

Pupil premium strategy statement – St Luke and St Philip’s Primary Academy

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	206
Proportion (%) of pupil premium eligible pupils	54.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/24 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Samantha O’Connell
Pupil premium lead	Ann Webster
Governor / Trustee lead	Alec Johnstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£171,290

Part A: Pupil premium strategy plan

Statement of intent

In line with our school vision and Christian values, our aim is for all disadvantaged children, regardless of background, to

- achieve to their fullest potential,
- experience a curriculum which broadens their horizons and aspirations,
- be fully included in all aspects of school life,
- develop the necessary skills of resilience, confidence and independence to thrive socially and emotionally in the community,
- flourish; having happy and settled home and school lives.

This includes supporting children who are underachieving, challenging those who are attaining at a high level and supporting children's families to engage with their education, promoting high aspirations.

Our approach is based on

- diagnostic assessment
- external research
- a deep understanding of our local community, our school and our families' needs.
- We recognise that, although more than 50% of our families qualify for free school meals and pupil premium funding, actually 90% of our families are living in areas classified as the bottom 20% nationally for deprivation, with 66% of families being in the bottom 5% nationally (Index of Deprivation). Therefore, we strive to support all our children as much as possible, acknowledging that the strategies that are successful for supporting disadvantaged children, are successful for all.

Challenges

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

Challenge number	Detail of challenge
1	Children beginning school in Reception with below ARE language acquisition.
2	Poor knowledge and understanding of vocabulary across school.
3	A lack of external experiences, meaning a limited understanding of the curriculum at baseline.
4	Children's attainment in reading, writing and maths not in line with National expectations.

5	The long-term impact of COVID and periods of isolation on children's social, emotional and physical development, leading to an increase in challenging behaviours.
6	Mental health and wellbeing needs for some children and their families.

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
Language acquisition of disadvantaged children develops to be within age appropriate expectations.	<ul style="list-style-type: none"> Assessments by Speech and Language Therapist and Wellcomm assessments across school show a changing trend in children's language acquisition, with increased numbers of children achieving ARE, following specific intervention. Increased language acquisition evident in children's work and in their oracy skills.
Attainment is raised across the curriculum in core and foundation subjects, with 75% achieving ARE.	<ul style="list-style-type: none"> Year 1 children to achieve at least the national average expectation for the phonics screening test. Year 4 children to achieve the national average expectation in the multiplication tables check. Children in KS2 to achieve the national average expectations in the SATs tests. In-house teacher assessment data in all year groups to be in line with national expectations. Children demonstrate retention of knowledge, through pupil conferencing and evidence in books. Knowledge learnt is applied in enquiry based lessons, demonstrating a deeper understanding of the curriculum.
Children displaying positive behaviours around school	<ul style="list-style-type: none"> Numbers of disadvantaged children displaying challenging behaviours is reduced. Percentage of positive behaviour across school to be at least 90% in each class, each month, as reported on Classdojo.
To develop the children's character (resilience, independence, confidence) in preparation for their future.	<ul style="list-style-type: none"> Children's work in their books shows they have an understanding of metacognition and will choose the strategies that work best for them. Children can confidently express themselves in class and around school. Children's independence with completing work and reasoning skills is evident in books and the way they engage with others. Children show perseverance and resilience throughout the school day eg with tricky tasks or situations.

	<ul style="list-style-type: none"> • A reduction in behaviour difficulties during unstructured times (eg on the playground)
A reduction in the numbers of persistent absences, to be in line with school target of 96%	<ul style="list-style-type: none"> • All children in line with the target of 96%. • Children struggling with persistent absence difficulties work with the Head Teacher and Pupil Wellbeing Lead, accepting support where needed.
Children and their families to be in good mental health with a positive impact on wellbeing.	<ul style="list-style-type: none"> • Children and parent/carers questionnaires indicate positive mental health and wellbeing. • Parent/carers questionnaires and comment slips indicate their child is happy in school. • Children can speak positively about their mental health in PSHEC lessons and throughout the curriculum. • Children and their families know where to go to get support if needed. • Numbers of families engaging with school and the Pupil Wellbeing Lead. • Attendance at Parent/Carer support workshops eg the Henry programme, the Pasta Project

