

# Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 academic year) 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	Broughton Community Schools
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	45 BJS/ 27 BIS Total % is 16.74%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	<b>2024 - 2025</b> 2025 – 2026 2026 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Charlie Reed
Pupil premium lead	Carly Roberts-Thornhill
Governor / Trustee lead	Alison Parker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Broughton Junior School £59,984 Broughton Infant School £37,000
Recovery premium funding allocation carried over from the year 23/24 as it was not supplied in that year.	Broughton Junior School £1,414 Broughton Infant School £1,215
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,613

# Part A: Pupil premium strategy plan

## Statement of intent

At Broughton we aim to enable all of our children to lead physically and mentally healthy lives, ensuring every child THRIVES in their learning during their time at Broughton Community Schools. Our ultimate objectives for our disadvantaged children are irrespective of their background or the challenges they are faced with, they hold the same aspirations, make the same amount of progress and are able to share the same life experiences as their more privileged peers. We pride ourselves on our strong relationships with the children and families and believe by knowing our students we can focus on individual outcomes ensuring that the support they get is personalised.

We firmly believe that by providing high, quality first teaching and learning experiences, we can deliver on our objectives. Our strategy reflects the seven main curriculum drivers that our curriculum is grounded in:

- T – Teamwork and Belonging
- H – Health and Wellbeing
- R – Reading for Pleasure
- I – Innovation
- V – Vocabulary and Oracy
- E – Enrichment
- S – Sustainability

By appointing an experienced member of our teaching staff as a Pupil Premium Champion, we have adopted a whole school approach in which the pupil's voice can be heard and where all staff take responsibility for expectations and outcomes of our more disadvantaged pupils. We are committed to early identification and swift intervention of any child deemed not to be making the appropriate progress. Our timely and effective assessment meetings focus on the need of the children and all disadvantaged children are discussed to ensure their needs are being met.

We will achieve our objectives by being responsive to common challenges and individual needs that are rooted in assessment not assumption. To ensure they are effective we will:

- Invest in CPD, so high-quality teaching and learning that includes inclusivity, high aspirations and expectations for ALL and promotes an ethos of attainment.
- Continue to work on relationships so we know our students and families, to better understand, address and help overcome individual barriers as well as the more generic barriers.
- Focus on outcomes for individuals based on data, supported by evidence with targeted interventions by trained staff.
- Provide our disadvantaged students with the same early learning opportunities (tackling the literacy gap) and experiences (being able to make life connections through trips and visits) that we often take for granted.
- Support our students SEMH needs including those caused by the global pandemic.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions highlight a low baseline of oral communication, language and literacy. Oral language and language comprehension development can significantly impact on a pupil's attainment and our assessments show lower attainment in some areas of core subjects (Reading, Writing & Maths) are much more prevalent among our disadvantaged children and those that are not only disadvantaged but who are also on our SEN register.
2	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by school closures and partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs. Low self-esteem, confidence and resilience brings about low aspirations.
3	Observations and discussions with pupils, evidence that the majority of our pupils have limited experiences beyond their immediate environment. This can impact on pupils' understanding of elements of the curriculum. Life experiences and access to enrichment experiences and resources such as trips, the Arts, books, technology and participating in clubs and physical activities affect learning connections, oral language and verbal and non-verbal social communication.
4	Parental engagement for those underserved families is typically lower than non-underserved learner. This means that parents/ carers do not always recognise the importance of working with school staff to support their children.
5	Our attendance data indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils.  We have on average 2 children at any one time who are classed as persistently absent - of these generally 2 out of 2 are from disadvantaged backgrounds. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
To improve oral language and communication skills meaning that we achieve and sustain improved % of children working at age related expected for all pupils in our school, particularly our disadvantaged pupils. Increase the number of disadvantaged pupils achieving 'high standard' at KS2	Assessments (speech and language therapist reports, teacher assessments) and observations indicate significantly improved communication and oral language skills.  In school tracking data (Insight) and end of Key Stage assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing / mental health from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil surveys and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by DSL, CIN and wellbeing team meetings.</li> <li>• Observations of children's engagement in learning</li> </ul>
To provide quality cultural, social and childhood experiences for all pupils in and out of school with access to enrichment experiences.	Cultural capital experiences (clubs, residentials, visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.
Improved engagement amongst parents of underserved children in both academic and SEMH areas.	Parents of underserved children are active in attending school events, meetings, workshops and work collaboratively to support the social, emotional and mental health of their children.
To improve attendance for pupil premium children and persistent absences reduces.	Attendance data indicates that the gap to national closes year on 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Continuous staff CPD based on areas of importance and need identified. Staff release and training costs.</p>	<p>Rosenshine’s Principles in action. Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019 Metacognition, self-regulation and self-regulated learning: What’s the difference? James Mannion. Impact Issue 8 Spring 2020 Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019 Identifying instruction moves during guided learning Nancy Frey and Douglas Fisher <a href="https://cdn.educationconferencesuk.co.uk/cache/conferences/2023/11-nov/pupil-premium-strategy-conference-2023/resources/pupil-premium-resource-evidence-brief.pdf">https://cdn.educationconferencesuk.co.uk/cache/conferences/2023/11-nov/pupil-premium-strategy-conference-2023/resources/pupil-premium-resource-evidence-brief.pdf</a></p>	<p>1</p>
<p>Continued use and subscription payment of Little Wandle ( aDfE <a href="#">validated Systematic Synthetic Phonics programme</a>) intervention resources for KS2 and staff training to secure stronger support of children needing further phonics teaching in KS2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Continued training of staff on Little Wandle, attendance at their yearly conference and updates and new training for all new staff.</p>	<p>1</p>
<p>Provide staff CPD on a new approach to planning and teaching reading and writing using quality children’s literature at the heart.</p>	<p>Evidence shows that teaching writing practice through a clear process, modelling and supported practice will raise children’s attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  Selecting high quality texts for each year group. Providing CPD on a school wide planning and teaching structure. Giving teachers additional time to plan writing modules with the English lead present for support.</p>	<p>1, 2</p>
<p>Provide staff CPD focussing on improving outcomes for pupils or improving the quality</p>	<p>Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>	<p>1, 3</p>

