



PUPIL PREMIUM STRATEGY STATEMENT

2023/24

**RAWMARSH ASHWOOD
PRIMARY SCHOOL**

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Pupil Premium Strategy Statement

2021 - 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Rawmarsh Ashwood Primary
Number of pupils in school	177 2023-2024
Proportion (%) of pupil premium eligible pupils	29.9% (2021-2022) 31% (2022 -2023) 30% 2023-2024 (current)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	D Roper
Governor / Trustee lead	H Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 55 children £77,505 2023-2024 58 children £84,357
Recovery premium funding allocation this academic year 53 pupils @ £145 per pupil totalling	£7,685

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	£84,357

Part A: Pupil premium strategy plan

Statement of intent

At Rawmarsh Ashwood primary School, we aim to send every student into an ever changing world *able* and *qualified* to play their full part in it. School is committed to ensuring that pupils are equipped with the personal attributes that they need to thrive in society in order to be the best possible version of themselves.. At Rawmarsh Ashwood there is a high level of deprivation. 34% of the school are of ethnic minority background and there are 19 different languages spoken at home. School strives to ensure that no child is socially disadvantaged. School understands that not all 'disadvantaged' pupils are socially deprived and underachieving, while not all pupils who are socially and academically disadvantaged are eligible for Pupil Premium funding. With this in mind we reserve the right to target children in such a way that no child is of a disadvantage. For example, if there are 4 pupil premium pupils needing a phonics intervention and 2 non pupil premium pupils needing the same intervention, the pupils will be grouped together to deliver this intervention. School has high expectations of all pupils. To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, Rawmarsh Ashwood has four key intentions:

- Removal of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons

School aims to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.. Rawmarsh Ashwood adopts a whole school approach in which staff take responsibility for the outcomes of all students, and raise expectations for all students.

Quality first teaching is paramount to the beliefs of Rawmarsh Ashwood primary School. This is one of the proven ways of closing the disadvantage attainment gap, and at the same time improve outcomes for all. Thus outcomes for all will be improved. To facilitate progress and further improve outcomes for our pupils we also adopt layers of targeted interventions, academic, mental, social and emotional in order to remove barriers to learning and support pupils to achieve their full academic potential. eg where 4 children in a class are socially disadvantaged we may as a school do activities with the whole class so as not to deprive the other children. Interventions will be targeted to ensure that disadvantaged pupils are challenged in the work that they are set and as a school or to support mental and emotional health and wellbeing This may be, but is not limited to:

- Classroom teacher intervention through quality first teaching
- BRAG marking and bespoke follow up intervention
- Reading fluency interventions, echo reading and phonics interventions
- Group work working with the With me in mind team.
- Support or intervention with the learning mentor eg emotional literacy support, social skills, attachment.
- After school learning workshop interventions

High quality teaching has the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the school. School leaders and directors ensure that the school curriculum:

- has a high focus on early reading, phonics and reading skills and uses the school budget to ensure this
- is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life

- is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those endpoints
- remains as broad as possible for as long as possible, including when delivered remotely. The school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.
- Teachers have expert knowledge of the subjects that they teach and are supported, where necessary, to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching all pupils, particularly disadvantaged pupils and those with SEND: acquire the knowledge and cultural capital they need to succeed in life
- Pupils make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum produce work of high quality
- Pupils are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers) Money is allocated at budget meetings to ensure pupils are equipped with a range of age appropriate texts from a range of diverse authors from a variety of backgrounds on a variety of themes, linking to our strand of equality and diversity in our curriculum. .
- Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Pupils in EYFS are prepared ready for Y1, Pupils in Y2 are prepared for KS2 and pupils in Y6 are prepared for KS3.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <ul style="list-style-type: none"> • Attendance is priority in school as without children being at school they cannot access any of the teaching and learning we put in place. • Some families do not see the importance of attendance for their children and need further support in getting their children to school eg morning routines.
2	<p>Cultural capital and wider engagement</p> <ul style="list-style-type: none"> • For some of our children they have not experienced life beyond their immediate locality of Parkgate, Rawmarsh. • Children often lack life skills which develop into aspiration and ambition and key personal attributes that help them have a happy and successful life. • <i>Many pupils do not have access to additional opportunities that are needed to provide a rounded education which leads to limited cultural capital and enrichment - lack of experiences limits language and understanding. Our curriculum intent is rooted in the belief that this matters.</i>
3	<p>Low parental engagement/aspiration.</p> <ul style="list-style-type: none"> • Some children lack environmental experiences that allow them to question the world around them. This leads to lack of independence, responsibility and resilience. They find it difficult to articulate their life goals and have a limited understanding of how they would achieve these. <p>Lack of understanding of social situations on entry – this is in part due to the fact that children enter school at F2 from varied settings. We acknowledge that not all pupils have access to stimulating environments and activities that can have an impact on attainment, self-esteem and motivation.</p>

