP were persistently absent. During 2023-2024 this figure rose to 38.5%. This is above the national figure for PP children from 2022-2023 which was 21.2%.

Quality First Teaching

For children who are eligible for Pupil Premium (PP) to make accelerated progress from their starting point, ultimately achieving in line with, or above national outcomes.

- Children who are eligible for PP in the EYFS make accelerated progress.

100% of PP pupils made progress across the Early Years framework however only 1 out of 4 children achieved GLD.

- Children who are eligible for PP in Year 1 to achieve in line with national during the PSC.

In 2023-2024, 100% of PP pupils in Year 1 achieved the standard in the PSC.

- Children who are eligible for PP in Yr2 who did not meet the expectation in the PSC, will pass at the end of KS1.

In 2023-2024, 100% of PP pupils retaking PSC in Year 2 achieved the standard.

- For PP children to achieve in line with national for combined RWM across Key Stage 2.
- For PP children to achieve in line with national for Reading, Writing and Maths at the end of Key Stage 2.

2023-2024	R	R EXC	W	W GDS	GPS	GPS EXC	M	M EXC
All	85	40	86	11	78	29	85	35
PP	78	22	67	0	78	11	78	22
National 2023	73		71		72		73	
PP Progress (FFT)	+0.8		0.0		-0.4		+3.9	

- Early identification of learning gaps is highlighted at key tracking points (termly) and data shows either gaps are being addressed as the year progresses, or robust intervention plans are implemented

Data reports completed for Summer Term focused on achievement for PP pupils identified GAPS and have fed into target setting for 2024-2025.

SEND

For pupils who have SEND and are also eligible for PP to make accelerated progress, diminishing the gap.

- Individual targets are achieved.

IEP's and EHCP documentation demonstrate that individual targets set for PP children on the SEND register have been achieved.

- Learning walks and learning scrutinies demonstrate that learning is being adapted to meet the needs of pupils who have SEND and are also eligible for PP.

- Assessments demonstrate good progress for pupils who have SEND and are also eligible for PP.
- Intervention markers demonstrate progress pupils who have SEND and are also eligible for PP.

In KS2, SEND Support pupils (from FFT data analysis) made +0.7 progress in Reading, +1.1 progress in writing, +2.1 progress in maths. Progress has also been evidenced for SEND pupils across the school, but is inconsistent.

SEND Adaptive teaching and provision for SEND has formed a key strand as part of the school development plan for 2024-2025.

Externally provided programmes

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

Programme	Provider
Forest schools	Poole Forest School
Extracurricular activities	Total Sports Handball
Pastoral Support	Hamish & Milo

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- The pastoral team supported service pupils in group work and focused activities/trips across the year. This has been redeveloped since the pandemic.
- Where appropriate, 1:1 pastoral support work has been provided.

The impact of that spending on service pupil premium eligible pupils

Service pupils have experienced a range of activities and support from the Pastoral team across the year. This has enabled them to share experiences and build a team of support around them within school. Identified pupils have received more focused individual support tailored to meet their pastoral needs.