of teaching and learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  Both schools continue to utilise the training budget to help support the quality of teaching and learning. An example of this is all staff being retrained on our Guided reading scheme to support effective implementation.	
Provide specific training in proven interventions –	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.  Providing training to the staff that deliver small group support is likely to increase impact.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3
Purchase of standard diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases/attainment-measures-database">https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases/attainment-measures-database</a>	
Provide a broad and balanced curriculum to allow children to experience success in other areas – art, sport, cookery etc...	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a>  We know that offering a broad and balanced curriculum helps support all children in ensuring that they can all show strengths at school. Recognising that there is more to education than just core subjects is important for all children to ensure that they can identify areas of interest too.	1, 2, 3, 4

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half-termly data monitoring and pupil progress discussions.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they	1,2,3

<p>Termly administration of standard diagnostic assessments.</p>	<p>receive the correct additional support through interventions or teacher instruction</p> <p>Assess don't assume. Identify the needs of your pupils and community. High quality academic and pastoral diagnostic assessment through a range of approaches and sources will allow for a specifically designed coherent long-term recovery plan.</p> <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.</p> <p><a href="https://www.leedsforlearning.co.uk/Article/87245-chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fd2tic4wvo1iusb.cloudfront.net%2Fdocuments%2Fnews%2FDiagnostic_Assessment_Tool.pdf&amp;clen=963943&amp;chunk=true">https://www.leedsforlearning.co.uk/Article/87245-chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fd2tic4wvo1iusb.cloudfront.net%2Fdocuments%2Fnews%2FDiagnostic_Assessment_Tool.pdf&amp;clen=963943&amp;chunk=true</a></p>	
<p>Interventions focus on progress in phonics, reading, oral language, fine and gross motor skills and basic number skills.</p>	<p>Previous interventions have been known to have an impact on children's progress. Whether this is after school, before or during a school day the extra support in these areas in a small group are known to have a significant impact.</p> <p>Small group phonics work and support can be used to help identify gaps in children and support them to narrow this gap.</p>	<p>1, 2</p>
<p>Teachers ensure children are receiving their support within the classroom – focus group – and / or booster groups.</p>	<p><a href="https://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf">https://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf</a></p> <p><a href="https://thirdspacelearning.com/blog/primary-school-interventions/">https://thirdspacelearning.com/blog/primary-school-interventions/</a></p> <p>Booster groups have been known to have a positive impact on the progress of children in core subjects. It has been known, through research for many years now that targeting and identification of all children who could be in need of support would benefit from the support of booster classes.</p>	<p>1, 2</p>
<p>Pupil premium children are discussed as an agenda point in team meetings and pupil progress meetings so interventions can be put in place</p>	<p>The earlier the intervention the better; mitigating the impacts on the pupil will allow for access to the broader curriculum and will enable the pupil to have a more positive self-perception and a happier relationship with</p>	<p>1, 2, 3</p>

