Pupil Premium Strategy Statement 2024-2027
St John's Church of England Primary School

3 Year Strategy Renewed November 2025 (Year 2 of 3)

This statement details our school's use of pupil premium funds for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils. This is part of the strategy's three-year plan, reviewed and reported yearly. This plan will run from September 2024 to August 2027.

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	St John's CE Primary
Number of pupils in school	(+ Nursery =)
Proportion (%) of pupil premium eligible pupils	% ()
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	Martina Parsons
Pupil premium lead	Cameron Purvis
Governor / Trustee lead	Stephen Dilley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,520.00
Pupil premium plus (Looked After Children)	£ 0
Pupil premium funding carried forward from previous years Recovery premium funding carried forward from previous years	£18,076.00 £ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**£150,596.00**

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding needs to meet the needs of the context of the school and its subsequent challenges. To do this we use research conducted by EEF (Education Endowment Foundation) to support decisions around the effectiveness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and we know that there is no "one size fits all" approach.

Our ultimate objectives are:

- ✔ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✔ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✔ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives: The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is consistently good
- 1:1 support system to meet the needs of our 'newly arrived' children (and those with EAL gaps) with rapid English vocabulary development – Flash Academy
- 'Catch Up' – NTP supported – tutor to work with Years 5 and 6 to overcome gaps in learning - small group work focussed on Maths and English as a main priority
- Additional learning support resources – sensory room consumables, RWI catch up resources (including Fresh Start), additional Maths manipulatives, appropriate subscriptions to support quality first teaching

- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom – cultural capital
- Behaviour support – Therapeutic training updates for all staff working face to face with children. Zones of regulation (or similar) for use with specific groups of children
- To train named staff in ELSA to support the mental health and wellbeing of the children
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

Challenges

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

Challenge number	Detail of challenge
1	Less developed parental engagement with Reading support
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Addressing the low attainment in writing
4	Attendance and Punctuality issues
5	Behaviour difficulties within a core group of children

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
Progress in Reading	Achieve national average progress scores in KS2 Reading Achieve national average in Phonics Screening Checks for Year 1 and Year 2
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is above 95.5%
Improved attitudes to learning	Reduction of level 2 and 3 behavioural incidents on CPOMS

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: **£32,312.50**

Activity	Evidence that supports this approach	Chal. met
READING RWInc training/coaching and implementation (1/2 day a week for 39 weeks) of Leader's time; RWI training subscription RWInc Home Reading Books Accelerated Reader and MyOn Library Subscription **WRITING** Training – Jane Considine **Resources** Grammarsaurus **Metacognition** Scaffolding and Task Design training and CPD for staff	**HIGH QUALITY TEACHING** (EEF) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching. **Cognitive strategies** include subject-specific strategies or memorisation techniques such as methods to solve problems in maths. **Metacognitive strategies** are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task. EEF **Phonics** - (+5) Continued expert support on the delivery and ongoing CPD for staff in the teaching of the school's systematic synthetic phonics programme Read Write Inc. This ensures all children make the strongest start possible to learning to read, right from the Early Years Foundation Stage and delivers targeted high-level tutoring to those identified as requiring additional phonics tutoring. EEF **Parental Engagement** - (+4) EEF **Metacognition** (+7) Teachers acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving	1,2,3

Team Teach Training - new staff update	pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning. Specific work around how to scaffold effectively and what accurate task design looks like for staff to support higher quality teaching.	
2 x Twilight / INSET Training sessions CPD – PP/Disadvantaged specific	EEF **(CPD)** guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a member of staff who will take on and develop this role with the middle management / subject leadership structure. EEF **Feedback** (+6) EAL, SEND, T&L focus – All designed around closing attainment gaps in children who may be disadvantaged and requiring support in these areas.	1,2,3
Jigsaw PSHME Subscription	PSHME Scheme of work to ensure high quality personal, social, and mental health education is provided to all children.	
Emotional Literacy/ Mental Health Support Work (tbc)	Additional staffing (LSA/HLTA) Additional ELSA sessions – providing enriching experiences and SEMH support every day when required.	
Junior Active Leaders Course	Junior Active Leaders programme to provide an enriching personal development opportunity to create confident, supportive role models who support other children in active learning and play outside. Additionally trained support staff to engage children in these activities in the future and develop a team of JALs.	
Pupil Voice	Music lessons/teaching (tbc)	
ADDITIONAL TEACHING OPPORTUNITIES **£ 1,500**	PP Pupil Voice to capture the thoughts and feelings of PP children in how their experience in school is and what could be provided to better support their time in school (DHT)	

