

# Pupil premium strategy statement – The Lanes Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

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

## School overview

Detail	Data
Number of pupils in school	584
Proportion (%) of pupil premium eligible pupils	10.1% (59 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/4 – 2025/6
Date this statement was published	19 <sup>th</sup> December 2025
Date on which it will be reviewed	19 <sup>th</sup> December 2026
Statement authorised by	Pete Wilkes
Pupil premium lead	Louise Strickland
Governor / Trustee lead	Andy Barker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,296 FSM6 £7,890 Post LAC £1050 Forces
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£89.236

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at The Lanes Primary School is that all children, irrespective of their background or the challenges they face should make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to be the best they can be in all areas. We will also consider the challenges faced by vulnerable pupils – those supported by social care, with SEN needs or with other family issues. The plan outlined here is intended to support their needs, regardless of whether they are disadvantaged or not.

Our ultimate objectives are to:

- Ensure that all children receive Quality First Teaching every day with a clearly planned curriculum. Use assessments, both formative and summative to ensure that all teachers know exactly what children need to make good progress.
- Ensure that disadvantaged children are discussed in detail at pupil progress and moderation meetings and are a focus in planning discussions to ensure that provision is of the highest quality.
- Ensure that all staff take responsibility for disadvantaged children's outcomes and have high expectations for achievement.
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally.
- Invest in high quality support staff in classrooms, including specialists in areas such as mental health, academic tutoring and additional needs to support children to achieve well.
- Invest in high quality resources to support children and to develop and improve the school environment.
- Ensure that all pupils can read fluently so that they can access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Enable pupils to access a wide range of opportunities.
- Enable recovery from Covid with investment in tutoring, support and targeted interventions.

To achieve these objectives we will:

- Provide all staff with high quality CPD to ensure that teaching and support is of a high quality.
- Provide targeted interventions and support to quickly identify gaps in learning.
- Target funding to ensure that all pupils have access to trips, residentials and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Audit the environment and resources carefully throughout school and formulate a plan for development. Review staffing structure to provide appropriate nurture support to support pupils in the emotional and social development.
- This will be reviewed on a yearly basis.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations have highlighted that there is an increase in poor speech and language development in many disadvantaged pupils on entry in Early Years into KS1. This continues into KS2 where disadvantaged pupils generally have a poorer vocabulary – research shows this has an impact on their attainment across the curriculum.
2	Children have struggled to engage with learning post Covid and are needing increased support to develop resilience and stamina for learning. Further more their has been a significant impact on their mental health with almost a third of our PP children accessing some form of support last year (ELSA, Nurture, MHST).
3	Significant gaps in the mathematical knowledge of our PP children, including times tables, number facts, reasoning and basic mathematical skills is causing them to fall further behind their peers.
4	Assessments and observations show that disadvantaged children generally achieve less well than their peers in phonics tests. This, along with poorer vocabulary knowledge and poorer fluency has a negative impact on reading attainment.
5	Attainment in writing is lower amongst our disadvantaged children with a high number in lower key stage 2 being PKS.
6	Family/home relationship issues as well as financial issues resulting in pupils not always being prepared and ready for school.
7	We recognise that some disadvantaged pupils do not have high aspirations for their future careers. We want to ensure 100% of our pupils are ready for the next stage in their academic journey and are prepared for the world of work. This includes equal access to IT and academic material e.g. books and computers.
8	Although behaviour amongst our PP children is generally good, there is a significant minority of children who exhibit challenging behaviour and some who are at risk of exclusion.
9	The proportion of PP children who are SEN and/or EAL is significantly greater than for Non PP.
10	Attendance of our disadvantaged pupils (89.37%) is lower than non disadvantaged (95.74%) 2022-23 school year.

