

Pupil premium strategy statement Slimbridge Primary School 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 pupil premium had within our school to raise outcomes for disadvantaged pupils.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 139 |
| Proportion (%) of pupil premium eligible pupils | 24% 33 pupils Service: 1 LAC: 4 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Lisa Hillman (Headteacher) |
| Pupil premium lead | Lisa Hillman (Headteacher) |
| Governor / Trustee lead | Patricia Carrington and Wynitia Oakhill |

Funding overview

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £51670 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £51670 |

| | |
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| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | |
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Part A: Pupil premium strategy plan

Statement of intent

At Slimbridge Primary School, we are ambitious for every pupil. We are committed to supporting all children to make the best possible progress in all areas of their lives. We recognise that high quality first teaching and the provision of effective resources alongside high-quality instruction, is the most efficient way to raise standards for all. Coupled with this, we believe that targeted support and the removal of barriers to effective learning are crucial to high achievement.

Our objectives for disadvantaged pupils are that they make significant progress in the core subjects of English and maths and can perform in line and above national standards. We are ambitious for our pupil premium children and aspire to greater depth achievements for them.

We make effective use of high-quality research, combined with a detailed knowledge and analysis of our pupils' progress and context to equalise and maximise the opportunities and progress of all our children, particularly those that experience disadvantage.

We aim to achieve this through our support strategies which have a clear and demonstrable impact upon pupil progress:

- A structured, coherent curriculum that focuses on 'Taking Flight' and reaching heights through aspiration
- High quality teaching that focuses on our vision: Slimbridge, Where Ambitions are Nurtured. (SWAN)
- High quality training for staff on learning strategies that support all children
- Targeted deployment of additional adults in the classroom and specific training so that staff can meet the needs of individual or small groups of pupils
- Homogeneous groupings for phonics teaching so that children learn to read as early as possible
- Investment in a new early reading and phonics scheme to ensure the lowest 20% of readers receive the targeted support they need to apply their phonic knowledge to become fluent readers
- Highly trained and effective teaching assistants, who are able to lead phonics teaching, alongside expert teachers
- High adult to pupil ratios to ensure feedback is given in the moment, children are exposed to pre-teaching strategies and intervention support is rapid and succinct

- Implementation of emotion coaching to support the emotional needs of pupils across the school and a whole school approach to mental health support using 'thera-build' sessions, led by our SENDCO
- High quality pastoral support including Lego Therapy; Thrive and Play Therapy.
- Financial support for peripatetic music tuition for disadvantaged pupils
- Financial support for gymnastic tuition for disadvantaged pupils
- Free places for Breakfast Club provision to ensure pupils have a positive start to their working day and are able to learn effectively

As a school we are reflective practitioners and committed to monitoring the impact of the work we do; we use an evidence-based approach to adapt our provision on a termly basis to assess what is working most effectively for our most high needs pupils, particularly those who experience disadvantage.

Our aim is that all pupils, irrespective of socio-economic background or the challenges they face, make good progress and achieve high attainment across all subject areas, but firstly in English and maths. Our focus is to support disadvantaged pupils to achieve high goals, including sustained and inclined progress for those who are already high achievers.

We are also vigilant of our vulnerable pupils, such as those who have a social worker, are young carers, or who have faced bereavement: the activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In respect of guidance and research from the Education Endowment Foundation, high quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as early reading. This is proven to have the greatest impact on closing the attainment gap. Implicit in the intended outcomes detailed below is the aim that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approach at Slimbridge is based on evidence-based data which is carried out tri-annually through standardised testing. Robust diagnostic assessments form the basis of our strategy - rather than assumptions about the impact of disadvantage. We track and record the development of disadvantaged pupils to ensure progress is maintained over time.