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

Budgeted cost: **£26,650**

Activity	Evidence that supports this approach	Chal. met
Tutoring 18 Year 5/6 children to receive 1:3 catch up provision (Maths) 30 hours – 6 blocks 18 Year 5/6 children to receive 1:3 catch up provision (English) 30 hours – 6 blocks	EEF **Tutoring** (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the adult to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 6 cohort needs support to address gaps in maths. Additional Star Reader Test licences to identify support for children in their reading progress and target academic support for those readers who require intervention.	2,3
FLASH Academy Subscription (15 users) LSA release time **NELI -** allocated LSA time to deliver programme (0.6 time) **ADDITIONAL TARGETED SUPPORT £3000**	EEF **Oral Language Intervention** (+6) **Flash** Academy - We have identified a trend for new children (across the phases) arriving with little or no English. Using Flash Academy and 1;1 or small group support we aim to give children support in gaining English vocabulary as quickly as possible in order to access the curriculum. **NELI** – Nuffield Early Language Intervention has been well embedded in the Early Years Foundation Stage to support children with delayed language acquisition and where English may not be their first language. This has seen a significant positive impact in children's oracy and language development in the previous academic year and will continue to provide this effective intervention daily. Additional EP time to support best provision for children. EP working alongside school staff. (Possible workshop formats) Further tuition sessions Dual Language books	

	Music lessons from Berkshire Maestros (tbc)	

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

Budgeted cost: **£26,650**

Activity	Evidence that supports this approach	Chal. No.
Attendance /Admin Officer time dedicated to work daily to analyse attendance and contact low attenders. (First Day Call and support families to raise attendance / punctuality) (1x hr daily of admin assistant time)	EEF **Parental engagement** (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: ● approaches and programmes/workshops which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children's learning activities; and ● more intensive programmes for families in crisis. ● Commitment to punctuality and attendance	1,4,5,
2x Staff members to be trained in ELSA and will work with vulnerable children and families and improve parental engagement ELSA Training x2 LSA to release ELSA from existing role	EEF **SEL** (+4) interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: whole school approaches as well as specialised programmes which are targeted at students with particular social or emotional needs ● Butterfly Club ● Small group or one to one intervention ● Workshops ● Sensory Room	
2x staff members trained in nurture **Nurture Space - creating space** **Boxall Profile - Leader release time**	**<u>Nurture Space and training</u>** The Nurture Group aims to support our children to develop their self-esteem, confidence, and social skills. Within the group, there is a special emphasis on developing genuine and supportive relationships and pupils are given the time they need both to listen and be listened to. This work enhances relationships within their classroom and supports children to be in a ready to learn state.	

SEND Resources:	Additional SEND resources to support PP SEND children access education.	
Therapeutic training updates for all staff – enabling consistent support to children who are having difficulty accessing learning through behavioural issues, **Training** **Resources** Pastoral Support Worker (Meadow) Physical Exercise – Swimming focus Phonics and Reading Workshops for Parents Residential Contributions Trip Subsidies Christmas Panto	EEF **Behaviour** (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Unconditional Positive Regard Training at Newtown Primary School – October Inset - £230 High quality resources and environments support high quality teaching and status of reading in the school EEF **SEL** (+4) interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: whole school approaches as well as specialised programmes which are targeted at students with particular social or emotional needs. Specialist Pastoral and ELSA support in the Meadow to support PP & SEND children with complex needs. EEF **Physical exercise** (+1) Plus **cultural capital** for our children and reflective of our geographical context. Due to the geographical context of our school and there not being a local pool to use, transport costs are required in order to access a pool where the swimming can take place EEF **Parental Engagement** (+3) **Phonics**/High Quality teaching (+5) Y6 Residential subsidy to support disadvantaged families in participating in such a rich and valuable life experience and provide additional cultural capital. Trip Subsidies to support disadvantaged children attend school enrichment trips outside of school in every year group. Virtual trips – Now Press Play Experiences – Panto, Drama, Guests	4,5

