

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	West Meadows Primary School
Number of pupils in school	224 (206 + 18 nursery)
Proportion (%) of pupil premium eligible pupils	37% (82 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	September 2023
Date of the last review	September 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Tamara Gulliver (Acting CEO)
Pupil premium lead	Rebecca Marsh
Governor / Trustee lead	Lesley Kirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£10,730
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	£115, 990

Part A: Pupil premium strategy plan

Statement of intent

At West Meadows Primary School, we want all of our pupils to achieve and experience successes in all aspects of their life. Disadvantage is not a barrier to achievement and Pupil Premium funding is used to effectively diminish differences and accelerate progress to support high aspirations for all. Our aim is that there be no difference in the achievements, academic or otherwise, between any groups of our pupils and to do this, we aim to ensure that all of our pupils have access to high quality teaching of a progressively challenging, broad and balanced curriculum.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (Education Endowment Foundation).

The intention of our curriculum is to address those key aspects that our pupils need the most, no more so than our disadvantaged pupils:

- To develop language acquisition, understanding and use of vocabulary
- To provide our pupils with the highest aspirations and enable them to experience and be aware of a wide range of possibilities for their futures
- To develop and broaden children’s knowledge around diversity in order to champion a wide range of culture and ensure that our children benefit from a full range of spiritual, moral, social and cultural activities which enrich their lives.

We use a tiered approach to the planning and implementation of our Pupil Premium Strategy, considering how to improve quality first teaching in the classroom; specific or targeted strategies for cohorts, groups or individuals; and wider strategies. Our aim in doing so is to address the barriers to learning and progress that we identify for our disadvantaged pupils at West Meadows Primary, selecting a small and focused number of strategies that we identify will have the greatest impact upon our pupils.

We aim to ensure that our Pupil Premium Strategy underpins and enhances the school’s overall strategic aims and planning. We review and report termly to the Governing Body the use and impact of the Pupil Premium grant.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy upon entry to school and across Key Stage 1, particularly in phonics and early reading
2	Low levels of language and vocabulary upon entry to school
3	Gaps in learning as a result of long periods of missed learning (Covid-19 pandemic) in particular in mathematics
4	Limited life experiences and aspirations
5	Improve rates of attendance and punctuality to increase learning time

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
All pupils become fluent readers to enable them to access a broad and balanced curriculum	<ul style="list-style-type: none">• % of pupils achieving the expected standard in phonics at the end of Year 1 remains above national for PP and all pupils• % of pupils achieving the expected standard in phonics screening check at the end of Year 2 is above national for PP and all pupils. The school sets the target for 100% of pupils to pass the phonics screening check by the end of year 2 and demonstrate that they are fluent readers using RWInc assessments.• Any Key Stage 2 pupils who are not fluent readers remain on the Systematic Synthetic Phonics programme and receive additional catch up support to enable them to move off the programme at the earliest possible point.
Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum	<ul style="list-style-type: none">• Pupils use a range of vocabulary appropriately for their age and stage of development

	<ul style="list-style-type: none"> • Pupils use a range of higher level vocabulary across the curriculum • Pupils are able to articulate their views clearly during P4C sessions and across other areas of the curriculum • Writing assessments demonstrate that pupils apply a varied range of ambitious vocabulary for their age range • Question level analysis of reading assessment papers demonstrate pupils' increasing improvements in the understanding of vocabulary
Pupils make rapid and sustained progress in maths	<ul style="list-style-type: none"> • Each year group makes greater than expected progress as a cohort • Pupil Premium pupils as a 'cohort' make at least the same amount of progress as non pupil premium pupils • In End of Key Stage assessments, pupil premium pupils perform at least as well as pupil premium pupils nationally • Year 6 and Year 2 outcomes in mathematics are in line with National for all pupils and PP
<p>School achieves attendance target and there is a significant reduction in persistent absenteeism</p> <p>There is a significant reduction in amount of lost learning due to lateness</p>	<ul style="list-style-type: none"> • Pupil Premium pupils attendance as a 'cohort' is inline with that of non pupil premium pupils • The school achieve at least 96% attendance as a whole and shows significant improvements from the previous academic year • The number of minutes late for pupil premium pupils is significantly reduced from September 2023 to July 2024 • The vast majority of pupil premium pupils have an attendance of over 96%
Develop the cultural capital of disadvantaged pupils	<ul style="list-style-type: none"> • Pupils have access to a range of arts and cultural opportunities across the year • There is increased participation from Pupil Premium pupils in a full range of after school clubs and sporting events offered • Pupil voice demonstrates increased confidence levels and high aspirations