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: £ 76,385.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education consultant (Athena) working with Senior Lead Team with a focus on developing instructional coaching techniques to support staff development, AfL, questioning to provide challenge and curriculum development.	The purpose of instructional coaching is to improve teachers' instructional practices to create more effective lessons and increase students' achievement. Continuing on from training from the Ambition Institute, SLT members and subject leads will adopt instructional coaching techniques to enhance the ability of others. This approach also upskills other staff members in leadership techniques and supports retention of staff. EEF - Using pupil premium guidance for school leaders	1, 2, 3, 4

EYFS Lead completing Step into Quality award through Lancashire CC, to create a skills based progressive curriculum, linking with Birth – Five Matters, and a key person system to ensure high quality interactions.	https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions research evidence tells us that high-quality early education is one of the best ways to ensure that children can thrive and succeed in school and beyond, regardless of their background.	1, 2, 3, 4
Continued CPD on the curriculum – subject leads to develop MTPs for all classes, ensuring consistent approaches and providing depth and quality of knowledge of skills for all teachers. Support from Geography and History consultant.	The National College states that <ul style="list-style-type: none"> Continuing CPD not only helps educators to keep pace with current standards, but also ensures school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes. Teacher CPD enables growth of the school; it underpins achievement of the school vision and ensures all school staff and teachers are working towards a common purpose. CPD increases teacher motivation, confidence and commitment to teaching; CPD ensures that all teachers and school staff are compliant with DfE and Ofsted's requirements, which is particularly pertinent as legislation continues to change and evolve. 	1, 2, 3, 4
Lancashire consultants continuing to deliver programme of CPD throughout the year to develop English - writing.		1, 2, 3, 4
CPD for all class teachers from yr1 to 6 - Ashley Booth on whole class reading and guided reading		1, 2, 4
Training and delivery of the Mentoring programme for Early Career Teacher	The EEF guidance advocates supporting the recruitment and retention of teaching staff as an effective approach to implement, providing cover time to undertake professional development and to mentor the ECT using instructional coaching techniques.	1, 2, 3, 4, 5, 6
Read Write Inc phonics for all children in Reception and	The Education Endowment Foundation (EEF) EEF Teaching and Learning Toolkit highlights phonics as having a high impact for very low cost based on	1, 2, 4

KS1, through streamed classes.	very extensive research, with 5+ months progress made.	
Read Write Inc development and training days - CPD for the Reading Lead and all staff who deliver RWI.	The EEF - Using pupil premium guidance for school leaders . advocates developing high-quality teaching and professional development to support DfE validated programmes as an effective approach to using Pupil Premium Funding.	1, 2, 4
Learning Support Assistant (LSA) in each class every morning supporting maths and English.	Following the guidance report from the EEF - Making Best Use of Teaching Assistants our LSAs support the children's learning in Maths and English in every class in KS2, and Maths in KS1, with a focus on academic progress, metacognition and promoting independence.	1, 2, 4

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

Budgeted cost: £ £35,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Bubble Speech and Language Therapist	Weekly access to a speech therapist ensures quick assessment of need, interventions to address specific needs and referral to NHS support. Whole class strategies for the communication friendly classroom.	1, 2, 4
Staff training for all LSAs on communication friendly strategies and interventions being run in school.	EEF - Making Best Use of Teaching Assistants advocates clear communication between class teachers and teaching assistants to ensure consistent approaches are used.	1, 2, 4
A tiered approach to speech and language support across school - NHS individual programmes, S&L intervention groups, EALIP intervention for those with EAL needs, whole class communication-friendly strategies	75% of children on the SEND register have speech and language difficulties. The EEF guidance advocates targeted intervention to support language development. The support is based on Speech Therapy assessments to deliver personalised programmes, the Wellcomm S&L assessment completed with every child across school and EALIP assessments for those with EAL learning needs. Currently 41 children across school are supported with either individual or group programmes. Children are assessed at	1, 2, 4

	the beginning and end of each intervention to track progress.	
Gross Motor Skills interventions	<p>According to the Blackburn with Darwen Graduated Response, pupils with specific learning difficulties including motor skills difficulties may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas.</p> <p>Pupils may also have problems with short-term memory, with organisational skills and with coordination.</p> <p>At least 10% of children in each class have been assessed to have gross motor skills difficulties.</p> <p>The majority of Reception class are at the emerging or developing stage for the basic fundamental movement skills, with 33% of Year 1 still at the developing stage and requiring additional sessions.</p>	4, 5
Targeted individual or small group support from the class LSA	From Pupil Progress meetings held throughout the year, children are identified and targeted for small group or individual support, based on their needs e.g Precision Teaching, additional phonics.	1, 2, 4

