Pupil premium strategy statement 2022- 2025 (Redrafted 2024)

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	**Hamworthy Park Junior School**
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	170 PPG (37%) 114 FSM (25%) 55 Service (11%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-2025 (Revised 2024)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Susannah Hill
Pupil premium lead	Susannah Hill & Andrea Williams
Governor / Trustee lead	Cherry Bailey, Inclusion Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year: Service premium generated £16,640 and a separate strategy is found on our website.	£195,545

Part A: Pupil premium strategy plan

Statement of intent:

In line with our ethos, 'every child, every day, every possibility', our intention is that all pupils, irrespective of the challenges they may face in their lives, make good progress and achieve well across all subject areas and thrive as young citizens. The focus of our pupil premium strategy is to support pupils experiencing disadvantage, to achieve those goals.

We take into careful consideration the various challenges faced by vulnerable pupils. We consider each child as an individual, with their own unique personality, characteristics, successes and challenges. This is the starting point when planning provision for each of our pupils- treating each child as an individual and ensuring the offer they receive supports them fully, whether they are disadvantaged or not.

High-quality teaching, within the classroom, which enables children to thrive and encourages good attendance, are the foundations of our approach. These are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all children. Our approaches are designed to support all our pupils, through a high-quality universal offer for all, with a particular focus on 'every child a reader' by Year 3. This core driver is the bedrock of our strategy within classroom teaching and targeted interventions.

Challenges: This details the key challenges to achievement that we have identified among our pupils experiencing disadvantage.

	Detail of challenge
1	Historical data indicates that **attendance** for PP pupils has been lower than all pupils. In 21-22 PP attendance was 92%; in 22-23 PP attendance was 92.9%; 23-24 PP was 91.4% (Whole school- 93.5%).
2	Assessments, observations, and discussions with pupils indicate underdeveloped **oracy skills and vocabulary** gaps amongst pupils who have experienced disadvantage. This is evident when pupils enter the Infant School- many pupils identified with reduced language acquisition and vocabulary and are still in need of support with their communication and language, phonics, reading, and writing in KS2.
3	The number of families experiencing increasing levels of **poverty** following the rising cost of living, has increased. This potentially impacts on pupil's opportunities, their lived experiences and their social and emotional well-being.
4	Due to the increase in **social disadvantage** and the need for families to access mental health teams and social care support, many children are experiencing Adverse Childhood Experiences and many of the vulnerabilities in Keeping Children Safe in Education. This is affecting pupils' social & emotional wellbeing.
5	**Turbulence** continues to be a challenge- in 21-22 there were 31 children in-year starters and leavers, and 68 the previous year. In 22-23, there were 13 starters (7 PP) and 19 leavers (11 PP). IN 23-24 there were 46 in year starters/ leavers.

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
• Children who are eligible for PPG have good **attendance** (at least national expectations), in particular children eligible for FSM	• Children eligible for FSM are prioritised for focused **attendance support** and therefore attendance is at least national which ensures pupils are able to access regular education • Effective **attendance systems and interagency partnerships** support good attendance for children eligible for PPG
• **Quality first teaching and effective targeted intervention** enables children who have not met KS1 expectations in phonics and reading to attain age related expectations by the end KS2, in order to be ready for secondary education	• High **quality first teaching** in the Reading best enables children to make diminish the gap • Early identification of learning gaps are addressed through quality first teaching & effective **assessment** • Early identification of barriers are addressed in order to enable children to **access learning** more effectively • Effective **recovery and interventions** for phonics and reading enable children to diminish the gap • Teaching and targeted intervention enable **every child to read fluently** by the end of Year 3
• Children and families are receiving support which impacts positively on their **well-being,** through accessing **enrichment activities** and **pastoral support** in school.	• All children will access **extra-curricular activities,** over time, that inspire them to develop a broader range of skills - gardening, cooking, sports, biking, as well as those developed through community events - such as fundraising and choir performances • Children, who display a musical talent and interest, will be enabled to access **musical tuition** • Children are supported to attend **additional school experiences** such as residential trips and competitive sports events • Children are provided opportunities to develop their **leadership skills** and levels of responsibility • All children eligible for FSM are prioritised for **swimming** lessons, to ensure positive outcomes by the end of KS2
• Good communication and support structures are in place, with **partnership working**, between school and external agencies which impacts on pupils' **wellbeing,** and their **mental health.**	• Effective school **mental health and well-being** systems continue to impact on pupils' wellbeing & the school's wellbeing surveys indicate this • **Early identification** of needs enables our team to rapidly engage with internal /external support programmes and services • **Multi-agency partnerships** effectively support children and their families
• Smooth **transitions** and targeted support enables **'in year'** access children, including forces children, to make at least expected progress.	• **Effective transition** systems, including assessment & on-boarding, are in place for pupils joining in-year. This includes timely liaison with schools and services supporting the child. • Children can rapidly access **pastoral and attendance** support when needed • Effective **quality first teaching** rapidly identifies barriers to diminish the gaps and ensure at least expected progress for pupils with attendance concerns or those who join the school in-year.