Uniform Support Travel subsidies Choir Trip Coach PP Cooking Club **ADDITIONAL WIDER STRATEGIES OPPORTUNITIES** **£3000**	Uniform support for families unable to cost uniform themselves – provided through school on a needs-basis. Travel subsidies to disadvantaged children unable to afford travel costs to school who live outside the walkable area. Bus Passes for PP Children	

Total projected budgeted cost: £117,196.00 (£33,400 reserve for additional opportunities)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Contextual Data

Number of Pupils	416 + Nursery
Disadvantaged Pupils	89 Pupils
Pupil Premium Funding Allocation for 2022/2023	£117,196.74 (PPG and PPG+)
Statement Authorised by	Ms Martina Parsons
Pupil Premium Lead by	Mr Cameron Purvis
Governor Lead by	Mr Stephen Dilley

Strategy Aims for 2024/2025

<table>
<tr><th>Measure</th><th>Aim</th><th>Review</th></tr>
<tr><td>Objective 1</td><td>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</td><td>Progress of Disadvantaged children in 2023-2024:

<table>
<tr><th colspan="5">Attainment in Groups Years 1-6</th></tr>
<tr><th>Groups</th><th>No.</th><th>Reading (%)</th><th>Writing (%)</th><th>Maths (%)</th></tr>
<tr><td>Pupil Premium</td><td>66</td><td>70</td><td>62</td><td>71</td></tr>
<tr><td>Non-Pupil Premium</td><td>289</td><td>87</td><td>81</td><td>87</td></tr>
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Progress of Disadvantaged children in 2024-2025:</td></tr>
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<table>
<tr><th colspan="5">Attainment in Groups Years 1-6</th></tr>
<tr><th>Groups</th><th>No.</th><th>Reading (%)</th><th>Writing (%)</th><th>Maths (%)</th></tr>
<tr><td>Pupil Premium</td><td>75</td><td>61</td><td>47</td><td>52</td></tr>
<tr><td>Non-Pupil Premium</td><td>281</td><td>79</td><td>63</td><td>71</td></tr>
</table>
This shows that the attainment gap between disadvantaged and non-disadvantaged year on year has narrowed again in all three of the core areas, with the greatest of narrowing/accelerated progress in the maths results. High quality teaching has been key to this year-on-year academic performance increase and attainment gap narrowing. Disadvantaged children made similar progress in writing, maintaining a similar level of academic attainment. Positive to observe an increase in PP writing results after targeted focus on improving writing across the school.
This narrowing was achieved through high quality teaching and coaching inputs/CPD, in addition to the tutoring programmes and interventions run throughout the year. Disadvantaged pupils also benefited from the ongoing social and emotional literacy interventions too, enabling them to access the learning in the classroom more readily to learn.
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<tr>
<td>Objective 2</td>
<td>For disadvantaged pupils in school to make close to or exceed nationally expected progress rates.</td>
<td>
Summer 2025 Progress Report highlighted that in Years 1 – 6, the attainment gap between disadvantaged and non-disadvantaged and reduced in all subject areas (see green below where all groups had narrowed), despite overall lower attainment results across the school. This shows that disadvantaged children continued to make expected or better progress than non-disadvantaged pupils.
Of those disadvantaged children in Year 1 – 6, disadvantaged children made greater and more accelerated progress in all three core areas in comparison to their non-disadvantaged peers,
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narrowing the attainment gap between disadvantaged and non-disadvantaged: (difference of only 1-8% this year, compared to differences of 6-8% last year, a narrower gap than before, especially in reading and writing)

Progress in 2023-2024

Progress of children moving up to 6 steps			
Children	**Reading**	**Writing**	**Maths**
Disadvantaged	53	55	58
Non-Disadvantaged	61	61	66

Progress in 2024-2025

Progress of children maintaining expected standard			
Children	**Reading**	**Writing**	**Maths**
Disadvantaged	64	70	76
Non-Disadvantaged	63	71	68

Phonics Screening Check

86% of Year 1 pupils passed the Phonics Screening Check in June 2025, exceeding the national average of 80% and an increase on last year's result of 82%. Out of those who were disadvantaged, 88% of children passed the check, exceeding their start of year prediction for disadvantaged children of 70% and exceeding the National Average for Disadvantaged children in June 2024 passing the PSC at 68%. This shows the high quality impact of phonics tuition and support provided by PP funds to support children with phonics who may be disadvantaged.