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

Budgeted cost: £48,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind programme to help children understand and regulate their emotions.	Science based programme endorsed by the NHS. An increase in individual children's difficulties with social and emotional wellbeing, leading to behaviour difficulties, predominantly with vulnerable children. SEND Support and EP advice promoting the nurture/relational approach. Teachers and children being educated about the amygdala and how it impacts on fight, flight, freeze.	5, 6
Parent classes and support groups - The Henry Programme,	9 Looked After Children across school, from 7 families. Increased from 4 last year.	5, 6

<p>The Pasta Project, SEND parent support groups</p>	<p>Actions for families supported either through a CAF or by Social Care identifies that parents and carers would benefit from support in managing and leading healthy lifestyles, for themselves and their children.</p> <p>The cost of living crisis is impacting on parents and carers abilities to provide healthy and nutritious meals on a budget.</p> <p>Through formal review meetings and informal discussions with the SENCO, parents of children with SEND needs (in particular ASD) are feeling isolated and in need of support.</p>	
<p>A tiered approach to supporting children's mental health and wellbeing -</p> <ul style="list-style-type: none"> ● 1:1 sessions with the School Counsellor ● Social skills intervention groups (LSA) and 1:1 Nurture intervention (Pupil Wellbeing Lead), using Talkabout for Children - Developing Self Awareness and Self Esteem programme. ● The 1:1 Assertive Mentoring programme (Behaviour Lead) supports individuals in KS2, focusing on attitudes to learning, raising self-esteem, confidence and resilience. ● Completion of NHS wellbeing questionnaire for Yr 6 ● Children in years 5 and 6 accessing Kooth 	<p>According to The Children's Society https://www.childrensociety.org.uk/, in the last three years, the likelihood of young people having a mental health problem has increased by 50%. The Good Childhood Report 2022 shows that children's happiness continues to decline. Five children in a classroom of 30 are likely to have a mental health problem.</p> <p>Whole school staff training from Blackburn with Darwen Educational Psychology Service on Childhood Trauma and the impact.</p> <p>Individual staff trained through MHFA on awareness of mental health for children and adults and how best to provide support.</p> <p>Through analysis of behaviour records, following advice from both Blackburn with Darwen SEND Support Advisory Teachers and the Speech and Language Therapist, and children supported by a CAF or Social Care, it has been identified that a number of children across school require additional intervention to support their mental health and wellbeing.</p> <p>The questionnaire allows children to have a voice and then access support afterwards if required.</p>	<p>3, 4, 5, 6</p>

	<p>PSHEC is taught weekly. Staff personalise PSHEC lessons where necessary to address issues raised from the questionnaire, individual concerns that are raised and advice from external professionals.</p> <p>Kooth provides effective and personalised online mental health care. Parents are informed and invited to be involved in all aspects of their child's personal development.</p>	
Pupil Wellbeing Lead (PWL) family support	<p>Following the Keeping Children Safe In Education document KCSIE DfE 2023, staff record any concerns on MyConcern. From these records, families are supported with early intervention from the PWL, under a CAF or Social Care.</p> <p>This helps families to address actions ensuring their children are safe, and ensures children and families know where to get support from if they need it.</p>	1, 2, 3, 4, 5, 6
PWL - attendance officer, ensuring persistent attendance issues are addressed.	<p>Education Hub DfE data shows that</p> <ul style="list-style-type: none"> • Pupils with higher attainment at KS2 had lower levels of absence over the key stage compared to those with lower attainment. • Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent. • Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard. <p>The PWL monitors attendance daily, and ensures -</p> <ul style="list-style-type: none"> • Rewards for regular attendance, • Parents invited into school for support meetings if attendance drops below 90%, 	1, 2, 3, 4, 5, 6