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

Teaching (for example, CPD, recruitment and retention): Budgeted cost: £97,772.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistent approaches to delivering **high quality teaching** & learning, underpinned by research led theory, alongside the development of **assessment & feedback**, pupil metacognition and self-regulation, through**:** • INSET and weekly teacher cpd sessions focusing on embedding our Teaching & Learning handbook, ensuring high quality teaching for all • Investment in cpd for teaching team & senior leadership team through Jonathan Hannam • Supporting the recruitment and retention of teaching staff, by providing cover time to undertake professional development such as the NPQ programme, mentoring ECTs, providing peer to peer support. • Quality first teaching which reinforces metacognitive thinking, and research-based teaching & learning approaches	Rosenshine Principles of Education EEF guidance: • Metacognition and self-regulated learning - the 7-step model • Teacher feedback to improve pupil learning • Supporting pupils with SEND • 5 -a day approach to ensuring high quality teaching Tom Sherrington - Rosenshine's Principles in Action EEF recommendations: • Time for staff to reflect on practices, attend interactive training, learn through observation, meaningful discussion and demonstration and feedback • Provide support to apply general pedagogical strategies to specific subject areas	2
Strengthen whole-school essential **reading** approaches, which impact on pupil outcomes, through: • Embedding a consistent & effective reading offer and approach for all pupils, through the graduated response, led by the English leader and SENCO/ SLT • Effective approaches for the teaching and assessment of comprehension and fluency skills • High quality, systematic phonics programmes delivered in Y3 & Y4, Little Wandle, Catch up. • The development of an **oracy** framework to develop the spoken language that focuses on enabling the most vulnerable children to have an effective voice in both lessons and social contexts – Voice 21	EEF Improving Literacy: 1. Phonological and phonemic awareness including decoding. 2. Reading Fluency - explicit teaching of reading and comprehension 3. Oracy: speaking and listening skills and wider understanding of language to impact on pupils by +6mnths.	2

Embed the use of coaching to develop teaching and learning • Monthly coaching sessions for leaders and teachers to embed Jonathan Hannam INSET • Internal recruitment of Assistant Head for Teaching & Learning to oversee targeted mentoring & coaching support for teachers within school • Ongoing mentoring support from Jonathan Hannam finished 23-24, continue to embed strategies and approaches from the cpd sessions.	EEF guidance for effective coaching: • Offer support in a constructive, collaborative manner. • Help teachers take control of their professional development, while at the same time providing appropriate challenge; and • Have the trust and confidence of teachers and regularly engage with school leaders.	2
High level of commitment to the ECT programme • High level of commitment to ECT training programme, driven by the Senior Leaders and mentors • High quality cpd mentoring for ECT and RQT Teachers through the use of the ECT materials	The DfE Early Career Framework 2020 states: "There are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest". The ECF builds on initial high-quality ITT and become the cornerstone of successful career in teaching.	2
Making effective use of TAs • Training support from T&L lead (Assistant Head), SENCO & Year Leaders • Establish supportive approaches to support children to become more independent and successful learners – including scaffolding, prompting, cluing. – EEF Matrix • Regular cpd to develop TAs subject knowledge in school, including the approaches in our teaching & learning handbook; and through Hamwic training network	EEF recommendations: • Ensuring the lowest attaining pupils receive teaching from the teacher • Use TAs to help pupils develop independent learning skills and manage their own learning • Ensure TAs are fully prepared for their role in the classroom	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions): budgeted cost: £49,372.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same-day in-class intervention • Pre-teach and catch-up approaches • Adaptive teaching to scaffold learners. • Effective feedback	EEF Guidance: • Positive impact is evident when feedback is delivered by the Class Teacher. Feedback is delivered when work is correct, to improve learning, rather than just identifying errors	2,5
Teacher-led targeted group teaching for Year 6 pupils: • Basic maths - calculation • Core subject small group support	EEF guidance: Small Group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom	2