## Intended outcomes

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

Intended outcome	Success criteria
<p>Improve speech and language skills, with all PP children in line with expectations throughout their time in school. Improved vocabulary development.</p>	<p>All PP children achieve Speaking and Comprehension Exp or above in EYFS.</p> <p>Ongoing formative assessment and Voice 21 assessment frameworks show all PP children are making rapid progress in their S and L, and are in line with their peers.</p> <p>Work scrutiny shows improved use and understanding of a wider vocabulary, leading to improvement reading and writing results over time, particularly at GD.</p>
<p>Ensure all teaching in school is at least good, leading to PP children making good progress across the curriculum.</p>	<p>Monitoring shows teaching is good across school.</p> <p>Where teaching is less than good, intervention is documented and leads to timely improvement.</p>
<p>Develop the resilience and stamina of PP children show that they all show good attitudes to learning.</p>	<p>Pupil Premium students will show high levels of engagement with learning in the classroom. They will complete work to a high standard and engage with home learning. Discussions with PP children will demonstrate more positive attitudes.</p>
<p>All pupils demonstrate emotional health and wellbeing, including a positive mindset. Parents and families feel supported in school, with a wide range of services available.</p>	<p>Pupil voice and parental discussions will demonstrate that disadvantaged pupils feel supported with their wellbeing and mental health.</p> <p>School questionnaires and monitoring shows that emotional health and wellbeing is improving across school, particularly among PP children.</p> <p>An increased number of PP children engage in enrichment activities with greater engagement in the wider life of school from their families.</p> <p>The school provides a wide range of services or is able to signpost families effectively according to need.</p>
<p>The attainment of pupils in reading, writing and maths is above the national average with greater numbers of PP children achieving ARE and GD.</p>	<p>End of Key Stage Results are above national averages in reading, writing, maths and combined.</p> <p>Pupil premium children make at least expected progress when tracked from their entry points, with some making better than expected progress. This will lead to the PP gap getting smaller over time.</p> <p>More PP children achieve GD.</p>
<p>Over 90% of pupils to pass the phonics screen by the end of Year 1, including PP children. In KS2, children are targeted to improve their phonic knowledge so that it is in line with their peers.</p>	<p>All staff have received quality phonics training and Phonics Bug is being used effectively and consistently.</p> <p>Well matched texts allow children to apply their phonics skills.</p> <p>Children who have fallen behind are quickly targeted and improve.</p> <p>Children are shown to make good progress against their starting points, with PP children making accelerated progress.</p> <p>In KS2, regular targeted support and effective tracking for those who have fallen behind leads to improved phonic knowledge.</p>

Ensure that PP children who are identified as being PKS in writing make good progress against their starting points.	Assessments are used effectively to identify gaps in knowledge and targeted intervention put in place. Appropriate assessments is used for individuals and shows good progress against starting points.
Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence.	Attendance rates of 96-98% for ALL children is achieved. Persistent absence for key children is reduced.
Ensure that our Pupil premium children develop strong cultural capital and experience the whole curriculum, extra curricular opportunities and leadership in school. Raise the aspirations of our PP children.	Children will attend all visits and residentials – cost will not be a barrier. Children will benefit from music lessons in school and will attend a wide range of extra curricular clubs. PP children will be represented in leadership positions in school. PP children will be supported to pursue areas of talent or interest. Raising aspirations fortnight, school visitors and other activities will widen our PP children’s knowledge of potential career paths.
Behaviour incidents and exclusions of PP children are reduced.	The number of fixed term exclusions for PP children decreases year on year. PP children who have behavioural difficulties are shown to be well supported and incidents decrease over time.

## 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: £54,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching is a Priority. Leadership time is given to monitor teaching, research, coach and train in order to ensure high quality approaches across school. DHT to lead. £14,500 (part of salary)	The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference than any other factor in school and narrows the attainment gap' EEF <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>  "For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning." Cracking the code: how schools can improve social mobility, Social Mobility & Child Poverty Commission, October2014	1, 3, 4, 5

