

## Pupil Premium Strategy Statement – Primley Wood Primary School

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

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

### School overview

Detail	Data
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	60 (24.5%)
Academic Years that our current Pupil Premium Strategy Plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Seetle Kaur
Pupil premium lead	Matthew Phillips
Governor / Trustee lead	Rashpal Sagoo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,890
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£89,890

## Part A: Pupil Premium Strategy plan

### Statement of intent

At Primley Wood Primary School (PWPS) we have high aspirations and ambition for all our children and believe that every child should be able to fulfil their potential. We are committed to ensuring that all our children are given every chance to achieve, prosper and lead happy, healthy lives. Pupil Premium funding is targeted at maximising the achievement of disadvantaged children and in a way which supports their individual needs.

We, at Primley Wood, absolutely believe that all children can succeed, and we have a solution focused approach to overcoming barriers. We support children to develop a love for learning and ensure that we meet their individual needs and interests effectively. We ensure that all staff know who the disadvantaged children are and that the most appropriate strategies / support are in place for them. We help them to have full access to clubs and activities across school and to take part in out of school activities.

Activities and clubs are monitored to ensure that they reflect the whole school population including disadvantaged children. Where this is not the case, we proactively recruit disadvantaged children and fund them if necessary. In addition, we constantly monitor the effectiveness of strategies on learning and review provision in the light of tracking data and other evidence. All staff are involved in the analysis of data so that they are fully aware of the requirements of pupil premium funding and the impact their work is having on the progress of disadvantaged children.

#### Principles:

- All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

#### Provision:

- Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of EYFS and Year 6.
- As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them.

#### The range of provision

- Facilitating pupils' access to education and the curriculum
- Additional teaching and learning opportunities
- Financial support to families to ensure pupils are not disadvantaged and access the same opportunities as their peers.
- Pastoral and therapeutic support to ensure that we remove barriers to learning and curriculum

## Challenges

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

Challenge number	Detail of challenge
1	Literacy and language skills are a barrier for some pupil premium pupils. 26/60 of pupils with Pupil Premium also have English as an Additional Language, which combined present a significant barrier to learning.
2	Children who are disadvantaged have a higher rate of behaviour incidences linked to social, emotional and mental health needs inclusive of suspensions.
3	Attainment gaps for some disadvantaged (PP) pupils and all other pupils between key milestones e.g. EYFS – KS1, KS1 – KS2.
4	Lack of confidence, independence and resilience due to disadvantaged backgrounds.
5	Financial issues which mean pupils do not access the same experiences as their peers (sports, arts, and enrichment opportunities)
6	Being present, on-time, well fed and ready for learning. Attendance figures across the Autumn Term for PP vs non-PP are within 1% of each other however persistent absenteeism has a bigger difference with PP children being 8.5% higher than the cohort as a whole (16% vs 7.5%)
7	Typically, poorer parental engagement from children with pupil premium which can affect their ability to support learning at home

### 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
Attainment gaps between year groups and key stages are closed to ensure all disadvantaged children meet age related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics Closing the existing gap between themselves	<ul style="list-style-type: none"> <li>EYFS pupils with PP achieving GLD will be in line with or above national expectations and equal to other pupil groups</li> <li>Pupils with PP passing the phonics screening will be in line or above national and equal to other pupil groups</li> <li>Pupils with PP will achieve in line with national for Reading, Writing and Mathematics at KS2.</li> <li>Pupils with PP will make (or exceed) expected progress.</li> <li>Pupils are monitored closely to ensure they are 'on track'</li> <li>Pupils who are not making expected progress are targeted to achieve their expected (or better) outcome have regularly tracking and timely intervention to address this</li> <li>Pupils will be closely tracked through 2-weekly RAG meetings and termly pupil progress which will identify and prioritise PP pupils</li> </ul>
Improvements in language and literacy skills for pupils, especially those with PP, resulting in better progress and access to the full curriculum.	<ul style="list-style-type: none"> <li>Pupils with PP access and engage with the full curriculum.</li> <li>Pupils with PP make at least expected progress in reading and writing.</li> <li>Pupils with PP have outcomes that are in line with, or exceed, that of national data for PP pupils for reading and writing.</li> <li>Pupils with PP are a focus within curriculum sessions for teacher's questioning and assessment to ensure we are aware of emerging needs</li> <li>The gap is narrowed between disadvantaged and all other pupils.</li> </ul>
All pupils, especially those with PP, are mentally healthy. They develop and demonstrate positive attitudes towards learning	<ul style="list-style-type: none"> <li>Any wellbeing, self-esteem and confidence issues are identified quickly, and support systems put in place quickly and effectively.</li> <li>Attitudes towards learning are improved – including confidence, motivation and resilience.</li> <li>Fewer behaviour or mental health issues involving pupil with PP</li> </ul>

