



Pupil Premium Strategy Statement & Review for 2023-2024



Date Agreed:	December 2024
Review Date:	December 2025
Type of Policy:	Strategy Statement & Review

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	Dec '24	HW	Feb '25		

Type of Policy	Tick ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

This statement details our school's use of pupil premium funding for 2024-2025 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	St Margaret's C.E Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	92 pupils - 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	09/09/2024
Date on which it will be reviewed	01/10/2025
Statement authorised by	Full Governing Body
Pupil premium lead	Hannah Warner
Governor / Trustee lead	Rev. Steve Burston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,790
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	£143,790

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's we aim to provide Quality First Teaching to all our pupils, including those in receipt of the Pupil Premium Grant. Through our Pupil Premium strategy with this Quality First Teaching at the centre, we aim to improve the educational outcomes for all our learners, including those who are disadvantaged.

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (Education Endowment Foundation, EEF)

Our ultimate objective for our disadvantaged pupils is that through this Quality First teaching and very focussed, personalised targeted intervention, their progress is accelerated, and their overall educational outcomes are improved.

EEF Research has found that disadvantaged pupils have been worst affected by COVID-19 partial school closures, and that the attainment gap has grown as a result of national lockdowns. Our current Pupil Premium Strategy Plan has had a preceding 3-year plan beginning our work on Oracy and this is being further developed over the next 3-years.

'Oracy is our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views. These are all fundamental skills that support the success in both learning and life beyond school' (*Speak for Change, April 2021*). Our 2024-25 academic year, sees the start of our second year of a three-year journey with Voice 21 to elevate Oracy within our classrooms for all pupils and ensuring talk is viewed equally to reading and writing, maths and science. The CPD supporting this will continue to be led by our Oracy Champions in year 1 and 2 before being disseminated whole school. This Oracy focus will continue to place talk, listening and vocabulary at the heart allowing all pupils to access, utilise, understand, rehearse and hear models of rich, quality talk.

In addition to this Oracy investment, our PP Strategy will continue to focus on Quality First Teaching for our disadvantaged pupils through receiving daily live feedback to move their learning on, or priority marking where this is not possible. Post-teaching is a continued strategy to address any misconceptions and consolidate understanding in a highly personalised way. Where attendance is an issue, Catch-up learning will continue to support pupils on their return to address the missed learning in a personalised way so they can continue to make progress with the current learning.

'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving,' (*Education Endowment Foundation*) is another key

factor of our strategy, whether they are an experienced teacher or a teacher early in their career. We will use coaching, team teaching, observations, joint planning and make ongoing use of the CPD through Voice 21 to develop our whole staff understanding of Oracy and the techniques that can be used to facilitate and develop talk across all curriculum areas.

In addition to these Quality First Teaching strategies, the needs of the individual child are discussed with a view to setting a plan for targeted academic support for each pupil. Termly Pupil Progress Meetings are held involving several Senior Leaders, the SENDCo and Class teacher so that a discussion can focus on specific interventions needed to address the individual needs for pupils in receipt of the Pupil Premium Grant. These children are prioritised and discussed first within this meeting. Each term, these interventions are reviewed to assess the impact before the following term is planned. These interventions are either run by additional teaching staff, specialist speech and language assistants or teaching assistants, deployed and overseen by their class teachers.

The final branch of our strategy is based around wider school approaches to support the social and emotional needs of pupils within our school community through Thrive, access to the Mental Health in Schools team, our RSE curriculum, breakfast club and access to equal opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Pupils do not know what they have done well, what they could improve on and the next steps for their learning.
2	Pupils have gaps in their knowledge through absence, prolonged school closure and disruption to learning or due to retention which need filling before further progress can be made.
3	Maintaining teacher knowledge and expertise through relevant CPD
4	Maintaining the rate of progress through a strong strategic leadership direction to foster ownership and accountability amongst all staff.
5	Pupils do not have or do not retain the vocabulary to support their knowledge and understanding in all curriculum areas.
6	Phonics skills across years R-4 and application of these to support reading and spelling.
7	Speech and language profile on entry is low and through KS1 especially this needs the skills and expertise from a S&L assistant to support.

8	The social and emotional profile of our children and the way they deal with resilience, conflict and emotional regulation towards themselves, each other and their learning.
9	Access to equal opportunities of wider school experiences including having a relaxed, routine and settled start to each day where their needs are met and opportunities to attend enrichment opportunities through our increased clubs offer.