	<ul style="list-style-type: none"> • Low oracy skills on entry to school impact greatly on learning. Many children do not know tier 1 or tier 2 vocabulary upon entry to school • Lack of self regulation and lack of routines from some parents
4	<p>Progress</p> <ul style="list-style-type: none"> • <i>More able disadvantaged pupils do not achieve as well as more able non-disadvantaged pupils</i> • Literacy and language acquisition – particularly in the early years with some children entering F2 as non-verbal • Oracy across all year groups - low level of speech and language in EYFS and KS1 impacts on the overall ability for pupils to progress. Children struggle to blend as a result of this because they cannot make the appropriate phonemes in speech which impacts on phonics and early reading. • Vocabulary and understanding of vocabulary across all year groups across all subjects - tier 2 vocab in EYFS and tier 3 vocab in KS2.
5	<ul style="list-style-type: none"> • Influx of new to country children - now 34% of our children are from a minority background. with 19 different languages spoken at home. • Lack of understanding of the school system, importance of attending school daily, expectations of learning at different year groups and being school ready.

Intended outcomes

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

Intended outcome	Success criteria
<p>1. Attendance</p> <p>Disadvantaged pupils will attend school more often.</p> <p>All groups of pupils are tracked effectively.</p>	<ul style="list-style-type: none"> • There will be a raise of 2% for the attendance of pupil premium children in July 2023 taking attendance of PP pupils to 95% in comparison to this in 2021-2022 at 93%. There will be a further 1% raise in 2023-2024. • Attendance panel data shows that there is a decrease in disadvantaged pupils who are persistently absent.
<p>2. Cultural capital and wider engagement</p> <p>All pupils have high aspirations and are equipped to reach their full potential and are ready for the next stage of their school career.</p>	<p>Over the next 3 years:-</p> <ul style="list-style-type: none"> • All pupils will follow 'The Ashwood way' and all pupils will show they can "dream big", are "always learning" and "respectful" to others. • All pupils will have a high focus on the areas of reading, writing and maths to equip them with the basic skills needed to succeed. Catch up programmes will be used in timely and effective manners to support pupils in reaching outcomes. In pupil progress meetings, pupils falling behind will be discussed to ensure they receive the correct support and further interventions will be put in place and reviewed to check against progress. • All pupils develop a good working level of oracy skills through the high focus it has through school from day 1. All foundation stage access the Tiny talkers initiative. Monitoring and evaluation shows that:- all adults model vocabulary and that there is a Key focus on development and understanding of vocabulary in all subjects. • Pupils can speak like a ... scientist/artist etc • All pupils can give their own opinion and begin to take part in group or class debates.