and show resilience and perseverance, A rigorous programme is in place to support identified children with developing these skills	<ul style="list-style-type: none"> <li>• Pupils make better progress because of improved confidence and attitudes engagement with learning.</li> <li>• Children have access to support in school and families have access to outside agencies regarding housing, finance etc or the team in school regarding their child.</li> </ul>
Financial issues are not a barrier for pupils. All pupils are included and equal – including enrichment activities, clubs, school uniform and equipment.	<ul style="list-style-type: none"> <li>• Aspirations and attitudes of pupils are improved.</li> <li>• Pupils with PP have subsidised access to the extended school day offer so that parents can be supported with childcare. Pupils are also further stimulated through additional social interactions and learning/enrichment opportunities.</li> <li>• Pupils with PP have subsidised access to clubs, instrument tuition &amp; education visits, building up cultural capital.</li> <li>• The gap in the % of pupils achieving ARE compared to non-PP is narrowed (with a focus on GD) so that outcomes are above national expectation for pupils with PP.</li> </ul>
Pupils with PP have good attendance, are punctual and have access to breakfast to ensure they have the energy to learn.	<ul style="list-style-type: none"> <li>• Attendance for pupils with PP will be above national average and will be in line, if not better, than non-PP pupils.</li> <li>• Any persistent absence for pupils with PP will reduce through targeted support</li> <li>• Learning time is maximised because of improved attendance and punctuality.</li> <li>• Strategies are in place which support families to address issues around attendance and punctuality including first day calling, targeted lists, rewards, cluster support, funded access to breakfast club and regular meetings with parents.</li> </ul>
Parents are fully supportive and engaged in their child's education and learning.	<ul style="list-style-type: none"> <li>• Parent workshops are planned to provide information on their child's learning.</li> <li>• Parents are aware and attend parental workshops and parent consultation evenings. Registers will reflect 100% attendance for Parent Consultation Evenings and an increase in attendance at parental workshops.</li> <li>• Parents are aware and enrol their child in after school educational provision if they cannot support their child at home. Registers will reflect an increase in PP attendance in after-school educational provision.</li> <li>• Homework is completed – homework is encouraged and supported either by a parent or after school educational provision.</li> </ul> <p>Relationships will continue to strengthen within the school community.</p>

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the Framework for Great Teaching and	<i>"A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are</i>	<b>1, 3 &amp; 4</b>