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
Pupils are aware of the next steps of their learning and can make progress.	All PP pupils are making progress in line with their peers.
Pupils' gaps in knowledge are being addressed through Oracy being central to our curriculum, post-teach and catch-up learning in order for them to make accelerated progress.	All PP pupils are making accelerated progress in reading, writing and maths facilitated by being confident communicators.
Pupils' vocabulary, retention and ability to apply a wide-ranging vocabulary is increased through an Oracy focus on Word of the Day.	PP pupils are able to use and apply a wide-ranging vocabulary orally to show what they know and make accelerated progress.
Teachers' knowledge, skills and training is up to date, relevant and refreshed regularly.	Quality First Teaching is evident in every classroom.
Pupil Premium educational outcomes are a high priority in every class and through the Senior Leadership of the school.	Our disadvantaged pupils are championed in every classroom through the teachers and senior leadership team.
Pupils are able to confidently use and apply their phonetic skills to read and spell.	Progress in reading and spelling will be accelerated.
Pupils are able to communicate orally confidently and clearly to a range of listeners.	Targets addressing speech and language will be met and the impact of this will be seen in the classroom throughout interaction with peers, staff and their learning.
Pupils will be confident, resilient, lifelong learners who are challenged to meet their full potential academically, spiritually and socially.	All disadvantaged pupils will all make progress in their baseline Thrive screens.
All pupils will be included in every event, trip and opportunity offered through school, including the access to a settled and routine-driven start to the day through having their needs met.	All pupils will have engaging opportunities to support their learning across the curriculum, resulting in a positive sense of self-worth and academic and social progress.

	<p>Disadvantaged pupils will have access to a settled, routine-driven and relational start to the day through our breakfast club.</p> <p>Disadvantaged pupils will be prioritised to attend school-led clubs each term and pupil voice will be gathered to ensure clubs reach the board range of interests across the year.</p>
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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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing Oracy for every child in every classroom through the whole school CPD for both senior leaders, teachers and support staff.</p>	<p>‘The term ‘oracy’ was coined by Wilkinson in the 1960s to emphasise the educational importance of spoken language skills, on a par with reading and writing skills; he defined oracy as ‘the ability to use the oral skills of speaking and listening’ (<i>Wilkinson, A, 1965, The Concept of Oracy</i>)</p> <p>‘Oracy is our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views. These are all fundamental skills that support the success in both learning and life beyond school. Throughout this enquiry we have heard compelling evidence of the educational benefits of effective and purposeful talk at every stage of schooling and how a greater focus on oral language improves outcomes for the most disadvantaged students’ (Speak for Change, April 2021).</p> <p>‘As represented in the 2016 publication <i>Speaking Frankly</i>, an increasing number of researchers and educators now argue that schools should offer children that crucial ‘second chance’ to acquire spoken language skills which they may not have acquired at home; skills which will help them to take up educational opportunities and which could transform</p>	<p>2,3,4,6,7</p>

their destinies. For that to happen, oracy must be part of the school curriculum.’ (ESU, 2016, *Speaking Frankly: the case for oracy in the curriculum*)

‘The Education Endowment Foundation’s trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.’ (EEF)

‘Contributors to the Inquiry have stressed the specific role of oracy in relation to language development, vocabulary acquisition and literacy. Oral language and literacy are described as ‘inseparable friends.’ (Speak for Change, April 2021).

‘The most fundamental life skill for children is the ability to communicate. It directly impacts on their ability to learn, to develop friendships and on their life chances.’ (Bercow: *Ten Years On*, March 2018)

‘Speech, Language and communication skills are crucial to every person; for brain development in the early years and our attachment to others, for expressing ourselves and understanding others, for thinking and learning, for social interaction and emotional wellbeing, in school, as part of a society and in the workplace. Yet despite their centrality, the importance of these skills continues to be widely underestimated.’ (Bercow: *Ten Years On*, March 2018)

‘Language is crucial: The most important factor in reaching the expected levels in English and maths at age 11 was children’s language skills at age five, more important than poverty or parental education.’ (Save the Children, 2016, *The lost boys*)