To ensure our strategies are effective we will:

- Ensure disadvantaged pupils are challenged in their studies
- Analyse individual needs and talents to ensure opportunity is available
- Act early to intervene when needed

- Adopt a whole school approach where staff take responsibility for the success of disadvantaged pupils, ensuring outcomes and aspirations are raised

Challenges

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

| Challenge number | Detail of challenge |
|------------------------------------|---|
| 1 Phonics | 12% of pupil premium children are below expected progress in reading (Autumn 2024) in comparison to 67% of non-disadvantaged pupils. We need to narrow this gap and continue to develop our teaching of phonics and early reading. |
| 2 Reading | 12% of pupils who are pupil premium, achieved expected standard in Nfer reading assessments, compared to 45% of non-disadvantaged. |
| 3 SEND | 37% of children in receipt of pupil premium also have special educational needs. Observation of learning and judgements during our recent Ofsted inspection suggest that SEND pupils make good progress and their needs are well met in lessons. However, this is a significant challenge for the school and needs to remain high priority. |
| 4 Maths | Fewer pupil premium children are achieving greater depth standard in maths in comparison to non-pupil premium. |
| 5 Attendance | Analysis of attendance data evidences that the percentage of disadvantaged pupils who are absent is above non-disadvantaged pupils. School attendance figures for disadvantaged pupils is 89.5% compared to 94.8% for the school and 93.1% nationally. |
| 6 Communication and interaction | 25% of our Early Years have been identified as needing additional language development support. Effective strategies and intervention support need to be applied to develop pupils' working vocabulary and communication. |
| 7 Writing | Fewer pupil premium children without SEND across the school are achieving greater depth standard in writing in comparison to non-pupil premium/non-SEND peers. |
| 8 Cultural Capital | Access to wider cultural opportunities that would not be possible without school funding. Teacher feedback on pupils' levels of engagement and participation suggest that pupils who are disadvantaged access fewer clubs outside of school. |
| 9 Early Years | 29% of pupils who are eligible for pupil premium are not on track to achieve a Good Level of Development. (14% are well below, and 14% below). 43% of the reception class cohort are PP. |

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| 10 Greater depth at KS2 | In reading, writing and maths, our KS2 pupils, who are pupil premium do not achieve greater depth standards in comparison to non-disadvantaged groups. |
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Intended outcomes

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

| Intended outcome | Success criteria |
|--|--|
| Improved phonic attainment among disadvantaged pupils | Phonic screening check results in Y1 will evidence national attainment levels for disadvantaged pupils. |
| Improved reading attainment for disadvantaged pupils | End of year Nfer assessments evidence all children with PP without SEND achieve in line with their peers at expected standard and greater depth standard. |
| Improved maths attainment for disadvantaged pupils | End of year formal assessments evidence all children with PP without SEND achieve in line with their peers at expected standard and greater depth standard. |
| Use of the structured language intervention programme NELI results in improved language acquisition for pupils. | Data generated through the NELI programme evidences improved outcomes for pupils from their baseline starting points. |
| Opportunities to experience increases | Pupils from disadvantaged backgrounds experience provision that enhances their extra-curricular opportunities. |
| Improved writing attainment for disadvantaged pupils – particular raising aspiration to greater depth standard. | End of year formal assessments evidence all children with PP without SEND achieve in line with their peers at expected standard and greater depth standard. |
| All children experience an extended and rich learning offer that enhances their cultural experiences | All children experience a wide range of visits both to and from the school that enhance their learning, knowledge and life experiences Where parental choice is a barrier to inclusion, alternatives are explored and offered where appropriate. The representation of disadvantaged pupils is in line with demographic across enriching provisions: e.g.: school council, playleaders |
| Specific cohorts which have especially high amounts of Pupil premium children will have expert teaching assistant support. | 50% of the Y4 cohort is pupil premium 43% of the YR cohort is pupil premium |