<p>Ongoing Professional Development for Staff, including: in school CPD; NPQs; use of coaching and peer support; external expert led courses. Focus on improving the use of research based practice to improve the quality of teaching.</p> <p>Staff release time: £4,000</p> <p>External led training and courses: £1,500</p>	<p>“Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for pupils, particularly the most disadvantages among them.’ EEF Guide to Pupil Premium.</p> <p>“Spend it [the pupil premium] on CPD...that is where you’ll see the biggest impact because those are the people that are spending the most of the time with the students and they need to know how to be able to teach them.”</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings Sutton Trust, 2011</p>	<p>1, 3, 4, 5, 8</p>
<p>Whole school project to improve oracy and vocabulary.</p> <p>Oracy Lead (DHT) part of salary - £4000</p> <p>Voice 21 Membership – CPD for staff and consultancy. £4050</p> <p>Release time for Oracy Champions and Oracy Team to develop own and others’ practice. £4000</p> <p>Staff release time for coaching and peer support. £8,000</p> <p>Speech Therapist in school to provide support, training and advice for staff and work with parents. £5,750</p>	<p>The EEF have shown Oral Language Interventions to have very high impact for low cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success. [footnote 28] Research has also shown the positive impact of language ability, but particularly vocabulary, on GCSE outcomes in mathematics, English language and English literature. [footnote 29] Developing spoken language is especially important for those from disadvantaged backgrounds, who are the most likely to be word-poor</p> <p>J Gilkerson et al Mapping the early language environment using all-day recordings and automated analysis.</p> <p>Also OFSTED Research Review Series -English, 2023</p>	<p>1, 2, 3, 4</p>
<p>In order to improve the quality of the teaching of reading:</p> <ul style="list-style-type: none"> <li>- Provide high quality text in order to support the curriculum and develop a love of reading. Develop the librarie.</li> <li>- Staff CPD to improve the quality of teaching and to raise the profile of reading.</li> <li>- Training and coaching to improve the standard of teaching in phonics in order to raise attainment. Release time for phonics lead.</li> </ul>	<p>The Reading Framework, 2023 and The OFSTED Research Review Series – English 2023, both detail the importance of children building up their reading miles as this improves their fluency and greater experience leads to better comprehension.</p>	<p>4</p>

£6000		
Regular bespoke training for support staff to provide skills and knowledge to target children and deliver interventions. Bespoke CPD for some interventions (dyslexia, EAL etc). £3,000		4,5

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

Budgeted cost: £30,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up phonics 'keep up' sessions in the the Early Years and Key Stage 1. £2000 Target PP children in KS2 with poor phonics skills in 1:1 or small group interventions. £3500	The Reading Framework stresses the importance of supporting children to keep up with phonics rather than allowing them to fall behind.  Additional phonics support can lead to +5 months progress to support disadvantaged children to develop early reading skills. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  And in small groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	4
Set up a clear programme of interventions and targeted support in reading and maths across school. These are led by TAs and teachers who know the children and understand where the gaps in learning are. School led tutoring 1:1 and 1:2 £18,000	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  Small group interventions are shown to have a positive impact on attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1 - 5
Extra TA support in class in all year groups to target and support PP children led by clear	As above.	1 – 5

assessment data and PPG progress meeting discussions. £6,000		
Literacy volunteer programme for disadvantaged pupils in lower KS2. This is a programme of reading support. £500 fee. Use of volunteers in all year groups to ensure that disadvantaged pupils practice reading regularly.	The Reading Framework and Subject Review Series and many more major studies stress the importance of fluency and 'reading miles' in the development of reading comprehension. This is especially important in lower KS2, where around 80% of difficulties in reading are found to be fluency based.	4
Run parent workshops to support oracy, phonics, reading, maths. Purchase key resources for parents to help at home. £300	Parental involvement is key to success in school along with good quality resources. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1 - 5

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

Budgeted cost: £29,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular ELSA and nurture sessions for identified PP children. Part of TLR £1000 Maintaining staff knowledge with regular training. £7,000	Almost one third of our PP children have some MH or social/emotional need. ELSA and nurture has already made significant improvement to many individuals. Research +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 6
Review of behaviour policy in connection with trauma and attachment training. Part of TLR £1400 Whole staff training to be delivered by behaviour lead and SENCo. £750 Additional training for supporting those with additional needs. £800	Progress of a number of our PP children is impacted by persistent low level behaviour or poor behaviour at unstructured times. Three PP children are at risk of exclusion.  <a href="#">Improving Behaviour in Schools Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1-5, 8