<p>at the earliest opportunity. The Challenge Champion will also have a termly meeting with teachers to offer support in identifying interventions or enrichment opportunities for children.</p>	<p>learning over time. We also discuss relationship building activities for all staff to utilise in the classroom as evidence shows that relationships are at the heart of Pupil Premium children's success.</p> <p><a href="https://www.leedsforlearning.co.uk/Article/87245">https://www.leedsforlearning.co.uk/Article/87245</a></p> <p><a href="https://www.routledge.com/Reaching-the-Unseen-Children-Practical-Strategies-for-Closing-Stubborn/Gross/p/book/9781032009322">https://www.routledge.com/Reaching-the-Unseen-Children-Practical-Strategies-for-Closing-Stubborn/Gross/p/book/9781032009322</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Run specific interventions to address self-esteem such as: play therapy, well-being, forest school and a breakfast nurture group for specific children with our Wellbeing officer.</p>	<p>Previous impact of play therapy, wellbeing, nurture groups and forest school have all shown to have an impact on children's emotional wellbeing and this in turn impacts on their progress in school.</p>	<p>1, 4</p>
<p>Continuation of OPAL subscription and implementation of the programme maintaining our platinum status.</p>	<p><a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</a></p> <ul style="list-style-type: none"> <li>● Health and wellbeing benefits</li> <li>● Cognitive and academic benefits</li> <li>● Physical benefits</li> </ul>	<p>4</p>
<p>Oracy Project continued Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</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>1,2</p>

understanding and extend vocabulary.	<a href="https://voice21.org/impact-report-2021/">https://voice21.org/impact-report-2021/</a> we know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few.	
Continue to employ trained Child Counsellors for targeted play therapy in both schools as well as a wellbeing officer to lead and support pastoral needs of children in school and help to engage families in their child's education.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	4, 1, 5
Where possible, offer a variety of enrichment activities and experiences for all ages and all groups of children (20 x free clubs for years 1-6 currently offered).	<a href="https://www.theschoolrun.com/what-enrichment">https://www.theschoolrun.com/what-enrichment</a>  <a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf</a>  Enrichment for all children is important, including the most disadvantaged and the most able. It helps support children have a greater understanding of subjects, more in depth knowledge of topics as well as providing children with an experience that they may not have had before.	3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.  Attendance to be monitored half termly with the use of Insight and clear steps for engaging parents identified. Challenge Champion to focus specifically on PP children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 1
Whole staff training on our school ethos and improving behaviour across	Both targeted interventions and universal approaches can have positive overall effects:	1, 4

<p>school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf">https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf</a></p>	
<p>To work closely with Infants and Secondary Schools to ensure a smooth transition of needs for individual children.</p> <p>To ensure that the transition between other year groups and key stages is well planned and prepared to ensure a positive start in their next year group.</p>	<p><a href="https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/">https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/</a></p> <p>To help the children with transition between the two schools and with secondary schools it is important that transition is well planned and prepared for. This involves going to their new class/school, meeting new staff, following the new rules and getting to know the new timetables.</p> <p>This can either be in school as part of the school transition or through 627 support for identified children moving to secondary school. We know that good transition helps with children's progress in their learning.</p>	2, 3, 4, 5
<p>To enhance parental engagement to provide a positive and nurturing environment – clubs, reading workshops, bi-weekly parent drop-ins, weekly parenting workshop for invited parents etc..</p>	<p><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></p> <p>We know that improving parental engagement helps support with children's learning at home and at school. We run bi-weekly drop-in sessions for parents to come into classrooms and see children's progress as well as a variety of workshops each half term and a parenting group. This is a great opportunity for teachers to also engage with parents about any focus areas.</p>	3, 5
<p>Provide items of school uniform to families where appropriate when families are experiencing financial difficulty.</p>	<p>Providing uniform, clothing and equipment for parents and children would help to alleviate other issues at home and at school. It helps support wellbeing and mental health of children and parents and would ensure that more focus can be applied to the learning of children.</p>	5
<p>Prioritise and subsidise places in before and after school care, clubs,</p>	<p><a href="https://www.family-action.org.uk/what-we-do/children-families/schools-education/wraparound-childcare-in-schools/">https://www.family-action.org.uk/what-we-do/children-families/schools-education/wraparound-childcare-in-schools/</a></p>	4, 5

