

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Peckover Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022-2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Kendal
Pupil premium lead	Alex Kendal
Governor / Trustee lead	Helen Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,215
Recovery premium funding allocation this academic year	£16,675
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	£184,890

Part A: Pupil premium strategy plan

Statement of intent

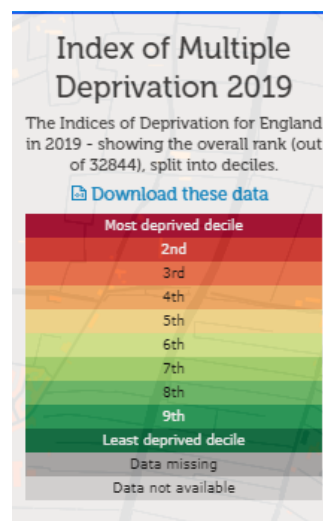
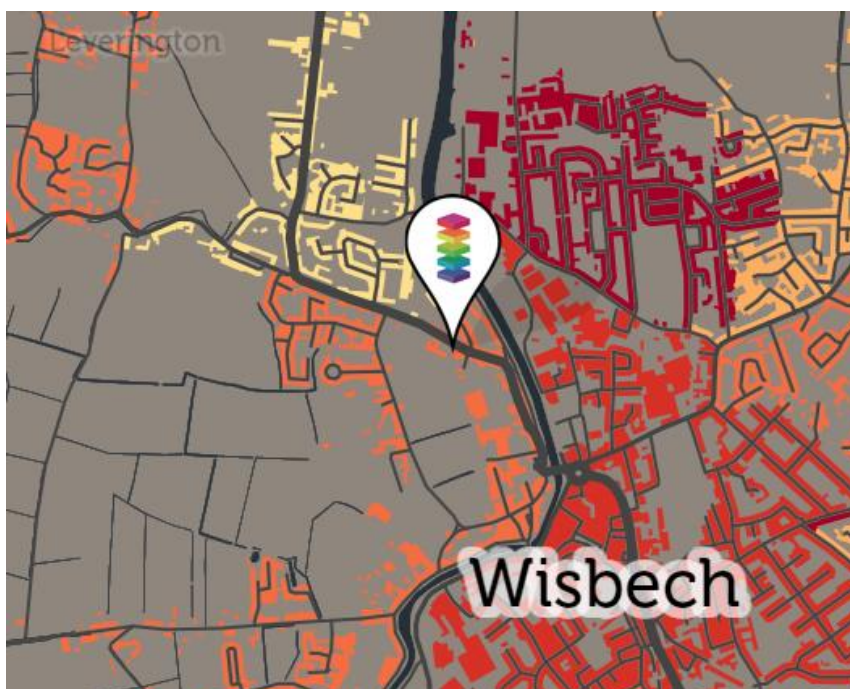
‘Disadvantaged and Vulnerable children are at the heart of everything we do.’

At Peckover, we believe *“It’s not where you’re from, it’s where you’re going...”*

Our intention at Peckover Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. When making decisions about using Pupil Premium funding, it is important for us to consider the context of our school and the challenges faced by our pupils. The key focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Demography and school context

Peckover Primary School is part of the Brooke Weston MAT and is a two-form entry school located in Wisbech, in the county of Cambridgeshire. We are a 3-11 school, and the below image shows the levels of deprivation for the area of our school. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings).



There are a high number of families who do not meet the threshold by a margin and therefore not eligible for Pupil Premium, but rely on the school for additional support such as our food bank, and support for trips and school uniform. We see high levels of social, emotional and pastoral support required by children as a result of disadvantage and SEN, as well as adverse childhood experiences.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and

attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Peckover Primary School, we have high aspirations and ambitions for all of our children, regardless of their backgrounds. The focus of our pupil premium strategy is to provide a quality first education for our pupils, and to ensure children are given the support they need to reach their full potential, as we strongly believe that this is our duty as a school. We recognise that whilst some pupils may have barriers to their learning for varying reasons, we are tenacious in ensuring that we overcome these in order for every child to become successful learners, and members of society.

