



## **Pupil Premium Statement Langley First School** **2023-24**

### **Background**

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. Pupil premium strategy statement

### **Aims**

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. At Langley we must secure the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

### **Eligibility and funding**

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;
- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

### **Non-eligible pupils**

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example: are in contact with a social worker used to be in contact with a social worker are acting as a carer

## PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils recorded in the October 2020 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded in the October 2020 census who are in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- **Ever 6 service children:** pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2020 census

## **Funding rates for financial year 2023-24**

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2023-24, based on per pupil rates.

<b>Pupil eligibility criteria</b>	<b>Amount of funding for each primary-aged pupil per year</b>	<b>Amount of funding for each secondary-aged pupil per year</b>	<b>Funding is paid to</b>
<b>Pupils who are eligible for free school meals, or have been eligible in the past 6 years</b>	£1,455	£1,035	School
<b>Pupils previously looked after by a local authority or other state care</b>	£2,530	£2,530	School
<b>Children who are looked after by the local authority</b>	£2,530	£2,530	Local authority

The school will receive its PPG funding from the LA.

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Langley First School and Nursery
Number of pupils in school	<b>316 R-Y4</b> <b>274 in Years 1-4</b> <b>59 in Reception</b> <b>42 in nursery</b>
Proportion (%) of pupil premium eligible pupils	PP 27 - FSM - 22 - 8% of school.
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	15.12.21 Updated end of Year 1 15.12.22 Updated end of Year 2 <b>15.12.23</b>
Date on which it will be reviewed	15.12.24 Full review 1st Annual review December 22 <b>2nd Annual review</b> <b>December 23</b>
Statement authorised by	<a href="#">Carrie Marron</a> ( Head Teacher)
Pupil premium lead	Allison Pendleton
Governor / Trustee lead	<a href="#">Andy Pendlebury</a>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23-24	£43,470

Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,029
<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	£47,499

# Part A: Pupil premium strategy plan

## Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SEF. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- We ensure that teaching and learning opportunities meet the needs of all the pupils - Ensuring an 'effective' teacher is in every class
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- We ensure 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
- In 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

At Langley we aim

- To ensure there is no gap between PP and Non PP in RWM.
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as emotional, attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- PP Lead to monitor progress and provision of all PP children throughout the year.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Reading</u></b></p> <p>Assessments, observations, and discussions with pupils show that pupils have gaps in learning and development due to full school closures in 2019-2020 and 2020- 2021. Including periods of extended isolations in 2020- 2021 which continued into the school year 2021-22.</p> <p>Assessment overview from Summer 2021 and a national priority showed a specific need for a Reading Focus for PP pupils. National Data suggests disadvantaged pupils generally have greater difficulties with phonics than their peers</p>
2	<p><b><u>Emotional Health and Well Being</u></b></p> <p>Our informal assessments, observations and discussion with parents indicate that the global pandemic and ongoing disruption to education has impacted on the mental health and emotional well being of all children. Disadvantaged children have been particularly affected. We are seeing a marked number of referrals for support for children with emotional needs.</p>
3	<p><b><u>Attendance</u></b></p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.5% lower than for non-disadvantaged pupils. Persistent absences are 2 % higher amongst PP pupils. Persistently late pupils are 1% higher in disadvantaged pupils than non disadvantaged pupils.</p> <p>Attendance disruption continues due to rising numbers of covid cases within school children and their families.</p>
4	<p><b><u>Oral Language Skills</u></b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language and communication skills, vocabulary gaps and lack of school readiness among many disadvantaged pupils. This is evident from early years to Year 3.</p>
5	<p><b><u>Enrichment Activities</u></b></p> <p>Through observations and discussion with our parents including poverty proofing Audit September 21 Disadvantaged pupils are less able to afford to attend clubs / extra-curricular school activities.</p>
6	<p><b><u>Technology</u></b></p> <p>Through observations and parent feedback (poverty proofing audit) access to technology is limited for some disadvantaged pupils.</p>
7,	<p><b><u>Writing</u></b></p>