<p>Nishkam Teaching and Learning Toolkit to ensure teaching and learning has maximum impact for all learners.</p> <p>Further improve the quality of teaching and learning across subjects, in particular English (Speaking &amp; Listening, Reading and Writing)</p> <p>Improve progress in English across the school by continuing to develop a vocabulary and text focused curriculum.</p> <p>Provide high quality professional development opportunities underpinned by research and evidence to develop teachers' knowledge.</p> <p>Continue to drive high aspirations to ensure all pupils, particularly the most disadvantaged, make sustained and substantial progress.</p>	<p><i>especially significant for pupils from disadvantaged backgrounds.” (EEF, Pupil Premium Guidance, June 2019)</i></p> <p><i>“One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills.” (EEF, Pupil Premium Guidance June 2019)</i></p> <p><i>Research from Hart and Risley shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary nationally recognised as the PP vocabulary gap (a gap of 30 million words by the age of 4).</i></p> <p><i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ (EEF Guide to the Pupil Premium’ June 2019)</i></p> <p><i>“Teaching effectiveness is a strong predictor of pupils’ progress throughout school and having a succession of strong or weak teachers can have lasting effects.” (Muijs et al, 2014; Reynolds et al, 2014; Kyriakides &amp; Creemers, 2008; Muijs &amp; Reynolds, 2003; Sammons et al, 2009).</i></p>	
<p>Investment in Little Wandle (Phonics) Yearly Subscription and package of CPD that supports developing practice.</p>	<p>DfE guidelines suggest that a structured systematic phonics scheme must be linked to the reading scheme for children to learn and rehearse phonics. A clear reading strategy in place that focuses on vocabulary will also support pupils to make the right choices in their written work. (OFSTED action Dec 2019).</p>	<p><b>1 &amp; 3</b></p>
<p>Funding SENDCo non-contact time to be spent reviewing and adapting practice targeted at children who are both Pupil Premium and SEND</p>	<p>Accessing an experienced SENCO for additional time has an impact on learning as he trains / supports the TAs and teachers to deliver specific small group tuition which adds 4 months to learning and is an exemplar for high quality SEND provision.</p> <p><i>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’</i></p>	<p><b>2, 3 &amp; 4</b></p>
<p>Recruitment of Teaching Assistant with Pastoral Specialisation to deliver high quality intervention targeted towards SEMH Support</p> <p>Investment in CPD for this person to deliver.</p>	<p><i>“While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools</i></p>	<p><b>2, 3, 4 &amp; 6</b></p>

	<i>should be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF Research – Social &amp; Emotional Learning)</i>	
Recruitment of an additional qualified teacher and 1:1 SEND TA.  CPD and Leadership time to develop these colleagues' skills	<i>However, results from trials where TAs are trained to deliver structured curriculum intervention programmes to individual pupils or small groups, on average, show positive benefits (Slavin, 2018)</i>  The essential features of effective SEMH provision identified in this review match well with the summary provided by Simpson et al. (2011), which included; (a) qualified and committed professionals, (b) practical and functional environmental supports, (c) effective behaviour management plans, (d) relevant and effective social skills programmes, (e) robust academic support systems and ongoing evaluation of interventions against pupil outcomes and progress (Simpson, Peterson, and Smith 2011).	2, 3 & 4
Funding for cover to enable detailed pupil progress meetings to take place.  Teachers held accountable by senior leaders during robust and rigorous pupil progress meetings termly and RAG meeting held more frequently for all teacher as a forum to address underperformance and plan intervention  Pupils who are not making expected progress are identified and necessary interventions are implemented and reviewed regularly for impact.	<i>“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.” (EEF, 2018)</i>  <i>“Teaching effectiveness is a strong predictor of pupils’ progress throughout school and having a succession of strong or weak teachers can have lasting effects.” (Muijs et al, 2014; Reynolds et al, 2014; Kyriakides &amp; Creemers, 2008; Muijs &amp; Reynolds, 2003; Sammons et al, 2009).</i>	1, 2, 3, 6 & 7

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of pupils who are not make sufficient progress to ensure gaps are addressed and outcomes are improved for all.  Teachers held accountable by Senior Leaders during robust and rigorous Pupil Progress meetings. Pupils who are not making expected progress are identified	<i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” (EEF Guide to the Pupil Premium, June 2019)</i>	1,2 & 3