• Pupil conferencing	or working area. The average impact of small group tuition is +4mnths progress, over the course of a year. • Feedback (pupil conferencing) shows high effects on learning	
Specific Reading, phonics intervention programmes led by both Teachers and TAs • Daily reading for identified children, with matched reading book • Phonics Little Wandle intervention – Catch Up • Targeted reading programmes - PM Stars for those who have not made progress through Little Wandle • Targeted interventions – precision teach -and specific resources to meet the identified needs of disadvantaged pupils with SEND.	EEF recommendations: • Phonics has a positive impact overall (+5 months) as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. • Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	2
Whole school focus on supporting pupils' mental health through embedding our Mental Health & Wellbeing action plan: • DHoF and Pastoral Care Manager to carry our Senior Mental Health Lead training • Opportunities for all pupils through an enriched curriculum offer, whole class sessions with the Dorset Mental Health Support Team (MHST) • Targeted children to receive MHST support and 1:1 sessions • Support and guidance/ cpd for staff • Further develop communication, information sessions & signposting support for parents and families • High quality resourcing to support mental health & wellbeing, including use of rooms, intervention resources, environments and specific spaces for pupils' wellbeing. • September 24, a change of SLT support team structure and to further develop our offer and support for children who are experiencing frequent dysregulation – implement systems and approaches to understand, assess and implement support that better meets need, improves well-being and reduces suspensions and school absence	EEF: Supporting Pupils Social, emotional & behavioural needs: • Social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development. • The EEF Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine the school's approach to managing behaviour. • The Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice. DFE: Mental Health & behaviour in schools (2018) Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils	1, 3, 5
Making effective use of TAs • Targeted training in delivery of interventions, in line with the school's graduated response – precision teaching, phonics programme	EEF recommendations: • adopt evidence-based interventions to support TAs in their small groups and 1:1 instruction • ensure explicit connections are made between learning from everyday classroom and teaching structured interventions	2

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £48,486.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective **attendance activities**: • Attendance Policy details graduated response, expectations, process and support and has a high profile: induction, website, regular monitoring and follow up meetings/ correspondence • Roles of SLT & admin, class teacher clear monitoring 3X week • Persistent absence management is supported more robustly and challenged to reintegrate children effectively and in a timely manner • Use of alternative provision funded for 6 weeks to swiftly reintegrate children	Dfe: Working Together to Improve School Attendance August '24 For the most vulnerable pupils, regular attendance is also an important protective factor, and the best opportunity for needs to be identified, and support provided. Research shows, associations between regular absence from school and a number of extra-familiar harms i.e. crime have had poor attendance at school.	1
Communicating with, and supporting, children, parents & families: • School Family links with Early Help Hub, ~~the Navigator~~ (1:1 work & family information sessions) & and sign posting specific family support. • Referrals to the food bank for specific families • Vouchers for the holidays- £15 per child. • School uniform donations alongside new school shoes • School funded places at breakfast and after school clubs as well as school holiday club and prioritising extra-curricular clubs for identified families and pupils. This includes funding towards school trips.	EEF: • Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning, including more intensive programmes for families in crisis • Newcastle University 2016 Research Project (through the Nuffield Foundation) highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explores what it is about how these clubs are structured and delivered that helps to engage less affluent families.	3,4
Pastoral team, ELSA and outsourced expertise support identified children with specific emotional literacy programmes: • 6 weekly ELSA programmes • Think Bricks • Daily Pastoral sessions • Hamish & Milo • Start the day - meet and greet • Designated mentor (LAC) • Educational Psychologists	EEF: • 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. • 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) Patti Wallace, Lead Advisor, University and College Counselling 2012	3,5

• Counsellors • HLTA role with an SEMH focus • Private counselling sessions & Play Therapy with the Navigator for identified pupils.	• The main Impact of counselling was that students developed increased understanding and increased ability to cope. This then changed their Outlook to one which was more confident, more optimistic and more hopeful about the future.	
FSM pupil prioritised for swimming lessons, to enable them to leave KS2 meeting the expected standard. Pool out of action all year 23-24 due to rebuild	EEF: • Physical activity - there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. • Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	5
Individual musical tuition for targeted Y5 & Y6 pupils: • Drumming lessons • Guitar group lessons • Piano lessons • Access to 'Rock Steady' band work	Australian Government - learning potential 2020 • Brain growth: studies in neuroscience show that music can enhance brain function in children, stimulating the brain, leading to improved brain structure with the formation of new neural connections. • Language skills: studies show that young children who participate in music classes have improved speech development and learn to read more easily, helping to develop the left side of the brain (related to language and reasoning), assists with sound recognition, and teaches rhythm and rhyme. • Maths skills: music can help with the development of maths skills. By listening to musical beats your child can learn basic fractions, pattern-recognition and problem solving. • Memory, attention and concentration: recent studies have shown that people who are musically trained have better working memory skills, helping them to remember things even while their minds are busy with other matters – important aspects of mental arithmetic and reading comprehension. Learning music also requires significant levels of concentration, training children to focus their attention for sustained periods.	5