	<p>Speaking and listening are at the heart of all language development. They are fundamental for reading and writing, whilst proving essential for thinking and communication.’ (<i>The Sutton Trust EEF, Teaching and Learning Toolkit, 2021</i>)</p> <p>High quality classroom discussion can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.’ (<i>Examining the Effects of Classroom Discussion on Students’ Comprehension of a Text: A Meta-Analysis, 2009, Murphy et al.</i>)</p> <p>Continuous CPD which will spread school wide in time:</p> <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving’ (EEF, The EEF Guide to PP), whether they are an experienced teacher or a teacher early in their career.</p>	
<p>Live feedback at the point of teaching or priority marking</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using PP to improve teaching quality benefits all students and has a particularly positive effect on children eligible for PP. While PP is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.’ (EEF, The EEF Guide to PP)</p> <p>‘Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants.’ (SED CoP, 2011)</p> <p>‘Done well [meaningful feedback], supports pupil progress, builds learning, addresses misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.’ (EEF, Teacher feedback to improve pupil learning- Guidance report).</p>	<p>1</p>

	<p>‘The main role of feedback, at least in schools, is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted.’ (EEF, Teacher feedback to improve pupil learning- Guidance report).</p> <p>‘Rotating roles- setting up the classroom in such a way that on day one, the teacher works with one group, the TA with another, and the other groups complete tasks collaboratively or independently. Then on day two, the adults and activities rotate, and so on through the week. In this way, all pupils receive equal time working with the teacher, the TA, each other and under their own direction.’ (EEF, Making best use of Teaching Assistant, Guidance report)</p> <p>This enables this feedback to be thorough, personalised and the task seen from start to finish for all children, including those who are disadvantaged, at least once a week with the class teacher.</p>	
Post-teach	<p>‘Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged pupils.’ (EEF, The EEF Guide to PP)</p> <p>‘There is good emerging evidence that TA’s can provide noticeable improvements to pupil attainment. Here, TA’s are working alongside teachers in providing excellent supplementary learning support.’ (EEF, Making best use of Teaching Assistant, Guidance report)</p>	2 & 5
Catch up learning	<p>‘Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged pupils.’ (EEF, The EEF Guide to PP)</p> <p>‘There is good emerging evidence that TA’s can provide noticeable improvements to pupil attainment. Here, TA’s are working alongside teachers in providing excellent supplementary learning support.’ (EEF, Making best use of Teaching Assistant, Guidance report)</p>	2

<p>SLT direction and monitoring to drive PP across every class.</p>	<p>‘The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.’ (EEF, The EEF Guide to PP)</p> <p>‘When it is most effective, the pupil premium will sit at the heart of the school effort, with all staff understanding the strategy and their role within it.’ (EEF, The EEF Guide to PP)</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sound Linkage supporting underpinning Phonological Awareness to support Phonics.</p> <p>RWInc daily programme, pinny time and additional group and 1:1 input, through phonics, reading, spelling and handwriting.</p>	<p>‘TAs have a direct instructional role, and it is important they add value to the work of the teacher, not replace them. Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.’ (EEF, Making best use of Teaching Assistant, Guidance report)</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 additional months progress.’</p>	<p>6</p>
<p>Speech and Language personalised provision</p>	<p>‘TAs have a direct instructional role, and it is important they add value to the work of the teacher, not replace them. Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured</p>	<p>5 & 7</p>