<p>and necessary interventions are implemented and reviewed for impact.</p> <p>Teachers and Assistant Teachers to provide structured interventions to support children to close gaps in learning.</p> <p>Training on effective interventions for all staff.</p> <p>To ensure all pupils, particularly the minority who struggle, are expertly supported to behave consistently well eg through mentoring and SEMH interventions.</p>	<p><i>“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.’ (EEF, 2018)</i></p>	
<p>Purchase of SEMH/Pastoral scheme of learning to support strategic response to needs of children displaying SEMH Needs</p> <p>e.g. Thrive</p>	<p><i>Now more than ever, pastoral care systems in schools play a key role in the social and emotional development of children and young people, but especially for those who are vulnerable in some way. A holistic whole-school approach has been shown to be the most effective way forward (Cefai et al., Citation, 2018). Where researchers, policymakers and educators collaborate, (as in the THRIVE initiative described above) there is the greatest hope for providing protection to children and young people from the negative impact of adverse conditions. (Cowie, 2022)</i></p>	<p>2, 3, 4 &amp; 6</p>
<p>Purchase of NTS diagnostic assessments which support teachers to develop their pedagogy around accurate assessment and transparency to inform future provision and ensure that WLA done on these assessments is accurate</p>	<p>Purchase of standardised diagnostic assessment (NTS) Support for teachers and ECT’s to ensure these assessments are used to inform future provision and to ensure QLA is accurate. 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.</p> <p>EEF - +6months</p>	<p>S</p>
<p>Interventions to support both language and development of fundamental key skills within core subjects</p> <p>Precision teaching for misconceptions identified through QLA</p> <p>Evidenced based intervention to close gaps in attainment</p>	<p>EEF Guide to Pupil Premium:</p> <p><i>High quality teaching should reduce the need for extra support for pupils however it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress or to catch up with their peers.</i></p> <p><i>Small Group and one-to-one interventions provide an opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</i></p> <p><i>Disadvantaged pupils with SEND have the greatest need for excellent teaching, specific</i></p>	<p>1, 3 &amp; 5</p>

	<i>approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies &amp; scaffolding.</i>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue provision around various strategies that support with attendance and punctuality issues:</p> <ul style="list-style-type: none"> <li>- Subsidised access to breakfast Club</li> <li>- National Breakfast Programme with free Bagels</li> <li>- 100% attendances system and rewards</li> </ul>	<p><i>This impacts on attendance and wellbeing as children are on time and ready to learn.</i></p> <p><i>EEF - + 4 months</i></p> <p><i>Anecdotal evidence from school around case studies where access to these has improved and supported attendance and punctuality</i></p>	5, 6 & 7
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school alongside our virtues led curriculum</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>virtues-led ethos and improving behaviour across school.</p> <p>Behaviour interventions   Teaching and Learning Toolkit   EEF</p>	2 & 4

**Total budgeted cost: £89, 890**

## Part B: Review of the previous academic year: Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. Please refer to our reviewed 2023 to 2024 Pupil Premium Report for further details.

- **Pupil Premium end of year 2023 - 2024 whole school attainment outcomes (Teacher Assessment)**

Subject	Pupil premium pupil attainment pupils % expected +	Non-pupil premium attainment pupils % expected +
Reading	57%	74%
Writing	71%%	74%
Mathematics	71%	83%

- **EYFS GLD 2023 – 2024**

Subject	EYFS GLD	Nationally
Whole Cohort	67%	67%
Pupils with Pupil Premium	56%	52%
Pupils non-Pupil Premium	72%	72%

- **KS1 Phonics Screening Check 2023 - 2024**

Subject	KS1 Phonics Screening Check	Nationally
Whole Cohort	80%	80%
Pupils with Pupil Premium	68%	67%
Pupils non-Pupil Premium	88%	83%

### Year 6 (SATS) 2023-2024

Subject	Pupil premium attainment pupils % expected+	Pupil premium attainment National *	Non-pupil premium attainment pupils % expected or more progress	Non-Pupil premium attainment National*
Reading	57%	60%	74%	78%
Writing	71%%	58%	74%	77%
Mathematics	71%	59%	83%	79%

The data demonstrated that school outperformed the national figures for pupils with Pupil Premium in both Writing and Maths however were slightly under this figure in Reading in terms of summative end of primary outcomes.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