Objective 3	To support our children's health and wellbeing to enable them to access learning at an appropriate level.	We have seen a positive impact in those children who have required support with their mental health and wellbeing in order to access learning in the classroom. We have seen a gradual reduction in these children displaying behaviour difficulties and a positive improvement in their wellbeing and resilience within the classroom to access more learning. A similar trend has been demonstrated in the reduction of recorded higher-level incidences on our school safeguarding and behaviour tracking software CPOMS. Pupil voice similarly highlighted a general increase in positivity of disadvantaged children who previously required health and wellbeing support to access their learning. It is a growing picture as more and more children are requiring mental health or emotional regulation support in school and is a country-wide issue seen in schools currently.

Teaching Priorities Review

Aim	Target	By	Review
Progress in Phonics	Achieve national average in Phonics Screening Checks for Year 1 and Year 2	July 2025	<u>Year One Phonics Screening:</u> 2024 PSC Pass Percentage: 82% PP group: 88% (NA of 68% for PP Children) Non-PP: 90% achieved ARE
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2025	<u>KS2 Reading data (Y6):</u> KS2 Reading Results: 83% PP group: 44% achieved ARE, 22% achieved GD (NA of 62% for PP Children) Non-PP: 92% achieved ARE, 44% achieved GD
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2025	<u>KS2 Writing (Y6):</u> KS2 Writing Results (TA): 75%

			PP group: 44% achieved ARE (NA of 58% for PP Children) Non-PP: 82% achieved ARE, 6% achieved GD
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2025	KS2 Maths (Y6): KS2 Maths Results: 80% PP group: 55% achieved ARE, 11% achieved GD (NA of 59% for PP Children) Non-PP: 86% achieved ARE, 40% achieved GD
Other	Ensure attendance of disadvantaged pupils is above 95.5%	July 2025	PP group average attendance was 92.5% from Year R to Year 6 (July 2024). Admin Officer targeted attendance support to families where without support would have been far lower in attendance.

Data Source: https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2021-22 https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment/2021-22

Targeted Academic Support Review

Area	Activity	Review
Priority 1 **Small group maths and English tutoring.**	Experienced teachers have been used to provide additional support for disadvantaged pupils, along with the bottom 20% non-disadvantaged pupils, who benefitted from targeted maths and English support throughout the year to close the attainment gaps.	This support saw a significant increase in the disadvantaged children's cores in arithmetic fluency and confidence – direct increase in Arithmetic scores in KS2 SATs as a result. Several Year 6 disadvantaged children who were predicted not to reach ARE without additional support at the start of the year were later able to achieve ARE, particularly in Maths, in the KS2 SATs after receiving the

		high-quality tuition throughout the year.. <u>National Averages / School Results</u> Combined – 62% Combined – 57% Reading – 75% Reading – 69% Writing – 72% Writing – 79% Maths – 74% Maths –72%
<u>Priority 2</u> **Oral Language Intervention**	Providing appropriate support for EAL pupils in the form of Flash Academy (£50 per child per year) and The Nuffield Early Language Intervention (NELI) programme for the Foundation Stage children. (No cost to buy programme as was fortunate to be an early adopter selected by DFE (Department for Education))	Flash Academy has been successful with the majority of languages offered within the web-based platform. This has continued this year with the investment in pupil licences that has seen a positive impact in pupil English language acquisition and aided in progress towards age related expectations in both reading and writing. NELI is continuing to run successfully within the Early Years Foundation Stage and saw a large positive impact in increasing children's language and oracy in all who participated in the programme towards the expected levels for their age, having begun the programme as 'significantly below average' to all achieving 'average' oracy scores. This is delivered by our highly trained and experienced ELSA staff. A clear positive value added.
<u>Priority 3</u> **Educational Psychologist Support**	Additional paid time with an Educational Psychologist to support disadvantaged children access increased SEND support from external agencies.	Educational Psychologists were able to visit children during the academic year to accelerate their wait time in accessing appropriate assessments and support from external agencies. This allowed for more tailored provision for the children involved in order to have a greater accessibility to the curriculum in the classroom with their learning needs more accurately assessed and supported.