The approach we have at Peckover will be responsive to our current, common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other and intertwine to help pupils excel. To ensure they are effective we will:

- Ensure that quality first teaching is at the heart of our approach, with a close focus on areas in which disadvantaged pupils require the most support. Research shows that this has the greatest impact on closing the disadvantaged attainment gap. It is important that the intended outcomes are sustainable in order to improve progress for our disadvantaged pupils.
- Give teaching staff ownership and involvement in the analysis of data and identification of pupils and their individual barriers to learning, so they are fully aware of the strengths and weaknesses for disadvantaged across the school.
- Act early to intervene as soon as support is identified
- Adopt a whole school approach in which all staff take responsibility for, and champion disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Ensure that the learning opportunities provide cultural capital and curriculum equity for all of the pupils.
- Ensure staff have the highest expectations of what all pupils can achieve and staff give appropriate levels of support and challenge.
- Recognise that not all pupils who receive free school meals will be socially disadvantaged.
- 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 that the school has legitimately identified as being socially disadvantaged.
- Budget carefully so that Pupil Premium funding will be allocated following needs analysis which will identify priority classes, groups or individuals.

Disadvantaged pupils are at the heart of all we do and we continue to strive for great provision for our Pupil Premium learners.

Challenges

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

Challenge number	Detail of challenge
1 – Early reading	Assessments and discussions show that disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers and writers and many disadvantaged pupils have low reading fluency and comprehension abilities.
2 – Reading (KS2)	Assessments and discussions mean that reading is a school priority for this year and hence is a focus for our disadvantaged children also. Lack of access to books at home, increased reliance on technology as a source of entertainment, as well as dwindling support from parents and carers to read with children, mean that many disadvantaged pupils fail to meet the age-related expectations in reading.
3 – SEND	Data, assessments, observations and evidence, indicate that some of our disadvantaged children have multi-vulnerabilities: Disadvantaged with SEND: 27%, Disadvantaged with EAL: 33% and Disadvantaged with some other vulnerability: 19%. These are in existence from the early stages of school through to the end of Year 6.
4 – Speech, language and communication needs	Assessments and observations highlight pupils with under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to the end of KS2 and in most cases, are more prevalent among our disadvantaged pupils.
5 – SEMH	Our assessments and observations indicate that the wellbeing and mental health for many of our disadvantaged pupils has been impacted by Covid-19 and partial school closures to a greater extent than for other pupils. These findings are supported by national studies. We have also identified pupils and families where social and emotional issues have come to our attention. Teacher referrals for support from our pastoral team have significantly increased during the pandemic.
6 – Writing	Data and discussions with staff prove that many children do not achieve the age-related expectation in writing. This may be due to poor English levels, struggles around writing and teacher’s confidence with planning and delivering high quality writing lessons.
7 – Attendance	Our attendance data for the disadvantaged pupils indicates that 48% of disadvantaged pupils have attendance less than 96% (the school’s expectation); this is compared with only 30% for non-disadvantaged pupils. Our data for persistent absence for disadvantaged pupils is approximately 10% higher than those who are not disadvantaged.
8 – Early years	Internal assessment, observations and staff discussions show low attainment on entry to the Early Years Foundation Stage in all areas for the majority of our disadvantaged children.
9 – Extra-curricular	Observations and staff, pupil and family discussions have identified a lack of opportunities for cultural experiences and educational experiences at home for disadvantaged pupils which has a direct effect on their attainment and engagement. Moreover, a lack of aspirational support from home when it comes to future life chances, coupled with financial

	pressures can limit disadvantaged pupil engagement and exposure to a variety of new cultural experiences. Disadvantaged pupils are also less inclined to participate in extracurricular activities.
10 – Parental Engagement and Support	Evidence shows that many disadvantaged pupils lack sufficient parental engagement, resources and support within their school life, which can impact on their ability to thrive and to achieve.