	<ul style="list-style-type: none"> • All pupils will achieve the school pledges - 100% of pupils achieve bronze band pledge through the entitlement parts of the school curriculum. 100% of pupil premium children will achieve their silver band pledge by the time they leave Y6. • Monitoring and evaluation shows that more disadvantaged pupils will take part in a range of different extra curricular activities to broaden their horizons. • Pupils will have a range of interests due to the wider curriculum offer at Ashwood. 100% of pupil premium children will have accessed at least 1 enrichment/extra curricular activity by the end of each year. This is tracked half termly by school. • Pupil voice shows that there is a wide range of visitors from different backgrounds and careers contributing to the cultural capital of school. • Monitoring and evaluation shows that disadvantaged pupils will talk to a wide range of visitors to school and are inspired by their work. Pupils talk about what they aspire to be/what they want to take part in as they progress through school and what they might choose as a career when they are older. • Pupils show in pupil voice, in lessons, and behaviour around school, that they will achieve the best that they can.
<p>3. Low parental engagement/aspiration</p> <p>There is clear communication between school and home around expectations of each year group.</p> <p>There is clear communication with parents on the support pupils are receiving and the celebration of achievements of pupils.</p>	<p>Over the next 3 years:-</p> <ul style="list-style-type: none"> • Pupil voice will show that disadvantaged pupils have a wide range of experiences planned and delivered in school and out of school. • Parent voice will show that parents are well informed of the support their children are receiving and the teaching and learning activities school provides, including extra curricular activities. • Bromcom behaviour analysis will show that disadvantaged pupils have the skills to self regulate in different social situations • School will continue to be supported with the With me in mind team in promoting positive mental health and well being, running wellbeing workshops for groups and individual pupils. • Analysis of dojo data shows that disadvantaged children will have skills and achievements celebrated regularly and this is shared with parents.
<p>4. Progress of oracy/communication</p> <p>All pupils can articulate their learning and are equipped with the vocabulary needed to do this.</p>	<p>Over the next 3 years:-</p> <ul style="list-style-type: none"> • Bromcom data analysis will show that disadvantaged pupils can use and understand the vocabulary taught across different subjects. By July 2023 there will be an increase of 10% in each year group of disadvantaged pupils achieving age related expectations. • Monitoring and evaluation of SEND support plans and provision maps will show pupils are developing a better understanding of vocabulary. •
<p>5. Understanding of school expectations</p> <p>All pupils have an understanding of</p>	<p>Over the next 3 years:-</p> <ul style="list-style-type: none"> • Events are planned for pupils who join school mid way through their school career and have missed key transition points eg parent workshops on entry to foundation stage, phonics screening, KS2 SATS.

the importance of coming to school every day and this is communicated effectively to parents.	<ul style="list-style-type: none"> Attendance tracking will show that all pupils new to school part way through the school year are tracked effectively and there is improvement of attendance. Any new parents to school who have children who are PA are given information at attendance panel meeting in home language if needed to ensure understanding of school expectations.
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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: £9,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for first quality teaching for all pupils <ul style="list-style-type: none"> WPT teaching sequence I see maths - problem solving BRAG marking Autism Education Training Aspire training 	EEF evidence from teaching and learning toolkit Oral language focus - vocabulary WPT teaching sequence models us of vocabulary and incorporates vocabulary from prior learning. Metacognition and self regulation WPT teaching sequence and use of symbols ensures that all children know what to expect in lessons, reducing cognitive load. Blue Red Amber Green (BRAG) marking ensures that children who are absent are given the opportunity to catch up with the learning missed, misconceptions	Challenge 1 Challenge 2 Challenge 3
Validated Systematic Synthetic Phonics (SSP) Programme programme purchased for school according to the needs of all pupils. Training for whole staff on new SSP programme.	EEF evidence from teaching and learning toolkit <ol style="list-style-type: none"> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections The teaching of phonics should be matched to children's current level of skill in 	Challenge 2 Challenge 3

	<p>terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	
<p>Diagnostic tests to support pupil progress</p> <ul style="list-style-type: none"> • YARC • PIRA 	<p>.EEF evidence from teaching and learning toolkit</p> <ul style="list-style-type: none"> • Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. YARC tests identify areas of support in reading needed so swift targeted intervention can be put into place for all pupils. 	Challenge 4
<p>Training given to learning mentor from With me in mind team as mental health lead</p>	<p>EEF evidence from teaching and learning toolkit</p> <p>Metacognition and self regulation</p> <p>Public health England Fingertips data shows that Rotherham and the area of Rawmarsh have high levels of mental health need.</p>	Challenge 2
<p>Staff release time for TEKK challenge with HSBC bank</p>	<p>EEF evidence from teaching and learning toolkit</p> <p>Collaborative learning approaches</p>	<p>Challenge 2</p> <p>Challenge 4</p>