Total budgeted cost: £200,715.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

End of Key Stage 2 Outcomes								
	READING		WRITING		MATHS		SPAG	COMBINED
	ARE+	Progress	ARE+	Progress	ARE+	Progress		
SCHOOL 23-24 (all)	74%		80%		80%		72%	64%
SCHOOL – 22-23 (all)	71%	-1.4	74%	-1	73%	-1.6	72%	59%
SCHOOL – 23-24 FSM tbc	44%		53%		53%			34%
SCHOOL – 22-23 FSM (28 children)	57%	-9	57%	-7	50%	-15	61%	36%
NATIONAL – ALL 22-23	74%		69%		71%			59%

Y4 Multiplication Checks –23-24

Y4	25	20+	Average score
All (116)	24	75	19.9
FSM (26)	0	13	17.8075

Intended outcome	Success criteria	Evaluation Autumn 2024
• Children who are eligible for PPG have good **attendance** (at least national expectations), in particular children eligible for FSM	• Children eligible for FSM are prioritised for focused **attendance support** and therefore attendance is at least national which ensures pupils are able to access regular education • Effective **attendance systems and interagency partnerships** support good attendance for children eligible for PPG	• September 23, new approaches, roles were introduced to support, monitor attendance. However, the impact on improving attendance remains as an area of focus, and as a result a reshaping of roles within senior teams and redefined responsibilities across all staff were actioned September 2024 in alignment with the updated DfE and LA processes and expectations. • Our website illustrates expectations and processes for attendance and absence • All parent induction and new to year group meetings raised attendance on the agenda, • All families received updated Policy and flow chart for absence July and September 2024 • September 2024 sees improved partnership workings with a newly shaped LA attendance team - enabling support to be more swiftly targeted and challenged. • 2023-2024 attendance All: 93.6% PPG: 91.5% FSM: 90% PA 16.6% • One year group had a small group of children who had part-time timetables or were attending alternative provision and this severely impacted on our attendance. **Current updated data November 2024:** All: 96% PPG: 94.8% FSM: 94.3% PA 13.3%
• **Quality first teaching and effective targeted intervention** enables children who have not met KS1 expectations in phonics and reading to attain age related expectations by the end KS2, in order to be ready for secondary education	• High **quality first teaching** in the Reading best enables children to make diminish the gap • Early identification of learning gaps are addressed through quality first teaching & effective **assessment** • Early identification of barriers are addressed in order to enable children to **access learning** more effectively • Effective **recovery and interventions** for phonics and reading enable children to diminish the gap	• Recent learning walks show greater consistency for our teaching of Reading, where we follow the guidance from the Reading Framework, adapting our Read as a Reader approaches that unpick the text, the vocabulary, the language choices used and help develop pupil's understanding of the text. This is followed up with fluency sessions that use other strategies such as echo reading, choral reading and prosody, modelled by the teacher. In upper KS2 teachers deliver pre-teach to targeted children. • Teachers read a text / book to their whole class every day - a high-quality text that is exposing children to a wider variety of texts, to help develop a love of reading. • Lesson observations recognise how adaptative teaching and the provision for those with SEND and ECHPs are improving, to better enable all children better access to the curriculum and their learning. • PPG passports sharpened to reflect the tiered approach to supporting children experiencing disadvantage, focusing on high quality teaching, well-being support and good attendance. Data update: In our current Y3 – 9 children did not pass their Y2 phonics check in summer 2024. Most of these children came from another feeder school. Teachers use a targeted approach through precision teach and the use of PM Stars, or a Little Wandle Catch Up every day, to further support their application of decoding to fluency.