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: £ 41,670

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>High quality first teaching for all pupils achieved through monitoring and targeted CPD.</p> <p>Resources to support teaching and learning will be purchased alongside training and release time to develop the curriculum and its intent, implementation and impact.</p> | <p>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. This is a top priority for our pupil premium spend.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> | 1,2,5,8,10 |
| <p>Training and release will be provided to allow all teachers to prepare, respond to and enhance the quality of teaching by removing barriers to learning, analysing pupil progress, focus on effective teaching through modelling and providing appropriate scaffolds.</p> | <p>The Great Teaching Toolkit https://evidencebased.education/great-teaching-toolkit-evidence-review/</p> <p>Use of Walkthrus research to develop high quality instruction.</p> | 3, 10 |
| <p>Teachers will be highly skilled in teaching of writing through the inclusion of internally and externally trained experts employed at the school e.g. KS2 Local Authority moderation</p> | <p>Improving Literacy in KS1 and Ks2 guidance suggests that writing is a complex process: pupils should be promoted to use fluent written transcription https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | 8,10 |
| <p>Training on metacognition</p> | <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context.</p> | 3,5,8 |

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| | <p>Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>Metacognition and self-regulated learning research: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> | |
| <p>Training and support package for Read, Write Inc.- new phonics scheme to be researched, purchased and implemented. Professional development to support the implementation of an evidence based synthetic phonic programme, validated by the Dfe</p> | <p>Reading comprehension strategies – very high impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=This%20evaluation%20found%20that%20children,to%20children%20in%20control%20schools.</p> | 1,2,10 |
| <p>Upskill teaching assistants to deliver high quality intervention and support in phonics through targeted academic support</p> | <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>Targeted academic support has a positive impact on learning for Pupil Premium pupils who are not making good progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1,2,3,4,5,6 |
| <p>Teaching assistant employment to continue to deliver high quality interventions to meet individual needs and raise attainment</p> <p>Focus will be on ensuring that coherence within the curriculum is taking place, so that any planned activity will be integrated within the curriculum to ensure that pupils receiving targeted support do not miss out on core curriculum content.</p> | <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Structured small group interventions that link to classroom teaching and the curriculum is our priority.</p> <p>Additional teaching assistant allocated to the reception class to support with pupil premium children of which the class has 43% PP.</p> | 1,8,10 |
| <p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are</p> | <p>EEF Research DIAGNOSTIC ASSESSMENT</p> <p>Evidence insights Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year</p> | 2,3,5,10 |

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| interpreted and administered correctly | <p>groups. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</p> <p>This will also allow us to track the performance of pupils more robustly and ensure pupils are making greater depth progress</p> | |
| Training on reading VIPERS | <p>EEF guidance suggests that reading comprehension strategies are high impact on average (+6 months). Pupils should be encouraged to make sense of texts.</p> <p>https://www.ucl.ac.uk/news/2022/jan/governments-approach-teaching-reading-uninformed-and-failing-children</p> | 2 |
| Engage in the Gloucestershire Healthy Living and Learning programme and Facts4Life collaboration to ensure school expertise in social and emotional resilience of pupils is developed. To improve the quality of social and emotional (SEL) learning. | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> | 4 |
| Supporting the recruitment and retention of teaching staff by providing cover to undertake NPQLs | <p>Based on the latest research and evidence the NPQ programmes with UCL enable staff to take on new learning and develop their skills and put them into practice. SENDCO to complete new NPQSENDCO</p> <p>https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/national-professional-qualifications/npgsl-national-professional-qualification-senior-leadership</p> | 1,2,3,5,8,10 |