Intended outcomes

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

Intended outcome	Success criteria
To improved reading attainment among disadvantaged pupils.	<p>The progress and attainment gaps between disadvantaged pupils and non-disadvantaged pupils in KS1 and KS2 in reading will diminish by 2024/25 so that the gap is less than 10% by developing phonics, reading and writing skills.</p> <p>KS2 Reading outcomes in 2024/2025 show that more than 80% of disadvantaged pupils meet the expected standard.</p>
To improve the curriculum resourcing and provision for disadvantaged pupils with SEND.	<p>To ensure the early identification of disadvantaged children with a SEND so they can get the correct provision and support to ensure they are making accelerated progress compared to non-PP/SEND children.</p> <p>Pupils with SEND have specific individual strategies to use and personalised support is in place so the pupils are making progress from their starting points. Assessments show that disadvantaged pupils with SEND are making progress against their targets.</p>
To improved SLCN 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 engagement in lessons, book scrutiny, observations and ongoing formative assessment.</p> <p>The progress and attainment gaps between disadvantaged pupils and non-disadvantaged pupils in KS1 and KS2 in reading and writing diminish by 2024/25 so that the gap is less than 10% by developing communication and language skills.</p>
To achieve and sustain wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.	The resilience and self-esteem of disadvantaged pupils improves and this has an impact on attainment and progress. Pupils are able to talk about how they

	<p>learn and what they are good at. There is a high number of children who attend an after-school club.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p>
To improved writing attainment among disadvantaged pupils.	<p>The progress and attainment gaps between disadvantaged pupils and non-disadvantaged pupils in KS1 and KS2 in reading will diminish by 2024/25 so that the gap is less than 10% by developing writing skills.</p> <p>KS2 Writing outcomes in 2024/2025 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by;</p> <p>Overall attendance rate for all pupils being more than 95% and the figure among disadvantaged pupils being no more than 2% lower than their peers. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 4% higher than their peers.</p>
To improve the progress and attainment among disadvantaged pupils by the end of EYFS so that the attainment gap is narrowed or closed.	<p>Disadvantaged EYFS Pupils make as much progress as non-disadvantaged pupils in reading, writing and maths.</p> <p>All children in the EYFS also make better than expected progress across all prime areas of learning.</p> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is closing in reading, writing and maths with 50% of disadvantaged pupils achieving GLD.</p>
To increase the number of pupils attending extracurricular activities and trips and extend their exposure to alternative cultural experiences.	<p>Pupils are aspirational in their future planning and have high expectations of themselves. Disadvantaged pupils are exposed to a greater range of cultural experiences: attending trips and extracurricular clubs and this is having a positive impact to their school life experience and improving their progress and attainment. Pupils have opportunities to represent the school in a wide range of activities/opportunities.</p> <p>By 2024/25 there will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</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: £73,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed a DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc.) to secure stronger phonics teaching for all pupils. Continue to upskill and train staff in the delivery of this.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 6
Embed a writing strategy to be delivered to all teachers to ensure creative writing is taught to a high standard.	See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’	6
Continue to embed and develop a reading strategy and model for Key Stage 2 which follows on from the Read, Write, Inc. model that encompasses reading and writing.	The EEF guidance for KS2 Improving literacy is based on a range of the best available evidence research and outlines the importance of developing children’s language capabilities and teaching reading comprehension strategies to improve reading. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2, 4, 6
Review current SEND provision alongside the guidance: ‘Special Educational Needs in Mainstream,’ for the teaching for SEND pupils.	The EEF guidance states Supporting high quality teaching is pivotal in improving children’s outcomes especially children with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3, 5, 10

Create and develop an Early Years communication strategy, play-based provision and assessment framework.	Play based learning positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	1, 4, 8, 10
Ensure consistent and high-quality cover provided for teachers, such that they can engage with CPD, observations and mentoring and coaching to improve their practice	Supporting continuous and sustained professional development is crucial to developing teacher practice. (EEF) https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1, 2, 3, 6

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

Budgeted cost: £49,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 7
Provision, training and deployment of skilled teaching assistants to close gaps and identify further barriers for identified children	Strategic deployment of teaching assistants to deliver targeted interventions to supplement the high-quality provision they receive in class: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4, 5, 6, 7, 8, 10
Purchase and provision of "Reading Bears"; 10 reading	Targeted reading aloud, at home and school, and book discussion with younger	1, 5, 7, 8, 10