trips and offer food for all children.	<a href="https://www.teachingtimes.com/the-value-of-afterschool-clubs/">https://www.teachingtimes.com/the-value-of-afterschool-clubs/</a>  <a href="https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf">https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</a>  Clubs provide an extension to the school day, they provide experiences and enrichment and offering these for free to all children enables access to all. By providing the children with this opportunity it means that physical and mental health and wellbeing can be improved, overall happiness can improve, and socialising can improve. In addition to this clubs can also further enhance areas and subjects in the curriculum.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Examples could include: accommodation, transport and lunches. Any one off, unexpected costs.	All

**Total budgeted cost: £ 99,000**

# 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments; our findings show that there are some real areas of strength where we are meeting our desired outcome of PP children achieving equivalent or even higher results compared to the whole cohort for example the year 2 and 6 end of year data. However, there are year groups and specific subject areas where there is still a significant gap in attainment between our disadvantaged and non-disadvantaged students.

Phonics assessment – Year 1: (Cohort – 79%, PP 45%)

- Year 2 End of KS

Percentage of whole cohort who were expected or above in Summer 2024:

Reading: 62%

Writing: 39%

Maths: 59%

Percentage of PP children who were expected or above in Summer 2024:

Reading: 67%

Writing: 50%

Maths: 66%

- Year 6 KS2SATs

Percentage of whole cohort who were expected or above in Summer 2024:

Reading: 85%

Maths: 88%

Writing: 78%

Percentage of PP children who were expected or above in Summer 2024:

Reading: 84%

Maths: 75%

Writing: 58%

Our analysis suggests that the reason for this is that a high percentage of our disadvantaged students are also our SEN students along with the ongoing impact and gaps created by COVID-19. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. For this reason, we create our Pupil Premium tracking document and this allows us to understand the makeup of our Pupil Premium children and the support they may be getting in addition to their academic support. We also use Salford reading tests so we can track their short-term reading progress throughout their school life and adapt support where needed. We have introduced targeted reading through volunteers to ensure the lower attainers are getting sufficient reading time where we know this isn't happening at home.

In identifying that oral language and language comprehension development significantly impacts on a pupil's attainment Oracy 21 continues to be rolled out across all classes and all year levels. OPAL is also supporting the use of role play and performance play.

Our observations, need for increased places with the play therapist and data from our wellbeing survey (both staff and students) have indicated that challenges in relation to behaviour, wellbeing and mental health remain higher than before the pandemic. However, we have identified that this is not specific to the disadvantaged children and in most areas of the wellbeing survey, they scored the same as the whole cohort. Our focus on improving health and wellbeing for students remains a primary focus.

We recognise the importance of attendance for all children and although we have a good attendance rate among our pupil premium children, we have observed that it continues to be a challenge for a percentage of our children. We continue to use the rigorous monitoring scheme that we implemented last year to track children's attendance more regularly so we can target support to children who struggle with attendance. We have actioned clear escalation procedures in order to tackle any challenges early in the year and support throughout and our attendance has improved from last year with PP attendance going up from 94.1% in 2023 to 95.2% in 2024.

Our after-school clubs have seen an increase in attendance this year, with a waiting list being put in place for some days. Children in receipt of Pupil Premium funding are offered spaces in these clubs and none have been turned down. In Wrap around care we have between 5 -8 children attending who are pupil premium funded children and the cost of the wrap around care is covered by the funding.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Family Time Service	Parenting Group
Spelling Shed	Education Shed Ltd
Whole Class Guided Reading	John Murray

Times Table Rock Stars	Maths Circle Ltd
Reading Cloud	Reading Cloud
Forest School	Cat Steward
Play therapy	Emma Brummell
CLPE	Centre for Literacy in Primary Education
Phonics	Little Wandle
IXL	IXL
Peer Mentors	Bucks Mind
Maths	BBO Maths Hub
Maths	Power Maths
White Rose Maths	Trinity
Reading/Maths	Reading Eggs/Mathseeds
627	Year 7 transition support
Insight Data	Assessment/ Attendance tracking

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We only have one service child and it is not possible to report on this without identifying the child.
What was the impact of that spending on service pupil premium eligible pupils?	As above

## Further information (optional)

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