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

Budgeted cost: £13,573 from PP funding – extra – £5623 from budget - £19,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Trained staff used to deliver targeted interventions across school through the use of;</p> <ul style="list-style-type: none"> • Bug club phonics interventions (5 Y1 PP, 7 Y2 PP, 1 Y3 PP 2 Y4 PP, 2 Y5 PP) • Wellcomme • Herts for Learning Reading Fluency Project training and resources • SALT intervention programmes (7 PP pupils) • Reading fluency intervention from aspects identified by YARC reading assessment • With me in mind mental health and wellbeing interventions eg Flowers 125 • NCETM - Maths counts 	<p>Small group tuition (EEF)- Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Phonics (EEF)- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Reading Comprehension Strategies (EEF)- Very high impact for very low cost based on extensive evidence</p> <p>Maths first class at number Edge Hill university</p> <ul style="list-style-type: none"> - Very high impact for very low cost based on extensive evidence 	<p>Challenge 1</p> <p>children in the bottom 20% of readers – including 19 PP children – small group/individual intervention to catch up phonics knowledge gaps, develop fluency and sight recognition. TA £8,550</p> <p>Small group/individual support for comprehension skills TA £7,125</p> <p>1:1 reading by SMSA – 15 minutes daily - £3221</p> <p>First class at number</p>
<p>Specific feedback given to pupils using BRAG marking (addressing misconceptions and ensuring challenge)</p>	<p>Feedback (EEF) - redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation</p>	<p>Challenge 1,2,3,4</p>
<p>Y6 Booster Classes delivered by Teacher and Teaching Assistant</p> <p>13 PP</p>	<p>Small group tuition (EEF) Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>.</p>	<p>Challenge 1</p> <p>Challenge 2</p>
<p>Online learning subscriptions to be provided for all children for maths and English.</p>	<p>Online Learning - (EEF) evidence suggests that there is a positive impact on learning through technology. Simply having the technology in place is not enough. The programmes need to be used in a structured way and integrated into the school systems and procedures.</p> <p>TT Rockstars / Numbots £200</p> <p>White Rose Premium £100</p>	<p>Challenge 1</p> <p>All children</p>
<p>All children in EYFS to be screened by speech and language and identified for</p>	<p>Almost 10% of disadvantaged pupils have been identified as requiring additional speech and language interventions. This</p>	<p>SALT interventions delivered daily intervention by TA</p>

additional interventions as required.	screening needs to be accurate and timely with recommendations made by a professional SALT. Y1 58% under SALT 8 %class are non verbal - support continues from F2. F1 and F2 All children screening by SALT	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for educational visits - 44 x £50 = £2,200 Financial support for residential visit – 11 x £80 = £880	Subsidised visits for educational visits	Challenge 2 Challenge 3
Financial support for after school clubs organised by John Bell 44 x £5 = £220	Children taking part in after clubs EEF	Challenge 2 Challenge 3
Improving attendance through rigorous monitoring and celebration <ul style="list-style-type: none"> • Daily contact • Home visits • Attendance panel meetings • Support meetings with families • 100% club each term and yearly rewards 	Improving school attendance: support for schools and local authorities (DfE) Rewards for attendance - £500 plus cost of learning mentor wage	Challenge 2 Challenge 3
Targeted work with the learning mentor – nurture, play therapy, bereavement, safeguarding meetings and 1:1 work, bereavement – so that children are able to access learning more effectively.	Small group work supporting children's emotional development	Challenge 1 Challenge 2 Challenge 3
ELSA provision	1:1 support for children needing emotional support	Challenge 2

		Challenge 3
Parental support	Support for parents to support their children's learning, behaviour, attendance and mental health	Challenge 1 Challenge 2 Challenge 3

Total budgeted cost: £9,788, £19,196, £33,817 = £62,801

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1) To improve standards and outcomes in English and Maths so that children achieve more in line with children nationally:

Y2 2022- 2023

Outcomes for PP students show:

EXS

Reading- 25% of PP students achieved EXS+ compared to 41% of all students achieving EXS+. 1

additional PP student achieving EXS+ would have brought this broadly in line with all students.

Writing- 25% of PP students achieved EXS+ compared to 41% of all students achieving EXS+. 1

additional PP student achieving EXS+ would have brought this broadly in line with all students.

Maths - 25% of PP students achieved EXS+ compared to 44% of all students achieving EXS+. 2

additional PP students achieving EXS+ would have brought slightly above the attainment of all

students.

EXS Combined – 25% of PP students achieved R,W, M EXS compared to 37% of all students. This

represents a 1 child difference

GDS

Reading- 25% of PP students achieved GDS compared to 19% of all students achieving GDS.

Writing- 0% of PP students achieved GDS compared to 0% of all students achieving GDS

Maths- 13% of PP students achieved GDS compared to 11% of all students achieving GDS 1

additional PP student achieving GDS would have brought this broadly in line with all students.

Y6 Outcomes for PP students show:

Each PP child 7%

EXS

Reading- 43% of PP students achieved EXS+ compared to 53% of all students achieving EXS+. 1

additional PP student achieving EXS+ would have brought this broadly in line with all students.