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: £45, 498.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued funding of Read, Write Inc (Second academic year):</p> <p>Training for all new staff including Key Stage 2 staff. Continued professional development to improve practice for all members of staff who deliver RWInc.</p> <p>Additional members of staff in FS2 and Year 1 to ensure pupils can be taught in ability groupings matched to current need</p> <p>Purchase and replenishment of home reading books for RWInc</p> <p>Subscription to online resources and virtual classroom</p> <p>Purchase of RWInc development days</p> <p>1 morning release for Early Reading Lead to coach individual staff, lead staff CPD/practice sessions and assessment to ensure highly skilled practitioners and fidelity to scheme</p> <p>Continued development of Power of Story including parental engagement sessions</p> <p>Additional adult in PM x 4 a week for one to one tuition</p> <p>Purchase and replenishment of reading texts in school and for home across all Key stages including to ensure core reading offer is up to date and relevant and to ensure access to high quality texts across the curriculum</p>	<p>High impact for very low cost based on very extensive research – 5 months+</p> <p>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. (EEF)</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.(EEF)</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).(EEF)</p>	1, 2, 3

<p>Development of the teaching of high quality mathematics across school:</p> <p>CPD for teachers and HLTAs including using external sources, particularly WRM training</p> <p>Maths leader release time to engage with Maths Hub, LA multiplication programme and Trust Maths leaders to ensure latest training and developments</p> <p>Teaching assistant release time to undertake 'lite bite' training sessions with maths lead to improve subject knowledge and mathematical explanation</p> <p>Investment in maths resources and WRM online resources to ensure high quality teaching and use of high quality resources, including manipulatives</p> <p>Funding of TTRock Stars Platform to support learning of multiplication facts including for home learning</p> <p>Internal and external training to develop classroom practice on the teaching of problem solving and reasoning</p>	<p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. (Sutton Trust)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF)</p>	<p>3</p>
<p>Development of language and communication:</p> <p>Release time for two members of staff to attend English Hub Early Language training and leadership release time in school to plan, deliver training and assess impact</p> <p>Resource investment to support delivery of Language Development Programme across school</p> <p>Investment in P4C development days with external provider for securing Silver and achieving Gold award</p> <p>Training for all teaching staff and HLTAs on the delivery of P4C to ensure consistency with new members of teaching staff</p> <p>Level 2A and 2B training for English Lead on P4C</p> <p>Development of collaborative learning approaches across curriculum</p>	<p>Very high impact for very low cost based on extensive evidence – 6 months+</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (EEF)</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. (EEF)</p> <p>High impact for very low cost based on limited evidence – 5 months+</p>	<p>1, 2, 3</p>

EYFS audit by LA EYFS consultants to support developments in practice	Collaborative learning approaches have a positive impact, on average, and may be a cost- effective approach for raising attainment with carefully designed tasks to enable practice at working together. (EEF)	
---	--	--

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

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>F2 and Year 4 focused and specific interventions</p> <p>Additional adult capacity in Foundation 2 due to low baseline data and high vulnerability of cohort</p> <p>Additional adult capacity in Year 4 (due to Y2 outcomes for disadvantaged and continued internal assessments which identify high vulnerability and low attainment)</p> <p>2 adults in each class including for specific and targeted interventions with identified pupils for reading, writing and maths (current</p>	<p>Teaching Assistant interventions – Moderate impact for moderate costs based on moderate evidence – 4 months+</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF)</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. (EEF)</p> <p>Moderate impact for low cost based on moderate evidence – 4 months+</p>	1, 2, 3