This data demonstrates pupils who are not PP outperformed their peers who are PP in all areas which remains an imbalance that school must take measures to address. The next year’s cohort has 38% pupil premium which is very high so actions are in place to address this inequity.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations in the previous school year academically, however we aim to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Intended outcome	Review
<p>Children who are identified as disadvantaged are effectively supported to achieve their full potential through outstanding teaching and learning and appropriate intervention where necessary.</p>	<p>Children who are identified as having Pupil Premium or as disadvantaged have been prioritised in teaching and learning, teachers have engaged with leaders in regular meetings focused on adaptation to learning and facilitation of progress, PP children take priority in this and are top of the discussion agenda to ensure we are giving enough thought to closing the gap between disadvantaged children and non-disadvantaged.</p> <p>Additional procurement of specialist support staff and additional capacity has been put in place in order to respond to their needs and help them to catch up not keep up. For example, in Year 6 where 44% of children are pupil premium, this has been a focus for leadership support and an additional qualified teacher has been deployed to ensure high quality teaching, learning and intervention</p>
<p>Pastoral support in place for identified children is having a positive impact on social, emotional and mental health issues. Children are quickly identified to work with pastoral support both within school and in the cluster and families have access to outside agencies regarding housing, finance etc or the team in school regarding their child.</p>	<p>Social, Emotional and Mental Health concerns (eg wellbeing, self-esteem, anxiety) are identified and the use of strategies to support this has begun. Pastoral Lead has developed a register to record children who have been identified.</p> <p>Where necessary, external agency specialist and targeted support has been identified and implemented. Agencies used included: Educational Psychologist, Children’s Advice and Support Service (CASS), Child and Adolescent Mental Health Support (CAMHS) Social, Emotional and Mental Health, NEAIP. Concerns are raised quickly and are dealt with swiftly and any potential risks or issues are reduced. However, there are still more children with PP than not who are involved in incidents related to SEMH Needs – Further development of therapeutic support is required to address this.</p>
<p>Links are in place with outside agencies to identify potentially vulnerable families and to engage with them prior to their children starting school.</p> <p>Staff from the newly opened 2-year-old provision and nursery quickly identify children who are not school ready and work with them to improve school readiness.</p>	<p>All parents who have requested financial support have received subsidised access to wraparound care, after school enrichment clubs, instrument tuition and educational visits. When the new uniform was introduced, this was initially funded by school to remove this financial barrier for parents and families.</p> <p>This has broadened the child’s experiences and opportunities, built on their cultural capital and in turn has developed pupils’ personally through the additional social interactions and learning/enrichment opportunities. Wrap-around care is developed through support from SLT and rigorous performance management of staff leading</p> <p>In addition, parents have been supported with additional childcare, school uniform and other finances to ensure no pupil is disadvantaged.</p>
<p>Strategies are in place which support families to address issues</p>	<p>Attendance and punctuality have continued to be monitored weekly via an attendance report. 1:1 meetings between the Office Lead and Headteacher have</p>