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

Budgeted cost: £ 10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <i>Play therapist provision</i> | Piaget observed that most children in their first decade of life had neither meaningful expression nor the ability to comprehend complex issues, motives, and feelings because they lacked the ability of abstract thinking. As the cognitive horizon expands, play becomes more complex with rules, and language development. Virginia Axline saw meaningful expression in the process of play, language is vital to regulating emotions and bridging action to symbol and thought. Play therapy seeks to balance symbolic play and language expression in an age-appropriate manner that can be most beneficial to the child. | 4 |
| <i>Homogenous groupings for RWI involve additional staffing</i> | Schools develop a cohesive approach to teaching phonics and early reading and teach children to decode as the primary strategy for word reading. In the read, write inc. programme word reading is embedded and practised in closely matched storybooks, enabling children to develop reading fluency which in turn aids comprehension. | 1 |
| <i>Subscription and training resources for the NELI programme to be implemented</i> | <p>The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs).</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</p> | 7 |
| Continued investment in read write inc. phonics to include new phonically decodable reading books and teaching resources. Links with Mangotsfield Hub to develop coaching and mentoring of staff. | <p>Evidence suggests that reading is a more important driver of social mobility than socio-economic status. Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers. Leaders who build a school culture of supportive professional development and teachers who have a love of reading have the biggest impact on children’s literacy outcomes.</p> | 1 |
| <i>Fresh Start Intervention RWI</i> | <p>Fresh Start is a catch-up programme for children in Years 5–8 (age 9–13) who have been identified as below their expected reading age.</p> <p>There is a large body of evidence, including in the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics approaches have a positive impact on the development of early reading skills.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</p> | 1,10 |

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

Budgeted cost: £2500 (sourced from own budget)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Thrive Lead practitioner training, subsequent release time to train teaching assistants in delivering Thrive | <p>The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Reduced anxiety and calmer classrooms filled with engaged learners.</p> <p>https://www.thriveapproach.com/impact-and-research/impact-report</p> | 3,4,6 |
| Pastoral support to meet children's individual well-being and health needs | <p>EEF guidance evidences that social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning; this then impacts academic learning.</p> | 3,4,7 |
| Peripatetic lessons | <p>Pupils receiving additional tutoring for music lessons who would not have the opportunity otherwise.</p> <p>https://assets.publishing.service.gov.uk/media/62b9bc998fa8f5720761bd38/National_plan_for_music_education_case_studies.pdf</p> | 9 |
| Gymnastics lessons funded for gifted and talented pupils | <p>Pupils receiving additional funding for gymnastics lessons who would not have the opportunity otherwise.</p> | 9 |

Total budgeted cost: £51,670 PP Funding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed performance of our school's disadvantaged pupils during the 2023-2024 academic year using key stage 1 and 2 performance data, phonic check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged at a national level. Data from these tests are pleasing; the school has secured a strong data set for pupils achieving EXS at the end of KS2. We are keen to ensure the percentage of those pupils achieving greater depth standard is accentuated.

Data from KS2 2024 National Assessments and qualifications shows that 100% of pupil premium, without SEND, achieved age-related expectations.

80% of pupils who are pupil-premium and SEND achieved age-related expectations. Detailed analysis of termly pupil performance and further analysis of pupil premium attainment and progress evidence strong progress and attainment for all children in receipt of pupil premium funding. KS2 (2024 data)

| | KS2 SATs Results 2024 | | | | National 2024 | |
|--------------|-----------------------|---------|------|-----|---------------|-----------------------------|
| Cohort of 15 | PKS | WTS/HNM | EXS | GDS | (EXS) | GDS |
| Reading | 0% | 0% | 94% | 47% | 74% | 28% |
| Reading PP | 0% | 0% | 100% | 20% | | |
| Writing (TA) | 0% | 0% | 100% | 13% | 72% | 12% |
| Writing PP | 0% | 0% | 100% | 0% | | |
| EGPS | 0% | 0% | 94% | 40% | 72% | 32% |
| EGPS PP | 0% | 0% | 100% | 0% | | |
| Maths | 0% | 0% | 86% | 33% | 73% | 23% |
| Maths PP | 0% | 0% | 80% | 0% | | 3.13 disadvantage gap index |

| | | | | | | |
|---------------------|----|----|------|-----|-----|----|
| Science (TA) | 0% | 7% | 100% | N/A | 81% | |
| RWM | 0% | 0% | 93% | | 61% | 8% |

Overall attainment data is above national and regional for reading and maths. Higher standard achievements in writing are now 1% above national, which brings our percentage of pupils achieving at a higher standard in reading, writing and maths to 32% above national. Senior leaders have ensured that there are effective systems in place to monitor the curriculum and tailored support for pupils with SEND is provided.