<p>books plus a Peckover-branded tote bag and bear to promote a love of early reading and highlight the importance of reading within school and at home.</p> <p>Fostering a sense of school community and belonging from an early age.</p>	<p>pupils with an aim to support oral development and foster a love of reading from an early age:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Investment in new reading books across all years within the school; high-level texts to expose children to a wider variety of texts</p>	<p>It is vital that pupils read widely and frequently to increase their confidence and fluency.</p> <p>Limiting pupils to choosing unfamiliar books from a narrow level or colour band might not inspire them to read widely and often, and therefore this does not develop sufficiently their ability to read fluently and confidently. (The Reading Framework)</p> <p>https://assets.publishing.service.gov.uk/media/650c93fe27d43b0014375b64/The_reading_framework.pdf</p>	<p>1, 2, 4 & 6</p>

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

Budgeted cost: £46,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion manager to support with behaviour issues, and lead nurture groups for children in need of pastoral.</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF).</p> <p>Behaviour: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p>	<p>3, 5, 7, 10</p>

	Social/Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Reintroduction of a forest school area to support targeted children with SEMH and attendance, as well as social/emotional regulation	Outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access Through participation in these challenging physical and emotion activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF).	3, 5, 7, 9, 10
School uniform and special-event costumes purchased for families who are not able to afford it, ensuring that we have no pupils who are visibly poor. Construction of Sharing Shed extension to house costumes for parents to borrow and return as required.	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF).	7, 10
Construction and supply of a small library within the new Sharing Shed, stocked with books for both children and adults, to encourage reading at home	One recommendation focuses on the importance of high quality interactions between adults and children to develop their communication and language skills. Another suggests using a range of different activities– like singing, storytelling and nursery rhymes–to develop children’s early reading and ability to hear and manipulate sounds. (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1, 2, 4, 10
Trips partially or fully-funded for those families that are unable to afford them, ensuring that no pupil misses out on wider opportunities and curriculum equality due to social deprivation	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning. (EEF)	5, 7, 9, 10
Provision of after-school clubs and experience days to expose disadvantaged children to a wide variety of wider experiences and provide enhanced cultural capital	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. (EEF)	5, 7, 9, 10

	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF)</p> <p>Programmes that extend school time have a positive impact on average. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Support BWT curriculum with enhanced range or learning experiences under the 50 B4 Y7 initiative.</p> <p>To provide and fund a range of experiences for children both within and out of the classroom, which develop a wider knowledge of the world and raise aspiration including after school clubs.</p>	<p>Develop '50 before Y7' across the whole school. The concept is designed so that a child will experience a wider range of learning and cultural experiences before they leave at the end of Key Stage 2.</p> <p>The EEF toolkit identifies that outdoor learning can have some positive benefits on academic learning although more evidence-based research is needed</p> <p>Education Endowment Foundation EEF</p>	<p>5, 7, 9, 10</p>

Total budgeted cost: £184,890

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the 202/23 academic year, using Key Stage 1 and 2 performance data, the phonics check results, the EYFS results and our own internal assessments.

KS2 Disadvantaged pupil verses Non-Disadvantaged results

Year 6						
	All EXS+	All GDS	Disadvantaged EXS+	Disadvantaged GDS	Non-Disadvantaged EXS+	Non-Disadvantaged GDS
Reading	77%	23%	62%	19%	86%	25%
Writing	68%	12%	43%	14%	83%	11%
Maths	81%	25%	67%	14%	89%	31%
Combined	61%	5%	38%	10%	75%	3%
SPaG	77%	37%	62%	38%	86%	36%

Outcomes from the statutory end of KS2 assessments show that disadvantaged pupils underperformed in all areas compared to non-disadvantaged, apart from GDS in SPaG, by a negligible margin. There is a clear disparity in reading and writing between disadvantaged and non-disadvantaged pupils' attainment, hence the strong focus on reading and writing in this year's strategy. The Year 6 cohort for the year 2022/23 are still on their recovery journey from the disruption caused to their education by COVID-19 and there are elements of this evident with these results.