Writing- 29% of PP students achieved EXS+ compared to 50% of all students achieving EXS+. 2

additional PP student achieving EXS+ would have brought this broadly in line with all students.

Maths - 57% of PP students achieved EXS+ compared to 63% of all students achieving EXS+. 1

additional PP student achieving EXS+ would have brought attainment in line.

EXS Combined – 21% of PP students achieved R,W, M EXS compared to 37% of all students. This

represents a 2 child difference

These results are not line with National. School will continue to strive to reach this.

GDS

Reading- 14% of PP students achieved GDS compared to 10% of all students achieving GDS.

Writing- 7% of PP students achieved GDS compared to 3% of all students achieving GDS.

Maths- 21% of PP students achieved GDS compared to 10% of all students achieving GDS.

2) To improve the attendance of specific Pupil Premium families

- Attendance for PP for 2022-2023 was 95.2% compared to 95.4% overall.

Pupil Premium Attendance Analysis	Number of Pupil premium children attaining %	Percentage of pupil premium children achieving this percentage of attendance from total of pupil premium	Percentage of pupil premium children achieving this percentage of attendance from total of whole school
100%	7	9.72%	21 children - whole school 33.3% PP
96% or above	32	44.40%	86 children - whole school 37.2% PP
93%-96%	16	22.20%	44 children - whole school. 36.3% PP
90%-93%	8	11.10%	19 children - whole school 42.10% PP
85%-90%	5	6.90%	9 children - whole school 55.5% PP
Below 85%	3	4.10%	8 children - whole school 37.5% PP

- Pupil premium children are tracked as a targeted group. Pupil premium children are identified in tracking with a gold dot. Attendance and vulnerable groups are discussed at each staff meeting.
- There are home visits to families by learning mentor and head. Regular face to face contact with parents on the gate at the start of school, phone calls home made to increase attendance.
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Therefore these activities will continue next year.

3) To improve the consistency of good or better teaching and learning so that PP children close the gap with their peers:

- Monitoring of the quality of teaching across the school and tracking of pupil progress has evidenced that gaps between school and national closed and pupils continue to achieve and know more. Targeted pupils demonstrate

accelerated progress in their interventions. Effective teaching of phonics and early reading in KS1 has resulted good progress from baselines where the children could not articulate phoneme due to significant speech and language issues. Where language and speech has been targeted these children also show improve literacy, language and phonics skills in the last year. TAs and teachers monitor progress in lessons and evidence in books and learning walks shows that they intervene to ensure any misconceptions are dealt with swiftly. The quality of teaching is now good across the school

Therefore these activities will continue next year.

4) The learning mentor works with families to identify bespoke support according to need.

- Attendance remains around 95% PP as a group.
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- Children were given bespoke support to ensure any anxiety around being in school or transition through covid had the least possible impact on the children's mental health and wellbeing
- Daily active lessons engaged children in physical activity which improved engagement, confidence and well-being.
- ELSA and nurture provision continued through lockdown in school for those that needed it.
- Safeguarding had the highest priority and children were supported and visits made to homes.

The learning mentor will continue to work with these families this year.

Low aspirations of children and families

Many of our pupils come from families with low aspirations, unemployment and pupils enter school with low aspirations.

- There has been an intense focus on personal development throughout the curriculum.
- Links have been made with partners at Sheffield University, the library service and Broadacres care home to support children in understanding their place in the community, raise aspirations and dream big.
- The WPT pledges have been and will continue to be planned for the Bronze band to be entitlement for our pupils and planned through the curriculum to understand cultural experiences, life skills and citizenship.
- A range of visitors were planned throughout the year to inspire and engage pupils. Pupils do q and a sessions to raise aspirations of future careers.
- Dojo points have been used as reward to engage pupils in their learning. Pupils created a dojo catalogue of rewards that are based on an experience eg lego activity, Just dance dancing time. Children can save points for a larger reward or redeem points for an experience.

This work will continue next year.

Extra curricular activities

Many pupils do not attend activities out of school and therefore their cultural capital is limited beyond school

- Pupil voice is used to inform the choice of extra curricular clubs school offers. There are a range of activities for pupils to take part in. Pupil premium children have been tracked to ensure they participate in extra curricular activities.

This will continue next year.

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
N/A	

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?	

Further information (optional)