	<p>interventions.’ (EEF, Making best use of Teaching Assistant, Guidance report)</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 additional months progress.’</p> <p>The Nuffield Early Listening Intervention (NELI) is an oral language intervention designed to improve listening, narrative and vocabulary skills in children and reception who showed weakness in their oral language skills. Children receiving intervention made approximately 4 months additional progress in language skills compared to children receiving standard provision. These impacts on language skills were still seen 6 months after the intervention.’ (EEF, Making best use of Teaching Assistant, Guidance report)</p> <p>‘Speech, Language, and communication skills are crucial to every person; for brain development in the early years and our attachment to others, for expressing ourselves and understanding others, for thinking and learning, for social interaction and emotional wellbeing, in school, as part of a society and in the workplace. Yet despite their centrality, the importance of these skills continues to be widely underestimated.’ (<i>Bercow: Ten Years On, March 2018</i>)</p> <p>‘Language is crucial: The most important factor in reaching the expected levels in English and maths at age 11 was children’s language skills at age five, more important than poverty or parental education.’ (<i>Save the Children, 2016, The lost boys</i>)</p> <p>‘It may seem an obvious thing to say, but one of the best things we can do with young children is to have interesting and enjoyable conversations with them.’ (Michael Rosen, <i>Every Child a Talker</i>, 2008)</p>	
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	<p>‘Language is important because it forms the foundations for interacting with other people – for communicating our needs, our thoughts and our experiences. From the moment of birth, babies are ready to communicate they listen to and look at people and things in their environment and respond to what they hear and see. Even the youngest babies need a stimulating environment in which those who care for them respond sensitively to the different meanings of their cries, coos and gestures. This early ability to communicate verbally and non-verbally is the basis on which language is developed. A child’s ability to develop language depends on being immersed in a rich environment of words, sounds, rhythm, and verbal and non-verbal expression from birth. However, we know that there are still many children starting school without the extended vocabulary and communication abilities which are so important for learning and for making friends. Disadvantaged children are especially prone to language delay, some having only a third of the vocabulary of other children. As children grow older, this early delay can lead to significant difficulties later on, particularly with reading and writing.’ (<i>Every Child a Talker, 2008</i>)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£23,790**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive small group support with class TA's Thrive 1:1 session with Thrive Practitioner	<p>‘While interventions maybe well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.’ (EEF, The EEF Guide to PP)</p> <p>‘Poverty affects friendships at school with children growing up in poverty more likely to play alone and fall out</p>	8

	<p>with their friends, and less likely to talk to their friends about their worries.’ (NEU, Turning the Page on Poverty)</p> <p>‘With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways, these social and emotional skills’ are essential for children’s development, support effective learning, and are linked to positive outcomes in later life.’ (EEF, Improving Social and Emotional Learning in primary schools- Guidance report)</p> <p>‘Few teachers received support on how they can develop social and emotional skills in their mainstream teaching. This is a missed opportunity because, when carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.’ (EEF, Improving Social and Emotional Learning in primary schools- Guidance report)</p> <p>‘Efforts to promote Social and Emotional Learning (SEL) skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.’ (EEF, Improving Social and Emotional Learning in primary schools- Guidance report)</p> <p>‘There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in teaching. (Greenberg, M. and Jennings, T. (2009)‘The Prosocial Classroom: teacher social and emotional competence in relation to student and classroom outcomes,’ Review of Educational Research, 79 (1), pp. 491-525. In EEF, Improving Social and</p>	
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	Emotional Learning in primary schools- Guidance report)	
Breakfast club	<p>‘While interventions maybe well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.’ (EEF, The EEF Guide to PP)</p> <p>Poverty affects every aspect of a child’s life. In school, it can lock children out of opportunities to participate, learn and thrive.’ (NEU, Turning the Page on Poverty)</p>	9
A contribution towards school visits, curriculum activities to make these more manageable for parents and uniform allowance	<p>‘Poverty was already a deeply entrenched problem in the UK before COVID-19, and the economic effects of the pandemic have caused a further reduction in household finances, hitting families with children hardest. Poverty affects every aspect of a child’s life. In school, it can lock children out of opportunities to participate, learn and thrive.’ (NEU, Turning the Page on Poverty)</p> <p>‘Poverty related stigma can mean that families go to great lengths to hide their financial circumstances but will often struggle with school costs.’ (NEU, Turning the Page on Poverty)</p> <p>Our awareness of this steers our personalised approach as a school.</p>	9

Total budgeted cost: £143,790

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 2023 to 2024 academic year.

Disadvantaged pupil progress scores (points progress) for last academic year (2023-2024) 14 pupils

Measure	Score
Reading	KS1- KS2 TA 24.2 (target 24) +0.2
Writing	KS1- KS2 TA 22.9 (target 24) -1.1
Maths	KS1- KS2 TA 24.2 (target 24) -0.2

Disadvantaged pupil performance overview for the last academic year

Measure	Score
KS1 2023-2024	
Meeting expected standard at year 1 phonics screening (12 pupils)	9/12 passed 75% (64% 2022-23 cohort, 14 PP pupils)
Meeting expected standard at year 2 phonics re-screening (Dec 2023, 7 pupils)	43% (2022-2023 50%)
Meeting expected standard at KS1 (16 pupils)	Reading: 56% (2022-2023 27%) Writing: 13% (2022-2023 7%) Maths: 44% (2022-2023 20%)
KS2 (14 pupils) 2023-2024	
Meeting expected standard at KS2	Reading: 43% (80% previous year 6 cohort 2022-2023) Writing: 43% (70% previous year) Maths: 43% (60% previous year) Combined Maths and Reading: 36% (2022-2023 60%)
Achieving high standard at KS2	Reading: 22% (20% previous year 6 cohort 2022-2023) Maths: 22% (0% previous year)