Wider Strategies Review

Measure	Activity	Review
Attendance	Parental Engagement and Attendance Officer Support	School-based Attendance Officer was able to monitor targeted children with low or decreasing attendance over the course of the year and along with the support from RBC Education Welfare Officer to intervene and assist families in increasing their attendance and mitigating factors that negatively affected attendance. For example, for families identified where travel to school was a negatively affecting contributor, bus passes were paid for and provided to these children in order for them to increase their attendance and support those disadvantaged families to enable their children to access education. Average attendance overall for disadvantaged children was 94.0%, less than 1% below the local authority average of 94.4%. however an increase on last year's 92.5%. Specific SEND needs played a significant factor in these absences. This percentage is much closer in line with the school's average and effectiveness of the work by our Attendance Officer. Further targeted support with attendance of disadvantaged children is required to continue into the next academic year's strategy with aims to increase this further. The support of travel subsidies and bus passes were also supportive factors that kept attendance high, paid for by PP funds.
Social and Emotional Literacy	Social and Emotional Literacy Interventions delivered by trained Emotional Literacy Support Assistant (ELSA).	The school's trained ELSA delivered interventions successfully throughout the course of the academic year for children with identified social and emotional health requirements for support. A positive value added to pupil's wellbeing and ability to access learning in the classroom, as well as addressing confidence levels and resilience in regulating their emotions more successfully. These interventions saw a positive impact in pupils' social and emotional health and were a significant factor in supporting children with Education Health Care Plans and Individual Education Plans.
Behaviour	Pastoral Support Worker (PSW) and Learning Support Assistant delivered	PSW delivered a support programme to targeted children who were identified by school SENDCOs who would benefit from the therapeutic 'Zones of Regulation' intervention to support in reducing the number of behaviour incidences and increase children's independent ability to regulate their emotions throughout the school day. This increased these children's ability to access learning in the classroom where previously learning may have been

	targeted behaviour support to children with behavioural needs.	lost due to unregulated emotions and behaviour. Quantifiable data recorded an increase in children having behavioural incidents at level 2 and 3 recorded on CPOMS, highlighting the growing need for this pastoral support and ELSA work. PSW also worked closely to support the families of these children to provide similar support at home.
Physical Exercise & Cultural Capital	Provision of access to Swimming lessons and associated travel costs.	Year 6 children were provided with the additional cultural capital of accessing swimming lessons – an activity identified as disadvantaged children not accessing in their wider lives outside school. All Year 6 children attended a term of swimming lessons, with transport costs to the local swimming pool provided to aid in this delivery. Pupil voice showed huge enjoyment and fulfilment of many disadvantaged children's confidence in being able to swim. The vast majority of children completed the sessions finishing with a competency in swimming and safety when in water.
Wider Opportunities	Trips, wider excursions and additional experiences.	All disadvantaged children in every year group were able to attend and access a wider school experience/school trip to external locations to build their cultural capital and enrich learning linked in school. Disadvantaged children were supported financially on a needs-basis to ensure they were able to attend these trips and access these experiences. Residential contributions were made financially to Year 6 disadvantaged children to ensure that their disadvantaged did not inhibit them being able to participate in the year group's residential experience at Oakwood Youth Challenge – a highly rewarding experience and offered children the ability to develop life skills they may not have been exposed to in their wider lives outside of school. Uniform support was provided to those disadvantaged families who required the support on a needs-basis. Travel Subsidies were provided to disadvantaged families whose children's attendance was negatively affected by geographical travel difficulties. Pupil Voice sessions were provided for disadvantaged children to offer their hopes and desires for school projects such as a new school library and increased book resources.

Total Spend

TOTAL SPEND £	
Pupil Premium Lead Strategy Review by:	Cameron Purvis
Pupil Premium Governor Link Analysis of previous year:	Stephen Dilley

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**
Read Write Inc	Ruth Miskin/OUP
Reception and Year 1 Language Intervention Programme	NELI (Nuffield Early Language Intervention)

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

The strategy (2024-2027) We continually assess the effectiveness of the strategy and have made adjustments throughout the 3 year time period to ensure the needs of the children are being met most effectively.