	<ul style="list-style-type: none"> • further meetings with the HT and link governor to offer support for persistent absentees • External support if required for persistent absences from Children's Services. 	
Subsidising school trips and the KS2 residential.	Linking with the School Development Plan and providing essential cultural capital, school aims to provide experiences focusing on developing team building, resilience, confidence and independence. This is through experiences incorporated within the curriculum, school trips (such as the whole school visit to a local theatre production) and the upper KS2 residential trip to Winmarleigh.	3, 5, 6
Providing school uniform, PE kit	School provide children with PE kits so all can take part in lessons. We have a 'New to You' school uniform system where parents can get the correct school uniform for their child for a minimal donation or for free if needed. This ensures all children feel part of the family of St Luke and St Philip's.	5, 6
Subsidising Breakfast Club/providing toast/breakfast bars and school lunches.	Breakfast Club is subsidised alongside being supported by Magic Breakfast. Other food schemes such as free toast for all children during playtime, free breakfast bars and lunchtime meals being subsidised ensures all children's basic essential need of not being hungry is met.	5, 6

Total budgeted cost: £160,323.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1	Success criteria
<p>Language acquisition of disadvantaged children develops to be within age appropriate expectations.</p>	<ul style="list-style-type: none"> ● Assessments by Speech and Language Therapist and Wellcomm assessments across school show a changing trend in children’s language acquisition, with increased numbers of children achieving ARE, following specific intervention. ● Increased language acquisition evident in children’s work and in their oracy skills.
<p>Autumn 2023 - 66 children were on the Speech Bubble caseload (31% of all pupils), identified through Wellcomm assessments and more detailed speech therapist assessments.</p> <p>Interventions covered language skills of vocabulary, receptive language, expressive language, narrative skills, working memory and social communication skills. (An additional 13 children have individual NHS speech and language programmes and are supported by staff in school.)</p> <p>Summer 2024 – after intervention, 43 children on the Speech Bubble caseload (20% of all pupils), with 23 children discharged due to making progress and working within age related expectations.</p> <p>Teachers and Subject Leads report pupils having a growing knowledge of vocabulary during lessons and pupil progress meetings. However, in the Ofsted report (Oct 24) it was found that ‘some pupils in key stage 2 have gaps in their understanding of important vocabulary. While pupils can read many of the words, they do not know what they mean. Therefore, some pupils struggle to understand the important information in the texts that they read. This limits their comprehension and how well prepared they are for the next stage of education.’</p>	
Outcome 2	Success criteria
<p>Attainment is raised across the curriculum in core and foundation subjects, with 75% achieving ARE.</p>	<ul style="list-style-type: none"> ● Year 1 children to achieve at least the national average expectation for the phonics screening test. ● Year 4 children to achieve the national average expectation in the multiplication tables check. ● Children in KS2 to achieve the national average expectations in the SATs tests. ● Children demonstrate retention of knowledge, through pupil conferencing and evidence in books. ● Knowledge learnt is applied in enquiry based lessons, demonstrating a deeper understanding of the curriculum.

2023/ 2024 EYFS GLD and Y1 Phonics test with comparisons to 2022 school and national

	2023/2024		2022/2023		2022 national
	No / 30	%	No/30	%	%
EYFS GLD	15	50	15	50	65.2
Y1 Phonics	18	60	19	63	75
Y2 Phonics retake 11 children retook the test	7	64	12	80	

Y1 Phonics

This % is almost 100% more than what was predicted initially in the autumn term. With an additional 3 children who were 3 marks off passing.

5 / 30 children - 5 EHCPs - 3 x children ASD diagnosis working below nursery / reception level, 1 x speech and language disorder, 1 x complex SEMH with behaviour needs and delayed speech and language.

Y 2 Phonics (retake)

1 x child EHCP - speech and language disorder

2 x children – on SEND register for SLCN and SEMH

1 x child new to school - within year new arrival to England

87% are now off the RWI programme

Children who did not pass will still be assessed throughout year

23/24 Year 4 Time Tables Test

	25/25	24+/25	23+/25	22+/25	21+/25	20+/25
2023 No/30	7chn	12 chn	14chn	17 chn	18 chn	18 chn
2023 %	23%	40%	47%	57%	60%	60%
2022/23 30 chn	3chn/12%	5chn/20%	11chn/44%	11chn/44%	14chn/56%	16chn/53%

4 more children have scored full marks than last year.