	• Teaching and targeted intervention enable **every child to read fluently** by the end of Year 3	In our current year 4, 13 children were new to the year group. Of those 13 – 5 are working towards in reading, 6 children had not passed their Y2 phonics checks, and the majority were from another feeder school. Children have a daily Precision Teach and PM Stars reading programme support and others a Little Wandle programme Our English leaders identified staff for additional phonics and reading training, which was provided by HET and followed up by our SEND HLTA and English leader.
• Children and families are receiving support which impacts positively on their **well-being,** through accessing **enrichment activities** and pastoral support in school.	• All children will access **extra-curricular activities,** over time, that inspire them to develop a broader range of skills - gardening, cooking, sports, biking, as well as those developed through community events - such as fundraising and choir performances • Children, who display a musical talent and interest, will be enabled to access **musical tuition** • Children are supported to attend **additional school experiences** such as residential trips and competitive sports events • Children are provided opportunities to develop their **leadership skills** and levels of responsibility	Teachers are targeting children who are experiencing disadvantage for clubs, roles and responsibilities and additional experiences such as drumming lessons, guitars lessons, choir and Rock Steady. These include: • School Councillor elections • House Captains • Librarians • Twin Sails Infant School & Nursery helpers – readers, play buddies and lunchtime • Computing Ambassadors • Eco- Committee members • Play Buddies and Sports Leaders In Year 6 every child has a key responsibility. For extra musical tuition – 8 children experiencing disadvantage receive weekly guitar lessons and another 4 for drumming, whilst another 2 children received weekly piano lessons. Targeted holiday club places are paid for by the school – through CASA camp. Children may attend every day or a few days a week to develop physical and social skills. All children eligible for FSM are prioritised for **swimming** lessons, to ensure positive outcomes by the end of KS2 – swimming pool closed 23/24
• Good communication and support structures are in place, with **partnership working**, between school and external agencies which impacts on pupils' **wellbeing,** and their **mental health.**	• Effective school **mental health and well-being** systems continue to impact on pupils' wellbeing & the school's wellbeing surveys indicate this • **Early identification** of needs enables our team to rapidly engage with internal /external support programmes and services	• Pupil survey indicated that 85% of pupils knew who to go to if they had a worry, and 89% of children recognise they learn about well-being and mental health. • 89% of pupils recognised that they have the chance to take on responsibilities in school by doing helpful things to help others. • Introduction of new pastoral support request triaging system - numbers • 82 children experiencing disadvantage were provided with a variety Pastoral support over the year depending on their area of need. This included: Therapeutic Play, Play Therapy, Hamish & Milo intervention, Emotional Literacy support, early morning intervention, targeted support from the mental health team, a designated mentor daily session, Art Therapy, Young Carers sessions and targeted support form Navigator.

	• **Multi-agency partnerships** effectively support children and their families	• DSL team are experiencing an increase in safeguarding partnership workings and current liaise with BCP Social Care team including Early Help.
• Smooth **transitions** and targeted support enables **'in year'** access children, including forces children, to make at least expected progress.	• **Effective transition** systems, including assessment & on-boarding, are in place for pupils joining in-year. This includes timely liaison with schools and services supporting the child. • Children can rapidly access **pastoral and attendance** support when needed • Effective **quality first teaching** rapidly identifies barriers to diminish the gaps and ensure at least expected progress for pupils with attendance concerns or those who join the school in-year.	The number of children who have had new children enter since their first start with Hamworthy Park Junior School are: • Year 3 – 8 new this year who did not come through TSI&N, and 7 children who started in Y2 • Year 4 – 13 children new to KS2 – 9 of which eligible for PPG • Year 5 – 19 children joined in KS2 – 9 of which eligible for PPG • Year 6 - 10 children joined within KS2 – 5 of which are eligible for PPG • Induction onboarding form introduced to improve onboarding process is established and is an on-going area of work, as we see increasing numbers of turbulence • Exit processes are also being reviewed – and updated to reflect turbulence, context of joining families • Referral and Triaging systems introduced and reviewed over this year. Referrals are discussed and the appropriate targeted support for each child needing attendance and / or pastoral is planned and provided. This is now scheduled every 3 weeks to update and prioritise the Pastoral team's focus of support • Termly pupil progress meetings are held with teaching teams and senior leaders to review and check in progress of new children, and target those who are off track • Troopers – pastoral support for Military children – to recognise and support them as they face additional challenges. Support provided with workshops, trips to the local area and lunchtime groups.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our offer for Service pupils is now well embedded and driven by the pastoral team, under the management of the Deputy Headteacher. The Service action plan has been created with the pastoral team and SLT & thriving lives toolkit applied. Service pupils are actively engaged in various levels of support from the Pastoral team. These include the introduction of the Service Champion; regular Service groups, focused on team building activities and pastoral discussion/ support. Pupils have access to individualised or more regular pastoral support where necessary.
What was 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