<p>Raising aspirations fortnight to introduce children to potential career options.</p> <p>Contribution to release time: £500</p> <p>Brilliant Club Scholars Program here for Year 5 and 6 PP pupils. £2779</p>	<p>Impact of the Scholars Programme and of raising aspirations is shown here:</p> <p><a href="https://thebrilliantclub.org/wp-content/uploads/2023/04/UCAS-2022-23.pdf">https://thebrilliantclub.org/wp-content/uploads/2023/04/UCAS-2022-23.pdf</a></p>	<p>7</p>
<p>Continue to monitor the attendance of key children and work with parents to cause improvement.</p> <p>Part of Office Manager Salary £500</p>	<p>Attendance over the last 3 years has shown that disadvantaged attendance is lower than non disadvantaged. This is generally due to a small number of key families who we work with.</p> <p>Link between attendance and attainment is shown here:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</a></p>	<p>10</p>
<p>Funding of trips, residential trips, after school clubs, music lessons and equipment as needed to ensure that disadvantaged children are able to access a wide and diverse range of opportunities. £3,000</p>	<p>Children need a wide range of activities and experiences to broaden and deepen their knowledge and understanding of the world. Skills such as independence, resilience, team work and social/language skills are developed on Residential trips. Many of our more disadvantaged children do not access many activities out of school.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>6</p>
<p>Continued funding towards Outdoor Learning teacher 2.5 days per week to support Outdoor Learning through school. £8,000</p> <p>Outdoor learning will be provided for all children, staff training and small groups support for key children.</p>	<p>Outdoor Learning has clear benefits for wellbeing which will then lead to better attainment and concentration.</p> <p>Extend nurture and PP support with outdoor learning to support key children.</p> <p><a href="https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/">https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/</a></p> <p><a href="https://www.thestablecompany.com/blog/8-proven-benefits-of-outdoor-learning-for-school-children">https://www.thestablecompany.com/blog/8-proven-benefits-of-outdoor-learning-for-school-children</a></p>	<p>1-5</p>
<p>Contingency fund for acute or unplanned issues. £3631</p>	<p>As needed.</p>	<p>As required</p>

**Total budgeted cost: £114,460**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil Premium Results 2025 (FSM6; PLAC and Forces combined).

EXS	Reading		Writing		Maths		RWM/GLD	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Reception	33.3	66.6	33.3	66.6	33.3	66.6	33.3	66.6
Year 2	55	77	55	78	67	83	36	77
Year 6	53.8	89.3	53.8	81.3	53.8	84	46.2	70.7

\* This includes 1 SEND child who did not attend school as he is unable to access mainstream and is awaiting a place at Special School. Of the 6 children attending school, 83% achieved ARE in all areas.

#### Phonics

	Year 1		Year 2	
	PP	NPP	PP	NPP
Percentage of Children Passed	42.9	85.5	66.7	57.1

Professional development and work on improving the quality of teaching has been successful, leading to a greater proportion of teaching being good or better.

All of our Pupil Premium children accessed tutoring or intervention during the year.

Intended Outcome	Evaluation against Success Criteria
Improve speech and language skills, with all PP children in line with expectations throughout their time in school. Improved vocabulary development.	<p>92% of Reception children achieved expected in Speaking (66.7% PP) and 87% in comprehension (33.3% PP) showing the impact of work on oracy and vocabulary. This is an upward trend on last year.</p> <p>Quick identification and working with the SALT meant that support was put in place quickly. 9 PP children received SALT intervention.</p> <p>Reading results were above national. Overall PP children made expected progress across KS2 but the attainment gap was not closed.</p>