We recognise that our pupil premium children are not achieving highly within the greater depth standards in any of the curriculum areas (reading, writing and maths) so this needs to be an area for further improvement in the academic year 2024-2025.

This is the latest data

'Key stage 2 school publication data 2024' for CY, Does not apply and State-funded mainstream school in Slimbridge Primary School for 2023/24

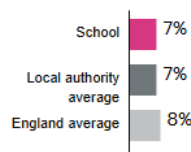
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| | 2023/24 |
|--|---------|
| Average scaled score in GPS for disadvantaged pupils | 105 |
| Average scaled score in GPS for non-disadvantaged pupils | 110 |
| Average scaled score in grammar, punctuation and spelling | 108 |
| Average scaled score in maths | 108 |
| Average scaled score in maths for disadvantaged pupils | 103 |
| Average scaled score in maths for non-disadvantaged pupils | 111 |
| Average scaled score in reading | 109 |
| Average scaled score in reading for disadvantaged pupils | 107 |
| Average scaled score in reading for non-disadvantaged pupils | 111 |

Pupils meeting expected standard in reading, writing and maths ?



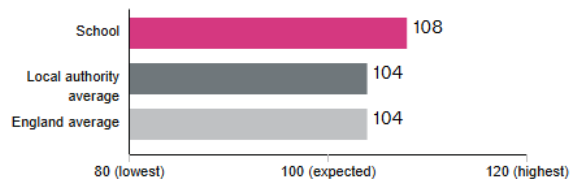
Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?



Average score in maths ?



2022-2023 Data Set for Disadvantaged

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

| | School dis. pupils | Local authority (non-dis. pupils) | England (non-dis. pupils) |
|---|--------------------|-----------------------------------|---------------------------|
| Number of pupils at the end of key stage 2 | 6 | 5361 | 459173 |
| Percentage of pupils meeting the expected standard in reading, writing and maths | 67% | 63% | 67% |
| Percentage of pupils achieving at a higher standard in reading, writing and maths | 0% | 9% | 10% |
| Average score in reading | 107 | 106 | 106 |
| Average score in maths | 103 | 105 | 106 |

School data and observations during the last Ofsted inspection (October 2023) evidence that disadvantaged pupils need to make rapid progress in early reading and phonics. 75% of pupils in Y1, who are pupil-premium, did not pass the phonic screening check in 2023. In our Y3 cohort, 33.3% of pupils did not pass the phonic screening check at the end of Y2. Our 2022-23 pupil premium strategy did not prioritise early reading and phonics as an outcome, so our 2023-27 strategy continues to prioritise this. We used pupil premium funding to resource a new phonic scheme, which has had a positive impact on the standards of teaching and learning, as was affirmed during a recent monitoring visit. Resourcing a new phonic scheme, that ensures that some pupils who struggle with reading get the precise support they need to help them apply their phonics knowledge successfully means that pupils who cannot read fluently, will have enough support and time to practise in order to catch up quickly in relation to their peers and thus will read with greater fluency.

Ofsted recognised the school's proactive response to need; children with additional social and emotional needs are supported: The school has created an inclusive environment. Pupils feel that staff value and celebrate their achievements. Pupils enjoy school and show positive attitudes to their learning. Older pupils in particular rise to meet the high expectations of their teachers. Both pupils and parents value the nurture and care provided to them by all staff in the school. The school has ensured that all pupils have access to the same learning and extracurricular opportunities. Disadvantaged pupils and those with

special educational needs and/or disabilities (SEND) receive the support they need to be successful.

Supporting families with the transition from home to school in the mornings through breakfast club provision has impacted the positive starts that our pupils are having to their learning. After School Club provision is less impactful, so this provision of our strategy has been reviewed and will be amended.

Attendance data is above national at 94.8%. However, disadvantaged pupils continue to be more greatly affected than non-disadvantaged pupils, as is evident nationally. Our school percentage of pupil-premium attendance is 89.5%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|--|
| NELI | Nuffield Early Language Intervention University of Oxford |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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| |
| The impact of that spending on service pupil premium eligible pupils |
| |