58% PP in Year 4 and 23% PP in F2)	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact. (EEF)</p> <p>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. (EEF)</p>	
Additional one to one phonics teaching for the bottom 20% across F2 to Year 4	<p>High impact for moderate costs based on moderate evidence – 5 months+</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (EEF)</p>	1, 3
<p>Targeted Year 6 support</p> <p>Additional adult in Year 6 (50% PP in cohort)</p> <p>Targeted support in order to close gaps created by periods of school closure. Additional mathematics support and small group intervention/tutoring for developing fluency, number sense and application into problems through targeted sessions and 15 min focused maths intervention daily to target low attaining group and off track pupils</p> <p>Targeted reading intervention group daily to develop fluency in reading</p>	<p>Moderate impact for low cost based on moderate evidence – 4 months+</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact. (EEF)</p> <p>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. (EEF)</p>	1, 3

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

Budgeted cost: £40, 302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities for development of the arts and wider cultural experiences, including to raise aspirations by exposing pupils to increased experiences, opportunities and possibilities through:</p> <p>Development of the thread of possibilities across the curriculum</p> <p>Visits into school</p> <p>Visits out of school – with emphasis on opportunities to enhance key drivers of diversity and possibilities and to develop wider appreciation of arts. Development of cultural capital</p> <p>Sponsorship of the Arts Award programme and funding of Drama Festival participation</p> <p>Full funding of trips to places of worship and visits into school of leaders of World Religions</p> <p>All pupils have opportunity to learn a musical instrument through Barnsley Music Services. Part funded music tuition for PP.</p> <p>PSA support for Parent Opportunities and adult education programmes</p>	<p>Moderate impact for very low cost based on moderate evidence - 3 months+</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF)</p>	2, 4
<p>Increase attendance and reduce lateness and persistent absenteeism through employment</p>	<p>See 'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DfE)</p>	5

<p>of Parent Support Advisor, including to:</p> <p>Employment of PSA to carry out role of Attendance Officer</p> <p>Investment in training for PSA for improving attendance through 'An Inclusive Approach to Improving Attendance'</p> <p>Rigorous application of school attendance policy and procedures including:</p> <ul style="list-style-type: none"> Close tracking of attendance and identification of patterns Support for parents/families First day phone calls Home visits Panel meetings Close working with external agencies EHA lead Issuing of Penalty Notices 	<p>Improving school attendance: support for schools and local authorities</p> <p>Updated 27 September 2021</p> <p>Working Together to Improve School Attendance (September 2022)</p>	
--	--	--

Total budgeted cost: £ £115, 800.25

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.

All pupils become fluent readers to enable them to access a broad and balanced curriculum:

86.7% of Year 1 pupils achieved the expected standard in the phonics screening check in Summer 2023 compared with 79% Nationally in 2023 and 75% Nationally in 2022. 62.5% of Pupil Premium pupils (5 of 8) passed the phonics screening in 2023 compared with 95.5% of non Pupil Premium. This is in comparison with 91.7% of pupil premium pupils passing the check in 2022 compared with 88.9% of non pupil premium. 67% of disadvantaged pupils passed the phonics screening nationally and therefore this is something that the school has identified as a continued need for pupil premium investment in order to close this gap.

96.7% of Year 2 pupils passed the phonics screening check by Summer 2023 compared with 89% Nationally in 2023. 73% of Year 3 pupils had moved from the phonics programme (RWInc) by the end of Summer 2023. Of the 7 pupils remaining on the phonics programme in Year 4, 6 of the 7 children are now on the final stage of the programme (Grey). This is an area for continued support and investment in 2023-24. 93% of Foundation 2 pupils were on track based on RWInc assessments at the end of Foundation Stage compared with 83% at the end of Summer 2022. 89.3% met the expected standard for Word Reading and Word Comprehension in the End of Year profile. 88.9% of Pupil Premium pupils met the expected standard in both Word Reading and Word Comprehension compared to 89.5% of non pupil premium pupils. There was no significant gaps in attainment between Pupil Premium and non.

At the end of Key Stage 1, 70% of pupils achieved the expected standard in reading in 2023, which was inline with National of 68%, and 36.7% achieved Greater Depth, which was significantly above National of 19%. 64.3% of Pupil Premium pupils met the expected standard in reading compared with 75% of non Pupil Premium pupils and compared with 54% for disadvantaged pupils nationally.