	<p>Voice 21 is having an impact on children's communication skills as well as building their vocabulary. This is evident in both PP and non PP children through lesson observations and pupil interviews.</p>
<p>Ensure all teaching in school is at least good, leading to PP children making good progress across the curriculum.</p>	<p>Observed teaching across school which is improving with a greater learning focus. Research based practice according to EEF guidelines is improving.</p> <p>Reading planning is more effective but further work is needed on scaffolding/challenge and modelling including extensive work by HT and DHT</p> <p>Foundation subject knowledge planners have been redesigned with a focus on creating a clearer progression over time which builds on prior knowledge. Further work on cognitive science has been aimed at creating lessons more focused to the learning objective and which do not overload children – there is some progress in this area but this is ongoing.</p>
<p>Develop the resilience and stamina of PP children so that they all show good attitudes to learning.</p>	<p>The RSHE curriculum was evaluated and remains in place and a new trauma informed Behaviour Policy put in place. All PP children who were assessed as needing support in this area received ELSA or Nurture sessions with session records indicating progress. work and ELSA/nurture work continues. This has particularly impacted our PP children, many of whom display poor resilience and stamina.</p>
<p>All pupils demonstrate emotional health and wellbeing, including a positive mindset. Parents and families feel supported in school, with a wide range of services available.</p>	<p>All PP children who were assessed as needing support in this area 26 received ELSA or Nurture related sessions with session records indicating progress. Parental support was provided by SENDCo and Pastoral team for PP families. School worked with multiple agencies and services including for example MHST, Healthy Families, Social Care, SBAP etc to support PP children/families who needed it.</p>
<p>The attainment of pupils in reading, writing and maths is above the national average with greater numbers of PP children achieving ARE and GD.</p>	<p>Results in KS2 are in line with national averages (see assessment report)</p> <p>Results for pupil premium children at KS2 were lower than non PP. At KS1, results were higher, with 77% of PP children attaining the expected level in all subjects.</p> <p>All pupil premium children received intervention in reading, writing and/or maths, which is supported by EEF recommendations on children put forward for groups in Year 6,</p>
<p>Over 90% of pupils to pass the phonics screen by the end of Year 1, including PP children. In KS2, children are targeted to improve their phonic knowledge so that it is in line with their peers.</p>	<p>Phonics screening results were 80%. At 42%, there is an overall upward trend for PP children across three years (25%, 33%, 57% 42%) but cohort sizes are very small in KS1. This is down on last year but is an upward trend over 4 years.</p> <p>By the end of Year 2, all but one Pupil Premium child passed the phonics screen. At 88% this was from the previous year.</p> <p>In reception, 91% of children were at the expected level, which is up 6% on the previous year. There are 3 PP children in reception equating to 66.6% of children achieving this.</p>

Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence.	Attendance 2024 - 24 – all 90.54% (PP 91.06%) up from 2023-24 – all 95.74% (FSM 89.79%) Key families have been supported including for absence. The downward move this year is due to one child with EBSA who had an attendance of 18%
Ensure that our Pupil premium children develop strong cultural capital and experience the whole curriculum, extra curricular opportunities and leadership in school. Raise the aspirations of our PP children.	Brilliant Club Scholars programme meant that 8 pupil premium children were able to experience university style learning with 17 completing the course and graduating in an adapted version at Nottingham University  Music tuition was made available free/discounted to any PP children who wanted to learn an instrument.  PP children have continued to access trips, residentials and school enrichment without charge.
Behaviour incidents and exclusions of PP children are reduced.	Behaviour incidents of one high profile PP child in Y6 significantly reduced.

## Externally provided programmes

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

Programme	Provider
Literacy Volunteer programme	<a href="https://www.literacyvolunteers.org.uk/">https://www.literacyvolunteers.org.uk/</a>
Scholars Programme	The Brilliant Club

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
All 3 children have received interventions or tutoring, one has had SALT support. All have attended subsidised trips and residentials with 2 benefitting from music lessons.
<b>The impact of that spending on service pupil premium eligible pupils</b>

All three forces children were ARE or above. The child requiring SALT support has made good progress in this area.

Total spend for the last academic year. 113,720

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*