	Our assessments including KS1 Sats, data and analysis indicate that disadvantaged pupils within year 2 (2021-22 school year) are performing below their peers in writing.
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### 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
1. Improved reading attainment among disadvantaged pupils. Pupils attain as well as non-PP peers in Year 1 Phonics screening.	<p>Reading outcomes in 2024/25 show that there is no gap between disadvantaged and non disadvantaged pupils meeting the expected standard.</p> <p>Phonics Screening results 2024/25 show that PP pupils attain as well as their peers in school and at national average.</p>
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• a significant reduction in referrals for SEMH needs which impact learning.</li> </ul>
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• For attendance of our PP pupils to be no lower than the attendance for non-PP pupils.</li> <li>• For attendance to be 'good' compared to national attendance (96%).</li> </ul> <p>To close the gap on persistent absences and persistent lateness between PP pupils and non PP pupils.</p>
4. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including</p>

	engagement in lessons, book scrutiny and ongoing formative assessment.
5. To improve disadvantaged pupils access to extracurricular activities and enrichment opportunities,	All pupils are given the opportunity and financial support to access peripatetic music and at least one extra-curricular club. Y4 Children have the opportunity to attend school residential.
6. Disadvantaged pupils have equal access to technology at home	All disadvantaged pupils can access online support including anything provided for remote learning, Seesaw. Tablets can be shared or netbooks to families. Impact of this should be seen in reading attainment and maths scores.
7. Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2024/25 show that there is no gap between disadvantaged and non disadvantaged pupils meeting the expected standard.



## 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: £9,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive training. Second Thrive Practitioner Training.</p> <p>£3,415 - Thriveonline plus LP training.</p> <p>12 sessions x £120 per session for cover</p> <p>£1,440</p> <p>Total - 4855</p>	<p>SEMH</p> <p>Developing an emotionally healthy school.</p> <p><a href="https://www.thriveapproach.com/about-thrive/thrive-online">https://www.thriveapproach.com/about-thrive/thrive-online</a></p>	2, 3, 5.
<p>Mental Health Whole School Training</p> <p>Twilights</p> <p>£1500</p>	<p>SEMH</p> <p>Developing an emotionally healthy school. <a href="#">Social and emotional learning   EEF</a></p>	2, 3, 5.
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><i>Little Wandles Letter and Sounds</i> -Additional phonics (Year 3 ) llttle</p>	<p>EEF Toolkit tells us that the teaching of systematic phonics that is matched well to the pupil's current phonemic awareness has a high impact (+5 months) for low cost.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 and 4.

<p>Wandle resources and TA</p> <p>3 x hours per week @ £15 per hour = £45 per week</p> <p><b>£2700</b></p>		
<p><i>Management Time and additional training for PP Lead to monitor progress and ensure adequate provision for disadvantaged children.</i></p> <p>Cover (£180 per day number of days 4 x <b>£0 taken from PP budget</b>)</p>	<p>DFE Guidance states that management time is needed for teachers to carry out additional leadership roles within school.</p> <p><a href="#">How to manage change and reduce workload in your school</a></p>	1-6
<p>Designated LAC and PLAC Teacher training.</p> <p>£180 per day</p> <p>4 days per year</p> <p>£180 x 4 = <b>£720</b></p> <p><b>Course Fee - £180</b></p> <p><b>Total £900</b></p>	<p>It is a DFE requirement that each school has a designated teacher for LAC and PLAC</p> <p><a href="#">The designated teacher for looked-after and previously looked-after children - GOV.UK</a></p>	2
<p>Staff Leadership Development</p> <p>(SEND/Inclusion targets)</p> <p>Cover for teachers to review targets and hold</p>	<p>DFE Guidance states that management time is needed for teachers to carry out additional leadership roles within school.</p> <p><a href="#">How to manage change and reduce workload in your school</a></p>	1-7

parent meetings.		
£0 from PP budget		

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

Budgeted cost: £ 11,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Boosting Reading Programme Training for 1 extra TA - Year 3</i> <b>£230</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
<i>PP TA to work 2 Days per week in Year 3 supporting vulnerable pupils.</i> <b>£11,250</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
<i>Intervention and support to address for early years school readiness</i>  Purchase of phonics programme little wandles to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Cost not from PP budget. <b>Rapid Catch up and SEN</b>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 and 4