KS1 Disadvantaged pupil verses Non-disadvantaged results

Year 2						
	All EXS	All GDS	Disadvantaged EXS	Disadvantaged GDS	SEND EXS	SEND GDS
Reading	53%	19%	32%	5%	16%	0%
Writing	48%	5%	26%	5%	11%	0%
Maths	68%	25%	53%	5%	26%	5%
Combined	42%	5%	16%	5%	11%	0%

Outcomes from the KS1 assessments show that disadvantaged pupils attainment is far behind the rest of the cohort by a considerable margin. This is clearly evident in reading and writing, but

less so in maths. Combined GDS achievement is in-line between the whole cohort and disadvantaged pupils, but it is clear that the limiting factor for both is writing. In order to combat this, we have put a lot of weight from our NTP funding into work with the current Year 3s (previous Year 2s), such that we can endeavour to close the gap between disadvantaged and non-disadvantaged pupils.

Phonics Disadvantaged pupil verses Non-disadvantaged results

Following the implementation of Read Write Inc, the teaching of phonics and early reading has strengthened significantly. In the year of 2022-2023, Peckover achieved 72% of the cohort passing the phonics assessment in Year 1. This percentage was significantly higher than predicted in September 2022. In terms of disadvantaged, seven children of the 72% were Pupil Premium and in September 2022, 6 of these were due to fail the check. Due to fast-track intervention, the gap was able to be closed and they passed the check.

This achievement was down to the continual CPD that Read Write Inc offer to staff, including termly development days focused on analysing the data and targeting the lowest 20% of children and how to best support them. Those children that do not pass the phonics assessment by the end of Year 2, as well as any child that is not on track, are placed on daily, targeted intervention and due to this we were able to achieve 92% of children passing the phonics check. Four children within the 92% were Pupil Premium and they all made significant progress, from scoring below 10 on the phonics check in Year 1 to scoring above 30 in the retake.

EYFS Disadvantaged pupil verses Non-disadvantaged GLD results

From the year 2022-2023, we saw 58% of EYFS cohort achieve GLD. 27% of disadvantaged pupils achieved GLD, which is 3 out of the 11 disadvantaged children. This significant gap shows the continuing affect of the COVID-19 pandemic, as these children were isolated from others during their formative pre-school years. The gap in attainment of GLD between disadvantaged and non-disadvantaged is why early reading and the new EYFS communication strategy are a priority for us this year.

Attendance

Attendance data for the year 2022-2023 shows that, for the whole school, 67.71% achieved attendance of 90% or higher. For disadvantaged pupils, this was 63.87%. When we look at those pupils whose attendance was at 95% or above for the academic year, disadvantaged pupils sit at 34.18%, whereas for whole school it was 38.79%. This shows that, within a small margin, disadvantaged attendance is in-line with whole school attendance and this is testament to the work that our attendance team have done to tackle non-attenders, as well as the provision of free breakfast club places for disadvantaged pupils. While this free breakfast club won't continue, due to breakfast now being free for all children at our school, we hope that this trend in attendance will continue. We recognise that attendance is always very changeable cohort to cohort and so we are focussing our efforts this year in providing excellent, high-quality experiences for our disadvantaged pupils to raise their cultural capital and encourage them to attend school.

Wellbeing

The increased cost of living and recovery from the COVID-19 pandemic has meant that many families have found things difficult within the past year, both financially and emotionally. This impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Pupil voice questionnaires show that children feel happy and safe in Peckover Primary School and have an understanding how to get help and support if they need it.

Behaviour

We have, in the past year, introduced a Therapeutic Thinking approach to our behaviour management and combined it with our STEPS approach, guided by our Inclusion Manager and SENDCo. 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.

These results and our analysis mean that we have made solid progress on our strategy targets for the academic year 22/23 and if we continue to make sustained progress and that progress continues to have an impact on disadvantage pupils progress and attainment we will be on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. This does have one caveat in that, in light of the incoming cohorts to our school, we have amended our target of 70% of EYFS children reaching GLD to 50%, in order to ensure this target is achievable. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year differently to target new areas of focus such as writing and fluency in maths that have been identified in our pupil progress meeting and School improvement plan. This is set out in the Activity in This Academic Year section above.

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
Ruth Miskin Online training portal	Ruth Miskin

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?	Our pastoral team dedicated some of their time to support emotional wellbeing for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.