At the end of Key Stage 2, 57.6% of pupils met the expected standard in reading compared with 73.3% in 2022 and 73% Nationally in 2023. 15% of pupils achieved Greater Depth in reading. 60% of Pupil Premium pupils achieved the expected standard compared with 56.5% of non Pupil Premium pupils. Pupils' understanding of language and vocabulary were key issues and this will form a key part of the School Strategic Plan and continued professional development for staff in 2023-24, implementing a programme of training delivered by Jerry Clay English Hub.

All EYFS and KS1 staff and a number of teaching assistants currently based in Key Stage 2 have undertaken training with Read, Write Inc. The Early Reading lead is a Literacy Specialist with Jerry Clay English Hub. This results in her receiving the most up to date training and knowledge which is then brought back into school. As phonics

lead, she carries out regular training and coaching sessions with all members of staff who deliver phonics. One to one tuition is carried out with all pupils identified as being in danger of falling behind and this has had a significant impact in ensuring that pupils catch up quickly. The investment in RWInc Coaching and Review days has also ensured that teaching practice across school is of a high standard.

The school reviewed its core texts in 2022-23 to ensure high quality texts are studied in reading sessions and to ensure clear progression across the reading curriculum. An identified next step is the investment in a wider range of poetry and non fiction texts including for opportunities to develop reading of high quality texts across all subjects.

Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum:

Language acquisition continues to sit at the heart of the curriculum at West Meadows Primary School as one of our key drivers. P4C continued to be taught as an important vehicle for raising attainment in Spoken Language with the school investing in Level 1 training for all new teaching staff. Observations of P4C practice evidenced the quality of teaching and the impact on pupils' spoken language and reasoning skills. Collaborative learning approaches have been implemented in maths and are now embedded. These approaches are beginning to be embedded across other curriculum areas.

The school invested in training for the Language Link Programme for EYFS and KS1 staff, however this programme required high time investment on a small group of pupils with minimal impact outside of the intervention itself. Elklan will continue to be used to assess and support pupils in the Early Years Foundation Stage. The school invested in sending two school leaders to attend Early Language Development training with Jerry Clay English Hub and will invest in 2023-24 in the implementation of this training across all key stages to support pupils to develop their knowledge and understanding of a wide range of vocabulary, developing a more consistent whole school approach to the explicit teaching of and continuous exposure to new vocabulary.

89.3% of pupils in Foundation 2 achieved the expected standard in speaking in 2023 compared with 79.3% in 2022, while 89.3% of pupils achieved the expected standard in Listening, Attention and Understanding in 2023 compared with 82.8% in 2022.

Baseline data indicates that pupils continue to enter school with levels of communication and language significantly below and this remains a key area of focus and development on both the school strategic plan and for Pupil Premium spend.

Pupils make rapid and sustained progress in maths:

45.5% of pupils achieved the expected standard in Mathematics at the end of Key Stage 2 in 2023. The school has been significantly below National in Mathematics at Key Stage 2 for the last two academic years. 50% of pupil premium pupils met the expected standard compared with 43.5% of non pupil premium. However, pupil premium pupils did not perform as well as disadvantaged pupils Nationally in maths, with 59% meeting the expected standard nationally.

In the Year 4 Multiplication Check, the average mean score was 20.38 in 2023, inline with the National average of 20.4.

There was a significant improvement at outcomes in maths at Key Stage 1, with 70% of pupils working at the expected standard (inline with 70% Nationally) and 20% working at Greater Depth (above National of 16%). 64.3% of pupil premium pupils reached the expected standard in Key Stage 1 Mathematics compared with 56% of disadvantaged pupils Nationally and compared with 75% of non pupil premium. 7.1% of pupil premium pupils achieved Greater Depth compared with 31.3% of non pupil premium pupils and therefore will be an area of focus for 2023-24.

Internal mathematics assessments evidenced that the school is making progress in maths attainment with 76.7% of Year 1 pupils at the expected standard or above; 89.7% of Year 4 pupils at expected or above; and 78.2% in Year 5 at the expected standard or above. Year 3 continues to be a cohort who require additional support and intervention with 50% of pupils achieving the expected standard or above.