60% scored 20+ this year compared to 53% this year.

Rapid recall of number facts and times tables is vital lower down the school in order for more children to gain full marks and is to be high priority on ADP and appraisal targets in 24/25.

2023 Key Stage 2 writing with reading, maths and combined RWM

Test Results

Y6	Working at Expected Standard (EXS) + 2023/24		Av scaled score	(EXS+) 22/23	Nat EXS + 2023	Working at a higher standard 23/24		Working at a higher standard 22/23		Nat Higher standard 2022
	No.	%				No.	%	No.	%	
Reading	13	45	99.6	47	74	4	14	2	7	28
Writing	16	55		63	72					13
GPS	17	59	101.6	53	72	2	7	3	10	28
Maths	15	52	99.4	43	73	2	7	3	10	22
RWM	11	38		37	61					7

Teacher Assessment

Y6	Working at Expected Standard (EXS) + 2022/23		Av scaled score	(EXS)+ 22/23	Nat EXS + 2022	Working at a higher standard 2023		Working at a higher standard 22/23		Nat Higher standard 2022
	No.	%				No.	%	No.	%	
Reading	16	55		58	74	5	17	7	24	28
Writing	15	52		41	72			2	7	13
GPS	16	55		62	72			2	7	28
Maths	13	45		53	73	1	3	5	17	22
RWM	13	45			61					7

1 child with EHCP with Autism, Dyspraxia and ADHD.

- Additional 8 children (27%) SEND register - speech and language being the main area of concern.
- 5 children requested and approved for special consideration - due to personal circumstances i.e. bereavement, domestic violence.
- Predictions and KS2 tests are accurate
- 1 child started year 5 with very little English and is included within the results.
- 12/ 30 (40%) attended St Luke and St Philip's from Reception class. 50% made expected progress, 50% made better than expected progress.

	Reading %/no.		Writing %/no		Maths %/no	
	ARE+	GDS	ARE+	GDS	ARE+	GDS
Y1	73% / 22 chn	13% / 4 chn	63% / 19 chn	3%/1 child	60% / 18 chn	
Y3	70% /21 chn	7%/ 2 chn	47% / 14 chn	0	80% / 24 chn	17% / 5chn
Y4	76% / 23 chn	3% / 1 child	66% / 20 chn	3%/1 child	80% / 24 chn	3% / 1 child
Y5	53% / 16 chn	7% / 2chn	53.3% /16 chn	0	63% / 19 chn	17% / 5chn

Outcome 3	Success criteria
Children displaying positive behaviours around school	<ul style="list-style-type: none"> • Numbers of disadvantaged children displaying challenging behaviours is reduced.

- Percentage of positive behaviour across school to be at least 90% in each class, each month, as reported on Classdojo.

For the majority of our children, behaviour continues to remain stable across school. The SIAMs (February 2024) report highlighted the good behaviour of our pupils – ‘Behaviour is a strength of the school. Pupils show the utmost respect for each other and for the adults in the school.’

Spring term 24- 83.6% good points awarded on Classdojo

Summer term 24 - 86.6% good points awarded on Classdojo

However, the number of children struggling with SEMH needs is increasing, predominantly due to social care factors. The Inclusion Manager has been working with advisory teachers and staff from the Virtual School looking at nurture provision for individual children. Social skills groups are run, predominantly in KS2. Nurture training for all staff is being planned for next academic year and training from Team Teach and Jason Bangbala (behaviour consultant) is to be incorporated into the behaviour policy to fine tune the positive behaviour strategies already in place.

Outcome 4	Success criteria
To develop the children’s character (resilience, independence, confidence) in preparation for their future.	<ul style="list-style-type: none"> • Children’s work in their books shows they have an understanding of metacognition and will choose the strategies that work best for them. • Children can confidently express themselves in class and around school. • Children’s independence with completing work and reasoning skills is evident in books and the way they engage with others. • Children show perseverance and resilience throughout the school day eg with tricky tasks or situations. • A reduction in behaviour difficulties during unstructured times (eg on the playground)

Pupil conferencing led by Subject Leads found children could talk with a level of confidence across the breadth of subjects; giving explanations of methods chosen, experiments carried out and making some links with other subjects.