<p>around attendance and punctuality including first day calling, targeted lists, rewards, cluster support, funded access to breakfast club and regular meetings with parents. In addition, free and subsidised places provided on the school bus allocated to target families to get their children to school regularly and on time.</p>	<p>also continued to ensure any attendance or punctuality issues are identified quickly. Any pupils whose attendance was below 97% have been discussed and necessary meetings, letters or phone calls to parents have taken place to offer support.</p> <p>Pupil premium attendance has consistently been in line with non-pupil premium pupils across the academic year. This has been due to the rigorous procedures in place for monitoring attendance. All attendance figures now exceed national targets (97%) and have been raised by school to be even more aspirational.</p>
<p>Staff are confident and equipped to support the children who are new to English or are deemed to be EAL effectively in terms of language and understanding.</p>	<p>The vast majority of pupil premium parents attended parent consultation evenings. The office rigorously monitored the attendance records and contacted any parents who did not attend to rearrange for another time.</p> <p>Parent workshops were planned to provide information on their child's learning. Pupil Premium parents are encouraged to attend. Where attendance has not taken place, information from workshops has been sent home for parents to view from home.</p> <p>The Headteacher, Assistant Headteacher and Early Years Foundation Stage Lead and Special Educational Needs Co-ordinator/Pastoral Lead attended Reception home visits to ensure good relationships with all new families are formed ready for the new academic year, that expectations of parental engagement are clear and any potential barriers (financial or home life) are identified earlier to ensure the correct support is in place.</p> <p>All pupils have access to enrichment opportunities within and outside of the school day. After school clubs, enrichment days and educational visits are funded by the school for pupils with a pupil premium to ensure they have the same enriched opportunities as their peers. 100% of PP pupils attended educational visits and enrichment days or events. 55% of pupil premium pupils attend at least one term of after school enrichment clubs or booster clubs last academic year, which is an increase of 7% from the previous year. After school enrichment clubs were offered to pupils with Pupil Premium before they were released to all pupils. Parents of pupils with Pupil Premium were individual contacted and informed of this early release. This ensured all after school enrichment opportunities were available to all pupils with Pupil Premium and that any 'hard to reach' parents were engaged in the process. The school will continue to send out club availability before releasing clubs to the whole school, which is then followed with a phone call to the parent if a pupil with Pupil Premium has not signed up to any clubs to try and encourage attendance of at least one. The promotion and celebration of enrichment clubs will also continue to feature in the school celebration assemblies as well as newsletters to ensure the profile of club attendance is raised.</p> <p>The school disseminated a letter to all parents regarding the eligibility for Pupil Premium. This has ensured all parents are aware of the Pupil Premium Grant and the support it can give to them and their children.</p> <p>Homework has been rigorously monitored by class teachers through a tracking system. Where homework has not been completed, class teachers have had discussions with parents to offer support and, where necessary, alternates to ensure necessary work is completed. Homework engagement was also discussed at parent consultations. A Key Stage 2 homework club was also implemented to help pupils and their families with the completion of homework. This supported</p>

	the significance of homework and enabled another opportunity to discuss support and next steps.
Classroom teachers recognise their responsibility for the progress of all children including those with SEND and deliver an appropriate curriculum which is differentiated to meet their needs. TAs share in planning and are skilled to work with individual children who have complex and other identified needs.	Classroom teachers have received a host of CPD from leaders and specifically the SENDCo to understand their role in leading the education for all children with SEND but also those with multiple disadvantages e.g. SEND combined with Pupil Premium. Training has been delivered on statutory responsibilities as well as the graduated approach to responding to pupils needs. Support is in place from leaders for all teachers to help them understand how to make adaptation and scaffold learning to promote access and achievement for all. School invested in support staff training in various areas from Autism and SEND Needs, Safe Physical Intervention and team teach strategies and SEND small steps support.
Disadvantaged children are identified to take part in clubs and activities which interest or extend them and have access to all opportunities in the school day and those which take place outside it.	Disadvantaged children did take part in after school provision and were prioritised when there was oversubscription to these activities. In the next year school intend to do more to target support for parents and their children to access these activities as well as target them for participation events within curriculum provision and enrichment.
Nutrition is regularly visited via the curriculum and children are reminded about healthy eating, exercise and the impact on wellbeing. Lunches are healthy and balanced, and families are encouraged to provide healthy packed lunches. Support for families is provided by the pastoral team and cluster support where required.	Nutrition plays a part in our curriculum and children learning about healthy eating, and the impact of nutrition and exercise of health and wellbeing.  Lunches are supported by SLT as we understand the importance to be present during these times to support with healthy, calm and peaceful lunchtimes.

### Externally provided programmes

Programme	Provider
CPD and In-school pastoral support	North East Area Inclusion partnership
Educational Psychologist	Leeds City Council
2touch Extra-Curricular provision	Educational Psychologist Services (EPS)