West Meadows has invested in continued professional development, both in-house based on assessed needs from learning walks and external Deep Dives and through White Rose Maths online learning sessions. There has been continued investment in maths resources and curriculum across school from EYFS to Year 6, in particular the investment in concrete materials as a scaffold to learning and developing mathematical opportunities across the Early Years Foundation Stage. Evidence from learning walks, Performance management lesson observations and external Deep Dives evidence high quality teaching across school. Daily 'maths meetings' have also been developed in order to secure pupils' automaticity and fluency in maths.

School achieves attendance target and there is a significant reduction in persistent absenteeism. There is a significant reduction in amount of lost learning due to lateness:

West Meadows continues to invest in a Parent Support Advisor who undertakes the role of attendance officer. The Attendance Policy was revised to align with DfE Attendance Guidance in 2023, establishing clear expectations for parents and clear procedures for the school. A structured approach to addressing poor attendance including first day phone calls, three day home visits, letters home and panel meetings is in place. The school has introduced the administration of fines for persistent absenteeism and term time holidays. The school also invested in a series of new rewards for promoting good attendance.

Attendance remains an area for improvement in school. Attendance for the academic year 2022-23 was 93.1% compared with 92.9% in 2021-22 and compared with 92.5% Nationally for all schools and 94% for Primary School. Our persistent absentee rate was 27.4% compared with 22.3% Nationally. Poor attendance disproportionately impacts our Pupil Premium pupils and therefore continued investment to improve attendance is required.

Develop the cultural capital of disadvantaged pupils:

The school was successful in achieving the Artsmark Gold Award in 2022-23. West Meadows aims to ensure that through pupil premium funding we provide pupils with a wide range of opportunities and experiences, including in the arts and sports to broaden horizons and raise aspirations. The school effectively invested in a range of school funded and part funded visits in and out of school in 2022-23 to provide a wide range of experiences to children across school including:

- Little City Play event for children and parents in F1 and F2 fully funded
- Year 4 trip to places of worship in Bradford fully funded
- Year 6 Crucial Crew trip transport fully funded
- Year 5 and 6 theatre trip to Liverpool as part of the Arts Award project partly funded.
- Year 5 Arts Project fully funded by school which all pupils were successfully awarded.
- Year 6 end of year camping and outdoor learning experience fully funded.
- Music lessons for Year 2 and Year 5 pupils fully funded and private music tuition for 25 pupils part funded, learning one or more instrument. Year 5 pupils performed at Barnsley Music Festival in June 2023.
- Poetry competition and workshops for Years 4 and 5
- Pupils from Years 2 through to 6 were provided with the opportunity to perform at the Academy Theatre as part of the Barnsley Drama Festival.
- Part funded the Year 6 residential to Condoval which was attended by 30 children.

The school also invested in one day per week outdoor learning impacting all classes across the academic year with focus on team building, communication, problem solving and resilience through an external provider, 'Scotty's Heroes'. Parent and pupil voice evidenced positive experiences and outcomes for such events. The school also held a range of career talks for different classes as part of our key driver of 'aspirations'.

The school also increased adult engagement in pupils' learning developed through theme days in maths, science, reading and the arts which were very well attended. The PSA also ran craft events for targeted classes to increase parental engagement in school and ran First Aid training for parents.

We offered pupils a range of fully funded after school clubs throughout the year which were well attended by both pupil premium and non pupil premium pupils. Of 22 children attending reading club, 31.8% were pupil premium; of 24 pupils attending art club, 37.5% were pupil premium. Of 24 different sports clubs covering 12 different sports across the year, 273 pupils attended (some pupils attending more than one club). Attendance of pupil premium pupils was 31.9%. The school aims to expand the range of clubs offered again in 2023-24 to engage as wide a number of pupils as possible in extra curricular opportunities.

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	Read, Write Inc (Ruth Miskin)
Resilience, Team Building and Problem Solving	Scotty's Heroes
Mastering Maths White Rose Maths Curriculum and training	White Rose Maths
TT Rockstars	Maths Circle Ltd

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use of P4C is established across school. Additional training will be provided this year for new members of staff through in-house CPD (Barrier 2)

Oral Language interventions (Elklan and Nuffield Early Language Intervention) – both of these early language interventions to develop speaking and listening skills are established in their use in school and run at minimal cost (Barrier 2)