Classes have completed the Outdoor and Adventurous activities in PE (half term units) which incorporate the above skills through a range of challenges. Teachers feel the children are now working better as a team during the sessions and this has been transferred back into the classroom; pupils are willing to help each other (eg peer coaching when editing and improving). Children are persevering more with tasks which are quite challenging, and are determined to complete them, whilst encouraging each other.

Outcome 5	Success criteria
A reduction in the numbers of persistent absences, to	<ul style="list-style-type: none"> • All children in line with the target of 96%. • Children struggling with persistent absence difficulties work with the Head Teacher and Pupil Wellbeing Lead, accepting support where needed.

be in line with school target of 96%

ATTENDANCE	AUTUMN	SPRING	SUMMER
Actual attendance against target of 96%	92.1%	92.7%	92.9%
Number of authorised and unauthorised absences	3.51% Authorised 3.59% Unauthorised	4.8 % Authorised 2.4 % Unauthorised	3.8% Authorised 3.3% Unauthorised

Attendance Impact Statement 23/24

Overall against 22/23 (85.33%) there has been a + 7.17% increase with 92.5% of children attending school in 23/24. This is 0.5% lower than the National Average 93%.

Persistent Attendance against 22/23 (27.23%) there has been a - 4.76 % decrease with 22.47% P.A. in 23/24. This is above National Average of 20.7%

One noticeable difference is that in 23/24 children our Free School Meal children attended more regularly - (92.95) than Non FSM (91.9%) - difference of 1.05%.

In 23/24 there was very little difference between boys and girls attendance compared with 22/23.

The Ofsted report (October 24) stated: 'Previously, too many pupils have been absent from school. The school has put in place a range of effective strategies that have reduced the number of pupils who are persistently absent.'

Outcome 6	Success criteria
Children and their families to be in good mental health with a positive impact on wellbeing.	<ul style="list-style-type: none"> Children and parent/carers questionnaires indicate positive mental health and wellbeing. Parent/carer questionnaires and comment slips indicate their child is happy in school. Children can speak positively about their mental health in PSHEC lessons and throughout the curriculum. Children and their families know where to go to get support if needed. Numbers of families engaging with school and the Pupil Wellbeing Lead. Attendance at Parent/Carer support workshops eg the Henry programme, the Pasta Project

Since September we have seen an increase in the amount of safeguarding cases within school and this is reflected throughout the borough. Financial hardship is definitely an area which is causing concern and this then links to reports / referrals around neglect and mental health issues. Since September we have seen an increased amount of referrals for the Foodbank and requests for beds and white goods within our low income earning families.

We continue to sign post the families to the Hardship Fund, discretionary housing payments and fuel vouchers. We have also been able to refer families to the Emergency Essentials Fund and Household support scheme, and help with beds for the children.

Also some of our vulnerable families continue to access the Foodbank for help and support with food and gas and electric top ups. Debt advice is also offered to the families.

6 parents with their children attended the Pasta Project, learning about cooking healthy and affordable meals.

5 parents attended weekly family Zumba sessions.

The October 24 Ofsted report states – ‘Pupils value the different trips that they experience. These include visits to outdoor adventure centres, the library and orchestral performances. The school ensures that many pupils access the range of clubs that it offers. These vary from family Zumba, martial arts, through to American football. Charitable activities, such as fund raising for a local hospice, help pupils to develop their understanding of empathy.’

Speech and Language - our school therapist has met with 30 parents of children who are undertaking the speech and language interventions in school. The therapist, has talked to parents about the programme and given activities to be completed at home. This approach has been very successful and the general feedback has been very positive.

EAL - Our EAL lead has met with 5 parents of children who are receiving EALIP sessions in school. Parents looked at their child’s progress and discussed applying their skills at home. Again, very positive feedback has been given.

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
Read Write Inc	Ruth Miskin
Oracy training	Voice 21