Our teaching strategies to address the Quality of Education to improve educational outcomes for our disadvantaged pupils in 2023-2024 were the development, understanding and application of Oracy through Quality First Teaching for all, live feedback and marking, post teaching to address misconception as the point of teaching and catch-up learning to any missed learning. These were from our three-year strategy which we are one year into.

Developing Oracy for every child in every classroom through the whole school CPD for both senior leaders, teachers and support staff.

We are at the end of the first of three years of support through Voice 21 developing the knowledge, expertise and range of skills being used by all our staff to enhance and explicitly teach Oracy. This has been both refreshing and impactful for staff and children and given a new focus on what we value as a school. Pupil views have shown enjoyment and the strength and value within changes made to our writing process through an Oracy enhanced focus and adapting the rigidity of our writing 'process'. Our staff have really valued the time to work with colleague teams to develop skills, review practice and learn from one another and have adapted to changes promptly as they can see the versatility across the curriculum. Monitoring has shown the strategies are being developed and reflected upon through a continuous cycle of ongoing CPD happening over a sustained period of time. Our Governors have and continue to be involved understanding why we are prioritising this and where we are seeing the successes.

Live feedback at the point of teaching or priority marking, post-teaching to address misconceptions or extend and catch-up learning.

This continues to support children directly at the point of teaching or promptly after to feed into their next piece of learning. Catch-up learning works well when one piece maybe missed but when there are many subsequent days missed learning this has to be completed in a much shorter period in order to move forward with the next piece of learning.

RWInc daily programme, pinny time and additional group and 1:1 input, through phonics, reading, spelling and handwriting.

This is supporting from EY onwards. Our year 1 phonics screening scores of our children in receipt of PP rose from 64% to 75% in 2023-2024. Limitations within this synthetic phonic programme have been analysed and addressed through staff development of phonological awareness, interventions supporting this more intensely like Sound Linkage and Code Breakers, as a systematic, cumulative and multisensory program for supporting reading and spelling when phonics isn't having an impact for some learners.

Speech and Language personalised provision

Independent targets are able to be addressed supporting ILP provision through 1:1 or small group discrete teaching sessions

Thrive small group support with class TA's, Thrive 1:1 session with Thrive Practitioner

This continues to support and underpin our RHE curriculum and provide support to a range of groups in class over the year and more intensively for individuals when they need this.

Breakfast club

This provides a smooth and settled start to the day where pupils can have their needs met.

A contribution towards school events, curriculum activities to make these more manageable for parents and uniform allowance

This is managed with a Thrive relational focus between our parents and our Head teacher.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc Phonics	Ruth Miskin (purchased Sept 2019 and added to each year since plus ongoing costs)
THRIVE	Thrive Approach
Oracy- Voice 21	Voice 21

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

In the Autumn term, there were 20 clubs on offer with 14 of these being run by school staff alongside the 6 external clubs.

113 children in total attended one or more clubs. 49 of the 113 children were in receipt of the Pupil Premium Grant (43.3%)- an increase of 17.8%.

(In comparison: 2022-23

Summer 23.5% PPG

Spring 15% PPG

Autumn 13.4%)

6 of the 113 children were children with SEND (5.3%).

In the Spring term, there were 15 clubs on offer with 11 of these being run by school staff alongside the 4 external clubs.

240 children in total attended one or more clubs. 65 of the 240 children were in receipt of the Pupil Premium Grant (26.6%)- a decrease of 16.7%.

(In comparison: 2023-24

Autumn 2023 - 43.3%)

18 of the 240 children were children with SEND (7.5%).

In the Summer term, there were 18 clubs on offer with 13 of these being run by school staff alongside the 5 external clubs.

145 children in total attended one or more clubs. 35 of the 145 children were in receipt of the Pupil Premium Grant (24.1%)- a decrease of 2.46%.

(In comparison: 2023-24 Autumn 2023 - 43.3%)

13 of the 145 children were children with SEND (8.9%).