<p><b>programmes used in Years 3 and 4.</b></p> <p><b>Word Aware Groups</b> With identified pupils. Whole School Training 2021-22 Each Year Group Identifies Pupils to receive pre teaching of vocabulary for short and focussed interventions</p> <p>School to begin <b>oracy project</b> work with the charity “Voice 21 North of Tyne” to transform the learning and lives of children through talk. 23-24 School Year.</p> <p><b>Cost (not from PP Budget)</b></p>		
<p>Additional teaching staff in Year 2 and 4 to provide a blend of tuition, mentoring and support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><b>Not taken from PP budget</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,7

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

Budgeted cost: £26,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>School Nurse interventions</i></p> <p>@ £33 per hour - £99 per session x 6 = £594</p> <p>£594 x 6 = <b>£3,564</b></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>2</p>
<p><i>Learning Mentor Social and Emotional Groups and 1:1 Work.</i></p> <p><i>Working with families EHAs for attendance. To improve attendance of pupil premium children .</i></p> <p><b>£15,891</b></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p>Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning.</p>	<p>2 and 3</p>
<p><i>Y4 Residential Plus Funded or subsidised trips and visits for PP children</i></p> <p>23-24 Price - 6x £236</p> <p><b>£1416</b></p>	<p>Trips and Visits can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital. Learning is contextualised in concrete experiences and language rich environments</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data</p>	<p>5</p>
<p><i>Music Tuition with peripatetic music teachers.</i></p> <p>Keyboards <b>£2,268</b></p> <p>Violin <b>£456</b></p>	<p>EEF describe the benefits to children in learning to play musical instruments provides a positive impact on other areas of the curriculum.</p> <p><a href="#">Arts participation   EEF</a></p>	<p>5</p>

Steel Pans (not taken from PP Budget.  <b>Total 2,724</b>		
School Milk  <b>£528 approx</b>	Providing milk and fruit snacks for all children who are FSM or without a snack from home to address hunger and enhance concentration.	5
Access to technology for disadvantaged pupils. Netbooks and Tablets available on request purchased in previous school years. <b>(Cost £0)</b>	21-22 School Year's Poverty Proofing Audit showed the benefit of creating equality amongst our pupils. Providing the same access to all for access to online homework and programmes to enhance learning.	6
Contingency fund for acute issues.  EG: - Extra Curricular Activities paid for/supplemented for PP pupils <b>(£600 plus)</b>	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.	5
Support for all pupils inclusive of PP pupils to access extra curricular clubs - E.g reading, creative writing, photography, gardening, sewing  <b>Sports Clubs provided through PE budget.</b>	Trips and Visits can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital. Learning is contextualised in concrete experiences and language rich environments  Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Enrichment activities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data  Sports participation increased educational engagement and attainment  <a href="#">Physical activity   EEF</a>  outdoor adventure learning shows positive benefits on academic learning and self confidence  <a href="#">Outdoor adventure learning   EEF</a>	5

Outdoor learning Training CPD for staff)	As Above	5
Taken from PE budget £0	Outdoor Learning to Provide opportunities for disadvantaged children to develop cultural capital.  <a href="#">Outdoor adventure learning   EEF</a>	
2 staff training session Branch and Bone		
Wellbeing workshops for pupils	Supporting pupils MHWB	2 5
2 full days of workshops throughout school.  <b>£800</b>	<a href="#">Social and emotional learning   EEF</a>	
Purchase of thrive and shine equipment to support implementation of our new behaviour and relationships policy  <b>£500</b>	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school  <a href="#">Behaviour interventions   EEF</a>	2 5

**Total budgeted cost: £47,458**

**Budget £47,499**

## 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 2022-23 School Year,

#### **Analysis of data 2022 - 2023**

**Y1 Phonics screener** 78% reaching expected standard.

Performance of FSM6 (6 pupils) is 50% (based on 6 pupils)

**Y2 Combined RWM** at end of KS1 - 72%

FSM6 - 50% based on 4 pupils

Performance of FSM6 (4 pupils) is higher than LA (38%) and Nat (40%)

**Reading** - 84% reaching expected standard

FSM6 50%

Performance of FSM6 (4 pupils) 50% is lower than LA (54%) and Nat - (54%)

Writing - 77% reaching expected standard

Performance of FSM6 (4 pupils) 50% is higher than LA (42%) and Nat - (45%)

Maths - 84% reaching expected standard

FSM6 - 75% (4 pupils) is higher than LA (58%) and Nat - (58%)

Greater Depth attainment in RW and M significantly above Nat / LA

Phonics trends:



**FSM6**

	2019	2022	2023
FSM6 -school	89%	67%	50%
non-FSM6 - school	94%	88%	82%
FSM6 -North Tyneside	71%	61%	64%
non-FSM6 - North Tyneside	86%	81%	84%
FSM6 -national	71%	62%	67%
non-FSM6 - national	84%	79%	82%

This data is based on 6 pupils

KS1 Expected standard and above:

Combined RWM:

**FSM6**

	2019	2022	2023
FSM6 -school	100%	60%	50%
non-FSM6 - school	62%	70%	74%
FSM6 -North Tyneside	57%	35%	38%
non-FSM6 - North Tyneside	71%	62%	65%
FSM6 -national	50%	37%	40%
non-FSM6 - national	69%	58%	61%

Attainment has declined since 2019 pre covid.

Reading

**FSM6**

	2019	2022	2023
FSM6 -school	100%	60%	50%
non-FSM6 - school	75%	81%	86%
FSM6 -North Tyneside	69%	50%	54%
non-FSM6 - North Tyneside	81%	76%	76%
FSM6 -national	62%	52%	54%
non-FSM6 - national	72%	72%	73%

Writing:

**FSM6**

	2019	2022	2023
FSM6 -school	100%	60%	50%
non-FSM6 - school	75%	74%	79%
FSM6 -North Tyneside	62%	40%	42%
non-FSM6 - North Tyneside	75%	68%	69%
FSM6 -national	55%	41%	45%
non-FSM6 - national	73%	62%	65%

## Maths

### FSM6

	2019	2022	2023
FSM6 -school	100%	60%	75%
non-FSM6 - school	78%	81%	84%
FSM6 -North Tyneside	67%	55%	58%
non-FSM6 - North Tyneside	82%	76%	79%
FSM6 -national	63%	52%	56%
non-FSM6 - national	79%	72%	75%

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils

Our end of KS1 data shows that the gap between our disadvantaged children has grown since 2019. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. However our school's data is slightly higher than local and national data. We will use our pupil premium budget to address these gaps as outlines in the interventions and budget above.

The end of Year 1 Phonics data and end of KS1 data shows a very strong picture of our new phonics programme.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. A lot of our spending this current year, like last school year, we will continue to be in these areas.

Attendance among disadvantaged pupils was 3% lower than their peers in 2021/22 and this continued into 2022/2023. We recognise this gap is larger than pre covid when our attendance of disadvantaged pupils was in line with our whole school attendance, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan

## 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

## 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?	Excellent communication between school and home throughout the year. Each Year has TA support for the emotional health and wellbeing of all

	<p>pupils allowing where appropriate a particular emphasis on supporting children with parents who were deployed.</p> <p>PP Lead worked with class teachers to identify and address needs to see if thrive interventions or school nurse interventions were necessary.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Children were supported throughout the year emotionally and academically. Progress was tracked and any additional needs identified and support was put in place.</p> <p>Assessments demonstrated progress in subject areas where extra support classes were provided</p>



## 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.*